

*Institutional Effectiveness:
Setting Conditions for a Sustained
“Orbit” of Success*

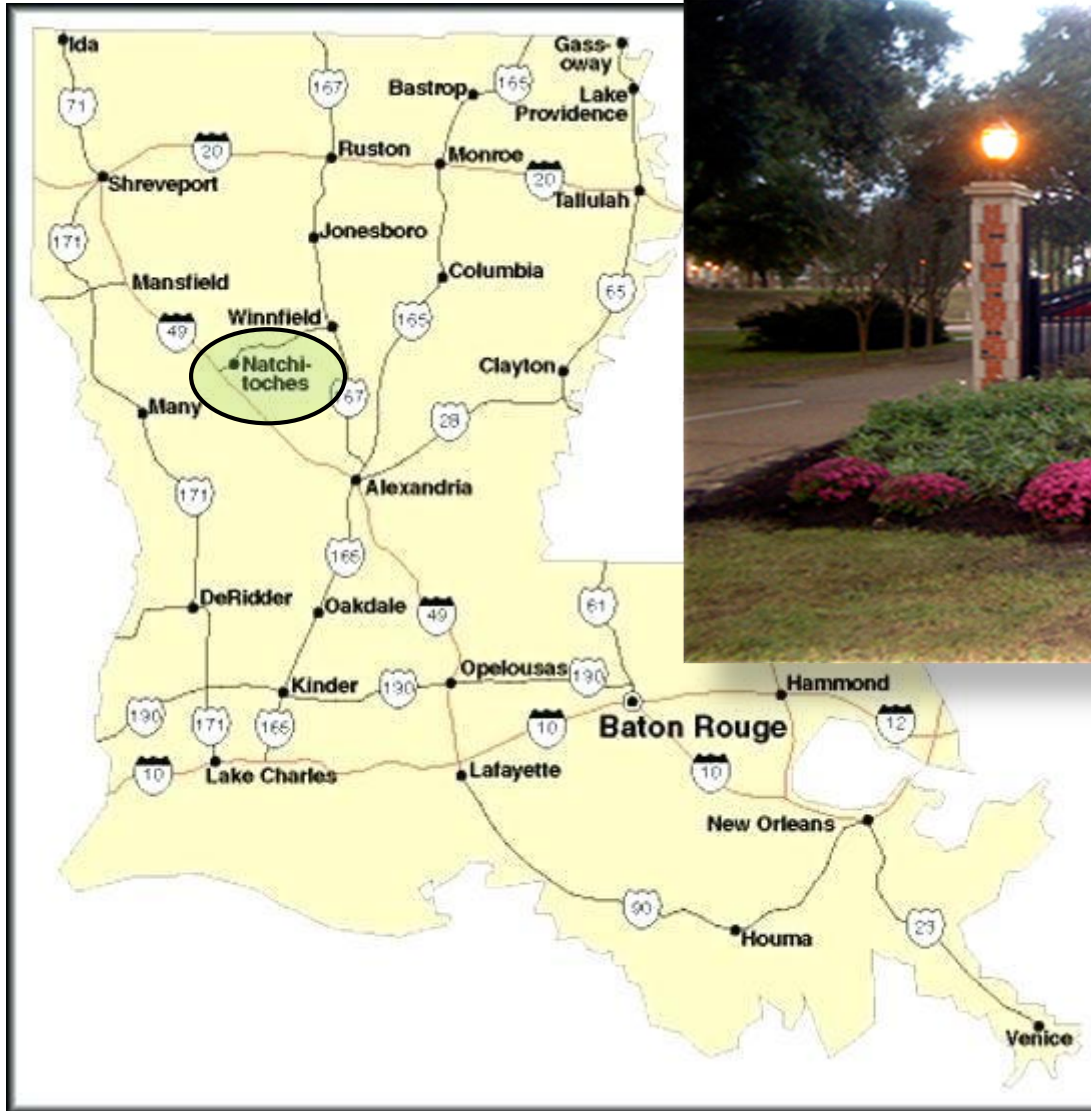


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Desired Learning Outcomes

1. Understanding of how Institutional Effectiveness (IE) is the systematic, explicit, and documented process of measuring the University's performance against all aspects of the mission.
2. Understand how the IE model can inform other processes – no process is independent in and of themselves – the power is in the synergy.
3. Understand how to establish an assessment support structure, set conditions to sustain the process, and gain leadership involvement.
4. How to leverage standardization and predictability to facilitate continued participation and increase the quality of assessment across the campus.
5. Gain knowledge, tools, and resources, including a network of like-minded professionals available to assist in program development.

Background



- Oldest permanently occupied city of the Louisiana Purchase
- NSU Founded 1884
- Oldest continually occupied site for higher education in Louisiana
- Four Colleges - 10,900 Students
- Decennial Review (Reaffirmation)

Institutional Effectiveness

“Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

“Even though the concept of institutional effectiveness may not be explicitly referenced in all of the standards, the accreditation process assumes that all programs and services, wherever offered within the context of the institution’s mission and activity, are reviewed as part of the institutional effectiveness process.”

SACSCOC 2018

The Institutional Effectiveness Process



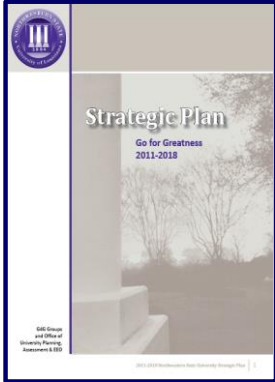
Process occurs at the Strategic (University) and Operational (Program/Unit Level)

Discussion Questions

1. How does your assessment process support your University Mission? What evidence do you have? How do you document it?
2. Is your assessment process integrated into your strategic planning process and or reflected in the University Strategic Plan? Should it be? Why?

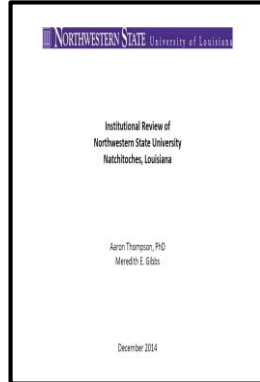
Building the Backbone

Strategic Plan 2011-2018



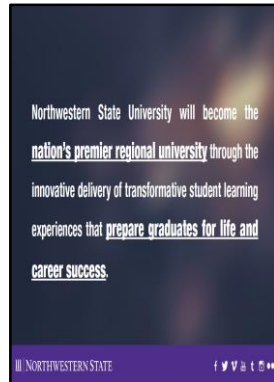
Jan 2011

Institutional Review



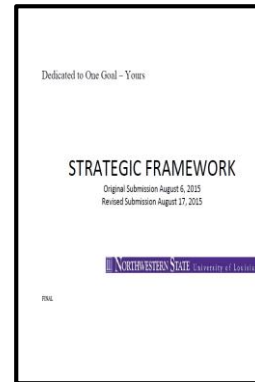
Dec 2014

Henderson's Vision



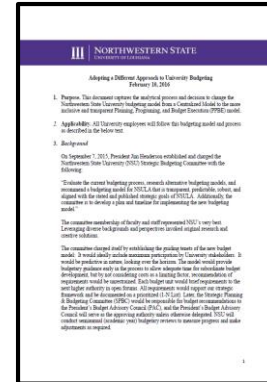
Mar 2015

Strategic Framework



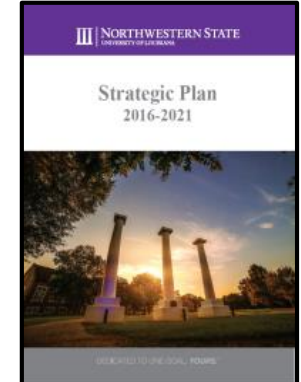
Aug 2015

Strategic Budgeting



Feb 2016

Strategic Plan 2016-2021



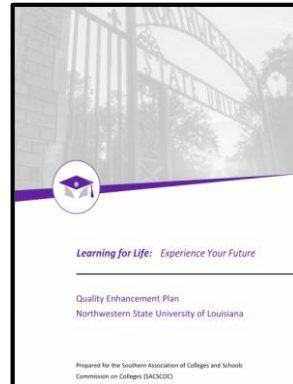
Jan 2017

IE Policy



Jan 2017

Quality Enhancement Plan



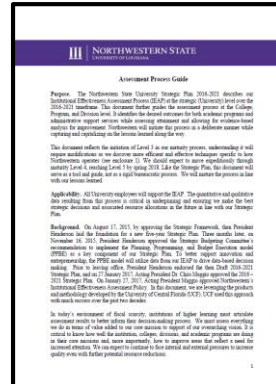
Jan 2017

ULS Mission Approval



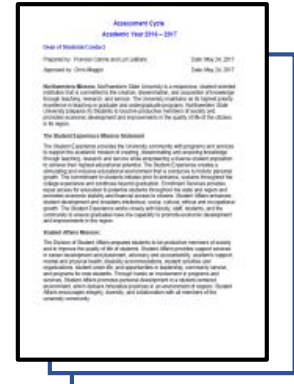
Feb 2017

Assessment Guide



Apr 2017

151 Program/ Unit Assessments



Jun 2019

Assessment Cycle 2018-2019



Jun 2019

Presidents Leadership Team. Responsible for setting the strategic azimuth and conditions (through decision making) for the University to secure its vision of becoming the nation's premier regional university and while also serving as the forcing function to ensure the overarching assessment process (Strategic, operational, tactical) is being exercised to achieve this vision.

Meets: The first Monday every month.

Composition:

President

Provost and VP, Academic Affairs

VP, The Student Experience

VP, Technology, Innovation, and Economic Development

VP, External Affairs

Asst. VP, External Affairs for University Advancement

Executive VP, University and Business Affairs

Chief Financial Officer

Director to Intercollegiate Athletics

Dean, College of Arts and Sciences

Dean, Gallaspy College of Education and Human Development

Dean, College of Nursing and School of Allied Health

Dean, College of Business and Technology

Faculty Senate President

Executive Director Institutional Effectiveness & Human Resources

Director of Institutional Effectiveness

Information Technology Services

Internal Auditor

Student Government Association President

Strategic Planning Team: Helps the President set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future.

Meets: The second Wednesday of every month.

Composition:

President

Provost and VP, Academic Affairs

VP, The Student Experience

VP, Technology, Innovation, and Economic Development

VP, External Affairs

Asst. VP, External Affairs for University Advancement

Executive VP, University and Business Affairs

Chief Financial Officer

Director to Intercollegiate Athletics

Dean, College of Arts and Sciences

Dean, Gallaspy College of Education and Human Development

Dean, College of Nursing and School of Allied Health

Dean, College of Business and Technology

Faculty Senate President

Faculty Chair of Research Council

Community/Public Service

Student Government Association President

Executive Director Institutional Effectiveness & Human Resources

Director of Institutional Effectiveness: Frank Hall

University Assessment Committee. The mission is to foster communication between all colleges, schools, departments, faculty, and staff to facilitate and assess student learning and organizational performance. The UAC works to promote an integrated culture of assessment consistent with the University mission. The committee is charged with coordinating assessment at the University level, representing all academic and co-curricular areas in articulating an integrative assessment program from the classroom through strategic decisions, and providing feedback and assistance to programs, colleges and schools to advance efforts to enhance collective support for assessment.

Meets. The second Thursday of each month.

Composition:

Academic Review Committee:

College of Arts and Sciences
Gallaspy College of Education and Human Development
College of Nursing
School of Allied Health
College of Business and School of Technology

Administrative Review Committee:

Athletics
External Affairs
Technology Innovation and Economic Development
Information Technology Services
Business Affairs
University Affairs & Police
Office of Institutional Effectiveness

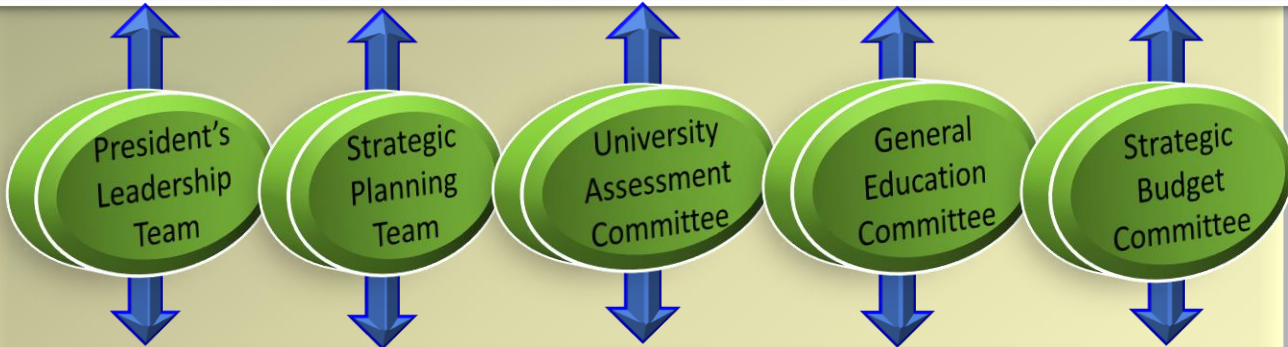
Academic & Student Support Services:

Registrar
Auxiliary & Support Services
Library
Student Experience

Multi – Focused Approach

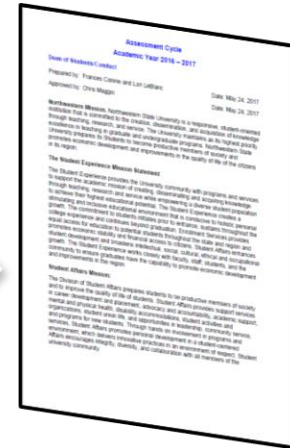
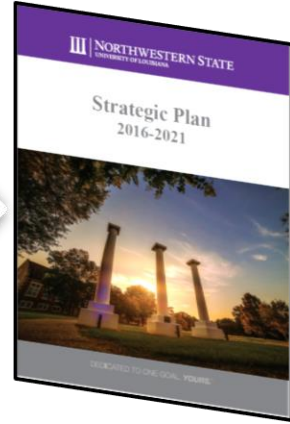
Data Collection

Strategically Focused Senior Leaders Looking out 3 - 6 years Over the horizon Road Map to Vision

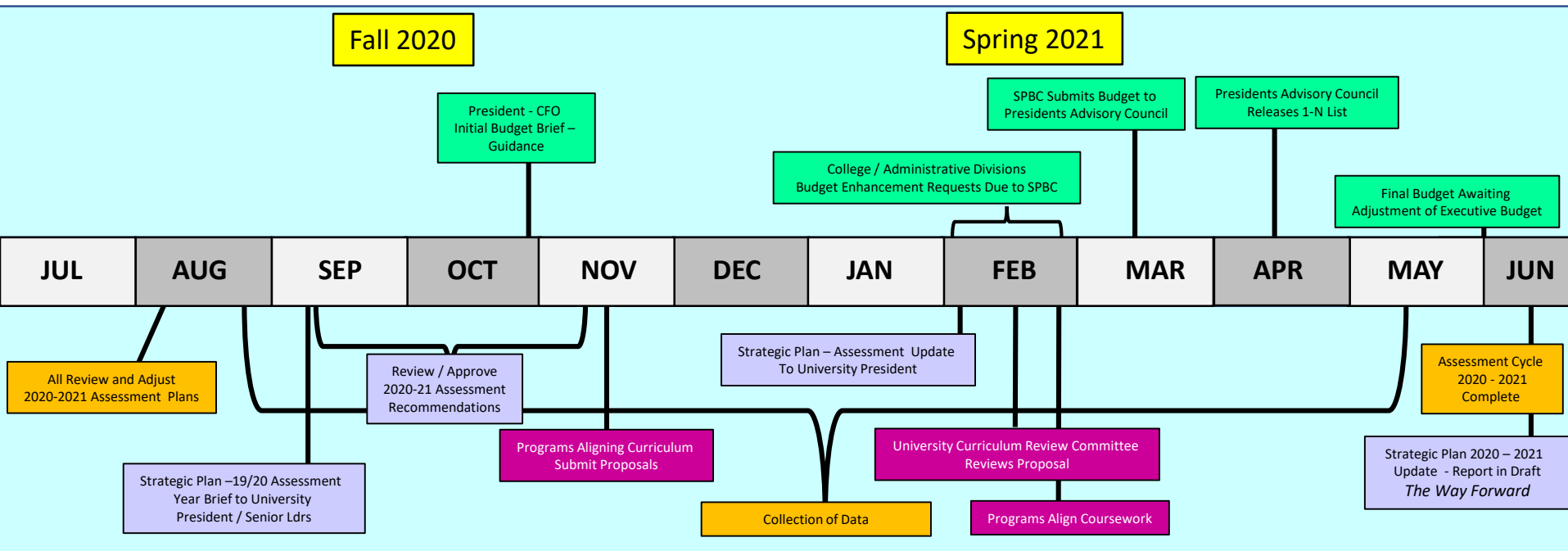
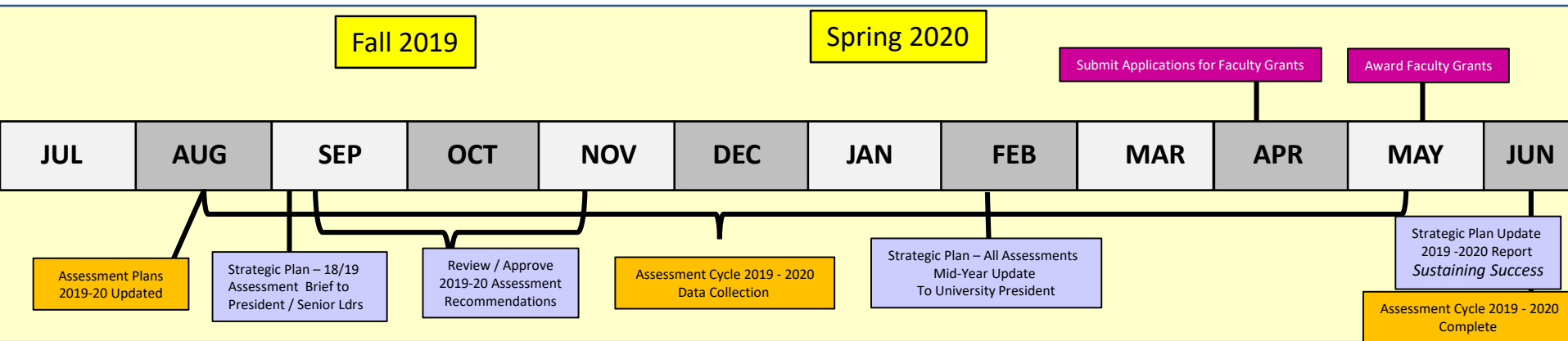


Operationally Academically Focused Program Coordinators Faculty - Unit Leaders Academic Year Validating the Product Outcome Driven

Constant Feedback



Northwestern IE Model Timeline



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

Discussion Questions

3. What is the structure that supports your assessment process (i.e., policy, committees, calendars, guides, etc.)? What is missing and or what would make it better? How do we structurally support our process?

4. Who is the most senior person involved in the assessment process? Is there diversity and depth amongst those involved? How do you improve participation?

SACSCOC Timeline: The Next 10 Years

AY 2016-2017: Decennial Review (Reaffirmation)

AY 2017-2018: Monitoring Report

AY 2018-2019: Monitoring Report Finding

AY 2019-2020: Record Year

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

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

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

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

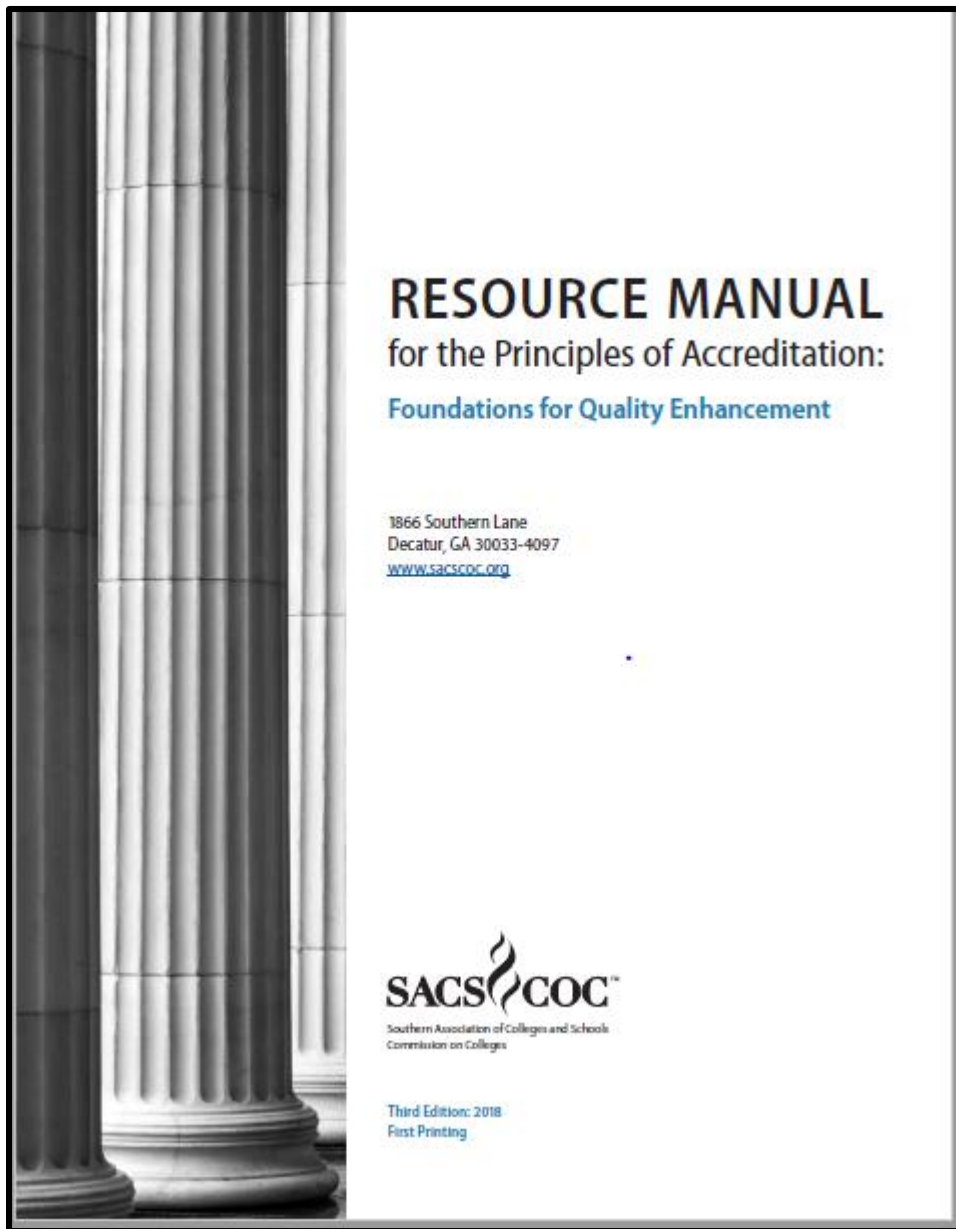
NLT 30 June 2023: Results of the review by the Fifth-Year Interim Reports Committee

AY 2023-2024: Flex Year

AY 2024-2025: Record Year

AY 2025-2026: Record Year – Draft Report

AY 2026-2027: Decennial Review (Reaffirmation)



5th – Year Interim Report

Come to agreement for
responsibility and accountability
for each standard

R 5.4	Office of IE/HR
CR 6.1	Provost / IR
R 6.2.b	Provost
R 6.2.c	Provost
CR 8.1	DIE
R 8.2.a	DIE
CR 9.1	Provost
CR 9.2	Registrar
R 10.2	Registrar
R 10.3	Registrar
R 10.5	VP Student Experience
R 10.6 a-c	Provost / VP TIED
R 10.7	Provost / Registrar
R 10.9	Registrar
CR 12.1	Provost / VP Student Experience
R 12.4	VP Student Experience
R 13.6	VP Student Experience
R 13.7	Executive Vice President
R 13.8	Executive Vice President
R 14.1	Office of IE/HR
R 14.3	Provost / VP TIED
R 14.4	Office of IE/HR

Northwestern State University Strategic Plan 2016 - 2021



Strategic Plan 2016-2021



Assessment Cycle 2018–2019 Building Momentum

DEDICATED TO ONE GOAL. *YOURS.*™

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The Student Experience

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

The Student Experience:

Objective 1: Provide Responsive Student Services

Objective 2: Create a community that fosters diversity and inclusion

Objective 3: Develop a unique campus life experience

Objective 4: Provide a transformational learning and career preparation experience

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

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

Academic Excellence

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

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions.

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

 Progress

 Decline

 No Progress - Not Measured

 Change Made

AY 2017-2018	AY 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
GRE Verbal: M = 147 (34%) GRE Quan: M = 145 (17%); LSAT: M = 143 (21%); MCAT: M = 493 (29%)	GRE Verbal: M = 148 (42%) GRE Quan: M = 145 (24%); LSAT: M = 142 (18%); MCAT: M = 494 (28%)	Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)	90% to score 280 GRE; Increase the # of students scoring above nat'l median for LSAT & MCAT by one/year
4.6/5.0 4.6/5.0 4.7/5.0	4.6/5.0 4.6/5.0 4.7/5.0	Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., <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, strategic planning and budgeting.	45 Faculty Grants 70 EPs/Chairs
4% (N=32)	8% (N=30)	Percent of faculty/staff receiving external grants	10% (45 PI/Co-PI)
284 (Wording of metric changed)	893	Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy	900
1434	990	Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	1,600
17	38	Number of departments or sites acquiring new classroom or laboratory technologies	42
21	199	Number of events or activities to recognize faculty for their contributions in teaching, research, or service	200

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions

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

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

The Numbers

Strategic Outcomes

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

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

Program and Unit Assessments

Educational programs: 93 Degree and Certificate Programs

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

College of Education and Human Development 32 x Degree Programs and 13 x Certificate Programs

College of Nursing 8 x Degree Programs and 4 x Certificate Programs

College of Business and Technology 7 x Programs and 3 x Certificate Programs

Administrative support services: 25 Units

Office of Institutional Effectiveness and Human Resources x 3 Units

External Affairs x 5 Units

Technology Innovation and Economic Development x 4 Units

Informational Technology Services x 1 Unit

Business Affairs x 1 Unit

University Affairs x 6 Units

Athletics x 5 Units



Academic and student support services: 26 Units

Library x 6 Units

Auxiliary Service x 4 Units

The Student Experience x 12 Units

Registrar x 4 Units

Core Competencies: 6

Assessment - Fundamentals

Student Learning Outcomes: specify what students will know, be able to do, or be able to demonstrate when they have completed/participated in the program, course, project or activity.

Service Outcomes: specify what an organization intends to do, achieve, or accomplish through certain activities or experiences (what a program accomplishes for its students, faculty/staff or institution).

Specific – Measurable – Attainable - Results-Oriented - Time-Bound

Measure: Combines methodology and target. Designed to directly measure what a participant knows or is able to do. It requires demonstration of the skill or knowledge, such as write an essay.

Finding: Binary – met or not met

Analysis: Start with last years finding and why. As a result, what was done differently this year to improve. What are the findings for this year.

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

<https://www.nsula.edu/institutionaleffectiveness/>

SLO 1. Analysis and interpretation of evidence. Students in the English BA program will perform analysis and interpretation of evidence. In literature, film studies, and folklore papers, students will use textual evidence from close reading to defend an interpretive thesis, including locating the significance of chosen passages in the context of a larger work. For those students who take professional writing courses, this evidence may include primary materials such as websites, job ads, writing samples, etc. and the argument may be practical rather than interpretive.

Measure 1.1 (Direct – Skill). On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to analyze and interpret evidence from a variety of texts, broadly defined to include fiction, nonfiction, drama, film, new media, and primary texts including interviews and oral histories. At least 95% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target not met.

Analysis: In AY 2017-18, the target was met, as 64 out of 70 (91%) student projects were judged competent or higher in their ability to analyze and interpret evidence from a variety of texts. This represented a 2% increase from the previous year. Increased instruction in all methods of close reading was the reason for this increase. Based on the analysis of these results, and to further aid students in their use of textual evidence, faculty increased instruction of the skills of close reading, particularly as they apply to nonfiction, primary texts, and scholarly sources. This instruction took various forms, including textual explication assignments, rhetorical analyses, and video essays. In AY 2018-19, the target was not met, as 91 out of 97 (93.81%) student projects were judged competent or higher in their ability to analyze and interpret evidence from a variety of texts. This still represents a 3% increase from the previous year, but did not meet the goal of 95%, which was a new target set for this year. Increased instruction in all methods of close reading is the reason for this increase. Further action will be taken to emphasize the skills of close reading, particularly as they apply to nonfiction, primary texts, and scholarly sources.

Decision: Based on the analysis of the AY 2018-2019 results, and in conjunction with the drive for continuous improvement, further actions will be taken to sustain and advance students' ability to analyze and interpret evidence from a variety of texts. In 2019-2020 courses will be further refined to increase instruction in the skills of close reading, particularly as they apply to nonfiction, primary texts, and scholarly sources. Because improvements were made, but did not meet the target, the target will remain at 95% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AY 2019-2020.

The mid-year report is an effort to reduce the workload at the end of the assessment cycle by drafting the beginning of the assessment paragraph and decision paragraph for each measure early. This then allows the focus to be on the findings and next steps to drive improvement. We can also look at building the comprehensive list of evidence and think about the next steps for improvement at the program level.

Service Outcomes:

SO 1. Ensures the institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Measure 1.1. The University compiles and publicizes its documented institutional effectiveness process. The target is to have a publicized process with 100% of the 116 academic and administrative units completing the process annually per the published timelines for annual assessments submission while also meeting the assessment element (s) requirements per rubric 2 (with enclosure). Once complete, the assessments are made available for public view on the Director of Institutional Effectiveness website <https://www.nsula.edu/institutionaleffectiveness/>.

Finding. Target was _____.

Analysis. (use the finding/decision paragraph from previous year or fall data to start this paragraph)


In 2018-2019, the target was met. Based on the analysis of the 2018-2019 results, we found it clear that the Office of Institutional Effectiveness and Human Resources cannot be solely responsible for the completion and quality of all assessments across the University. In accordance with the plan of action from 2018-2019, in 2019-2020, the Director of Institutional Effectiveness established a process to better integrate College Deans and Vice Presidents in providing the internal forcing function and quality control measure to drive their respective program and unit assessments. As a result, in 2020-2021 the target was....


Decision, action or recommendation. Based on the analysis of the 2019-2020 results, in 2020-2021, the Director of Institutional Effectiveness will _____ to drive continuous improvement.


Northwestern State University Institutional Effectiveness AY 2018 -2019 Assessment Tracker

As of 26 February 2019

(144 Assessed Programs – Units)

 Educational Program

 Admin – Student SPT Services

 Academic – Support Services

Academic / Administrative Review Committee	Chair	Program / Unit Name	Coordinator Name	2018-19 Assessment	Notes
EDUCATIONAL PROGRAM					
College of Arts and Science	Lindsay Porter 23 X Degree Programs	Criminal Justice (BS) (250)	Michelle		
		Unified Public Safety (BS) (256)	Mr. Jack		
		History (BA) (261)	Dr. James		
		Homeland Security (MS) (579)	Dr. Mark		
		Biology (BS) (618)	Dr. Fran		
		Applied Microbiology (BS) (619)	Dr. Fran		
		Physical Science (BS) (637)	Dr. Fran		
		Veterinary Technology (AD) (725)	Dr. Brenda		
		Music (BM) (242)	Dr. Greg		
		Music (MM) (542)	Dr. Greg		
		General Studies (AGS) (733)	Steve		
		General Studies (BS) (734)	Steve		
		Liberal Arts (Scholar's College) (BA) (820)	Dr. Betsy		
		Fine Arts and Graphics (BFA) (214)	Dr. Matthew		
		Fine Arts and Graphics (MA) (511)	Dr. Matthew		
		Communication (BA) (225)	Dr. Paula		
		English (BA) (221)	Dr. Allison		
		English (MA) (529)	Dr. Ereck		
		Theatre (BS) (245)	Dr. Scott		
		Dance (BFA) (244)	Dr. Scott		
		Math (BS) (642)	Dr. Frank		

Program and Unit Assessments

Academic Programs - Student Learning Outcomes (SLOs)

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

336x Student Learning Outcomes - 90% were positive.

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

18% Change Rate
11% Positive
07% Negative

4 x Programs did not meet the majority of SLOs.

4 x Programs were at 50-75% rate.

Service Units - Service Outcomes (SOs)

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

123x Service Outcomes - 88% were positive.

248x Service Outcome Measures - 62% were positive.

22% Change Rate
10% Positive
12% Negative

3 x Units did not meet the majority of SOs.

2 x Units were at 50% rate

General Education Competencies

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

- **English.** To demonstrate writing as a purpose-driven process of communication within specific contexts.
- **Mathematics/Analytical Reasoning.** To apply mathematical and analytical reasoning skills.
- **Natural Sciences.** To understand the universe through the study of life and physical sciences.
- **Humanities.** To understand the diversity of human knowledge and experience across cultures as examined through the humanities.
- **Social/Behavioral Sciences.** To demonstrate an understanding of human behavior and the relationship between individuals and their societies.
- **Fine Arts.** To explore purposes and processes in the visual and performing arts and the ways in which fine arts conceive and express the human experience.

General Education Competencies (Fall 2019)

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

General Education Competencies (Spring 2020)

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

The Numbers

University Core: 9,497 Student Assessments

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

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

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

Discussion Questions

5. Are your Student Learning Outcomes (SLOs) or Service Outcomes (SOs) uniformly structured across the University? Are they integrated to support other University goals/objectives? Who approves your outcomes? Are they published? <https://www.nsula.edu/institutionaleffectiveness/>

6. What is more important, SACSCOC Reaffirmation or Program Accreditation? Is it uniformly understood across campus? Can they be mutually supportive? Why or why not?

Tools for Consideration

[Assessment Cycle 2018 - 2019 Building Momentum \(20 September 2019\)](#)

[NSU Assessment Process Guide UPDATE \(4 OCT 2017\)](#)

[Guide to Outcome - Measure Development](#)

[Anatomy of a Program - Unit Assessment \(21 March 2018\) \(00D\)](#)

[Mid-Year 2019-2020 Assessment Guide-Template \(3 September 2019\)](#)

[Assessment - Evidence Based Improvement \(13 MAR 18\)](#)

[Assessment Coordinator Transition Checklist \(as of 8 Sep 2018\)](#)

QUALITY ENHANCEMENT PLAN



Learning for Life:
*Experience Your
Future*

Internship

- Must include a minimum requirement for contact hours per course or credit hour
- Must incorporate supervisory expectations (evaluation by faculty or site supervisors)
- Must incorporate reflection as an ongoing process
- Must incorporate acknowledgment of student accomplishments

Research

- Must result in the completion of a formal written document
- Must utilize a professional style guide appropriate to the profession
- Must incorporate a presentation component
- Must incorporate reflection as an ongoing process
- Must incorporate acknowledgment of student accomplishments

Performance or Project

- Must incorporate an adjudicated public performance or exhibit
- Must incorporate faculty evaluation prior to presentation
- Must incorporate reflection as an ongoing process
- Must incorporate acknowledgment of student accomplishments

Study Abroad

- Must ensure that each credit hour corresponds to 15 faculty contact hours
- Must be faculty-led (if short-term) or involve capstone-level experiences (if long-term)
- Must include contact with host communities or with lecturers from host country
- May include online/F2F activities in conjunction with Study Abroad experience
- Must include a student journaling component (or similar exercise) for reflection
- Must incorporate acknowledgment of student accomplishments

Program: QEP

Date: Date:

Prepared by:

Approved by:

SLO 1. During the capstone experiential learning course(s), students will demonstrate the knowledge, skills, and dispositions expected of entry-level professionals in their disciplines.
(Aligned with Principle 1-Intention and Principle 2-Preparedness and Planning)

SLO 2. During the capstone experiential learning course(s), students will reflect critically to link theory with practice and develop applications of knowledge based on the reflection.
(Aligned with Principle 4-Reflection and Principle 6-Monitoring and Continuous Improvement)

Measure.

Methodology.

Target.

University Benchmark: 50% of students have an average score of 3 or better.

Program Goal (identified through PC/faculty collaboration):

Finding.

Analysis.

Decision / Recommendations.

Planning, Programing and Budgeting Execution Model

Budget Enhancement Request:

- Budget Guidance OCT 2018 for Budget Year 2019 – 2020
- Only non-recurring requirements that are of value to the organization, the University, and are aligned to the Strategic Plan.
- COB 15 Feb via Form IV – submitted to budget@nsula.edu.
- Remains a competitive process.
- Current unfunded 2018-2019 requests must be resubmitted – revalidated to remain competitive.
- Request is tracked by Business Affairs until it reaches “Centralized Repository.”
- Every request moves forward – cannot say no.
- It will be the SPBC’s job to rank order all submitted enhancements 1- N.

1-N List Evaluation Criteria *(rated 1.0 to 5.0 – higher is better)*

- 1. Institutional Value** The degree of positive impact (minimal, moderate, significant) to the university at large. Measured in number of students, programs, departments, etc. which would see a benefit.
- 2. Financial Value** The estimated duration of the benefit as compared to immediate cost (time, money, other variables). Value remains over time.
- 3. Operational Alignment** Is in direct alignment with objectives (#) for a Strategic Focus Area (s).
- 4. Technical Alignment** Fits within existing processes and architecture without significant cost.
- 5. Cost** Percent of total pool available. Is it the best use of resources at this time.
- 6. Sustainability** The likelihood of a continuation of tangible benefit over a period of time.
- 7. Relevance** The appropriateness of the request/resource to the problem/concern. Should this be a mandated requirement based on law or safety.
- 8. Implementation Risk** The risk of implementation being more expensive, taking longer than planned, or failing to occur at all.
- 9. Operational Risk** The risk of not getting the planned benefits from the investment.
- 10. Flexibility** The ease of funding through other means – options are available.

1-N List Evaluation Rating Options

Every enhancement is rated 1.0 to 5.0 by each member of the SPBC.

For criteria 1-7 and 10

Nice to have	1.0 – 1.9
Some Value	2.0 – 2.9
Moderate Value	3.0 – 3.9
Significant Value	4.0 – 4.9
Extreme Value	5.0

For criteria 8 & 9 only

1.0 – 1.9	Extremely Likely
2.0 – 2.9	Likely
3.0 – 3.9	Neither likely or Unlikely
4.0 – 4.9	Somewhat Likely
5.0	Not Likely

If viewed as a requirement:

Law	6
Safety	7

AY 2017-2018 Budget Enhancement Process

Strategic Planning and Budgeting Committee 2018 - 2019 Budget Enhancement 1-N List

Those in dark green are funded in 2017-2018 - lighter green 2018-2019.

ENHANCEMENT BUDGET REQUESTS, 2018-2019	COST	STATUS
Chair Risers for Graduation	12,000	Complete
Recruiting Banners and Table Covers	4,860	Complete
Reno of Bienvenu Auditorium Classroom	64,950	Funded 18-19 - 528505
Portable X-Ray Generator for Vet Tech	12,628	Complete
Upgrade of Apple Computers - Marketing	21,214	Complete
Teacher Education Building Upgrade	24,350	Funded 18-19 - 528505
English Outreach Project Travel Display	1,000	Funded 18-19 - 528130
Student Lounge Furniture - Alexandria	6,910	Funded 18-19 - 528184
Kiln - Art Department	3,244	Complete
Microbiology Lab Equipment	42,193	\$32,398 Paid in FY 17-18 \$9,795 Funded 18-19 - 528118
Clinical Labs Floor Repl Shreveport Campus	20,000	Funded 18-19 - 528505
Upgrade of TV facility in Keyser Hall	185,511	Funded 18-19 - 528505
Drill and Ceremony Gear - Military Science	3,750	Complete
TOTAL	\$402,610	\$775,211
Campus Computer Jumpstart will be partially funded for 2018-2019.		
Campus Comput Repl Life-Cycle Jumpstart	180,000	
Jumpstart Partial Funding TOTAL	\$97,390	Funded 18-19 - 528600
Funded through University Affairs-separate from 500k Enhancement - budgeted for 2018-19.		
Drain Cleaning Machine - Physical Plant	600	
Upgrade ROTC Water Fountains - Noe Armory	2140	
Upgrade Leesville Library Facilities	17894	
Update Landscaping - Leesville	5630	
TOTAL	\$26,264	
Funding has already been provided in 2017-2018 - awaiting contract award.		
Elevator Flooring - Russel Hall	5,000	
Completion of rappel tower - ROTC	35,171	
Campus Maintenance Man Lift - Physical Plant	71,797	
University Printing Showroom Copier	48,979	
Tennis Court Resurface	48,000	
Replace Seating - David Morgan Room-Rus. Hall	40,000	
TOTAL	\$248,947	

2,113,250 = Total Requirement
 - 750,855 = Outside Requirements
 1,362,395 = Total Requirement
 775,211 = Funded (57%)

Discussion Questions

7. Are resources tied to your assessment process? Should there be an incentive? Why or why not?

8. What are the tools that your University uses in the assessment process? Where did you acquire them? Are they adequate? What are some good resources you can share?

9. Do you have a network of assessment professionals? Why or why not? Do you want to establish a network of likeminded – focused people? Send email to Hallf@nsula.edu.

Desired Learning Outcomes

1. Understanding of how Institutional Effectiveness (IE) is the systematic, explicit, and documented process of measuring the University's performance against all aspects of the mission.
2. Understand how the IE model can inform other processes – no process is independent in and of themselves – the power is in the synergy.
3. Understand how to establish an assessment support structure, set conditions to sustain the process, and gain leadership involvement.
4. How to leverage standardization and predictability to facilitate continued participation and increase the quality of assessment across the campus.
5. Gain knowledge, tools, and resources, including a network of like-minded professionals available to assist in program development.

*Institutional Effectiveness: Setting Conditions for a Sustained
“Orbit” of Success*

Thank You

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