

2019 -2020 Mid-Year Assessment Brief



14 February 2020

Purpose

- ❖ Close-Out 2018-2019 – *Building Momentum*
 - ❖ Evolutions in the assessment process
 - ❖ New University Mission Statement
 - ❖ Modified Strategic Assessment Approach to alternating assessment of metrics
 - ❖ Internalizing SACSCOC Requirements and Standards
 - ❖ AC 2019-2020 - Updates across Tactical, Operational and Strategic Focus Areas – *Sustaining Success*
 - ❖ Requirements and timeline for end-of-year AC 2019-2020 Assessment
 - ❖ Preparing for SCASCOC Fifth Year Report
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AY 2018-2019 Assessment Complete

	A	B	C	D	E	F
1		AY 2018-2019 Decision Tracker				
2		Decision	SFA	Action	OBJ	Status
27	25	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.P.90.	MR	To be coordinated.	5	Pending.
28	26	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.P.96.	CE	Ongoing.	1	Ongoing.
29	27	The NSU Alumni Association will contract and consult with a marketing and branding professional to increase membership.P.98	CE	Action complete.	2	Complete.
30	28	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.P.102.	CE	Coordination ongoing.	4	Ongoing.
31	29	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.P.103.	CE	Ongoing.	5	Ongoing.
		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.,	AP	Ongoing.	1	Ongoing.

34 - Recommendations led to a decision - action

University Mission

Following a deliberate five-month mission analysis process the Strategic Planning Team developed the below University mission statement based on the following:

- Louisiana Constitution Article VIII, 5D (4), Acts 241 of 1987 and 1360 of 1997.
- Specified tasks per the Board of Regents Master Plan 2011, revised 2012.
- Board of Regents 2019 Master Plan.
- Modified military mission analysis construct (16 - Steps).
- Independent understanding of Higher Education and the socio-economic conditions within the region and state.
- NSU Deans and Department Head's review and comments.
- NSU Faculty Senate review and comments.
- NSU President's Cabinet Review and Approval.

The result is a forward-looking approach that is inclusive, embraces diversity, anticipates change, and facilitates educational access-attainment to better prepare our students to positively impact the socio-economic conditions of our region, state, and nation.

NEW Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation. [Approved by ULS Board of Supervisors on 28 February 2020](#)

Strategic Plan Modification

Nest with ULS Strategic Plan FY 2020-21 through FY 2024-2025 (target year 2023)

Our target Year is now 2023 to be consistent

Justification for modification – short explanation – minimum changes

Update the Mission and Core Values...takes affect 1 July 2020

Will need to change some targets that serve as student achievement criteria.

Moving to an assessment of objectives / metrics two-year cycle

Current year objective/metrics assessed are distinguished by *italicized* blue text.

The objectives – metrics assessed the year prior remain in document, standard black text.

The Student Experience

AY 2018-2019	AY 2019-2020	The Student Experience Metrics	AY 2022-2023 Targets
8.21		Academic excellence and value	10
8.53		Satisfaction with support programs	10
8.04		Satisfaction with University policies and processes	10
7.95		Responsive and helpful faculty and staff	10
70.7%	Pending Results	<i>Retention rate (full-time) 1st to 2nd year</i>	76%*
47.0%	Pending Results	<i>Graduation rates</i>	46%*
1,560	1,506	<i>Enrollment per freshman class, per year</i>	1,700
4,573	4,525	<i>Enrollment on Natchitoches campus</i>	4,500
11,081	10,900	<i>Overall Northwestern State enrollment</i>	11,360*
10		Diversity represents regional demographics	10
8.23		Campus climate of advocacy and inclusion	10
7.47		Safety and security satisfaction survey	10
8.28		On-campus facilities satisfaction survey	10
6.83		Campus housing and dining satisfaction	10
143,946	143,946	<i>Student community service hours</i>	400,000
29	33	<i>Programs with capstone experiential learning activities</i>	66
7,674	11,144	<i>Number of students and employers using Handshake</i>	11,000
75.3%	75%	<i>Percent graduates working w/in 6 months of graduation</i>	80%*
36	49	<i>Number of health-related programs and services</i>	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

* Serves as a Criteria for Student Achievement, SACSCOC 8.1.

Blue italicized text were assessed in 2019-2020

Black standard text were assessed in 2018-2019

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

The Student Experience

Top three good news stories:

- Increase in Spring 2020 Enrollment (10,117; +82)
- Fall to Spring Retention Increase (90.06%)
- Exemplary Leadership Experiences at NSU

Top three areas of concern:

- Challenge Finding FTF Classes & Impact on Student Development
- Mental Health and ADA Challenges
- Rising Costs and Impact on Access

Final Thoughts:

- Growth on the Natchitoches Campus Continues to be SE Focus

Academic Excellence (1 of 3)

AY 2017-2018	Mid-Mid Brief 2018-2019	Academic Excellence Metrics	AY 2020-2023 Targets
61/64 (95%)	95	<i>Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction</i>	120 Degree and Certificate Programs
34 (Sample)		Courses focusing on implementing current technologies/best practice principles in teaching	35-40 (Sample)
4.3/5.0 41% (response rate)	4.3/5.0 (C) 4.4/5.0 (I) 47% (response rate)	<i>Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)</i>	4.5/5.0 (90%) 45% (response rate)
28		Average class size in University Core courses	28
4.3/5.0 (39%)	4.2/5.0 (86%) 47% (response rate)	<i>Mean student evaluation of instruction in University Core courses</i>	4.5/5.0 (90%) 42% (response rate)
14		Number of University Core classes with a designated course steward	100% of courses w/ multiple sections
379 52 Prof. Conf. Presentations	Pending	<i>Number of graduate students engaging in research/scholarly activities and mentored by faculty</i>	400 80 Prof. Conf. Presentations
128 52-G; 76 UG Prof. Conf. Presentations	Pending	<i>Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting</i>	154 (20% increase)
GRE Verbal: M=147 (34%) GRE Quan: M=145 (17%); LSAT: M=143 (21%); MCAT: M=493 (29%)		Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)	90% to score 280 GRE; Increase the # of students scoring above the nat'l median for LSAT & MCAT by one/year

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	Mid-Mid Brief 2018-2019	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 4.6/5.0	<i>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)</i>	Maintain scores between 4.5/5.0
152 (Sample)		Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together	180 (20% increase)
42 Faculty Grants 55 EPs/Chairs	10 Faculty Grants 58 EPs/Chairs	<i>Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, strategic planning and budgeting.</i>	45 Faculty Grants 70 EPs/Chairs
4% (37)	3% (21)	<i>Percent of faculty/staff receiving external grants</i>	5% (N = 45 PI/Co-PI)
284 (wording of metric changed)		Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy	341 (20% increase)
1434		Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	1,600 (12% increase)
17	Pending	<i>Number of departments or sites acquiring new classroom or laboratory technologies</i>	35 (29% increase)
21		Number of events or activities to recognize faculty for their contributions in teaching, research, or service	48 (500% 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

Top three progress areas:

- Increase in number of courses with course stewards
- Average class size in University Core courses decreased again
- Students getting accepted into Professional and Graduate Schools continues to grow in quantity and quality

Top three areas of concern:

- Course steward system is cumbersome and laborious
- Infrastructure to offer more sections of courses at desired times is stressed (faculty, space, compressed course schedule)
- Time constraints for faculty and staff to explore external grant and funding opportunities

Final Thoughts:

- Interfolio rollout was good
- Faculty Institute focused on generational differences and communication
- Academic programs continue to get national and international recognition ¹⁴



Key Insights: Research Data - Not Collected for Mid-Year Brief;
Data will likely be collected manually for 2019-2020 annual report.

NSU contracted with Interfolio to develop a Faculty Profile System

- *Faculty 180* – Activity reporting; Annual review, promotion, and tenure

Outlook: Timeline for Implementing *Interfolio Faculty 180*

- Planning (mid-Jan to mid-Feb)
- Inform (mid-Feb to mid-Mar)
- Train (mid-Mar to mid-Apr)
- Deploy (April-July)

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 (1 of 4)

The University core requires that each baccalaureate curriculum include the following:

1. **English (6 hours):** English 1010, English 1020.

2. **Mathematics (6 hours):** (taken in pairs indicated and in sequence): Mathematics 1020 and 1060; 1020 and 1090; 1020 and 2010; 1035 and 1060; 1100 (6 hours); 1810 (6 hours); or 2100 and 2110 (10 hours).

3. **Natural Sciences (9 hours):**

* Physical: 3 or 6 hours selected from Chemistry 1030, 1040, 1070; Physics 2030; or Science 1010, 2010.

* Biological: 3 or 6 hours selected from Biology 1010, 2250, 2260; or Science 1020, 2020.

4. **Humanities (9 hours*):**

* Literature (3 hours): English 2070, 2110.

* History (3 hours): 3 hours selected from History 1010, 1020, 2010, or 2020.

* Communication (3 hours): 3 hours selected from Business Administration 2200; Communication 1010, 2500; or Phil 1010.

5. **Social/Behavioral Sciences (6 hours):**

* Social Science (3 hours): 3 hours selected from Anthropology 1510, 2020; Economics 2000; Geography 1010, 1020; or Political Science 2010.

* Behavioral Science (3 hours): 3 hours selected from Educational Psychology 2020, Psychology 1010, 2050; and Soc 1010.

6. **Fine Arts (3 hours):** Fine Arts 1040.

General Education Competencies (Fall 2019)

Competency / Total Assessed	Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
1. English / 1040 - 265 DE	ENGL 1010	Writing Portfolio	1 / 1.1 & 1.2	70	Fall	1040 (265)
2. Mathematics / 780	Math 1020	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	603
	Math 1035	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	141
	Math 1810	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	22
	Math 2100	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	8
	Math 2110	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	6
3. Nat. Science / 590 - 60 DE	SCI 1020	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	118
	BIOL 1010	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	258 (60)
	BIOL 2250	Quiz	1-2 / 1.1,1.2,2.1,2.2	70	Fall	214
4. Humanities / 1,857 - 151 DE	BUAD 2200	Paper / Presentation	1 / 1.7	70	Fall	112
	COMM 1010	Presentation	1 / 1.5, 1.6	70	Fall	687 (130)
	COMM 2500	Project / Paper	1 / 1.5, 1.6	70	Fall	150
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Fall	15
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Fall	564 (21)
	HIST 1010	Pre/Post Survey	2 / 2.1	70	Fall	138
	HIST 1020	Pre/Post Survey	2 / 2.1	70	Fall	74
	PHIL 1010	Writing Assign.	2 / 2.2	70	Fall	86
5. Behavioral-Social Sciences 1706 / 50 DE	Ed. Psych 2020	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	148 (4)
	Psych 2050	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	173
	Soc 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	177
	Anthropology 1510	Exam 1 / 4	1 / 1.1, 1.2	70	Fall	425
	Economics 2000	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	212
	Geography 1010	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	442 (50)
	Polit. Science 2010	Exams 3 and 4	1 / 1.1, 1.2	70	Fall	277
6. Fine Arts / 1087 - 130 DE	FA 1040	Pre/Post & Perform	1-2/ 1.1, 1.2, 2.1	30% Growth - 90	Fall	1087 (130)

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	Pre/Post Survey	2 / 2.1	70	Spring	
	HIST 2020	Pre/Post 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	

College of Arts and Sciences

Highlights:

- Mathematics co-requisite program leading the state in success rates
- Renewal of program accreditations continue
- Facility upgrades/updates to A.A. Fredericks Auditorium and Fournet Hall beginning and/or completed
- Ms. Melody Gilbert, Assistant Professor of Communication, was awarded the Alfred I duPont-Columbia University award for production of the documentary film “Love Them First: Lessons from Lucy Laney Elementary”

Concerns:

- Effort to reduce class size has resulted in excessive faculty teaching loads
- Strain teaching/assessing 88.6% of the university core classes places on academic units
- Developing the identity of the College with such diverse disciplines

Outlook:

- Classroom/infrastructure upgrades
 - Program expansions
 - Improve grant writing/successes across the College
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Gallaspy College of Education and Human Development

Highlights:

- School of Education/School of Business launched cohort of 11 teachers within 8 parishes for CLIP. This 15-month program allows teachers to earn Master of Arts in Teaching (MAT) degree while receiving a living wage (\$35,000) and full-time support as a teaching resident. U.S. Department of Education visited the program in fall 2019.
- SOE launched a revised practitioner program with flexible admission & pricing in spring 2020. First cohort of 28 began in January 2020.
- GCEHD launched a cross-discipline research group in August 2019, with representation from 3 academic units (EDUC, HHP, PSYC). Presentation made at ULS Conference (February 2020) and international study in development for spring 2020.
- Social Work is state coordinator in Title IVE grant, with five faculty/staff partially funded by the program. 2017-2020 grant totaled \$4.6 million with a new grant proposal slated for submission in spring 2020.
- Social Work hosted first Homecoming Open House, honoring Matilde Bradford and endowment in her memory.
- Psychology professor, Dr. Patrice Moulton, coordinated 6 graduate students work in Nepal during spring 2019. While abroad, students developed and implemented a suicide prevention “train the trainer” program for embassy employees. Students also developed and implemented a leadership retreat for college age women. As a Fulbright Specialist, Dr. Moulton also traveled to Thailand in January 2020 for a social advocacy/service-learning government liaison project.
- LA GEAR UP hosted three weeks of summer camps for students in health care, engineering technology and STEM. Northwestern has been awarded a multi-year contract to develop programming for LA GEAR UP partner districts. This work crosses all colleges within NSU and will contribute > \$250,000 per year to the university in promotion, equipment and faculty support (2019-2023). In fall 2019, NSU has hosted two events (Leadership development and Engineering Technology Expo) to approximately 200 students each.

Concerns:

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

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

College of Nursing and School of Allied Health

Program Data Updates:

- **ASN national council licensure examination pass rates**: 2018 first attempt= 95.92%; don't have 2019 yet
- **BSN national council licensure examination pass rates**: 2018 = 95.1%. Awaiting 2019 data
- **The MSN national certification examination pass rates**: 2019 thus far @ 98%
- **BSRS registry examination pass rates**: 2019 = 96% thus far
- #1 Ranked MSN Nursing Program in US in January 2019 best buy for quality
- 1 new articulation agreement signed: Baton Rouge General; 1 renewed
- BS to BSN program will admit first cohort this summer (maximum of 10 allowed)
- **Fall 2019 SAH Graduate and Undergraduate Enrollment** 407; 26% increase since 2014
- **Fall 2019 CON Undergraduate Enrollment** 2439; 47% increase since 2015
- **Fall 2019 CON Graduate Enrollment** has 286 students; **Spring 2020 325 students**
- **CONSAH SPRING 2020 enrollment is 2812 of University's 8,857 so, 32% of all majors.**
- **CONSAH Undergraduate and Graduate total Fall 2019 enrollment was 2725 (nursing) and 407 (allied health)=3132; Spring 2020 2445 total nursing and 367 allied health=2812**
- **CONSAH enrollment for Fall 2018 was 2932- so Fall 2019 increased 7% from 2018.**
- **CENLA campus enrollment Spring 2020 was 287 students;** of which 262 are CONSAH students- enrollment has doubled on CENLA campus since 2015.

College of Nursing and School of Allied Health

Innovation:

- ⇒ Fully integrated iPad testing in classrooms on all CONSAH campuses for ASN, BSN, BSRS
- ⇒ Exam soft testing software huge success – faculty love the software and the security of testing & NOW it is helping with accreditation outcome measurements..
- ⇒ In AY 2019-2020 two newly renovated distance learning rooms on the Alexandria off campus learning site
- ⇒ New digital X-Ray Lab added on Alexandria Campus

Outlook:

- ⇒ Implementing BSRS and BSN to RN to BSN program admissions increasing
- ⇒ Working to ensure Success of new programs; accelerated BS to BSN program (Centenary Request) and Paramedic/Medic to RN program; 15 to Finish/Think 30 programs
- ⇒ Integrate Virtual Technology Equipment into teaching-learning all CONSAH programs
- ⇒ Continue to obtain funding and approvals for BSN to DNP-CRNA
- ⇒ Raising funds to build state-of-the-art, tech driven, paperless, building on Shreveport campus.
- ⇒ Continue to develop innovative faculty positions to meet growth needs.
- ⇒ Continue to increase external funding-
- ⇒ Find permanent space on Natchitoches. campus for program needs; and increase footprint in Deridder for program growth needs (paramedic when begins to grow).
- ⇒ Renovation of two additional distance learning sites on the Natchitoches campus and expansion of the DeRidder distance learning off campus site is needed for the upcoming year.

College of Nursing and School of Allied Health

Alumni Updates:

- ⇒ Trying to recruit help to publish NSU's 3rd edition of *Nursing Alumni Columns*
 - ⇒ *Have 3 generations family chosen and couple of candidates for alum of the year*

Faculty Updates:

- ⇒ 2020: 85 full time nursing faculty; 40 part time faculty; 22 support staff; 5 campuses
- ⇒ 2020: 5 undergraduate faculty positions remain open.
- ⇒ Will need 3-5 additional adjunct DNP CRNA faculty for entire length of DNP program; a minimum of 1 additional FTE CRNA faculty, that is doctorate prepared and termed "assistant coordinator" before we submit self-study this will have to be filled (Have ½ of salary covered; trying to garner funds for other ½ and fringe).
- ⇒ Will also need minimum of 1 additional FTE DNP faculty to cover non-CRNA course (Doctorate Core Courses, as currently we only have 1 DNP FTE and 2 faculty who dual teach in MSN and DNP and the Dean teaching in Doctorate program). When additional 20 students per semester, and even A/B terms enter, we will need help.
- ⇒ 10 additional faculty took CNE exam in Fall and 3 were successful. Need to work on remediation, review, etc.
- ⇒ Grants Director retiring; in hiring process of new Grants Director
- ⇒ Dean's position will be posted by February.

College of Nursing and School of Allied Health

Highlights

- First time in college's history ASN NCLEX first-time licensure exam pass rates ranked 1st in State and Nation (100%) for two graduating classes and BSN NCLEX first-time licensure exam pass rates ranked 1st in State and Nation (100%) for entire graduating class.
- CON achieved University growth goals (>6%) for Spring, Summer & Fall 2018.
- Retention rates for undergraduate/graduate CONSAH students exceeded 70%
- Obtained/retained funding for 12 full time faculty positions; Over 100 Dean-Stakeholder visits
- (a) Revised Strategic Plan to be congruent with University's; (b) Completed Mid-Cycle accreditation reports for BSN, MSN, DNP programs for State Board of Nursing and CCNE; (c) Established SACSCOC SLOs for post masters certificate programs; (d) 5 faculty obtained doctorates, and (e) Offered 4 professional development CE sessions for faculty.

Concerns

- ❖ Needs to sustain growth (infrastructure, faculty, support staff – secretarial, IT)
- ❖ Faculty salaries & succession planning (Salary inequities [losing seasoned faculty but hiring new at higher rate]; adjunct salaries lower than surrounding nursing programs)
- ❖ Competition growing for nursing students

Outlook

- ❑ Positive for growth in online programs (DNP, RN to BSN) & new programs (partnerships for BS to BSN; Paramedic/Medic to RN; CT PBC)
- ❑ Negative for attracting or retaining faculty

College of Business and Technology

Highlights: Impact, Engagement, Innovation

- (1) Impacted our CoBus & Tech students and business community
 - (2) Prepared QEP plans for 6 of 6 programs
 - (3) Continued technology improvements to classrooms
 - (4) Continued the implementation “15 to Finish/Think 30”
 - (5) Engaged business and industry leaders with our CoBus & Tech students and faculty members
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College of Business and Technology

Concerns:

- (1) Increased student enrollment numbers equal increase faculty members
- (2) Scheduled AACSB reaffirmation
- (3) Limited faculty office space and classroom space

Outlook:

Continue to be innovative, impactful, and engaging with our stakeholders.
Recruiting for master's program in CIS. Seeking accreditation for HMT.

Quality Enhancement Plan: *Learning for Life*

Completed:

- All *Learning for Life* grants have been reviewed.
- All baccalaureate curriculum proposals (37) have been received and evaluated.
- The Grants Team and the Implementation Team have completed their work.

In Progress:

- Assessment of *Learning for Life* capstone coursework will continue through 2023.

Key Points:

- Programs exceeded University Benchmark in 91% of SLO rubric categories in AY 2018-2019.
- Rubric scores are consistent within programs.
- *Learning for Life* broader impact: Improved data for reporting internships to ULS and LA Board of Regents; incorporation of experiential education into program assessment; use of data to improve existing experiential learning activities in academic programs.

Market Responsiveness

AY 2018-2019	AY 2019-2020	Market Responsiveness Metrics	AY 2022-2023 Target
86%	87%	<i>New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs</i>	100%
23		Number of faculty funded for faculty development	45
122	126	<i>Number of academic articulation and industry partnership agreements</i>	300
97.2%		Percent of students/alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)	100%
96.3%		Percent satisfaction of students/alumni who feel they completed the requirements for a job or career in their chosen field	100%
60.8%		Number of graduating seniors who have a full-time job working in their degree field at graduation	100%
64.5		Number of graduating seniors who will pursue an advanced degree	50%
1	3 (2.10.20)	<i>Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts</i> <i>11 (16-17) + 2 (2017-2018) + 1 (2018-2019)</i>	3 (Annually)
4	Complete	<i>Processes for collecting data and monitoring workforce and industry needs</i>	4 Target Met
95% (21/22)	22/22 100%	<i>Number of departments that have active advisory councils or established processes</i>	100%

Blue italicized text were assessed in 2019-2020

Black standard text were assessed in 2018-2019





Market Responsiveness:

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

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

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

Objective 4. Modify programs through continuous reflection and thoughtful advancement

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

Market Responsiveness

Top three good news stories:

- Three programs approved by BoR – (UC) Strategic Communication, (MS) Computer Information Systems, (PMC) Adult-Gerontological Acute Care NP
- Eleven programs are included in the ULS initiative CompeteLA to Re-Engage Adult Learners – all were selected based on alignment with High Demand/High Wage Jobs in Louisiana.
- First graduates of the AMT program recognized. Students have completed their Engineering Technology degree from NSU and certificate credentials from CLTCC and worked with a partner manufacturer for the past 2.5 years.
- The ULS impact study showed that Northwestern State University had a \$428.2 million economic impact on the Northwest and Central Louisiana region over the past year.

Top three areas of concern:

- Continued growth in online competition: Online providers are prompting a change in the institution's traditional business model.
- Higher education curricula easily becomes obsolete, resulting in gaps between what is taught and the realities of workforce needs.
- Time and resource constraints related to support of the 21st century student business model. (Services, technology, curriculum development.)

Final Thoughts: Northwestern State University is a key driver of growth performance, prosperity, and competitiveness in the state's economy and vital for developing a productive and dynamic labor force to meet the demands of a global economy. Efforts will continue to ensure ongoing review and alignment of academic offerings with workforce needs.

Technology Update

Current: In July 2019, Information Technology Services was moved in the organizational chart from the Office of the President to the Vice-president of Technology, Innovation, and Economic Development. Changes were also made to the management structure.

ITS divides technology into two categories; infrastructure and services. To have reliable services, the University must have a sound and resilient infrastructure. Here is a list of the most recent successes to assist in maintaining a stable infrastructure environment.

- The acquisition of new storage at Roy Hall and Shreveport data centers
- The acquisition of new backup storage at the Roy Hall and Shreveport data centers
- Thirteen academic classrooms with new presentation hardware
- Upgrades and installation of twelve video conferencing classrooms and meetings spaces
- Deployment of 100 new faculty and staff computers
- Continued expansion of the College of Nursing 1:1 iPad initiative
- Implementation of email security and remediation services

Near Term: Focus during the next year will include:

- Replacement of the University telephone system
- Evaluation and selection of the next generation of wireless services
- Evaluation and selection of behavior-based security detection platform

Technology Update

- Continued Implementation of Banner 9 Self-Service Components and the Ellucian ETHOS framework with an emphasis on modules having the greatest potential to enhance the student experience and administrative decision support.

Long Term: Technology is essential to the operation of the institution. As such, we must focus on operationalizing the cost of infrastructure and services. We also have to recognize changes in how technology is acquired. The tech sector is increasingly moving to subscription models. These trends are influencing hardware purchases, along with software and services.

Concerns:

- Funding – Stable funding for technology is needed to maintain adequate levels of service to the university community.
- Staffing – The lack of competitive salaries to attract qualified staff.
- Security – Securing our technology resources and data. Cybersecurity threats hit the university every day. We have to make investments in personnel and tools to defend against a growing number of cyber threats.

Community Enrichment

AY 2018–2019	AY 2019-2020	Community Enrichment Metrics	AY 2022–2023 Target
36,830	20,000	<i>Number of patrons attending recitals, concerts, art exhibits, theater/dance productions</i>	35,000
34	18	<i>Number of off-campus performances</i>	30
35,474.47		Expenditures dedicated to advertisement	\$51,136.78
15,408	16,042	<i>Number of active users on Creative and Performing Arts social media outlets</i>	10,000
22,744		Freq. of e-communications and # of participants	20,000
54		Number of Student Alumni Association members	200
24		Number of active alumni chapters nationwide	35
627		Number of Alumni Association members	1,500
8,173	8,746	<i>Number of active users on Alumni Association social media outlets</i>	10,000
5,516,859.92	2,604,970.75	<i>Amount of annual private support</i>	\$6,000,000
2,444	3,012	<i>Number of individual contributors</i>	5,000
\$40,087,912.27/ 181,986.87	42,103, 817.12/ 192,986.87	<i>Value of restricted/unrestricted endowment assets</i>	\$50,000,000/ \$1,000,000
58		Number of partnerships with business, industry and government agencies	40
1,602		Number of advisory volunteers	3,000
81		Number of activities including athletic promotions, cultural events and other programs at off campus instructional sites	100
349	155	<i>Number of projects and internships involving students in University and community activities and events</i>	400

Community Enrichment:

Objective 1. Expand World Class Performing Arts Program

Objective 2. Increase Robust Alumni Engagement

Objective 3. Promote Mutually Beneficial Donor Relationships

Objective 4: Expand Institutional Culture of Collaboration and Mutual Accountability

Objective 5. Nurture Thriving Town-Gown Relationships

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

Blue italicized text were assessed in 2019-2020

Black standard text were assessed in 2018-2019

Community Enrichment

Top three good news stories:

- Number of performances and participation in CAPA events is up substantially with additional performances of the GALA held in Natchitoches and Shreveport in December of 2019.
- Fundraising efforts are on track to exceed projected goals, Foundation receipts for the 4th quarter of 2019 alone totaled \$1.7M
- NSU students engaged in 143,946 service hours with an estimated economic impact of **\$1,043,608.50**.

Top three areas of concern:

- Sustaining nationwide alumni chapters with limited financial resources.
- Growth rate of the unrestricted portion of the endowment fund.
- Staffing needs to keep up with program management.

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

Community/Public Service within the Mission

MIDYEAR REPORT

Highlights:

- **143,946** Hours of Community/Public Service during FALL 2019

Academic Affairs: 134,769	Student Experience: 7,577	Athletics: 1,600
Nursing: 131,445	Greek Life: 4,247	
Rad Tech: 1,004	PLP & Alpha Lambda Delta: 2,010	
Education: 1,620	1 st Year Experience & Demon VIP: 1,320	
ROTC: 700		

- **\$1,043,608.50** estimated economic impact of 143,946 reported hours, calculated at federal minimum wage of \$7.25/hour

Community/Public Service within the Mission

MIDYEAR REPORT Cont'd.

Outlook/Plan Of Action:

- Maintain alignment of university service initiative with (updated) University Mission
- Facilitate participation in professional development / presentations at the 2020 University of Louisiana System (ULS) Academic Summit at NSU
 - Keynote Address: Cradle to College Pipeline: A Multi-Year & Multi-Dimensional Service Initiative
- Complete Stage 2 of 2-Stage University Service Assessment by June 2020
 - Quantitative Data (Full AY Report)
 - Qualitative Data (Project Examples and Descriptions)

Concerns:

- Capturing Service Data From All Units

University Capital Outlook – Projects

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

Projects completed:

- * Resurfacing of **South Jefferson** along Chaplin Lake
- * Installation of new HVAC units and control systems in **Biennu Hall**
- * Installation of new classroom seating in **Biennu Hall** and **Russell Hall**
- * Remodeling of bathrooms in the **Student Union**
- * Deferred Maintenance & Remodeling of historic **A.A. Fredericks Auditorium**

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

- * **Warrington Hall** on the Shreveport Instructional site
- * **Teacher Education Center/Middle Laboratory School** in Natchitoches.

In Progress:

- * Planning Process: Resurfacing of **Caspari Drive** South and adjacent parking lots
- * University submitting programming form for secured funding for planning construction of **new academic building**
- * University and ULS Board planning replacement of the roof of **Fournet Hall**
- * Student Government funding construction of new eSports center in the **Student Union**
- * State allocated funding to demolish **Dodd Hall** (Spring) and **Caddo Hall & Prudhomme Hall** (Future)
- * University Capital Outlay Director facilitated University Enhancement Grants for departments

Athletic Prominence (1 of 3)

AY 2018-2019	AY 2019-2020	Athletic Prominence Metrics	2022-2023 Target
92,374		Yearly event attendance for all sports	151,361
\$2,537,545	\$2,375,664	<i>Yearly revenue (tickets, annual gifts, sponsorships)</i>	2,380,264
11		Number of Licensees.	18
19,498		Number of NSU Demons Facebook likes	25,458
9,747		Number of @nsudemons Twitter followers	11,511
		Number of @nsudemons Instagram followers	TBD
\$35,695	\$46,000	<i>Licensing royalties (LRG)</i>	\$70,746
2.965		Student-athlete GPA	3.11
396		N-Club membership	182
295		Number of non-Natchitoches season ticket holders (Leesville, Shreveport, Alexandria, and Bossier City)	405
101		Vic's Kids Club membership	162
500	173	<i>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.</i>	60
17		Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM)	20
6,268		Yearly number of community service hours by Athletic Department (coaches, staff, and student-athletes).	4,000
222	111	<i>Number of Dean's/President's List honorees per year.</i>	250
197	96	<i>Southland Conference Commissioner's Honor Roll honorees per semester.</i>	200
980/987	979/971	<i>Single year and multi-year NCAA Academic Progress Rate (APR) team scores.</i>	940
17	18	<i>Number of facility improvement projects planned and/or executed, commensurate with funding.</i>	10
4/14	2/5	<i>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).</i>	14

Athletic Prominence:

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

Objective 2. Promote Community Service, Appreciation, and Engagement

Objective 3. Enhance University and Community Collaboration and Support

Objective 4. Enhance Recognizing and Promoting Success

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

Blue italicized text were assessed in 2019-2020

Black standard text were assessed in 2018-2019

Three positive trends:

- The women's soccer co-head coaches and head volleyball coach were named Coaches of the Year in Louisiana.
- Two special events this past summer – the “Diggin’ Dougie” and the “Meet the Team” Scholarship Auction - generated a combined net income of over \$60,000. Furthermore, the athletic scholarship endowment topped the \$2 million mark for the first time.
- NSU Athletics announced a record 82% NCAA Graduation Success Rate based on the most recent six-year cohort.

Three areas of concern:

- The continuing competitive success struggles of the football program.
- The amount of time spent by staff conducting four hiring processes in the past seven months.
- Losing fan base support and interest due to lack of competitiveness in higher profile sports.

Athletic Prominence (3 of 3)

Final thoughts: The Coach of the Year honors in volleyball and soccer marked the fourth time, in four different sports, that an NSU coach has been so honored by either the conference or state in the past 20 months. That fact reflects the fact that on-field success can be achieved at NSU. At the same time, the football and basketball programs' lack of success has hurt fan affinity and revenue generation for the department. Positive steps are being taken to address what have been identified as factors towards increasing the success level of the football program and most importantly, a by-product of these steps may be more engagement and support from former players. Academics and citizenship continue to be mainstays of the department. Finally, there is momentum to move forward with construction of the Sports Performance Annex of the Athletic Fieldhouse and that project would be a “game changer” for the department and perhaps an energizer for the fan base.

Program and Unit Assessments

Educational programs: 95 Programs; 71 x Degree and 24 x Certificate Programs (19 x PBC and 4 X PMC and 2 GC)

- College of Arts and Science: **26 Degree Programs and 5 x Certificate Programs**
- College of Education and Human Development: **32 Degree Programs and 13 x Certificate Programs**
- College of Nursing: **8 Degree Programs and 5 x Certificate Programs**
- College of Business and Technology: **5 Programs and 1 x Certificate Program**

Administrative support services: 26 Units

- Office of Institutional Effectiveness and Human Resources: **3 Units**
- External Affairs: **5 Units**
- Technology Innovation and Economic Development: **4 Units**
- Informational Technology Services: **1 Unit**
- Business Affairs & Police: **1 Unit**
- University Affairs: **6 Units**
- Athletics: **5 Units**
- Auditor: **1 Unit**

Academic and student support services: 28 Units

- Registrar: **4 Units**
- Library: **7 Units**
- Auxiliary Service: **4 Units**
- The Student Experience: **13 Units**

University Core Competencies: 6 Reports

- English: **1**
- Mathematics: **1**
- Natural Sciences: **1**
- Humanities: **1**
- Behavioral/Social Sciences: **1**
- Fine Arts: **1**



Program and Unit Mid-Year Assessment

Purpose: Review and verify Student Learning Outcomes (SLO) and Service Outcomes (SO) are being actively assessed. That data from the assessment is being collected and documented and we establish the language framework for the analysis and decision paragraphs for each measure.

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.

Assessment Measure by the Numbers

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. Throughout the indicated courses, students will learn about the parts of the scientific method including observations, hypotheses, and the various forms of experimental variables. Each student is required to pass a quiz covering these concepts. The target is to have 80% of students attain a quiz grade of $\geq 70\%$.

Finding. Target was _____ (it's either Met or Not Met, that's it)

Analysis. *(this paragraph is all about last year and this year)*

1. In XXXX-XXXX (previous year) the target was _____.
2. Provide all the data in this paragraph. Numbers/percent of students did the following well. Number/percent of students did not do well in.....all the discussion of considerations goes here
3. Based on the analysis of the XXXX-XXXX (previous year) results the faculty made the following changes in XXXX-XXXX (current year) to drive the cycle of improvement.....describe the changes made. These changes are also to be listed in the second to last paragraph of the document "comprehensive summary of key evidence" paragraph.
4. As a result of these changes, in XXXX-XXXX (current year) the target was _____. Provide the data. These changes impacted / made / had a direct impact on the student's ability to.....

Decision. *(this paragraph is all about this year and next year)*

1. In (XXXX-XXXX (current year) the target was _____.
2. Based on the analysis of the XXXX-XXXX (current year) results the faculty will implement the following changes in XXXX-XXXX (future year) to drive the cycle of improvement.
3. These changes will improve the student's ability to.....thereby continuing to push the cycle of improvement forward.

The Road Ahead – Sustaining Success

Immediate:

- ✓ Stay on task – message - minimize disruption – leadership involved
- ✓ University Assessment – planning calendar – focus on seeking improvement
- ✓ Budget – executing within our capabilities
- ✓ QEP – design and implementation ongoing – full implementation in Fall 2020
- ✓ *List of most impactful decisions/outcomes made in 2019-2020 by 17 April*

Short Term:

- ✓ 8 May - Commencement
- ✓ 19 Jun – All Assessment reports due

Long Term:

- ✓ 5th Year Review (Data collection years 2019-2020, 2020-2021, 2021-2022)
- ✓ Update Strategic Plan 2019-2020 focused on 2022-2023 as target year
- ✓ Reaffirmation 2027 (Data collection years 2024-2025, 2025 – 2026, 2026-2027)

SACSCOC Fifth Year Report Timeline

As of 20 Feb 2020

AY 2016-2017: Decennial Review (Reaffirmation)

AY 2017-2018: Monitoring Report

AY 2018-2019: Monitoring Report Finding (Dec 2018 found compliant)

AY 2019-2020: Record Year - Strategic Plan extended to 2023 (Update some Targets) (alternating metrics)

- Spring - Review Standards to understand requirements – 1st Draft

AY 2020-2021: Record Year - Assessments – Strategic Plan (alternating metrics), Programs and Unit

- Fall - Review Standards to understand requirements – 1st Draft

- Spring 2021 must have complete draft of each standard

AY 2021-2022: Assessment Year

- No Strategic Plan Assessment – Reflection and Focus on Fifth Year?

- Fall – Strategic Planning Committee Review of each standard

- Program and Units will assess as normal

- **NLT 25 April 2022 - Receive Notification Letter**

- By Spring (June) must have final edited copy of each standard

AY 2022-2023: Submission Year

- **Fall 2022 Review Committee Review/edit each standard NLT Nov**

- No later than 13 March submit Report – **Due March 15th, 2023**

- Update Strategic Plan 2023-2028

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

SACSCOC Fifth Year Report Timeline

As of 20 Feb 2020

Fall 2019

- Mission Analysis
- AC 2018-2019 Strategic Plan Final Brief
- Assessment of Strategic Plan AC 2019-2020
- Program and Units Assessments
- Fifth Year Report Standards Ownership Review

Spring 2020

- Mission Approval by ULS
- Assessment of Strategic Plan AC 2019-2020 (extend – alternating)
- Program and Units Assessments
- Fifth Year Report Standards Review to Understand Requirement
- Review **CR 8.1**, R 8.2.a, - DIE, Review R 5.4 – EDIEHR, **CR 6.1**, R 6.2.b, R 6.2.c, **CR 9.1**– Provost, **CR 9.2**, R.10.2, R.10.3 - Registrar, R.10.5 – VP SE, R10.6 a-c – Provost/VP Tied, R10.7 –Provost/Registrar

Fall 2020

- Strat. Plan Updated – Extended to 2023 – only a few targets updated
- AC 2019-2020 Strategic Plan Final Brief
- Assessment of Strategic Plan AC 2020-2021
- Program and Units Assessments
- Fifth Year Report Standards Review to Understand Requirement
- R10.9 – Provost, **CR12.1** – Provost / VP SE, R12.4, R13.6 – VP SE, R13.7, R13.8 – Ex VP, R14.1 – EDIEHR, R14.3- Provost / VP TIED R14.4 – EDIEHR , QEP Impact Report

Spring 2021

- Assessment of Strategic Plan AC 2020-2021
- Program and Units Assessments
- Fifth Year Report Standards Ownership Review
- Complete Draft of each standard

Fall 2021

- No assessment of Strategic Plan AC 2021-2022?
- Internal review of FSA Objectives and Metrics
- Program and Units Assessments
- Strategic Planning Committee Review of each standard

Spring 2022

- No assessment of Strategic Plan AC 2021-2022?
- Program and Units Assessments
- Strategic Planning Committee Review of each standard - post edits
- **NLT 25 April 2022 receive notification letter from SACSCOC**
- Establish Web Site Fifth Year Report site
- Establish University Review Committee to review/edit/QC each standard - Summer Start

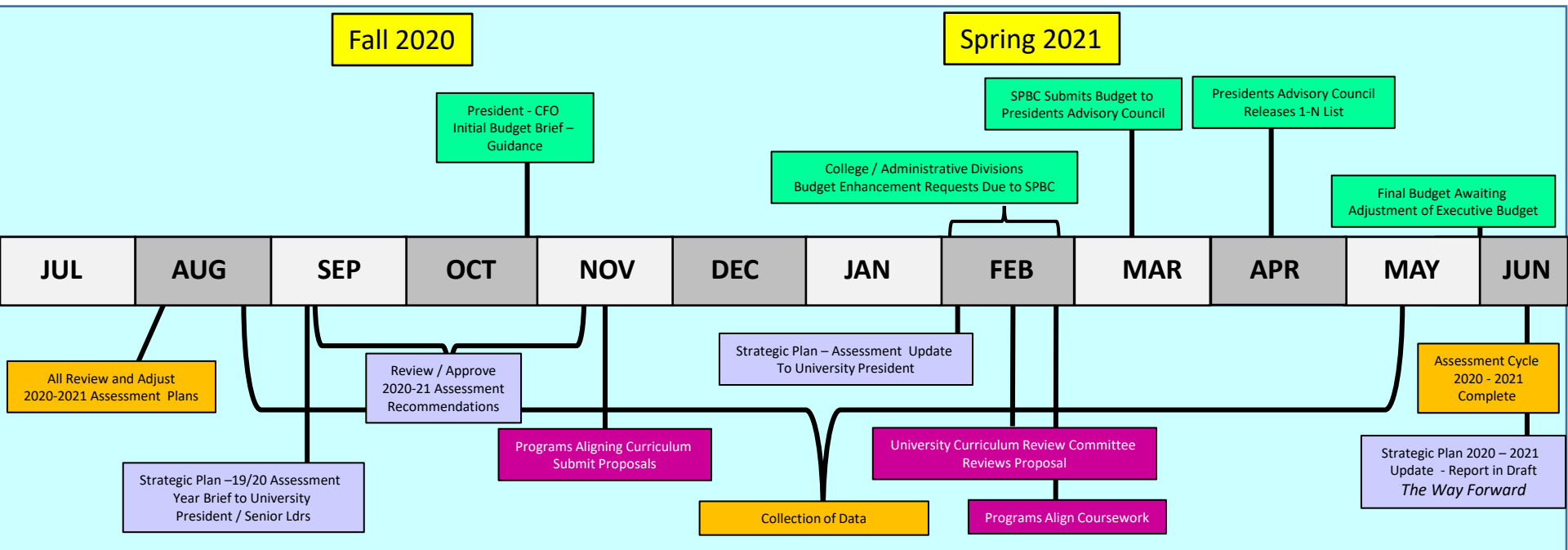
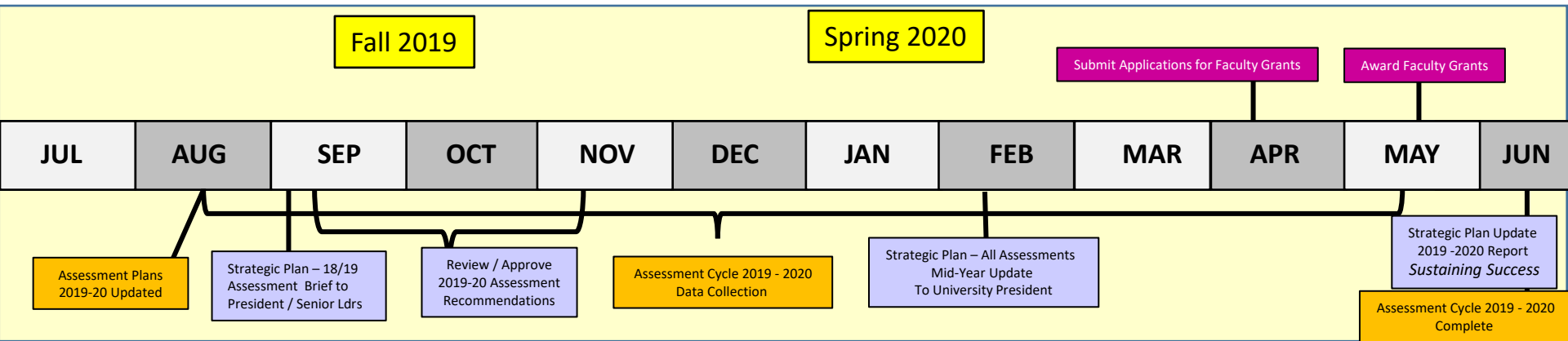
Fall 2022

- Assessment of Strategic Plan AC 2022-2023
- Program and Units Assessments
- University Review Committee to review/edit/QC each standard continues review

Spring 2023

- Assessment of Strategic Plan AC 2022-2023
- Program and Units Assessments
- JAN/FEB Final Review of each standard
- 15 Feb – load website with final reports / standards
- 1 Mar start packaging report to mail
- NLT 13 March mail report
- **Report due to SACSCOC 15 MARCH 2023**
- NLT 30 Jun should get results from SACSCOC

Northwestern IE Model Timeline



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

Comments

Questions

Guidance

University Mission

Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation. *1 July 2020*

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.

Core Values

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 everyone traveling on a journey for knowledge. Differences make us stronger.

We are future focused. We are in constant search of individual and organizational improvement by seeking new, inclusive, and innovative opportunities to develop our students and improve our University.

Innovation leads 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 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.