Assessment Cycle 2019 -2020 – Sustaining Success

16 September 2020

Purpose

- Close-Out Assessment Cycle (AC) 2019 – 2020 – *Sustaining Success*
- 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 Strategic Focus Areas, Colleges, Administrative and Academic Support Units as well as degree programs.
- Plan moving forward and preparing for SACSCOC Fifth Year Report

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.

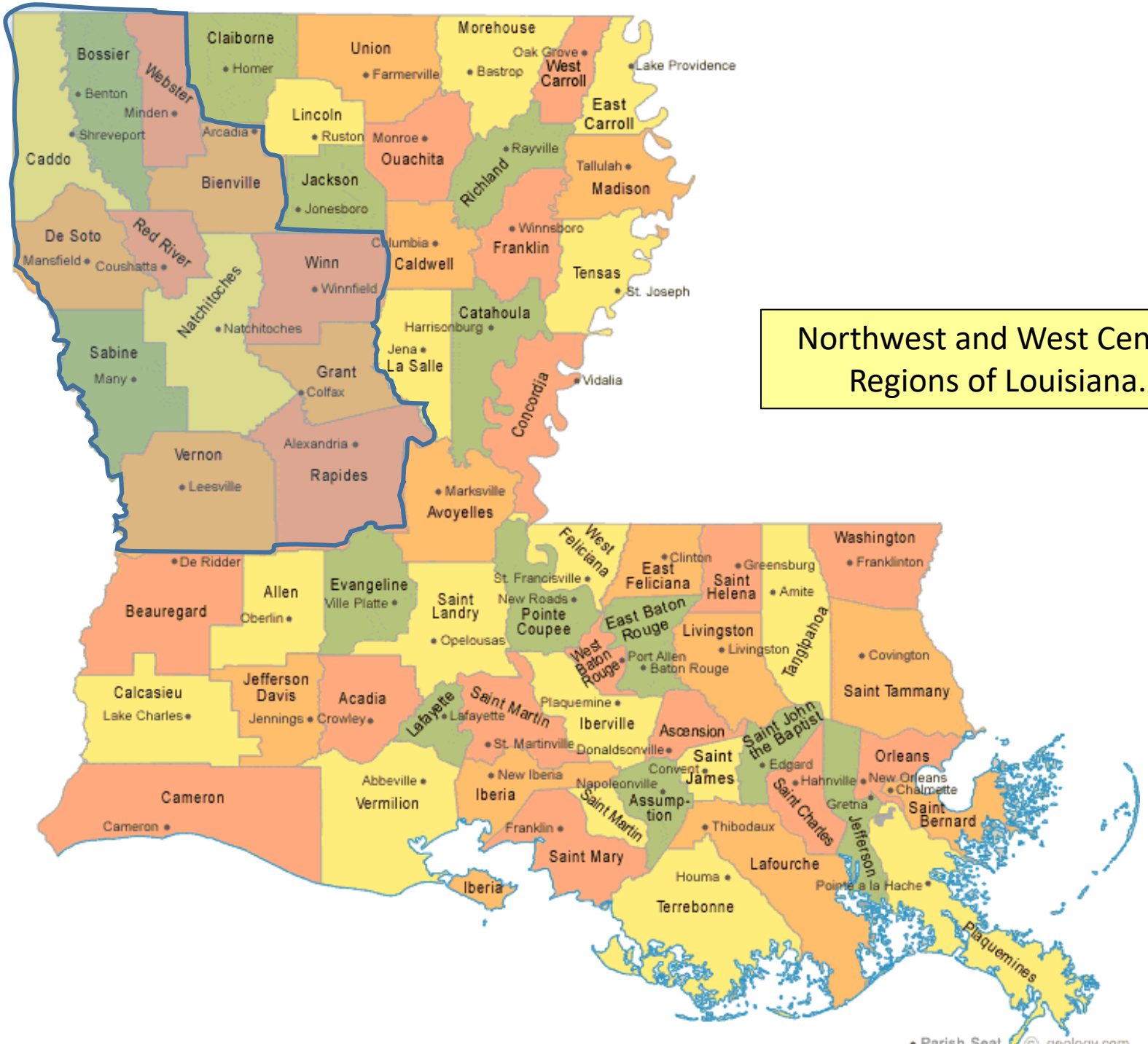
Innovation leads the forward edge of change. We strive to be on the forefront in all we do.

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.



Northwest and West Central Regions of Louisiana.

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 effect 1 July 2020

Will 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%	70%	*Retention rate (full-time) 1st to 2nd year*	76%*
47.0%	44%	*Graduation rates*	46%*
1,560	1,515	*Enrollment per freshman class, per year*	1,700
4,573	4,446	*Enrollment on Natchitoches campus*	4,500
11,081	10,900	*Overall Northwestern State enrollment*	11,360*
10	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
7,354		Students involved in Cocurricular Activities	8,000
351,809	306,304	*Student community service hours*	400,000
29	42	*Programs with capstone experiential learning activities*	66
7,674	11,273	*Number of students and employers using Handshake*	11,000
75.3%	69.4%	*Percent graduates working w/in 6 months of graduation*	80%*
36	77	*Number of health-related programs and services*	45

The Student Experience:

Objective 1: Provide Responsive Student Services

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

Objective 3. Develop a unique campus life experience

Objective 4. Provide a transformational learning and career preparation experience

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

* 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)

AC 2018-2019	AC 2019-2020	Academic Excellence Metrics	AC 2022-2023 Targets
84/93	84/95	*Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction*	100% Degree and Certificate Programs
50 (Sample)		Courses focusing on implementing current technologies or best practice principles in teaching	35-50 (Sample)
4.3/5 (C) 4.4/5 (I) (43% response rate)	4.33/5 (C) 4.41/5 (I) (36% response rate)	*Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)*	4.5/5.0 (90%) (45% response rate)
26		Average class size in University core courses	28
4.25/5(C) 4.3/5 (I) (41% response rate)	4.65/5 (C) 4.56/5 (I) (30% response rate)	*Mean student evaluation of instruction in University core courses*	4.5/5.0 (90%) (42% response rate)
10/11 (New criterion)		Number of University core classes with a designated course steward	100% of multi-section courses
342 93 Prof. Conf. Presentations	278 42 Prof. Conf. Presentations	*Number of graduate students engaging in research/scholarly activities and mentored by faculty*	400 80 Prof. Conf. Presenters
90 13-G; 77 UG Prof. Conf. Presentations 170 NSU Research Day	70 42 G; 24 UG Prof. Conf. Presentations 68 NSU Research Day	*Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting*	154 (20% increase)
GRE Verbal: *M* = 148 (42%) GRE Quan: *M* = 145 (24%); LSAT: *M* = 142 (18%); MCAT: *M* = 494 (28%)		Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)	90% to score 280 GRE; Increase the # of students scoring above nat'l median for LSAT & MCAT by one/year

Blue italicized text were assessed in 2019-2020
Black standard text were assessed in 2018-2019

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

AC 2018-2019	AC 2019-2020	Academic Excellence Metrics	AC 2022-2023 Targets
4.6/5 4.6/5 4.7/5	4.60/5 4.57/5 4.67/5	*Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., encouraged interactions between faculty and students; gave prompt feedback; and displayed an appropriate demeanor)*	Improve scores in courses below 4.5/5.0
159 (Sample)		Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together	180
23 Faculty Grants 67 (EPs/Chairs) 14 (QEP Grants) 86 (ULS Conf) 13 SP&B Grants	25 Faculty Grants 74 (EPs/Chairs) 18 (QEP Grants) 42 (ULS PD Conf)	*Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, and strategic planning and budgeting.*	45 Faculty Grants 70 EPs/Chairs
8% (*N*=30)		*Percent of faculty/staff receiving external grants*	10% (45 PI/Co-PI)
893		Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy	900
990		Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	1,600
38	27	*Number of departments or sites acquiring new classroom or laboratory technologies*	42
199		Number of events or activities to recognize faculty for their contributions in teaching, research, or service	200

Academic Excellence:

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

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Objective 4. Foster quality student-faculty interactions

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

Blue italicized text were assessed in 2019-2020
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Progress
Decline
No Progress - Not Measured
Change Made

Academic Excellence (3 of 3)

Top three progress areas:

- 100% of core courses had course stewards; new criteria
- Continued exemplary relationship and correlation between student evaluation of instruction/satisfaction/student-faculty interactions
- Use of End. Prof./Chair spend-down to impact instruction

Top three areas of concern:

- Increased Prof. Dev. Necessary for crucial topics (Diversity, Equity, and Inclusion)
- More course stewards will be needed to continue having a positive influence
- Infrastructure to offer more sections of courses at desired times is stressed (faculty, space, compressed course schedule)
- Time constraints for faculty-staff to explore external grant and funding opportunities

Final Thoughts:

- COVID-19
- BSN-DNP-NA
- Faculty Institute focused on generational differences and communication
- Academic programs continue to get national and international recognition

Inclusion and Diversity

First Impressions:

- Everyone I met was very warm and welcoming – getting settled in.
- Professional Development Sessions
- Adjunct Faculty - Teaching Diverse Learners – EDCI 5130
- Getting to know people and places

Next 60 – 90 Days:

- Establishing roots – Permanent office and hire Administrative Assistant
- Work closely to support the Center for Inclusion and Diversity
- Finalize the planning of the DemoNSUnite For Change
- Explore the viability of creating some Affinity Groups

Future Objectives:

- Complete the five-year strategic diversity plan
- Forge relationships with Natchitoches Community Leaders
- Create a Dialogue platform

Vision - Goals:

- Host a conference on Inclusive Excellence
- Make NSU the Leader in Inclusion for Louisiana
- Create a million-dollar endowment fund for inclusion

Research within the Mission

Key Insights:

- Most student research projects end in the spring semester and result in oral or poster presentations at spring conferences.
- COVID-19 lead to conference cancelations in spring. All measures of student research except capstone projects were down.
- Documentation of faculty research via presentations was also affected.
- Faculty are using *Interfolio* to report research products, but implementation is not universal yet.

Positives in AC 2019-2020:

- 4 undergraduate students published peer-reviewed journal articles based on their senior thesis research.
- 299 undergraduate and graduate capstone research projects were completed (up 12%).
- 55 faculty members directed capstone research projects to completion (up 4%).
- 13 presentations by graduate students at 5 scholarly conferences.

Research within the Mission

Negatives in AC 2019-2020:

- Spring conferences, including the ULS Academic Summit and Research Day, both hosted by NSU, were cancelled due to COVID-19.
- 11 presentations made by 14 undergraduates at 5 conferences (down 74%).
- 14 presentations submitted by 42 graduate students for Research Day (down 47%). Research Day was cancelled prior to the submission deadline.
- 10 presentations submitted by 26 undergraduate students for Research Day (down 77%).

Outlook: Plan of Action for AC 2010-2021

- Promote Interfolio to capture faculty presentations and publications.
- Launch Undergraduate Research Fellows and Undergraduate Research Mentors programs to better capture student presentations and publications and faculty mentoring efforts.
- Secure funding for supplies and equipment to produce research posters for student and faculty conference and Research Day presentations.
- Prepare for a virtual Research Day, in case it is needed.

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.

University Core

University Core AC 2018-2019: 9,497 Assessments Completed.

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

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

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

University Core AC 2019-2020: 16,703 Assessments Completed (43% Increase)

Competency	# SLO	MEASURES	Improved	No Change (+)	No Change (-)	Declined	#
ENG	2	4	0	4	0	0	1,749
MATH	2	4	1	2	1	0	1,510
Natural SCI	2	4	0	0	4	0	751
Humanities	2	9	0	8	1	0	3,385
Soc/Beh SCI	2	4	0	2	2	0	7,438
Fine Arts	2	6	2	2	2	0	1,870
	12	31	3	18	10	0	16,703

12 x Core Competency Student Learning Outcomes - 92% were positive.

31 x Core Competency Student Learning Outcome Measures - 68% were positive.

General Education Competencies (Fall 2020)

Competency	Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
1. English	ENGL 1010	Writing Portfolio	1 / 1.1 & 1.2	75	Fall	
2. Mathematics	Math 1020	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 1035	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 1810	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 2100	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 2110	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
3. Natural Science	SCI 1020	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Fall	
	BIOL 1010	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Fall	
	BIOL 2250	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Fall	
4. Humanities	BUAD 2200	Paper / Presentation	1 / 1.7	70	Fall	
	COMM 1010	Presentation	1 / 1.5, 1.6	70	Fall	
	COMM 2500	Project / Paper	1 / 1.5, 1.6	70	Fall	
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Fall	
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Fall	
	HIST 1010	Pre/Post Survey	2 / 2.1	70	Fall	
	HIST 1020	Pre/Post Survey	2 / 2.1	70	Fall	
	PHIL 1010	Writing Assign.	2 / 2.2	70	Fall	
5. Behavioral-Social Sciences	Ed. Psych 2020	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	
	Psych 2050	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	
	Soc 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	
	Anthropology 1510	Exam 1 / 4	1 / 1.1, 1.2	70	Fall	
	Economics 2000	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	
	Geography 1010	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	
	Polit. Science 2010	Exams 3 and 4	1 / 1.1, 1.2	70	Fall	
6. Fine Arts	FA 1040	Pre/Post & Perform	1-2/ 1.1, 1.2, 2.1	30% Growth - 80	Fall	

General Education Competencies (Spring 2021)

Competency	Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
1. English	ENGL 1020	Portfolio Process	2 / 2.1 & 2.2	75	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	80	Spring	
	BIOL 1010	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Spring	
	BIOL 2250	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Spring	
4. Humanities	BUAD 2200	Paper / Presen	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 - 80	Spring	

College of Arts and Sciences

Highlights:

- Mathematics co-requisite program leading the state in success rates (85.7% of students passed their first college-level math course with a grade of C or better)
- School of Biological and Physical Sciences was successfully awarded three externally-funded grants – its most successful year in a decade
- CAPA hosted the College Band Directors National Association of Southern Division Regional Conference in February 2020
- Several COMM classes collaborated to create “NSU-TV March 19th, 2020” newcast which was awarded a Bronze Telly Award in the category of Non-broadcast Educational Institution

Concerns:

- Budgetary concerns leading to frozen faculty positions has resulted in excessive faculty teaching loads
- Strain teaching/assessing 88.6% of the university core classes places on academic units
- Cancellation/virtual conversion of Spring/Summer 2020 events may impact recruitment into our academic units

Outlook:

- Classroom/infrastructure/technology upgrades
- Program expansions
- Improved visibility of our commitment to inclusion and diversity

Gallaspy College of Education and Human Development

Highlights:

- A cohort of 9 teachers within 6 parishes graduated in August 2020 with their Master of Arts in Teaching degree as cohort 1 of the Central Louisiana Instructional Program (CLIP). This collaborative U.S. Department of Education grant between the Orchard Foundation and NSU provided tuition and a living wage ($35,000) for participants while completing a full time, year-long teaching residency. Cohort 2 of 10 teachers in 6 parishes began MAT coursework in summer 2020.
- SOE launched a revised practitioner program with flexible admission & pricing in spring 2020. In spring and summer 2020, a total of 61 students began alternate certification coursework. More than half of these students are teaching in Louisiana classrooms in August 2020. Others were delayed by COVID19 related issues but will begin teaching in 2021.
- GCEHD launched a cross-discipline research group in August 2019, with representation from 3 academic units (EDUC, HHP, PSYC). Both presentations and publications have occurred within year 1 of this cross-discipline group, including a COVID-19 study of NSU faculty and administrators' anxiety and resilience during the pandemic.
- Social Work is state coordinator in Title IVE grant, with six SOWK faculty/staff funded by the program. Recently, the Title IVE grant was renewed for 2020-2023 totaling $7.5 million. Additionally, The Louisiana Title IVE team (NSU with other state partners) has been selected to attend the Evidence Building Academy offered by the Urban Institute.
- Psychology instructor, Neeru Deep became the Director of the Center for Positivity, Well-being, and Hope during Spring 2020. The Center's mission is to promote positive thinking, enhance well-being, and instill resilience and hope to NSU family so they can enhance their lives, transform communities, and positively impact the world. This collaborative project includes members from all NSU colleges.

Gallaspy College of Education and Human Development

Highlights:

- LA GEAR UP hosted year-round events crossing all colleges within NSU, contributing > $250,000 per year to NSU in promotion, equipment, and faculty support (2019-2023). In fall 2019, NSU has hosted two events (Leadership development & Engineering Technology Expo) to approximately 200 students each. Spring 2020 included an ACT bootcamp and Art Expo but multiple events were canceled because of COVID 19. Year 1 culminated with five virtual summer camps for 137 students across the state in STEAM, robotics, and cybersecurity. Camps were offered at 4 ULS universities; however, Northwestern boasted the largest attendance for summer camps.
- *Voices of Influence,* a celebration of work of GCEHD Endowed Professors occurred in March 2020.
- Renewed relationship with Natchitoches Parish School Board and new superintendent, Grant Eloi. New initiatives are forthcoming in multiple areas of the university.

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.
- Upcoming accreditation visits with faculty stretched with teaching responsibilities.
- Recruiter within GCEHD.

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

College of Nursing and School of Allied Health

Highlights:

- Remain #1 producer of registered nurses and #1 producer of Nurse Practitioners in Louisiana
- Sustained first time pass rates on NCLEX exams for ASN and BSN to be greater than 94%.
- Met University growth goals (6%) per semester for 5 years (Spring 2020 enrollment @ 2900)
- (a) Revised CONSAH Mission to be congruent with University's; (b) Updated Strategic Plan Initiatives; (c) Completed National and State Accreditation Agencies Self-Study report documents for BSN, MSN, DNP programs; including new BS to BSN-NA program; (d) 4 faculty earned doctorates, and (e) Published 3rd edition of Nursing Alumni Columns.

Concerns:

- Support needs to sustain growth (infrastructure, faculty, support staff – secretarial, IT)
- Faculty salaries and Positions frozen
- Have experienced nursing administrators (grants director, dean, senior director of nursing, CENLA campus coordinator) leaving within next year- succession planning.
- Threatened competition by "new nursing school" being established.
- Healthcare agencies have fiscal loss and thus fiscal support will be more difficult to obtain.
- Moodle integration incompatibility with new software causing faculty frustration

Outlook:

- Positive for growth in BSN to DNP-NA program and potentially additional BSN to DNP concentrations (nurse practitioner, etc.).
- Need a designated footprint on Natchitoches campus to expand program offerings.

College of Business and Technology

Highlights: Impact, Engagement, Innovation

(1) Assisted students and others with spring shift to online for COVID-19

(2) Continued QEP implementation

(3) Ranked among the top Accounting degree programs by Intelligent.com; Recognized as one of "The Best Online Accounting Degree Programs" by Successful Student

(4) Approved for installation of Beta Alpha Psi (nationally recognized honor society for accounting and other finance related majors)

(5) Engaged business and industry leaders with our COBT students and faculty members

College of Business and Technology

Concerns:

(1) Increased student enrollment numbers equal increased need for faculty members

(2) Scheduled AACSB reaffirmation

(3) Limited classroom space with social distancing

Outlook:

Continue to be innovative, impactful, and engaging with our stakeholders. Launch of master's program. Accreditation visit from AACSB. Seeking accreditation for HMT.

Student Government Association

Highlights:

- Helped over 300 Students register to vote
- Awarded over $120,000 in ORF Grants
- Continuation SGA Portrait Project

Concerns:

- Overload of work post-storm
- COVID-19 safety
- Issues with textbook delivery

Outlook:

- Civic Engagement
- Diversity, inclusion, and equity
- Mental Health
- UL System SGA service project for McNeese
- SGA Grants

Quality Enhancement Plan: *Learning for Life*

Work Completed:

- Grants Team
- Implementation Team

In Progress:

- All undergraduate degree programs will be included in the assessment process in AY 2020-2021.
- Assessment of *Learning for Life* capstone coursework will continue through 2023.

Key Points:

- Programs continue to exceed University Benchmark in a majority of SLO rubric categories.
- 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; BOR grants awarded for experiential learning.

Market Responsiveness

AC 2018-2019	AC 2019-2020	Market Responsiveness Metrics	AC 2022-2023 Target
86%	87%	*New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs*	100%
23		Number of faculty funded for faculty development	45
122	129	*Number of academic articulation and industry partnership agreements*	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	5	*Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts* *11 (16-17) + 2 (2017-2018) + 1 (2018-2019) + 5 (2019-2020)*	3 (Annually)
4	Target Met	*Processes for collecting data and monitoring workforce and industry needs*	4 Target Met
95% (21/22)	100%	*Number of departments that have active advisory councils or established processes*	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:

- Curriculum changes approved by the CRC during AY 2019-2020 included revised courses, three new concentrations, one master's degree, and four certificate programs submitted to and approved by the Louisiana Board of Regents.
- The ULS initiative CompeteLA was expanded to allow the program to follow the student enabling access to all NSU degree programs coupled with a flat rate to promote affordability.
- In response to Covid-19, academic programs have been redesigned and refined to assure the highest quality in-person classes, online delivery of courses and a hybrid combination of person-to-person and virtual studies.
- An additional 7 articulation agreements and partnerships were added to better enable students to pursue industry-specific credentials or advanced degrees. One of which was a Memorandum of Understanding with the New Orleans Center for Creative Arts that recognizes the advanced arts training that Louisiana's high school arts conservatory provides to students in the state.

Top three areas of concern:

- *Time and resource constraints* related to technology and digital innovation which are now the norm and being used to innovate the teaching and learning experience and drive business operations.
- *Rising student expectations* with an increasingly competitive jobs market and the rising cost of higher education may cause the university to rethink the whole student journey.
- *Ability to compete* in a world with increasing student mobility and an expanding higher education marketplace.

Final Thoughts: The higher education industry is changing rapidly, and the status quo is being challenged. We must think globally and develop a strong student and stakeholder value proposition which differentiates Northwestern State University from its competition. This can dramatically impact how the university operates now and in the future.

Technology Update

Current: Recent events including COVID-19 and Hurricane Laura have emphasized the need to be agile in how the campus deploys, maintains, and manages mission critical services. As a result, we believe it is necessary to accelerate our cloud-based services strategy. By working with best in class vendor partners to move key services to the cloud, we can better ensure performance and resiliency while also ensuring a stable financial model for the continued delivery of services. This strategy, along with the continued maintenance and enhancement of on-campus infrastructure, will guarantee that we are able to meet the future needs of the campus.

Some key areas of investment over the past year include:

- The acquisition of 257 laptops for faculty and staff as part of the response to COVID-19
- Participation in the LONI community to share approaches and embrace proven service delivery models to better position the University
- Sixteen academic classrooms with new presentation hardware
- Upgrades and installation of eleven video conferencing classrooms and meetings spaces
- Continued development of the College of Nursing 1:1 iPad initiative - now includes the School of Allied Health (over 800 registered devices)
- Transition to a new Banner application and database servers
- Improvements to Banner SSO services
- Purchase and implementation of next generation endpoint security
- Continued improvement of email security and remediation services

Technology Update

Near Term: Areas of focus over the next 12 months:

- Continue efforts toward completion of the University telephone system replacement
- Evaluation and selection of the next generation of wireless services
- Prepare a plan for the migration of mission critical software services to the cloud.
- Data is the key to informed decision making throughout the campus. Work closely with Institutional Research to develop next generation data analytics.

Long Term: Technology is crucial to the operation of the University. We must continue the process of moving the operational cost of maintaining the technology infrastructure and associated services to a permanent line item in the institutional budget. Technology vendors are increasingly moving to subscription-based models for both hardware and software. As such, one-time appropriations for purchases are no longer an option.

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 applicants coupled with several key staff members nearing retirement in some areas will soon create issues.
- Security – Securing our technology resources and data. Cybersecurity threats hit the university every day. We must 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	27,050	*Number of patrons attending recitals, concerts, art exhibits, theater/dance productions*	35,000
34	31	*Number of off-campus performances*	30
35,474.47		Expenditures dedicated to advertisement	$51,136.78
15,408	15,433	*Number of active users on Creative and Performing Arts social media outlets*	10,000
22,744		Frequency of e-communications and number 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	8,995	*Number of active users on Alumni Association social media outlets*	10,000
5,516,859.92	5,010,624.29	*Amount of annual private support*	$6,000,000
2,444	1,724	*Number of individual contributors*	5,000
$40,087,912.27 / 181,986.87	$44,294,756.67 / $284,487.26	*Value of restricted/unrestricted endowment assets*	$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	306,304/157	*Number of projects and internships involving students in University and community activities and events*	400

Community Enrichment:

Objective 1. Expand World Class Performing Arts Program

Objective 2. Increase Robust Alumni Engagement

Objective 3. Promote Mutually Beneficial Donor Relationships

Objective 4: Expand Institutional Culture of Collaboration and Mutual Accountability

Objective 5. Nurture Thriving Town-Gown Relationships

Blue italicized text were assessed in 2019-2020
Black standard text were assessed in 2018-2019

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

Community Enrichment

Top three good news stories:

- Active users on CAPA and Alumni Association social media platforms continue to rise; online engagement has increased.
- Restricted endowment assets have increased by 10% totaling over $44 million as of June 30, 2020; BORSF backlog has been cleared creating $1.3 million in new scholarships for first generation students.
- NSU students collaborated with 157 campus and community partners and engaged in 306,304 service hours resulting in an estimated economic impact of $2.2 million**.**

Top three areas of concern:

- Limited in-person opportunities for chapter gatherings, alumni reunions, and fundraising events.
- Impact of pandemic on participation and donor capacity.
- Staffing needs to keep up with program management.

Final Thoughts: Social media and online participation will be critical in the wake of the pandemic. Alternative strategies and funding resources will be identified to mitigate shifts in communication and capacity. Efficient operations and increased human capital are necessary for sustainability.

Community/Public Service within the Mission

2019-2020 ANNUAL REPORT

Highlights:

- Streamlined university-wide data collection process for efficient tracking and reporting
- **306,304** Hours of Community/Public Service (Down 13% from last year's 351,809)

Academic Affairs: 294,112	Student Experience: 10,092	Athletics: 2,100

- **$2,220,704** estimated economic impact (calculated at current minimum wage of $7.25/hour)
- **157** Campus and Community Partners (Down 5% from last year's 165)

Community/Public Service within the Mission

2019-2020 ANNUAL REPORT

Outlook/Plan Of Action:

- Two data collection points

End of Fall 2020	End of Spring 2021

- Collect data from highest-volume producers in three divisions

Academic Affairs	Student Experience	Athletics

Concerns:

- Safe participation in community/public service activities

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 a Caspari Drive, South of Sam Sibley, and adjacent parking lots
* Installation of new HVAC units and control systems in Bienvenu Hall
* Installation of new classroom seating in Bienvenu Hall and Russell Hall
* Remodeling of bathrooms in the Student Union
* Deferred Maintenance & Remodeling of historic A.A. Fredericks Auditorium
* Teacher Education Center auditorium remodel
* Creative & Performing Arts reflooring of 4 academic classrooms

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:

* Resurfacing Caspari Drive from University Parkway to intersection of Sam Sibley Drive
* University secured funding for planning and design of new academic building (Kyser replacement)
* University and ULS Board planning replacement of the roof of Fournet Hall
* Systems Revenue 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 Enhancement Grants for departments are being facilitated by University Capital Outlay Director

Athletic Prominence (1 of 3)

AC 2018-2019	AC 2019-2020	Athletic Prominence Metrics	2022-2023 Target
92,374		Yearly event attendance for all sports	151,361
$2,537,545	$2,434,233	*Yearly revenue (tickets, annual gifts, sponsorships)*	2,380,264
11		Number of new merchandise outlets	18
19,498		Number of NSU Demons Facebook likes	25,458
9,747		Number of @nsudemons Twitter followers	11,511
$35,695	$44,683	*Licensing royalties (LRG)*	$70,746
2.965		Student-athlete GPA	3.11
396		N-Club membership	182
295		Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, Bossier City)	405
101		Vic's Kids Club membership	162
500	520	*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.*	600
17		Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM)	20
6,268		Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes).	4,000
222	246	*Number of Dean's/President's List honorees per year.*	250
197	217	*Southland Conference Commissioner's Honor Roll honorees per semester .*	200
987/980	971/979	*Single year and multi-year NCAA Academic Progress Rate (APR) team scores.*	940
17	17	*Number of facility improvement projects planned or executed, commensurate with funding availability.*	10
4/14	3/9	*Number of teams with a winning percentage of .600 or better in conference play (note–eight teams have win-loss records to measure; for track and field/cross country, the metric will be to finish in the upper third of the 13-team conference standings).*	14

Athletic Prominence:

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

Objective 2. Promote Community Service, Appreciation, and Engagement

Objective 3. Enhance University and Community Collaboration and Support

Objective 4. Enhance Recognizing and Promoting Success

Progress
Decline
No Progress - Not Measured
Change Made

Blue italicized text were assessed in 2019-2020
Black standard text were assessed in 2018-2019

Athletic Prominence (2 of 3)

Three positive trends:

- The women's soccer co-head coaches and head volleyball coach were named Coaches of the Year in Louisiana.
- Several positive revenue generating endeavors - two special events in July/August – the "Diggin' Dougie" roast for retired SID Doug Ireland and the "Meet the Team" Scholarship Auction - generated a combined net income of over $60,000. A special "Giving Tuesday" initiative in May generated almost $30,000. 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.
- Personnel issues – the amount of staff time invested in hiring employees the first half of the academic year and the inability to replace key positions due to COVID-19 impact the second half of the year.
- The financial impact of COVID-19 to the athletic budget and the ability to generate revenue.

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 a 20-month period. That fact illustrates that on-field success can be achieved at NSU. At the same time, the football and basketball programs' lack of success (men's basketball did take a step forward this past year) 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 must 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. The over-arching concern for the 2020-21 year is the impact of not playing fall sports, pivoting to play those fall sports along with spring sports in 2021 and the financial challenges brought on by COVID-19.

Program and Unit Assessments

Educational programs: 96 Programs; 71 x Degree and 25 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 6 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: **5 Units**
- Business Affairs & Police: **2 Unit**
- University Affairs: **6 Units**
- Athletics: **5 Units**

Academic and student support services: 27 Units

- Registrar: **4 Units**
- Library: **7 Units**
- Auxiliary Service: **1 Units**
- Student Support Services: **3 Units**
- The Student Experience: **12 Units**

University Core Competencies: 6 Reports

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

Strategic Focus Area Outcomes

Strategic Outcomes AC 2018-2019

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

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

Strategic Outcomes AC 2019-2020

Strategic Focus Area	Objectives	Metrics / Metrics Measured	Improved	No Change	Declined
Student Experience	5	20 / 11	3	2	6
Academic Excellence	5	17 / 9	4	2	3
Market Responsiveness	4	10 / 5	5	0	0
Community Enrichment	5	16 / 8	3	0	5
Athletic Prominence	4	18 / 8	6	0	2
	23	81 / 41	21	4	16

104 x Strategic Focus Area Objectives and Metrics - 100% of Objectives and 61% of Metrics were positive and 39% were negative.

Academic Program Assessments – Student Learning Outcomes

AC 2018-2019 Student Learning Outcomes

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

336 x Student Learning Outcomes - 90% were positive.

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

18% Change Rate
11% Positive
07% Negative

4 x Programs did not meet the majority of SLOs.

4 x Programs were at 50-75% rate.

AC 2019-2020 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
20	17	03	27	01	16	08	00	02
43	42	01	85	00	74	06	03	02
13	13	00	36	09	16	10	01	00
107	79	28	168	17	90	31	17	13
138	125	13	176	13	124	26	12	01
321	**276**	**45**	**492**	**31**	**320**	**81**	**33**	**18**

321 x Student Learning Outcomes - 86% were positive.

492 x Student Learning Outcomes Measures - 73% were positive.

13% Change Rate
06% Positive
07% Negative

4 x Programs did not meet the majority of SLOs.

3 x Programs were at 50% rate.

AC 2019-2020 Unit Assessments – Service Outcomes

AC 2018-2019 Service Units - Service Outcomes (SOs)

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

22% Change Rate
10% Positive
12% Negative

3 x Units did not meet the majority of SOs.

2 x Units were at 50% rate

123 x Service Outcomes – 88% were positive. 248 x Service Outcome Measures – 62% were positive.

AC 2019-2020 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
16	13	03	33	04	14	12	03	
03	03	00	05	00	05	00	00	
12	10	02	29	02	20	06	01	
04	04	00	09	00	07	01	01	
08	02	06	16	00	06	09	01	
11	06	05	28	00	12	16	00	
04	02	02	11	02	02	04	03	
15	09	06	23	05	05	11	02	
18	16	02	34	00	25	09	00	
30	22	08	65	05	31	29	00	
121	**87**	**34**	**253**	**18**	**127**	**97**	**11**	

11% Change Rate
07% Positive
04% Negative

4 x Units did not meet the majority of SOs.

6 x Units were at 50% rate

121 x Service Outcomes – 80% were positive. 253 x Service Outcome Measures – 57% were positive.

The Road Ahead – The Way Forward (1 of 2)

Based on our analysis of assessment activities, we have identified four strategic 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.

- **Increasing all aspects of diversity and inclusion.** Being a leader in understanding, accepting, and valuing differences between people while removing all barriers, discrimination, and intolerance so that everyone feels included and supported.

The Road Ahead – The Way Forward (2 of 2)

Immediate:

- ✓ Capture the 2019-2020 lessons learned and implement decisions
- ✓ Update AC 2020-2021 Assessment Plans as necessary
- ✓ Initiate–continue AC 2020-2021 assessments–data collection
- ✓ Continue to assess recommendations–build consensus and establish predictability

Short Term:

- ✓ October–Receive President's guidance on 2020-2021 Budget Enhancement Process
- ✓ December–Annual SACSCOC Conference
  - ✓ Azimuth check on AC 2020-2021 assessment process (SFA/Program/Unit)
  - ✓ Gain intelligence on 5th Year Report Standards
- ✓ Maintain continuity in data collection
- ✓ Integrate the Vice President for Diversity and Inclusion into Strategic Planning and assessment activities.

Long Term:

- ✓ 5th Year Review (Data collection years 2020-2021, 2021-2022, 2022-2023)
- ✓ Update Strategic Plan 2023 – 2028 as target year
- ✓ Reaffirmation 2027 (Data collection years 2024-2025, 2025 – 2026, 2026-2027)

SACSCOC Fifth Year Report Timeline

As of 7 August 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 - Assessments as normal – Strategic Plan, Programs and Units

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

AY 2020-2021: Record Year - Strategic Plan updated - extended to 2023 (Update some Targets)

- Fall – Spring Review Standards to understand requirements – 1st Step **(Crawl)**
- Summer 2021 first draft of each standard – Step 2 **(Walk)**
- Assessments as normal – Strategic Plan, Programs and Unit

AY 2021-2022: Assessment Year

- No Strategic Plan Assessment – 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 – Step 3 **(Run)**

AY 2022-2023: Submission Year

- ***Summer-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 7 August 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
- 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,

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
- R.10.5 – VP SE, R10.6 a-c – Provost/VP Tied, R10.7 –Provost/Registrar R10.9 – Provost, **CR12.1** – Provost / VP SE, R12.4 – VP SE, R13.6 – VP SE, R13.7 and R13.8 – Ex VP, R14.1– EDIEHR, R14.3- Prov/ VP TIED

Spring 2021

- Assessment of Strategic Plan AC 2020-2021
- Program and Units Assessments
- Fifth Year Report Standards Ownership Review
- R13.6 – VP SE, R13.7 and R13.8 – Ex VP, R14.1 – EDIEHR, R14.3- Provost / VP TIED, R14.4 – EDIEHR, QEP Impact Report
- **1 July 2021 – First Draft of Requirement (s) Due**

Fall 2021

- No assessment of Strategic Plan AC 2021-2022?
- Program and Units Assessments
- Strategic Planning Committee Review of each standard
- Refine drafts of Requirements

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

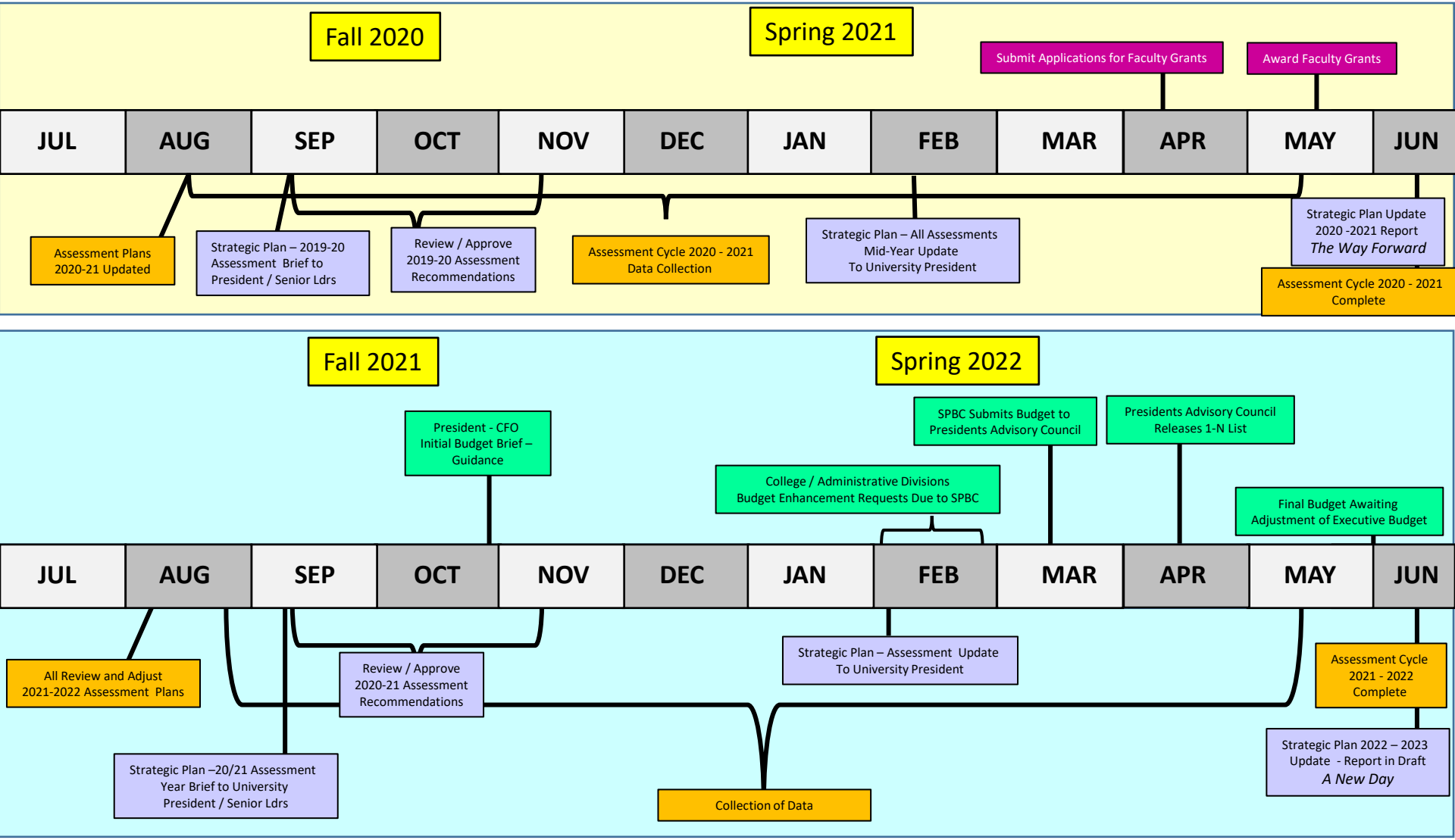
- Assessment of Strategic Plan AC 2022-2023
- Program and Units Assessments
- University Review Committee to review/edit/QC each standard continues review

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

As 11 September 2020

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

Program and Unit Mid-Year Assessment

Purpose: Review and verify Student Learning Outcomes (SLO) and Service Outcomes (SO) are being actively assessed and results are being used to drive improvement.

Four Requirements: 1 – Identify the Outcome
2 – Demonstrate Assessment of the Outcome
3 – Demonstrate Analysis of the Results
4 – Demonstrate the results are being used to drive change

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 year's 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 ≥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.