



Northwestern State University

***2020 Excellence in Assessment* Designation Application Packet**

May 1, 2020

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Note: This application and all exhibits are located at <https://www.nsula.edu/institutionaleffectiveness/> under the header *Institutional Effectiveness* – titled “*NIOLA Excellence in Assessment Application*”.



May 1, 2020

310 Sam Sibley Drive
Caspari Hall - Suite 223
Natchitoches, LA 71497
(O) 318-357-6441
(F) 318-357-4223

Dear Excellence in Assessment Reviewer:

It is my privilege to present Northwestern State University as a candidate for the Excellence in Assessment Award (EIA). As a public state institution, Northwestern's established commitment to student success aligns with the National Institute for Learning Outcome Assessment and Louisiana Board of Regents' goal of ensuring educational access and affordability in serving the needs of Louisiana and her citizens. Through the assessment process, we demonstrate mission success by leveraging data-driven decisions designed to drive the institution toward its vision of becoming the nation's premier regional university.

We again thank the National Institute for Learning Outcome Assessment for their sincere, comprehensive, and constructive feedback of our 2019 EIA submission. Northwestern benefitted tremendously through participating in this process by leveraging the recommendations made to strengthen our approach to assessment.

As you will find, we have more clearly articulated the value of having diverse individuals and groups participate in the assessment process, highlighting how academic and student affairs are integrated and synchronized to provide a seamless experiential learning experience for students. We emphasized how assessment-related information is proactively shared within and external to the university. We have significantly increased the emphasis on student learning, shifting from a narrative focused on institutional effectiveness to one that stresses the student learning assessment. Northwestern is proud of the tremendous work accomplished in institutionalizing our assessment process across the university. We now have a rooted culture of assessment.

In May 2020, Northwestern will complete the fourth iteration of its institution-wide assessment process for all strategic focus areas: academic programs, administrative support services, academic and student support services, and general education core competency units. The study of these results solidifies our foundation in developing executable action plans focused on improvement in student learning, program growth, and institutional improvement.

Our dedicated faculty and staff work selflessly to achieve the ambitious objectives of our Strategic Plan. We are again excited to compete for the Excellence in Assessment distinction and continue to learn through participation in this application process. Should you need additional information, please feel free to contact me directly.

I look forward to your feedback and decision.

Chris Maggio, Ed.D.

President

Northwestern State University

CAMPUS APPLICATION CONTACTS.

Primary Application Contact:

Name: Frank R. Hall
Title: Director of Institutional Effectiveness
Email Address: hallf@nsula.edu
Phone Number: 318-357-4571
Mailing Address: Northwestern State University
Box 5273, Kyser Hall Room 108B
Natchitoches LA 71497

Senior Leader:

Name: Dr. Chris Maggio
Title: President
Email Address: Maggioc@nsula.edu
Admin/Executive Assistant Name: Pam Cook
Admin/Executive Assistant Email: cookp@nsula.edu
Phone Number: 318-357-6441
Mailing Address: Northwestern State University
310 Sam Sibley Drive, Suite 223
Natchitoches LA 71497

Media/Public Relations/University Communications Contact: Contact regarding coordination of any press releases or other public announcements in which your institution may be mentioned should your application for an Excellence in Assessment Designation be successful. Communications with this person will begin in July only if your institution is awarded a Designation.

Name: Leah Jackson
Title: Director of Public Information & Media Relations
Email Address: jacksonl@nsula.edu
Phone Number: 318-357-4586
Mailing Address: 111 John S. Kyser Hall, Natchitoches LA 71497

3. DESCRIPTIVE LIST OF THE DIVERSE UNIVERSITY GROUPS AND INDIVIDUALS REGULARLY ENGAGED IN ASSESSMENT ACTIVITIES.

Note: A detailed listing, including composition and meeting frequency of the following organizations, is shown at Appendix A.

Louisiana Board of Regents. The Board holds institutions accountable for achieving positive outcome measures in academics and administrative support services. SACSCOC's accreditation requires institutions to demonstrate an active assessment process that examines all programs and services and leads to improvement and mission accomplishment.

Board of Supervisors for the University of Louisiana System. The Boards' policies specifically affecting Northwestern are delegated to the university president, who, along with his administrative staff and faculty, retains ultimate responsibility for administration and implementation of policies and daily operation of the institution to include the assessment of student learning outcomes.

President. Steers Northwestern's strategic vision and oversees the assessment process ensuring the vision is supported by high quality instruction as reflected in student attainment of student learning outcomes.

Executive Director of Institutional Effectiveness and Human Resources (EDIEHR). Provides all units with information to be used in decision-making and evidence-based planning and assessment. Collects, analyzes, reports, and disseminates data on Northwestern's behalf and supports all units in assessment-based improvement efforts.

Director of Institutional Effectiveness (DIE). Responsible for advancing educational quality through the assessment of academic programs/services by working with faculty, assessment coordinators, deans, and administrators within Academic Affairs and The Student Experience. Ensures assessment results are analyzed and utilized to improve student learning outcomes. Advises and assists to ensure assessment of student learning remains at the forefront of discussion and is conducted in a deliberate and thoughtful manner. Manages the Institutional Effectiveness website, the repository of assessment documentation and resources.

Office of Institutional Research (OIR). Serves to contextualize data and inform institutional decision making. Aims to achieve this by maintaining objectivity, appropriately assessing user needs, sustaining data integrity, analyzing, and interpreting data, and transforming data into usable information. The key functional areas are regional and specialized accreditation, institutional research, planning, and institutional assessment.

University President's Leadership Team (UPLT). Responsible for setting the strategic direction and conditions to secure Northwestern's vision. Serves as the forcing and guiding function to ensure the overarching assessment process is exercised to

maximize student learning and organizational goal achievement.

Office of the Provost and Vice President for Academic Affairs (VPAA). Works to establish a culture of innovation and collaboration in support of the university's mission. With the Academic Council Members, engages an extraordinary cadre of faculty and academic administrators in a collaborative effort to advance and assess student learning.

Office of the Vice President of The Student Experience (Student Affairs). Includes all programming and services designed to enhance student development and broaden students' intellectual, social, cultural, ethical, and vocational growth. The Student Experience includes all services associated with Student Affairs, Accountability and Student Conduct, Student Advocacy and Title IX, Enrollment Management, and the Center of Inclusion and Diversity. *(See pgs. 27-28 for a complete listing.)* Conducts assessment at the university level of co-curricular areas in coordination with VPAA.

University Strategic Planning Team (USPT). Helps the President set priorities, focus energy and resources, and strengthen operations to ensure employees and other stakeholders work toward common goals and establish agreement around intended outcomes, results, and assessment, thus steering the organization's direction in response to a changing environment.

University Assessment Committee (UAC). Composed of tenured and non-tenured faculty with the mission of fostering communication, facilitating and assessing student learning, and organizational performance. 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, while providing feedback and assistance to programs and services.

General Education Committee (GEC). Provost/VPAA chaired committee responsible for the review, revision, and assessment of institutional student learning outcomes and general education program. Members include tenured and non-tenured faculty members from all colleges and departments as well as administrative assessment staff, student affairs and services staff, retention coordinators, and academic advising staff.

Curriculum Review Council (CRC). Serves the President in an advisory capacity on curricula matters and standards including achievement of student learning outcomes. It reviews all proposals received relative to course offerings, curricula, and assessment.

Dean's Council (DC). Provides the Provost/VPAA with information regarding the health of academic programs. Information from assessment findings and academic program reviews support budget allocation requests and changes in academic policies and procedures.

Faculty Senate (FS). Promotes a productive faculty-to-administration relationship, functioning as a liaison between faculty and the administration and working for goal attainment, including the process for the assessment of student learning outcomes. Membership includes faculty members from across the university in tenured and untenured tracks.

Degree Program Coordinators (DPC). Responsible for producing quality assessment reports which capitalize on improvement through the comprehensive and deliberate analysis of assessment results. Works with degree program faculty and unit staff personnel to coordinate and facilitate assessment activities. The assessment tracker tool (*pgs. 23-30*) is used to maintain the status of unit and program assessments.

Academic Program Advisory Boards (APAB). Members may include faculty, students, administrators, alumni, non-alumni, and professionals with knowledge of the program. Contributes to the currency and quality of the academic program SLOs, facilitates the placement of graduates, and enhances the program's reputation.

Degree Program Review Committee (DPRC). Each year, the program coordinator and supporting review committee – which includes students – collect and analyze data, comparing the results to the previous year's assessment, target, and effectiveness of the action plan that was designed to drive improvement. Members help to develop coherent plans of action and initiatives to drive improvement in student learning.

Degree Program Faculty (DPF). Faculty are the backbone of the assessment process whereby their course objectives either directly or indirectly support the assessment of SLOs. Each faculty member is required to reflect on how their course supports the student learning process. Faculty provide data from which an assessment is derived. As such, faculty provide integrity of the assessment process and are the drivers of student learning improvement through action.

Student Government Association President. Active member of the President's Leadership Team; Registration, Credits, and Graduation Council; and Dean's Council. Participates in additional meetings through invitation.

Figure 1 ([click the link](#)) reflects the interaction / relationship between the above offices based on their inputs and outputs.

APPLICATION NARRATIVE.

INTRODUCTION and Institutional Context for Current Assessment Structure.

ACCREDITATION. Based on the on-site visit [feedback](#) from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in March 2017, Northwestern has focused on academic programs and general education core competency student learning outcomes (SLOs), both cited by the committee. A new position, Director of Institutional Effectiveness (DIE), was created with the responsibility of building a culture of assessment across the university. The Executive Director of Institutional Effectiveness, the Director of Institutional Effectiveness, the Provost/VPAA and VPSE are charged with ensuring regular assessment of curricular and co-curricular student experiences.

As a result of these efforts, on December 10, 2018, SACSCOC found Northwestern ***compliant–no further action required*** regarding the Assessment Cycle (AC) 2017-2018 monitoring report previously issued during the affirmation of accreditation. Specifically, they found the university identifies SLOs for its educational programs, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

STUDENT LEARNING OUTCOMES. Northwestern takes a deliberate approach to the structure of its assessment process, particularly regarding the identification of SLO's for its degree, certificate, and core competencies. According to the [University's Guide to Outcome – Measure Development](#), SLOs should be specific, measurable, attainable, results-oriented, and tied to a specific timeframe. Each outcome addresses knowledge, skills, and attitudes, or dispositions and is integrated in supporting student learning from the course and program level through the university assessment of its Strategic Focus Areas (SFA).

The policy requires that SLOs specify what students will know or be able to perform or demonstrate after completion of the program, course, project, or activity. Northwestern's catalog requires precise language regarding [the purpose of assessment, SLOs, and specifically, students' responsibilities](#) in participation. The university requires specific language in all [syllabi](#) to direct students to the current program assessment with an explanation of how the course supports the [degree program assessment](#).

The program and competency faculty develop the SLOs. They are vetted through a review committee – in which students participate – and approved by the Dean and Provost/VPAA. SLO's are reviewed annually to ensure they are driving the outcomes required for students to secure employment and/or continue their educational goals. Any modification to a SLO must go through the same approval process.

INSTITUTIONAL-LEVEL ASSESSMENT PLAN. Northwestern's assessment process is integrated and synchronized within the Institutional Effectiveness model, [IE Model Laid Out Over Time](#). Northwestern's [Strategic Plan 2016-2021](#) provides the framework and sets the context for the actions taken in 2016-2021. The current Strategic Plan assessment,

Assessment Cycle (AC) 2019-2020 Sustaining Success, will be completed during summer 2020. In the interim, [Assessment Cycle \(AC\) 2018-2019, Building Momentum](#), serves as tangible evidence that Northwestern is committed to holistic organizational improvement through assessment.

Strategic Plan. The Strategic Plan assessment focuses on five Strategic Focus Areas (SFA): [Academic Excellence](#), [The Student Experience](#), *Market Responsiveness*, *Community Enrichment*, and *Athletic Prominence*.

The Provost/VPAA authors the assessment of Academic Excellence while the VP for the Student Experience authors that for the Student Experience. They work collaboratively to ensure a seamless integration of academic and student affairs SLOs.

Most Northwestern [programs with accreditation bodies](#) now use the university-level approach in the assessment of SLOs and participate in the assessment process per the [University Assessment Process Guide](#).

Student Affairs (SA). Responsible for developing programs and services that contribute to student learning experiences. These are assessed to verify their support to student learning and value to the overall student experience. SA assesses its individual [co-curricular program](#) contributions to student learning as part of the [assessment program](#).

Quality Enhancement Plan (QEP). A natural nesting of curricular and co-curricular assessments is evident in the Quality Enhancement Plan (QEP), where each degree program participates in a capstone experiential learning experience, whether it be research, internship, a project, performance, or study abroad. This data is a metric in the [Student Experience Assessment](#). These efforts account for what is learned in the classroom as well as that learned through experience.

External Stakeholders. External stakeholders play a crucial role in assessment. Northwestern takes pride in the integration of assessment processes throughout the university, sharing evidence of student learning with its faculty, staff, alumni, stakeholders, [advisory boards](#), and the greater community. The assessment process guides institutional decision-making, improving student performance and experience.

The ULS Board of Supervisors requires a periodic review and approval of Northwestern's mission, vision, and strategic direction and plans for their attainment, implementation, and evaluation, including SLOs. Northwestern is one of nine member institutions of the University of Louisiana System (ULS). The ULS monitors the health of member institutions through the [Dashboard Indicators Report](#) (*opens with Internet Explorer*).

The Board of Regents monitors member institutions through its [Data Dashboard](#). The Board President and Chair respectively review findings with each university president as appropriate, holding them accountable for their indicators.

Each fall, Northwestern's President proactively provides the ULS President and Provost/VPAA the most recent assessment of the strategic plan. The university also shares assessment data with [community leaders](#), [alumni](#), and other stakeholders to inform and solicit their concerns and initiatives.

The value and power of assessment and data-driven decision-making is reflected in the [Executive Summary of the Strategic Plan](#). This information is provided to internal and external stakeholders through various means (President's Weekly Report, Faculty and Staff Messenger, Student Messenger, press release, and IE website).

During AC 2019-2020, Northwestern will exercise its fourth iteration of the assessment process. The process is a series of ongoing and systematic procedures and integrated practices that are informed by decisions made by the Provost/VPAA, VPSE, college deans, unit directors, degree program coordinators, and faculty in the classroom. The focus is on improving the process and further ingraining a culture of continuous improvement of student learning. This process is reflected in figure 2.

The Institutional Assessment Process



Figure 2

To fully leverage its assessment process, a [policy](#) was established and structured to ensure participation, standardization, predictability, flexibility, and accountability. This policy is supported by the President's Leadership Team, which provides the strategic vision and

serves as the forcing function to drive the process ensuring various components stay aligned and mutually supportive. The University Strategic Planning Team looks over the horizon and steers the process around hazards and toward the vision. The University Assessment, General Education, and Curriculum Review Council provide standardization, predictability, and quality in the process. Deans, program and unit coordinators, advisory committees, faculty, staff, and students are the instruments in maintaining the integrity of the process.

All academic programs and [core competencies](#) participate in the assessment process. Per recommendation by EIA, degree programs moved to a two-year SLO assessment cycle. This will allow increased reflection and more time to implement change and drive improvement.

In accordance with the University Assessment Process Guide, each academic entity reviews, amends, or revalidates their respective missions. The foundation of this process emanates from the hierarchy of university, college, department, program, and unit missions. Each measure is course mapped to a specific course from which data is collected. In most cases, multiple courses contribute to data collection and analysis of a single measure, including those at off-campus instructional sites and/or delivered via distance learning.

Student achievement, such as graduation rates, provide valuable insight into student learning. This [criterion](#) is further disaggregated by gender, ethnicity, socio-economic status, and age to help identify student learning gaps.

In 2018-2019, all (95) degree-awarding academic programs and all six core competencies participated in the assessment process. Each developed program specific SLOs and an associated assessment methodology from which they derived findings. Results were then analyzed, leading to decisions and actions taken to seek continuous improvement.

Assessments are conducted by Assessment Cycle running June to May. Each academic program submits its plan for the coming year to their Chair on the UAC. Department Chairs and Deans review and approve assessment plans. The DIE accounts for each plan as part of the oversight process. Similarly, each competency coordinator confirms and submits their [assessment plan](#) for the coming year to the General Education Committee Chair and Dean, ensuring all new dual enrollment high schools are accounted for. The core competency assessment is conducted using a course rotation allowing a more comprehensive data set without having courses assessed yearly.

Annually, data is collected throughout the year with a mid-year review taking place to allow for the validation of data collected and to ensure the information addresses the needs of the measure and SLO. Program coordinators and supporting faculty compare current results to the previous year's outcome and the effectiveness of action plans implemented this year based on the [analysis of the results](#) from the previous year.

The implementation of action plans derived from the analysis of the previous year's results provides evidence of seeking improvement. The assessment format dictates a comprehensive summary of the key evidence implemented during the academic calendar.

Once complete, the [IE website](#) serves as the primary assessment repository. The DIE develops the [Assessment Cycle Presentation](#) in line with the September Strategic Plan Update and production of the annual assessment document.

INSTITUTION-LEVEL ASSESSMENT RESOURCES. Assessment resources are centralized on the IE website under the tab [Assessment Process and Resources](#). Additionally, the DIE pushes best practices updates to program and unit coordinators as part of the monthly UAC meetings and holds needs-based workshops and professional development sessions. On average, the DIE conducts 15-20 assessment [professional development activities](#) each semester. Each college also conducts their own assessment professional development activities.

To support the assessment community, in December 2019, the DIE presented Northwestern's Assessment Process at the 2019 SACSCOC Annual Conference to approximately one hundred assessment professionals. This [briefing](#), which included an overview of assessment SLOs and lessons learned, was developed through the series of presentations to Northwestern faculty and staff during the previous year. In maintaining transparency, attendees were given access to all Northwestern assessment material.

As reflected in paragraph 3, the following offices also serve as assessment resources in support of SLO assessment and promote the dissemination of assessment information:

- Office of the Provost/VPAA
- VP Student Experience
- Executive Director of Institutional Effectiveness and Human Resources
- Office of Institutional Research
- Director of Institutional Effectiveness
- College Deans
- Academic Review Committee
- Program Faculty Review Committee

CURRENT INSTITUTION-LEVEL ASSESSMENT ACTIVITIES. As Northwestern has completed its [mid-year assessment](#) and closes in on completing its fourth iteration of institution-wide assessment, it will conduct an analytical trend comparison of the results. The study of these results drives improvements in student learning, curriculum, pedagogy, and support services.

At year-end, each program will identify its findings, complete its analysis, and collectively determine decisions/actions necessary to drive the improvement cycle. Program faculty will compare current results to those of the previous year to better develop plans for the upcoming year (2020-2021). Program coordinators will submit completed assessments,

once approved by the respective dean, to the DIE in June 2020. The results of these reports are captured in the Academic Excellence and Student Experience Strategic Focus Area Assessments. The most significant findings and decisions, including evidence of improvement (actual changes), an analytical assessment of the potential effects of the changes, and the status of new assessment plans are integrated into recommendations in pedagogy, experiential learning experiences, curriculum development, and course review or adoption.

EVIDENCE OF INSTITUTIONAL-LEVEL STUDENT LEARNING. All degree, certificate, core competency, and co-curricular assessment results are validated through multiple efforts: annual academic assessment reports, national assessments on institutional SLOs, academic program reviews, and national surveys. Below is an annotated list of examples of evidence of student learning:

- **Annual assessment reports.** Most academic programs are making progress and improving their assessment of student learning. Per the summary table and the [analysis of the results](#), educational programs are showing improvement in student learning. Of the 336 SLOs, 90% showed positive outcomes. Of the 603 SLO measures, 77%, were positive. We saw an 18% change rate in comparison to the previous year, 11% to the positive, and 7% to the negative. Of the 95 programs, eight were identified as needing additional review and possible redesign.
- **Program Reviews.** Program reviews are used to drive improvement in programs that do not have a national accrediting body. The self-study timelines are under review and will likely move from every five years to every seven years. Program development and improvement should result from a thorough assessment of a program's SLOs, strengths, weaknesses, and intended direction. The new Provost/VPAA is updating the self-study schedule and is reviewing the current [Academic Program Review Guide](#).
- **Institutional SLO Assessment.** All core competency SLO assessment results are housed on the IE website and provided annually during Faculty Institutes, college retreats, committee meetings, and senior administration meetings. An in-depth analysis was completed on the improvement of assessment activities in general education. The analysis reflected of the 12-core competency SLOs assessed, 67% were positive. Of the 27 SLO measures assessed, 70% were positive.
- **Licensure and Certification Exams.**
 - The Undergraduate Nursing National Council Licensure Examination Pass Rate for 2018 = 95.4% (n = 241).
 - Northwestern's ASN Nursing Program was ranked #1 in the nation in March 2018 by National Council Licensure Examination.

- Northwestern's ASN Nursing Program was recognized as the #1 producer of licensed registered nurses in Louisiana in 2018 (2018 NCLEX report)
 - Northwestern's ASN Nursing Program was recognized as the #1 producer of nurse practitioners in Louisiana (2018 LSBN Report).
 - In Radiological Science, the five-year average of the first-time pass rate is 85%.
 - In Education (PRAXIS), the average number of students taking the exam in the past three years is 46, with a 98% pass rate in 2019 and a 100% pass rate the two years prior.
- **Student Surveying.** Every year, the EDIEHR administers the:
- Student Evaluation of Course & Instructor, and
 - First Destination Survey are administered annually.
 - Survey of Engagement, and the
 - Noel Levitz Student Survey are every two years.
 - Graduating student experiences are gathered twice each year and results are integrated into SFA assessments.
 - The results are shared with each college and unit and are discussed at the annual assessment briefing and the Faculty Institute to inform faculty of student perceptions. Data is used in concert with other assessment findings and is shared with the President's Cabinet and the community through university marketing to inform student success initiatives.

USE OF INSTITUTIONAL-LEVEL STUDENT LEARNING. Informed assessment drives the ability to make better decisions and better navigate the future. This process requires honest and sophisticated analysis of current activities. The results point to better-informed improvement strategies, thereby leading to more informed decisions.

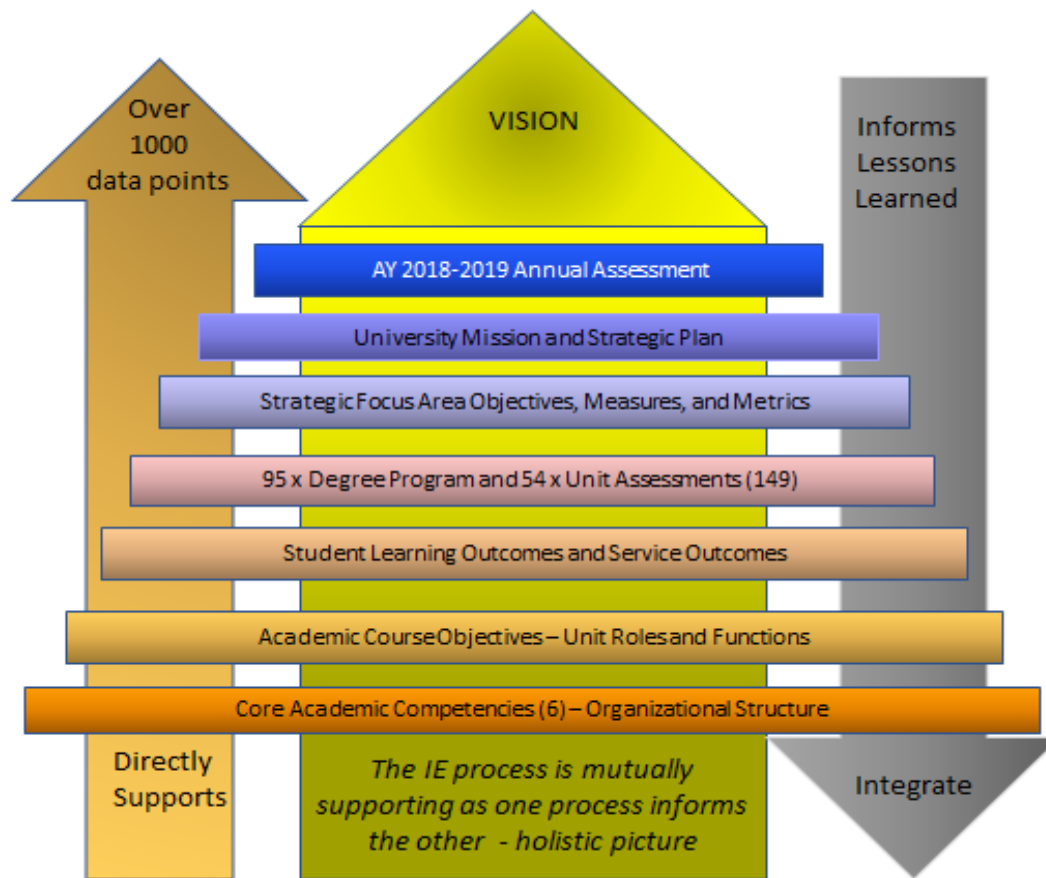


Figure 3.

Per Figure 3, the nesting of assessment data allows for a better appreciation of student learning across all academic and student programs. This process and the analysis of the results and lessons learned drive decisions and initiatives. A sample of assessment-based initiatives follows:

- **Academic Advising.** The Academic Success Center was restructured, and an early alert process was implemented to identify students needing additional support. This restructuring allows advisors to intercede sooner if needed.
- **Student Support.** Student-level enrollment and retention reports are forwarded to academic advising, department chairs, program coordinators, and retention coordinators at the beginning, mid-point, and end of the semester for better situational awareness.
- **Course Redesigns.** Redesigns are based upon assessment, the market, students' faculty evaluations, and advisory board needs and recommendations. Redesigns are now standard practice as a result of assessment activities. Fourteen (14) courses were redesigned in the last three years.
- **Co-Requisite Delivery.** An initiative that utilized a co-requisite delivery model in

which students with ACT scores of 16, 17, 18 (Math) and 15, 16, 17 (English) will be placed together in class section cohorts, engaging in both lecture and laboratory experiences to meet course objectives and enhance learning.

- **Annual Assessment Reports.** Annual assessment reports are submitted every June to be peer reviewed by August. To proactively share reports, they are made available to all, internal and external to the university through the IE website. Results are announced in the President's Weekly Report, Faculty/Staff Messenger, and the Student Messenger.
 - Assessment activities are captured in faculty's annual activities reports (FAR) and are taken into consideration for retention and promotion.
 - Excellence in Assessment is recognized during the assessment briefing to the President, senior leaders, faculty, and other stakeholders [per process guide](#).
- **New Degree or Certificate Program.** All new programs and certificate program proposals must now include the SLO assessment plan as part of the required documentation for approval.
- **Quality Enhancement Plan - *Learning for Life*** faculty workshop was designed to provide rubric training and present assessment results in coordination with Student Affairs. Departments were encouraged to incorporate [Learning for Life](#) measurements into their existing assessment measures when possible.

REFLECTION AND GROWTH/IMPROVEMENT PLAN. The annual assessment process is not complete until the recommendations and proposed decisions are mediated and agreed upon, the final report is written, and the briefing presented. While we have a transparent, standardized, and integrated process, we still have work to do in convincing faculty and students of the power of assessment.

Based on our analysis of assessment activities, we have identified three main goals/challenges for the next five years:

- **Improving analysis of assessment results as they apply to improve critical thinking, quantitative reasoning, and writing skills.** Determining how best to pilot a methodology that would apply to all degree and certificate programs regardless of discipline.
- **Expansion of External Stakeholders' participation and knowledge** of SLO assessment so they have a better understanding of the process and can offer more relevant and timely feedback. The initiative would require a mix of surveys and evaluation rubrics.

- **Assessment of High-Impact Practices – Lessons Learned** requires a collaborative effort between academic and student affairs focused on service-experiential learning. The QEP assessment results are critical in the evaluation of these co-curricular student experiences.

In conclusion, the process of applying for the EIA designation serves as a self-study. We strive to balance our approach, ensuring support, compliance, ownership, and promotion. We are not there yet, but we are making significant progress.

Note: This application and all exhibits are located under the *Institutional Effectiveness* header “*NIOLA Excellence in Assessment Application*” at <https://www.nsula.edu/institutionaleffectiveness/>.

APPENDIX A

The Louisiana Board of Regents (BOR). The Board is responsible for planning, coordinating, and budgeting for all public higher education in the state of Louisiana.

Meets. Monthly

Members:

Marty J. Chabert – Chair
Collis B. Temple, III – Vice-Chair
Blake R. David
Claudia H. Adley
Randy L. Ewing
Robert W. Levy
Charles R. McDonald
Darren G. Mire
Sonia A. Perez
Wilbert Pryor
T. Jay Seale, III
Gary Solomon, Jr.
Gerald "Jerry" Theunissen
Felix R. Weill
Jacqueline Vines Wyatt
Anthony B. Kenney, Jr. – Student Representative

The Board of Supervisors for the University of Louisiana System (BOS ULS). The Board of Supervisors is mandated to exercise all power to direct, control, supervise, and manage the institutions of higher learning under its control.

Meets. Monthly

Members:

Mark Romero – Chair
James Carter – Vice Chair
Jimmy Clarke
John Condos
Edward J. Crawford III
Richard Davis Jr. – Student Representative
Lola Donahoe
Pamela Egan
Thomas Kitchen
Mimi Methvin

Shawn Murphy
Alejandro Perkins
Elizabeth Pierre
Virgil Robinson
Kristine Russel
Joe Salter

University President's Leadership Team (PLT). Through decision making, responsible for setting the strategic direction and conditions to secure its vision of becoming the nation's premier regional university. The team also serves as the forcing function to ensure the overarching assessment process (strategic, operational, tactical) is exercised to achieve this vision.

Meets. The first Monday every month.

Composition:

President: Dr. Chris Maggio
Provost and VP, Academic Affairs: Dr. Greg Handel
Interim VP, The Student Experience: Frances Conine
VP, Technology, Innovation, and Economic Development: Dr. Darlene Williams
VP, External Affairs: Jerry Pierce
Asst. VP, External Affairs for University Advancement: Dr. Drake Owens
Executive VP, University and Business Affairs: Dr. Marcus Jones
Chief Financial Officer: Pat Jones
Intercollegiate Athletics: Greg Burke
Interim Dean, College of Arts and Sciences – Dr. Fran Lemoine
Dean, Gallaspy College of Education and Human Development – Dr. Kim McAlister
Dean, College of Nursing and School of Allied Health – Dr. Dana Clawson
Dean, College of Business and Technology – Dr. Margaret Kilcoyne
Faculty Senate President: Dr. Thomas Reynolds
Executive Director Institutional Effectiveness & Human Resources: Veronica Biscoe
Director of Institutional Effectiveness: Frank Hall
Information Technology Services: Ron Wright
University Auditor: Dawn Eubanks
Student Government Association President: Jacob Ellis

University Strategic Planning Team (USPT). 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. This disciplined effort produces fundamental decisions and actions that shape and guide what Northwestern 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: Dr. Chris Maggio
Provost and VP, Academic Affairs: Dr. Greg Handel
Interim VP, The Student Experience: Frances Conine
VP, Technology, Innovation, and Economic Development: Dr. Darlene Williams
VP, External Affairs: Jerry Pierce
Asst. VP, External Affairs for University Advancement: Dr. Drake Owens
Executive VP, University and Business Affairs: Dr. Marcus Jones
Chief Financial Officer: Pat Jones
Intercollegiate Athletics: Greg Burke
Interim Dean, College of Arts and Sciences – Dr. Fran Lemoine
Dean, Gallaspy College of Education and Human Development – Dr. Kim McAlister
Dean, College of Nursing and School of Allied Health – Dr. Dana Clawson
Dean, College of Business and Technology – Dr. Margaret Kilcoyne
Faculty Senate President: Dr. Thomas Reynolds
Research Council: Dr. Margaret E. Cochran
Community/Public Service: Steven Gruesbeck
Executive Director Institutional Effectiveness & Human Resources: Veronica Biscoe
Director of Institutional Effectiveness: Frank Hall

University Assessment Committee (UAC). The mission is to foster communication between all colleges, schools, departments, faculty, and staff to facilitate and assess student learning and organizational performance. Committee members are nominated by their schools, colleges or divisions and are appointed by their Dean or Vice President.

The UAC works to promote an integrated culture of assessment consistent with Northwestern's 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 in enhancing collective support for assessment.

Meets. Twice each semester, once in the beginning and once at the end. .

Composition:

Chair: Frank Hall, Director of Institutional Effectiveness

Academic Review Committees:

College of Arts and Sciences: Michael Scanlon
Gallaspy College of Education and Human Development: Dr. Susan Khan
College of Nursing: Dr. Debra Clark
School of Allied Health: Dr. Joel Hicks
College of Business and School of Technology: Dr. Danny Upshaw and Lily Pharris

Administrative Review Committee:

Registrar: Yvette Ceasar-Williams

Library: Abbie Landry

Auxiliary & Support Services: Jennifer A. Kelly

Athletics: Dustin Eubanks

External Affairs: Leah Jackson

Student Experience: Frances Conine

Technology Innovation and Economic Development: Suzette Hadden

Information Technology Services: Ron Wright

Business Affairs: Terra Raupp

University Affairs & Police: Jon Caliste

Office of Institutional Effectiveness: Roni Biscoe

General Education Committee (GEC). Chaired by Provost/VPAA, the GEC is responsible for establishing the definition, criteria, and learning outcomes for each general education competency; reviewing and approving courses used to satisfy general education requirements; and facilitating on-going review, assessment, and modification of the general education curriculum in concert with system and state guidelines. Membership includes 25 faculty members from across the university.

Meets. Quarterly

Curriculum Review Council (CRC). Chaired by the Provost/VPAA. Membership includes the following individuals: eight faculty members, to include representatives from each of the colleges, appointed by Deans; a faculty representative selected by the Faculty Senate; President of the Student Government Association; the Executive Director of Fort Polk Center; the University Registrar; and the Director of University Libraries. Council members unable to attend a meeting may assign proxy (full-time) faculty member from the same unit.

Meets. Twice in the fall and once in the spring semester.

Deans Council (DC).

Faculty Senate (FS). Membership includes 43 faculty members from across the university in tenured/ untenured tracks.

Meets. Monthly

Individual Degree Program and Service Unit Coordinators: Each program and unit has a coordinator as reflected below. Each degree coordinator (faculty member) works with degree program faculty and/or unit staff to coordinate and facilitate assessment activities. Northwestern uses the following assessment tracker to maintain situational awareness of unit and program assessments.

2019-2020 Educational programs: 95 Programs; 71 x Degree and 24 x Certificate

College of Arts and Science	Michael L. Scanlan 26 X Degree Programs		
		Criminal Justice (BS) (250)	Michelle Holcomb
		Unified Public Safety (BS) (256)	Mr. Jack Atherton
		History (BA) (261)	Dr. James MacDonald
		Homeland Security (MS) (579)	Dr. Timothy Pardue
		Biology (BS) (618)	Dr. Christopher Lyles
		Applied Microbiology (BS) (619)	Dr. Christopher Lyles
		Physical Science (BS) (637)	Dr. Christopher Lyles
		Veterinary Technology (AD) (725)	Dr. Brenda Woodard
		Music (BM) (242)	Malena McLaren
		Music (MM) (542)	Malena McLaren
		General Studies (AGS) (733)	Steve Hicks
		General Studies (BS) (734)	Steve Hicks
		Liberal Arts (Scholar's College) (BA) (820)	Dr. Betsy Cochran
		Fine Arts and Graphics (BFA) (214)	Dr. Matthew DeFord
		Fine Arts and Graphics (MA) (511)	Dr. Matthew DeFord
		Communication (BA) (225)	Ms. Emily Zering
		English (BA) (221)	Dr. Allison Rittmayer
		English (MA) (529)	Dr. Ereck Jarvis
		Theatre (BS) (245)	Brett Garfinkel
		Dance (BFA) (244)	Brett Garfinkel
		Math (BS) (642)	Dr. Frank Serio
		Liberal Arts' (NSU BA) (220)	Dr. Fran Lemoine
		Electrical Engineering Technology (BS) (141)	Dr. Jafar Al-Sharab
		Industrial Engineering Technology (BS) (145)	Dr. Nabin Sapkota

		Engineering Technology (AS) (140)	Dr. Nabin Sapkota
		Resource Management (BAS) (258)	Mr. Jack Atherton
	1 x PM Certificate Program	Quality Control (042)	Dr. Jafar Al-Sharab
	1 x PM Certificate Program	Project Management (044)	Dr. Jafar Al-Sharab
	1 x PM Certificate Program	Global Security and Intelligence (055)	Dr. Mark Melder
	1 x Graduate Certificate Program	Writing for Business, Industry and Technology (052)	Dr. Thomas Reynolds
	1 x Graduate Certificate Program	Teaching English to Speakers of Other Languages (TESOL) (050)	Dr. James J. Mischler
Gallaspy College of Education and Human Development	Susan Kahn 32 x Degree Programs		
		Military Science and Leadership	LTC Bender / Sid Hall
		Child and Family Studies (137)	Dr. Karen Walker
		Social Work (BSW) (274)	Mr. Andrew Fultz
		Secondary BS (320)	Dr. Terrie Poehl
		Music Education (MUED) (327, 328, 329)	Melena McLaren
		Health and Exercise Science (377)	Mrs. Cindy Davis
		Health and Physical Education K-12 Teaching (378)	Dr. Jaehun Jung
		Psychology (BS) (392)	Terry Isbell
		Addiction Studies (BS) (395)	Joseph Biscoe
		Ed Tech M.Ed. (502)	Inter. Dr. Susan Kahn Permanent appt expected 05/2019
		Ed Leadership M.Ed. (503)	Dr. Steve Westbrook
		C and I M.Ed. (504)	Dr. Marty Young

		Elementary MAT (506)	Dr. Keicia Hawkins
		Middle MAT (507)	Dr. Marty Young
		Secondary MAT (508)	Mrs. Jodi Howell
		SPED M.Ed. (524)	Dr. Barb Duchardt
		Elem Ed & SPED MAT (531)	Dr. Barb Duchardt & Dr. Greg Bouck
		Counseling MA (533)	Dr. Gerra Perkins
		Middle Ed & SPED MAT (541)	Dr. Barb Duchardt & Dr. Greg Bouck
		Adult Learning and Development MA (545)	Dr. Bill Morrison
		Early Childhood M.Ed. (547)	Dr. Michelle Fazio-Brunson
		Early Childhood MAT (548)	Dr. Michelle Fazio-Brunson
		Clinical Psychology (MS) (552)	Dr. Cynthia Lindsey
		Secondary Ed & SPED MAT (561)	Dr. Greg Bouck
		Student Affairs in Higher Ed MA (574)	Dr. Paula Christensen
		Health & Human Performance Master's (577)	Dr. Kwon Jeon & Dr. John Dollar
		Educational Leadership and Instruction Ed.S. (582)	Inter. Dr. Susan Kahn Permanent appt expected 05/2019
		Adult Learning and Develop. Ed.D. (925)	Dr. Bill Morrison
		Early Childhood BS (3101)	Dr. Michelle Fazio-Brunson
		Elementary BS (3102)	Dr. April Giddens
	13 x PB Certificate Programs (add-on certificates)	<i>*Denotes low completer programs</i> Educational Leadership (010) (Part of 503)	Dr. Steve Westbrook
		Special Education: Mild/Moderate (013, 014, 015) (Part of 524)	Dr. Barbara Duchardt
		Academically Gifted Education (016) (Part of 524)	Dr. Paula Christensen

		*Early Intervention (017) (part of 524)	Dr. Barbara Duchardt
		PREP (Practitioner Teacher Program) (019, 020, 021)	Ms. Jodi Shirley
		School Librarian (023, 023U)	Adri-Ann Leblanc
		*Educational Diagnostician (024) (Part of 524)	Dr. Barbara Duchardt
		*Reading Specialist (026) (Part of 504)	Dr. Marty Young
College of Nursing and School of Allied Health	Dr. Dana Clawson	Nursing Allied Health	Dr. Pam Simmons Dr. Joel Hicks
	Dr. Debra Clark	Nursing (ASN) (400)	Mrs. Pam Holcombe
	5 x Degree Programs	Nursing (BSN) (410)	Mrs. Pam Holcombe
		Nursing (RN-BSN) (410A)	Mrs. Pam Holcombe
		Nursing (MSN) (546)	Dr. Angela Hardy
		Doctorate Nursing Practice (DNP) (910)	Dr. Aimee Badeaux
	3 x PM Certificates	Family Nurse Practitioner (051)	Dr. Angela Hardy
		Psych Mental Health (053)	Dr. Angela Hardy
		Adult Gerontology Acute Care Nurse Practitioner (054)	Dr. Angela Hardy
	Dr. Joel Hicks	Allied Health (BAS) (620)	Dr. Joel Hicks
	3 x Degree Programs	Radiological Science (BS) (615)	Dr. Joel Hicks
		Radiological Science (MS) (549)	Dr. Joel Hicks
	3 x PB Certificate Programs	Magnetic Resonance Imaging (MRI) (046)	Dr. Joel Hicks
		Invasive Cardiovascular Technology (ICT) (045)	Dr. Joel Hicks
		Computed Tomography	Dr. Joel Hicks

College of Business and Technology	Danny Upshaw 4 x Programs		
		Accounting (BS) (101)	Dr. Missy Aldredge
		Hospitality Management & Tourism (BS) (135)	Dr. Valerie Salter
		Business Administration (BS) (110)	Dr. Weiwen Liao
		Computer Information Systems (BS) (102)	Mr. Curtis Penrod
		Computer Information Systems (MS) (XXX)	Mr. Curtis Penrod
	1 x PB Certificate Programs	Business Analytics (001)	Mr. Curtis Penrod

University Core Competency – 6

University Core Competencies	6 x Reports		
		English	Dr. James J. Mischler
		Mathematics	Dr. Frank Serio
		Natural Sciences	Dr. Christopher Lyles
		Humanities	Dr. James J. Mischler
		Behavioral/Social Sciences	Dr. Tommy Hailey
		Fine Arts	Dr. John T. Dunn

The Student Experience – 13 Units

The Student Experience	Frances Conine 13 x Units		
		Dean of Students	Frances Conine
		Student Conduct and Accountability	Traci LaBom Norris
		Student Advocacy and Title IX	Kim Johnson Liner
		Counseling and Career Services	Rebecca Boone
		Health Services	Carla Walker
		Accessibility and Disability Support	Randi Washington
		Student Union Life	Alan Pasch

		Director of Student Activities and Organizations	Yonna Pasch
		Director of Fraternal Leadership and Civic Engagement	Shayne Creppel
		Student Support Services	Frances Welch
		First Year Experience and Leadership	Vanner Erikson
		Recruiting	Ashlee Hewitt
		Financial Aid and Scholarships	Lauren Jackson
		Admissions	Andrea Maley

Administrative, Academic and Student Support Services: (54 Units)

ADMIN SPT			
OIEHR	Roni Biscoe	Institutional Effectiveness	Frank Hall
	3 x Units	Institutional Research	Dawn Mitchell
		Human Resources	Lisa Harris
External Affairs	Leah Jackson	Public Information and Media Relations	Leah Jackson
	5 x Units	University Advancement	Drake Owens
		NSU WRAC	Patric Dubois
		Rec Complex	William Ackel
		University Printing	Mike Scott
TIED	Mrs. Suzette Hadden	Electronic and Continuing Education	Emily Perritt
	4 X Units	Office of Sponsored Programs	Carla Howell
		Leesville/Ft. Polk	Martha Koury
		Alexandria/CENLA	Jason Parks
ITS	Ron Wright	Information Technology Services	Ron Wright
	1 x Unit		
Business Affairs	Terra Raupp	Business Affairs	Daphne Sampite
	1 x Unit		Amber Beasley
			Pat Jones

University Affairs	Jon Caliste	University Police	Craig Vercher
	6 X Units	Physical Plant	Dale Wohletz
		Environmental Health & Safety	Julie Powell
		Plant Services	Julie Powell
		International Student Center	Telba Espinoza Contreras
		Capital Outlay	Gil Gilson
Athletics	Dustin Eubanks	Academics/Life Skills	Kaitlyn McCanna
	5 x Units	Business Management	Roxanne Freeman
		Compliance	Dustin Eubanks
		Marketing/Development	Dr. Haley Blount Taitano
		Sports Information	Jason Pugh
Auditor		University Auditor	Dawn Eubanks
ACADEMIC - SPT			
Registrar	Yvette – Caesar Williams	Academic Services & Veteran Affairs	Kammese Shelton
	4 x Units	Student Academic Services & Transcript Evaluation	Charlotte Grayson
		Records and Transcript Production	Yvette Ceasar-Williams
		Graduation/Degree Audit	Brenda Milner
Library	Abbie Landry	Research Center	Mary Linn Wernet
	7 x Unit	Shreveport Nursing Library	Sherri Voeble
		NSU Leesville Library	Heather Ritter
		Reference and Library Instruction	Patricia Brown
		Government Documents-Access Services	Mike Matthews
		Serials-Media Division	Anna MacDonald
		Collection Development and Cataloging	Deborah Huntington
Auxiliary & Services	Jennifer Kelly	Auxiliary Services	Jennifer Kelly
	4 x Units	Academic Success Center	Bob Jordan

		Academic Advising Center	Steve Hicks
		Testing Services	Star Hamous

Academic Program Advisory Boards (APAB). Members may include faculty, students, administrators, alumni, non-alumni, and professionals with knowledge of the program. Contributes to the currency and quality of the academic program, facilitates the placement of graduates, and enhances the program's reputation.

Meets. Minimum of once per semester.

Degree Program Review Committee (DPRC). Includes Degree Program Coordinator and both tenured and non-tenured faculty and students. Exact composition is at the discretion of the degree program coordinator and or Department Head, Dean.

Meets. Minimum of once per semester.

Degree Program Faculty (DPF). Faculty are the backbone of the assessment process whereby their course objectives either directly or indirectly support the assessment of student learning outcomes. Each faculty member is required to reflect on how their course supports the student learning process. Faculty provide data from which an assessment is derived. As such, the faculty provide the integrity of the assessment process and are the drivers of improvement through action to increase student learning.