

Assessment Cycle 2020-2021 – The Way Forward



10 March 2021

Purpose

- ❖ Closes-Out Assessment Cycle (AC) 2019 – 2020 – *Sustaining Success*
- ❖ AC 2020-2021 - 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.

AC 2019 – 2020 Decision Matrix

AY 2019-2020 Decision Tracker					
	Decision	SFA	Action	OBJ	Status
1	The Director of Enrollment Management will develop new retention plans to address first time students. Academic Affairs hired a new fulltime person as Director of Academic Success. New initiatives in that area include expansion of online tutoring programs. The VPSE/DOS and the Director of Enrollment are working with Financial Aid and Scholarships to develop better ways to offer scholarships so that funds are available to more students. P.23	SE	Development of a Retention Plan for 1st time students is underway. VPSE/DO, Director of Enrollment are actively working with Financial Aid	1	The Enrollment plan is finalized.Changes to be monitored. Plan addresses retention; retention increase for freshmen. NSU increased FA awards for for incoming freshmen. Developed a smother process for scholarship awards to allow for greater numbers of awards without increasing total.
2	Request IR reports to determine areas with decline in Graduation rates. P. 23.	SE	Work with Deans and Department Chairs and Student Affairs to determine reasons for stop outs.	1	Reports are published. To be reveiwed with leadership.
3	Increase enrollment and convert more dual enrollment students to campus. Explore additional housing and housing scholarships. Increase online enrollment. Purchase additional test scores and widen the funnel for applications. Improve leveraging of scholarship dollars. Improve leveraging of discounting in competitive markets. Increase number of certificate programs. Pgs. 24-25.	SE	Maintain low cost and explore scholarships for underserved and new housing and work with IR to determine areas with significant student declines. Continue to review FTF offerings and closely monitor student requests for face to face classes. Explore building new on-campus housing. Increase clinical offering and retention of clinical student for College of Nursing and Allied Health (CONAH) in Natchitoches.	1	Recruiting is targeting DE students vial letters and texting with a goal to enroll 25%. A certificate program for leadership for DE is under review. NSU purchased additioanl ACT scores for East TX and LA.

The Student Experience

AC 2018-2019	AC 2019-2020	AC 2020-2021	The Student Experience Metrics	AC 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%	76%	<i>Retention rate (full-time) 1st to 2nd year</i>	76%*
N/A	61%	60%	<i>Retention rate (full-time) 1st to 3rd year</i>	63%*
47.0%	45%	45%	<i>Graduation rates</i>	46%*
1,560	1,515	1,520	<i>Enrollment per freshman class, per year</i>	1,700
4,573	4,446	3,993	<i>Enrollment on Natchitoches campus</i>	4,500
11,081	10,900	11,447	<i>Overall Northwestern State enrollment</i>	11,360*
10	10		<i>Diversity represents regional demographics</i>	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	13,552	<i>Number of students and employers using Handshake</i>	11,000
75.3%	75%	69.4%	<i>Percent graduates working w/in 6 months of graduation</i>	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 2020-2021

Black standard text were assessed in 2018-2019 or 2019-2020

 Progress

 Decline

 No Progress - Not Measured

 Change Made

The Student Experience

Top good news stories:

- Highest Enrollment in the history of NSU Fall 2020 @11,447
- Continue to Enhance Campus Space- E-Sports, SteakNShake
- Ability to Engage Virtually
- Over 275 FTF tours for nearly 850 people
- Fall to Spring Retention Rates

Top areas of concern:

- Provision of FTF Classes & Impact on Student Development
- Mental Health and ADA Challenges
- Rising Costs and Decline in Student Housing Requests

Final Thoughts:

- Hiring of a Vice President for Inclusion and Diversity
- Continued focus on Natchitoches Campus Growth.

Student Achievement Criteria

CR 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [CR]

Fall Enrollment. The number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other recognized postsecondary credential; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. *IPEDS Glossary*

1st Fall-to- 2nd Fall Retention rate. A measure of the rate at which students persist in their educational program at an institution expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. *IPEDS Glossary*

1st Fall-to-3rd Fall Retention rate. A measure of the rate at which students persist in their educational program at an institution expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree seeking undergraduates students' retention to the 3rd Fall from the cohort established for the 1st Fall-to-2nd Fall Retention rate metric. *IPEDS Glossary*

Baccalaureate Completers / Grad Completers. A completer is a student who receives a degree, diploma, certificate, or other recognized postsecondary credential. In order to be considered a completer, the degree/award must be conferred. *IPEDS Glossary*

Graduation Rate. (Note. The SACSCOC Graduation rate serves as Northwestern's Key Student Completion Indicator, KSCI). The rate required for disclosure and/or reporting purposes under the Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. *SACSCOC Definition*

Licensure. To receive, to apply to take or to take the examination required to receive, a local, State, or Federal license, or a nongovernmental certification required as a precondition for employment, or to perform certain functions in the States in which the educational program is offered, or to meet additional conditions that the institution knows or reasonably should know are generally needed to secure employment in a recognized occupation for which the program is represented to prepare students. **Federal Regulation [34 CFR 668.50](#) Effective May 26, 201**

Placement Rate. Placement rate is defined using the standards for career outcome rates approved by the National Association of Colleges and Employers (NACE) in their *Standards and Protocols for the Collection and Dissemination of Graduating Students Initial Career Outcomes Information for Undergraduates*. As such, placement rate for this report will include the following graduate outcomes; employed, continuing their education, in the military and volunteering. Each year's graduating class includes those students who completed degrees between the periods of July 1 to June 30 each year, a time period consistent with degree completion reporting requirements established by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) program. (**NACE**)

Student Achievement



Criteria	Goal for 2023	Threshold of Acceptability	Reporting Period Outcome					
			2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Fall Enrollment	11,360	10,000	11,056	10,900	11,447			
1 st Fall to 2 nd Fall Retention Rate	76%	68%	71%	71%	76%			
1 st Fall to 3 rd Fall Retention	63%	57%	63%	60%	60%			
Baccalaureate Completers	1,300	1,000	1,199	1,249	1,372			
Graduate Completers	350	260	328	304	293			
Graduation Rate - SACSCOC	46%	37%	37%	45%	45%			
Licensure Pass Rate	75-100%	50-98%	59-98%	69-98%	60-98%			
Job Placement Rates	80%	75%	75%	75%	70%			

	<i>Met goal</i>
	<i>Above threshold but below goal (within the band of acceptability)</i>
	<i>Below threshold/</i>



Academic Excellence (1 of 3)

AC 2018-2019	AC 2019-2020	AC 2020-2021	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)			<i>Courses focusing on implementing current technologies or best practice principles in teaching</i>	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			<i>Average class size in University core courses</i>	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)			<i>Number of University core classes with a designated course steward</i>	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%)			<i>Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)</i>	90% to score 280 GRE; Increase the # of students scoring above nat'l median for LSAT & MCAT by one/year

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions.

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

 Progress

 Decline

 No Progress - Not Measured

 Change Made

Blue italicized text were assessed in 2020-2021

Black standard text were assessed in 2018-2019 or 2019-2020

AC 2018-2019	AC 2019-2020	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)			<i>Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together</i>	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)			<i>Percent of faculty/staff receiving external grants</i>	10% (45 PI/Co-PI)
893			<i>Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy</i>	900
990			<i>Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn</i>	1,600
38	27		Number of departments or sites acquiring new classroom or laboratory technologies	42
199			<i>Number of events or activities to recognize faculty for their contributions in teaching, research, or service</i>	200

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Black standard text were assessed in 2018-2019 or 2019-2020

Academic Excellence:

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

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

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

Top three progress areas:

- 100% of university courses reflective and responsive to technology and implementation of alternative platforms to access instruction
- Increased participation in Prof. Dev.- especially regarding Diversity, Equity, and Inclusion
- Faculty, staff, and students remain grounded in research, presentation, and publications—all within COVID-19 restrictions

Top three areas of concern:

- Continued: Increased Prof. Dev. Necessary for crucial topics (Diversity, Equity, and Inclusion); related to 2nd level of small group participation
- 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:

- Responsiveness to COVID-19 and instructional demands
- Accreditation (or upcoming) for several programs
- Upcoming Common Read

Inclusion and Diversity

Highlights:

- DemoNSUnite for Change October 14
- RSO Presentation in Degy World October 16
- Central Louisiana Society for Human Resources Panelist October 21
- STEM Summit Presentation October 28
- IGNITE Program Presentation October 30
- Judge for the Miss Black and Gold Pageant sponsored by Alpha Phi Alpha Fraternity November 15
- NCORE Webinar: When They See Us: Experiences of Black Males Navigating...December 2
- Participated in Fall Commencements Ceremonies December 17/18
- Served on the Mayor's MLK Activities Committee

Outlook:

- Continue the work on the 5-year Strategic Plan
- Continue the conversation on Chief Caddo Statue
- Continue to align with external and internal partners to facilitate the work

Research within the Mission

Key Insights: Research Data

- Faculty publications and presentations can be pulled from Interfolio
- Professional organizations and undergraduate and graduate student groups are holding virtual conferences for AY 2020-2021.
 - Louisiana Studies Conference: 5 faculty, 1 UG
 - ULL Honors Invitational: 2 UG
- ULS Academic Summit (March 25-26, 2021)
- Research Day (April 22, 2021) will include a new type of brief presentation

Outlook: Participation

- Student interest seems higher than normal
- Virtual conferences reduce time away from campus and costs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

General Education Competencies

The following suspense dates were agreed upon to integrate Dual Enrollment HS students into our assessment process:

Fall Semester:

- 15 Oct 20 – All tools (pre/posttest, quizzes, writing assignments, etc.) will be uploaded into the Moodle course shells, and contact with instructors should be made.
- 1 Dec 20 – All assessment results are return to NSU.

Spring Semester:

- 1 Feb 21 – All tools (pre/posttest, quizzes, writing assignments, etc.) will be uploaded into the Moodle course shells, and contact with instructors should be made.
- 1 May 21 – All assessment results are return to NSU.

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	70	Spring	
	BIOL 1010	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	BIOL 2250	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
4. Humanities	BUAD 2200	Paper / 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 - 90	Spring	

College of Arts and Sciences

Highlights:

- Each general education course provided HyFlex and/or F2F instruction to at least 100 students
- Engineering Technology and Theatre and Dance departments have received notification of full accreditation
- Continued to offer virtual CAPA events – Christmas GALA, GhouLA, Lessons in Carols, *etc.*
- Dr. Frank Serio and Ms. Melissa Kelly are serving as UL System representatives on the Board of Regents math co-requisite steering committee

Concerns:

- 2-3% increase in DFW rates for Fall 2020 (compared to Fall 2019) impacting retention
- Budgetary concerns leading to frozen faculty positions has resulted in excessive faculty teaching loads
- Strain teaching/assessing 88.6% of the university core classes and instructing/supervising almost all dual enrollment courses places on academic units
- Need for more robust technology training for faculty

Outlook:

- Uniform technology in classrooms
 - Program expansions
 - Improved visibility of our commitment to inclusion and diversity
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Gallaspy College of Education and Human Development

Highlights:

- Cohort 2 of the Central Louisiana Instructional Program (9 teachers) within 6 parishes began coursework in June 2020. 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 1 of 9 teachers were celebrated in a graduation ceremony in November 2020.
- SOE completed a virtual visit by Class Measures (review required by LA Department of Education) in November 2020. Originally scheduled for spring 2020, the review was delayed by COVID. The final report awarded overall ratings of 3 (scale of 1 inadequate to 4 strong) to undergraduate and post-baccalaureate certification pathways. SOE will be reviewed again in 2022-2023 by Class Measures.
- Social Work is state coordinator in Title IVE grant, with six SOWK faculty/staff funded by the program. In summer 2020, 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. NSU reaps significant benefits from this grant, including multiple faculty and staff positions.
- LA GEAR UP hosted events regarding dual enrollment opportunities at NSU in September 2020. For Spring 2021, events in ACT preparation, tutoring for dual enrollment, and summer programming are planned.
- Natchitoches Parish Schools and the NSU Laboratory Schools are piloting an initiative for a single Director of the Laboratory Schools, rather than two principals in spring 2021. Additionally, new programming for “grow your own “ initiatives is in the planning stages for 2021-2022.
- NSU Child and Family Network generates more than \$3.5 million in state and federal funding for 2020-2021 for their work in early learning and families in north Louisiana.

Concerns:

- Retirement of key leaders within GCEHD (Ed.D program; DH of Health and Human Performance) affecting performance of programs
- Faculty persistence in difficult job circumstances. Faculty fatigue and angst continues to rise.

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 BSN program to be greater than 94%.
- CONSAH growth of 5% or 140 total students from Fall 2019 to Fall 2020.
- (a) Working on achieving 2020-2021 Strategic Plan Initiatives; (c) Received initial verbal confirmation of full 10 year re-accreditation for BSN, RN to BSN, Accelerated BS to BSN, MSN, PMC and DNP programs; Received initial verbal confirmation of accreditation for new BSN to DNP-NA program; (d) 3 faculty earned doctorates, and (e) Working on recruiting help with 4th edition of Nursing alumni columns

Concerns:

- ❖ Support needs to sustain growth (infrastructure, faculty, support staff – secretarial, IT)
- ❖ Faculty salaries and frozen positions
- ❖ Healthcare agencies have fiscal loss and thus fiscal support will be more difficult to obtain.
- ❖ Moodle integration incompatibility with new software causing increased faculty frustration

Outlook:

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



College of Business and Technology

Highlights: Impact, Engagement, Innovation

- (1) Reaccredited by AACSB
 - (2) Adjusted well to COVID restrictions
 - (3) Admitted first MS in Computer Information Systems cohort
 - (4) Converted J. Walter Porter Forum, Inferno Pitch, and Executive Advisory Council Meeting to virtual events
 - (5) Initiated Virtual Business Seminar with Natchitoches Chamber of Commerce
 - (6) Transitioned HMT faculty and students from offering “Columns Café” to a “To Go” model
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College of Business and Technology

Concerns:

- (1) Loss of faculty members without positions being advertised yet
- (2) Student enrollment in certain areas and new program offerings means additional faculty resource needs
- (3) Student enrollment trends are changing as are the online and face-to-face markets

Outlook:

Continue to be innovative, impactful, and engaging with our stakeholders.
Seeking accreditation for HMT.

Student Government Association

Highlights:

- Civic Engagement
 - Helped Students register to vote for the November 2020 Elections
 - Posted non-bias information from the Public Affairs Research Council of Louisiana on constitutional amendments being voted on
 - SGA Grants Program
 - Expanded the SGA Grants program from \$20,000 to \$45,000
 - Have already awarded \$9,000 in grants towards improving the NSU Food Pantry
 - Mental Health and Well Being
 - Ordered 1,000 face masks and hand sanitizers to pass out to students on campus
 - Have hosted multiple professional mental health programs for students
 - We are putting on a drug and alcohol abuse awareness campaign for the Spring Semester
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Student Government Association

Highlights:

- Diversity, Inclusion, and Equity
 - Have had multiple programs on the importance of diversity, inclusion, and equity
 - Programs have been on the importance of this and have taught student organizations how to be more inclusive with diversity
 - Planning a partnership with the Center for Inclusion and Diversity for Black History Month Programs
 - SGA has passed legislation and written letters regarding the naming of two areas on campus: the stage on Iberville Green and the event space at the bottom of the Student Union
 - The proposed name for the stage, was the “Seven Oaks Stage” named in honor of the first seven Black Students at NSU
 - The proposed name of the event space was the “Dean Lucille Hendrick Room” in honor of the Long-time Dean of Women and NSU alumna, Dean Lucille Mertz Hendrick

Quality Enhancement Plan: *Learning for Life*

Work Completed:

- Grants Team & Implementation Team

In Progress:

- All undergraduate degree programs are included in the assessment process.
- Assessment of *Learning for Life* capstone coursework will continue through 2023.
- Preparation for QEP Impact Report ongoing. The primary challenge will be to describe changes made to improve the QEP (a section of the Impact Report).

Key Points:

- Lasting Impact: Programs are meeting the challenge of implementing the QEP by adapting existing coursework and developing new coursework.
- Program-Focused: Programs have developed new assessment tools and survey instruments that are unique to their needs and more likely to remain in place.
- Continuous Improvement: Programs have adjusted capstone courses based on their experience in delivering the courses and the data gathered using the QEP rubrics.

Market Responsiveness

AC 2018-2019	AC 2019-2020	AC 2020-2021	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			<i>Number of faculty funded for faculty development</i>	45
122	129		Number of academic articulation and industry partnership agreements	300
97.2%			<i>Percent of students/alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)</i>	100%
96.3%			<i>Percent satisfaction of students/alumni who feel they completed the requirements for a job or career in their chosen field</i>	100%
60.8%			<i>Number of graduating seniors who have a full-time job working in their degree field at graduation</i>	100%
64.5%			<i>Number of graduating seniors who will pursue an advanced degree</i>	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%

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

Blue italicized text were assessed in 2019-2020

Black standard text were assessed in 2018-2019

Market Responsiveness

Top three good news stories:

- Curriculum changes approved (to date) by the CRC during AY 2020-2021 included revised courses and one new concentration, Geo Computation, in the UPSA program.
- Professional development was enhanced to include a focus on use of the HyFlex Teaching Model and student engagement.
- 1 articulation agreement was added to better enable students to pursue an industry-specific credential or advanced degree.
- Additional flexibility was added to the ASN program to support the completion of clinical requirements during the evenings and on weekends for Ft. Polk active duty and community personnel.
- The Board of Regents selected NSU as host of the Regional STEM Center which will be in Alexandria at the CENLA instructional site.

Top three areas of concern:

- The time and resource constraints related to the need to explore business models and strategies to reach new student populations.
- The COVID-19 pandemic has impacted the institution's traditional model putting pressure to readjust strategies.
- The need to increase partnerships and explore new technologies that deliver insights for developing courses and programs that prepare workers for highly valued roles.

Final Thoughts: Despite the ongoing challenges the pandemic presents the University could use this as an opportunity to look beyond immediate demands and consider long-term strategies for growth and prosperity.

Technology Update

Current: COVID-19 and cyber threats continues to emphasize the necessity to be agile in how the campus deploys, maintains, and manages mission-critical services. As a result, we proceed to accelerate our cloud-based services strategy. By working with best-in-class vendor partners to move critical services to the cloud, we can better ensure performance and resiliency while 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 can meet the campus's future needs.

Some critical areas of investment over the past year include:

- Continue acquiring devices for faculty and staff as part of the mobile-based strategy
- Sustained participation in the LONI and ULS community to share approaches and embrace proven service delivery models to better position the University
- Sixty-two academic classrooms with new presentation hardware
- Upgrades and installation of seven 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 900 registered devices)
- Purchase two new server blades Banner database servers
- Purchase and implementation of additional security tools and services
- Continued improvement of email security and remediation workflows
- Launched roll out of Multi-Factor Authentication (MFA) to faculty, staff and students

Technology Update

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

- Finish the evaluation of cloud-based voice solutions to replace the University telephone system
- Deployment of the next generation of wireless services
- Continue to plan for the migration of mission-critical software services to the cloud
- Complete Multi-Factor Authentication (MFA) to faculty, staff and students
- Advocate for additional IT staff especially in the areas of security and infrastructure

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	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		22,305.20	<i>Expenditures dedicated to advertisement</i>	\$51,136.78
15,408	15,433		Number of active users on Creative and Performing Arts social media outlets	10,000
22,744		22,849	<i>Frequency of e-communications and number of participants</i>	20,000
54		65	<i>Number of Student Alumni Association members</i>	200
24		24	<i>Number of active alumni chapters nationwide</i>	35
627*		806	<i>Number of Alumni Association members</i>	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*		61	<i>Number of partnerships with business, industry and government agencies</i>	40
1,602		1,844	<i>Number of advisory volunteers</i>	3,000
81		23	<i>Number of activities including athletic promotions, cultural events, and other programs at off campus instructional sites</i>	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

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

Blue italicized text were assessed in 2019-2020

Black standard text were assessed in 2018-2019

Community Enrichment

Top three good news stories:

- Frequency of e-communications has increased; online engagement continues to rise; strategic changes have been made to focus online messaging and develop opportunities for virtual events.
- Alumni Association membership is up; mass mailing to 50k constituents is in production; PCI oral history project is expected to increase data accuracy and increase membership.
- Advisory volunteers continue to engage via demoNSUnite.net; a new platform with enhanced functionality and compatibility with other social media platforms will be launched in spring 2021.

Top three areas of concern:

- As the pandemic continues, there are limited in-person opportunities for chapter gatherings, alumni reunions, and fundraising events.
- The pandemic will require continued adjustments to communication tactics to keep engagement growth on track toward target.
- Resources need to be dedicated to staffing and vacancies need to be filled.

Final Thoughts: E-communications and social networking platforms will be a focal point and resources will be allocated accordingly. Communication tactics will be adjusted to increase engagement and virtual events will be considered until in person opportunities are available. Efficient operations and increased human capital are necessary for sustainability.

Community/Public Service within the Mission

MIDYEAR REPORT

Highlights:

- **149,251** Hours of Community/Public Service during FALL 2020

(UP FROM LAST YEAR'S FALL COUNT OF 143,946)

Academic Affairs: 138,879 hours of unpaid service	Student Experience: 9,587 hours of unpaid service	Athletics: 785 hours of unpaid service
From: Nursing; Education; and ROTC	From: PLP; FYE; Demon VIP; FC; Helping Hands; ALD; Tri Sigma; University Programming Council; AOP; Students for Animal Protection	
Service-based Community Partnerships: 72	Service-based Community Partnerships: 79	Service-based Community Partnerships: 7

- **\$1,082,069.75** estimated economic impact of 149,251 reported hours, calculated at federal minimum wage of \$7.25/hour

Community/Public Service within the Mission

MIDYEAR REPORT Cont'd.

Outlook/Plan Of Action:

- Continue cross-campus collaboration with the *Division for The Student Experience* and *NSU Foundation* on two new \$200 **NSU Student Organization Awards for Community and Public Service**
 - Promote awareness to encourage reporting among student organizations
 - Evaluate reporting protocol for student organizations for efficiency with tracking and reporting
 - Identify, award, and announce winners of each \$200 award, sponsored by the NSU Foundation
- Facilitate participation in professional development / presentations at the 2021 University of Louisiana System (ULS) Virtual Academic Summit (March 2021)
 - Details of 5 exemplary NSU service projects will be presented
- Complete Stage 2 of 2-Stage University Service Assessment

Concerns:

- Safe participation in community/public service activities
- Efficient capture of service data from all units

University Capital Outlook – Projects

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

Projects completed:

- * Systems Revenue funding construction of new eSports center in the Student Union
- * Elevator replacement in Turpin Stadium (February 2021)

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 Elevator
- * Teacher Education Center/Middle Laboratory School Unisex ADA Compliant Bathroom
- * Areas identified in the Civil Rights Audit

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
- * State allocated funding to demolish Dodd Hall (Spring), and Caddo Hall & Prudhomme Hall (Future)
- * Resurfacing of Sam Sibley going east from Caspari Street to Roy Hall
- * University Enhancement Grants for departments are being facilitated by University Capital Outlay Director

Athletic Prominence (1 of 3)

AC 2018-2019	AC 2019-2020	AC 2019-2020	Athletic Prominence Metrics	2022-2023 Target
92,374	54,727		Yearly event attendance for all sports	151,361
\$2,537,545	\$2,434,233		Yearly revenue (tickets, annual gifts, sponsorships)	2,380,264
11			<i>Number of new merchandise outlets</i>	18
19,498			<i>Number of NSU Demons Facebook likes</i>	25,458
9,747			<i>Number of @nsudemons Twitter followers</i>	11,511
\$35,695	\$44,683		Licensing royalties (LRG)	\$70,746
2.965			<i>Student-athlete GPA</i>	3.11
396			<i>N-Club membership</i>	182
295			<i>Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, Bossier City)</i>	405
101			<i>Vic's Kids Club membership</i>	162
500	500		Establish transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors, current/potential donors) and sustain/grow annually.	60
17			<i>Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM)</i>	20
6,268			<i>Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes).</i>	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 year.	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:

- Hosting the LHSAA Prep Classic from December 27-30 – nine football games at Turpin Stadium in four days – provided a service to the state and high school teams while also benefitting NSU. The Athletic Department and Demons Unlimited Foundation both generated much needed revenue. Furthermore, the university and City of Natchitoches received exponential exposure that resulted in an \$8.2 million local economic impact and invaluable growth of the NSU brand.
- Despite having to navigate adjustments in course instruction and adjust to COVID-related impacts to competition and practice schedules, the Athletic Department for the 10th straight semester registered a cumulative GPA above 3.0.
- COVID-related cases have been minimal in the Athletic Department since late September and have permitted competitions and practices to proceed as normal.

Three areas of concern:

- Budget impacted by decreases in customary revenue streams (i.e. NCAA) and increase in scholarship cost for 2020 spring sport athletes to compete in 2021.
- Southland Conference membership attrition by five schools.
- The strain on external staff to host close to 100 home athletic events during spring semester.

Athletic Prominence (3 of 3)

Final thoughts: While the financial impact of COVID has been challenging for the department, there is very much a “we still can do” attitude among coaches and staff despite budget cuts, unfilled positions and the ebb and flow of making adjustments (i.e. home event management, team travel, continuous testing). There is a solid level of optimism that several NSU teams, including those whose fall schedules were moved to the spring, will have successful seasons which will energize the Demon fan base and generate revenue through Demons Unlimited Foundation contributions. Also relevant is the fact that traction is being gained for the “game-changing” Sports Performance Center project.

Program and Unit Assessments

Educational programs: 96 Programs; 71 x Degree and 25 x Certificate Programs (20 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: **4 Units**
- Informational Technology Services: **1 Unit**
- Business Affairs & Police: **1 Unit**
- University Affairs: **6 Units**
- Athletics: **5 Units**
- Auditor: **1 Unit**

Academic and student support services: 28 Units

- Registrar: **4 Units**
- Library: **7 Units**
- Auxiliary Service: **4 Units**
- The Student Experience: **12 Units**

University Core Competencies: 6 Reports

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



Program and Unit Mid-Year Assessment

Purpose: Review and verify Student Learning Outcomes (SLO) and Service Outcomes (SO) are being actively assessed 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 $\geq 70\%$.

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

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

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

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

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

The Road Ahead – The Way Forward

As of 27 January 2021

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 requirement – Step 2 (**Walk**)

- Assessments as normal – Strategic Plan, Programs and Unit

AY 2021-2022: Assessment Year

- No Strategic Plan Assessment – Fall reflection – Spring new Draft

- 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**

- Strategic Plan 2023-2028 assessment

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

The Road Ahead – The Way Forward

As of 27 January 2021

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 2020-2023
- 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

- **Strategic Plan AC 2020-2021 Assessment (First 2 Year Approach)**
- 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
- **2 August 2021 – First Draft of Requirement (s) Due**



Fall 2021

- **No AC 2021-2022 Assessment of Strategic Plan – Reflection – Update**
- Program and Units Assessments
- Strategic Planning Committee Review of each standard
- Refine drafts of Requirements

Spring 2022

- **Strategic Planning Committee approves new Strategic Plan 2023-2028**
- 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

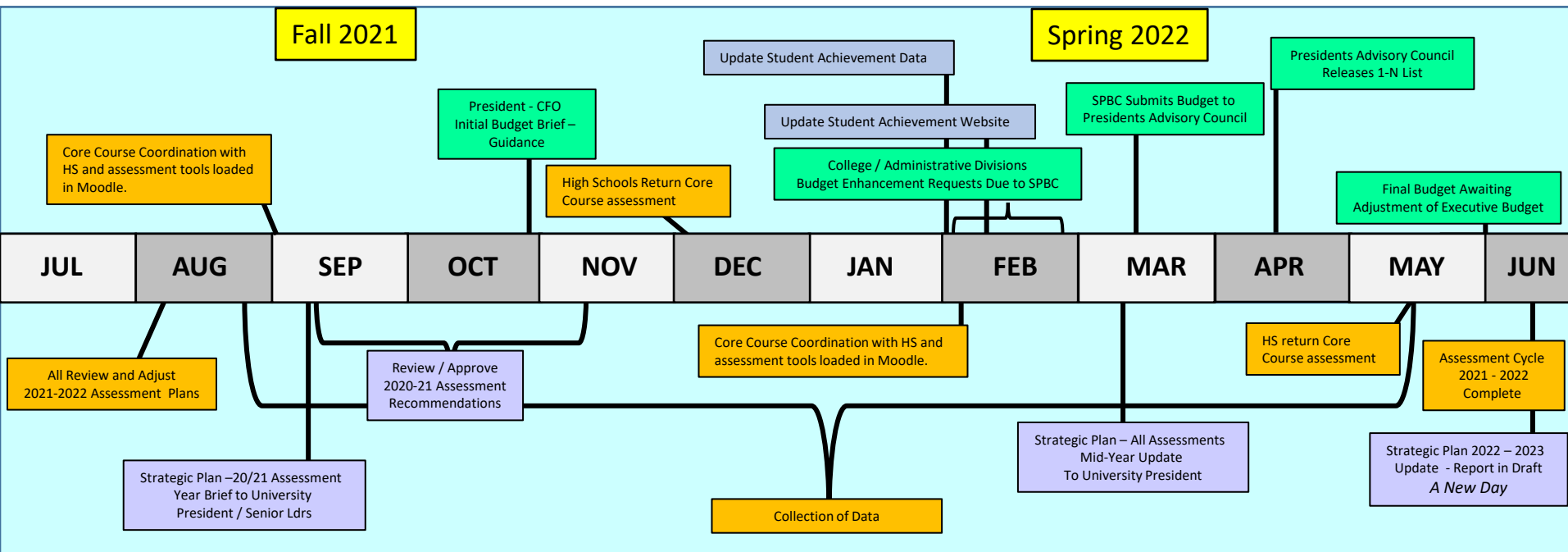
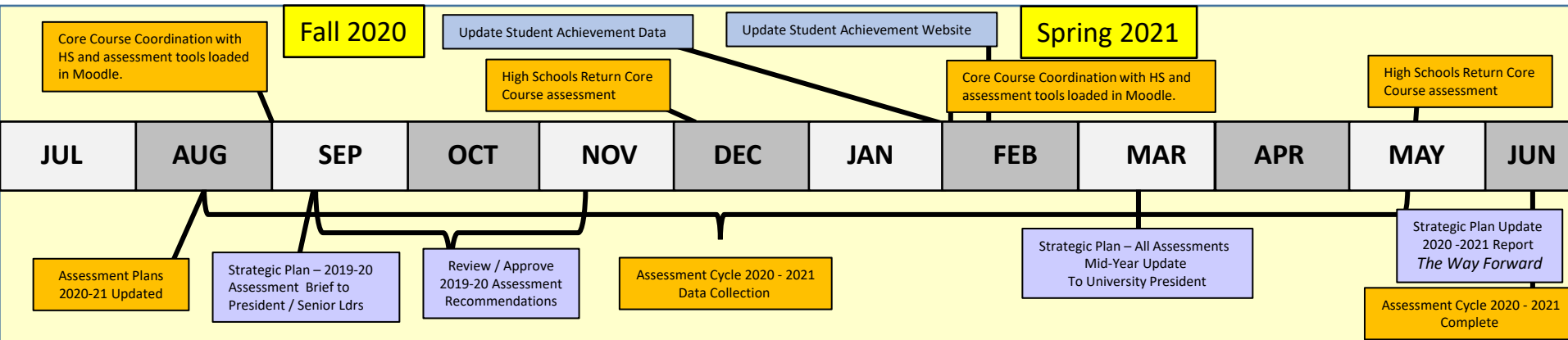
Fall 2022

- **Initiate AC 2022-2023 Assessment of Strategic Plan 2023-2028**
- Program and Units Assessments
- University Review Committee to review/edit/QC each standard continues review
- Data Collection for Strategic Plan AC 2022-2023

Spring 2023

- **AC 2022-2023 Assessment of Strategic Plan 2023-2028**
- Program and Units Assessments
- **JAN/FEB Final Review of each standard**
- 15 Feb – load website with final reports / standards
- 1 Mar start packaging report to mail
- NLT 13 March mail report
- **Report due to SACSCOC 15 MARCH 2023**
- NLT 30 Jun should get results from SACSCOC

Northwestern IE Model Timeline



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