

# **Assessment Cycle**

## **Academic Year 2017-2018**

### **Department of Student Life**

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### **Northwestern State Mission**

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

### **The Student Experience Mission Statement**

The Student Experience provides the University community with programs and services to support the academic mission of creating, disseminating and acquiring knowledge through teaching, research and service while empowering a diverse student population to achieve their highest educational potential. The Student Experience creates a stimulating and inclusive educational environment that is conducive to holistic personal growth. The commitment to students initiates prior to entrance, sustains throughout the college experience and continues beyond graduation. Enrollment Services provides equal access for education to potential students throughout the state and region and promotes economic stability and financial access to citizens. Student Affairs enhances student development and broadens intellectual, social, cultural, ethical and occupational growth. The Student Experience works closely with faculty, staff, students, and the community to ensure graduates have the capability to promote economic development and improvements in the region.

### **Student Affairs Mission**

The Division of Student Affairs prepares students to be productive members of society and to improve the quality of life of students. Student Affairs provides support services in career development and placement, advocacy and accountability, academic support, mental and physical health, disability accommodations, student activities and organizations, student union life, and opportunities in leadership, community service, and programs for new students. Through hands-on involvement in programs and services, Student Affairs promotes personal development in a student-centered environment, which delivers innovative practices in an environment of respect. Student

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Affairs encourages integrity, diversity, and collaboration with all members of the university community.

### First Year Experience & Leadership Development Mission

The Office of First Year Experience and Leadership Development, in collaboration with the University community, is committed to engaging, supporting, and empowering first-year students as they take ownership of their college experience. By providing programs, resources, and strategic services that meet the diverse needs of first-year students and families, we facilitate a successful transition to university life and set the tone for academic success, personal growth, and meaningful connections.

#### Methodology:

1. The First Year Experience and Leadership Development department is both service-oriented and focused on student learning. Therefore, both service and learning outcomes will be utilized. Assessment methods will be qualitative and quantitative, direct and indirect, and summative.
2. The Executive Director is responsible for the assessment process.
3. The Executive Director will share assessment results with both University and external stakeholders, and community agents.
4. Based on the sharing of data, revisions and recommendations for improvements will be made for the next assessment period.

### First Year Experience Service Outcomes

**SO 1. First Year Experience programs will create a climate that is inclusive, supportive and respectful to all.**

**Measure 1.1.** Ninety percent (90%) of students will respond, “Strongly Agree” on the First Year Involvement Challenge assessment that the program met the stated objectives. DATA: FYI Challenge Evaluations – Fall 2017

**Finding:** Target not met. Only 79.6% indicated that they “strongly agree” that the FYI Challenge met the stated goals.

Stated Objectives of the Program	Strongly Agree AY 2016-2017	Strongly Agree AY 2017-2018
Understanding of the importance of setting and achieving realistic goals in college	89%	84%
Exposure to the various demands that college life presents	81%	77%
Exposure to the various resources available to students	83%	75%
Realization of obstacles to face and overcome	89%	87%

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Opportunity to meet new students	80%	75%
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**Analysis:** In AY 2016-2017, 90% of students did not respond with “Strongly Agree” that the program goals for the First Year Involvement Challenge were met. In AY 2017-2018, the target was not met and the percentage of students responding with “Strongly agree” that the stated program goals for the First Year Involvement Challenge dropped to 79.6%. However, based on the analysis of the results for AY 2016-2017, 100% of the students completing the First Year Involvement Challenge evaluation indicated that the program met the stated objectives by “Strongly Agree or Agree.” Data also indicated that 89% percent of the students participating remained for the entire program, including the small group discussion and processing. As a result, in 2017-2018, we added two additional training sessions for the facilitators, so they would be prepared to lead a meaningful small group discussion about the importance of setting and achieving realistic goals in college, exposure to the various expectations of students, and understanding and sharing campus resources. The plan of action also involved utilizing a group recorder to document the experiences of first-year students participating in the simulation exercise. Based on the facilitator feedback from the small group processing, as well as the comments on the evaluations, the program is beneficial to those participating and stated goals are met. Additional improvements included updating the activity stations to include new offices and campus resources available to students.

**Action:** Based on the analysis of AY 2017-2018, the First Year Involvement Challenge and simulation exercise of a students’ first year in college, we will continue to make improvements to the program. New initiatives will consist of moving the date for the FYI earlier in the fall semester. Another consideration will be given to the selection and continued training for the facilitators. Suggestions for improving the program include adding more stations, a bigger space, a better explanation of the goals and objectives, and better adverting/promotion for the program. As a result, we will host additional trainings for the FYI Challenge Facilitators, revise the list of activity stations, and create a promotional/advertising plan. We will incorporate a pre-registration process for the event to better utilize the time allotted for the program. Because of facility limitations on campus, changing the venue is not possible, so pre-registration for the event may help with over-crowding. Upon review of the service outcomes for the First Year Experience and our desire to create a climate that is inclusive, supportive and respectful to all, a decision has been made to revise this measure. While the FYI Challenge activity is beneficial to the students who participate, and we will continue to grow the program, the new measure will involve a life-changing program presented during summer orientation on campus civility and inclusion. The impact of the NSU Readers Theatre, “*To Be a Demon*” has a tremendous impact on our new students and campus community. In AY 2018-2019, we will add an evaluation specifically for this program, as it relates to student’s thoughts on support, respect and inclusion.

**Measure 1.2** Thirty (30%) of on-campus students participate in the Demon Days (42 total) program activities, specifically Freshman Connection, The Inferno, Color Chaos, Convocation, President’s Picnic, and First Pep Rally. DATA: Freshman Connection

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Registrations Summer 2017; Convocation & President's Picnic RSVPs Fall 2017; Inferno T-Shirts at Pep Rally and Game Fall 2017

**Finding:** Target met. 82% (1,263 of 1,542) of new students participated in the 2017 Freshman Connection program. NOTE: The data for the Freshman Connection summer orientation program is one year delayed due to the timing of the orientation programs.

**Analysis:** In AY 2016-2017, on average more than 59% of first-year, on-campus students participated in the major First Year Experience programs, exceeding the target of 30%. The average for AY 2017-2018 was 57% participation in the major events.

- 51% (789 of 1,542) of entering first-year students submitted a RSVP and attended New Student Convocation and the President's Picnic.
- 39% (532 of 1,542) entering first-year students attended the First Pep Rally and/or participated in The Inferno Run at the first home football game. More than 600 Infernos t-shirts were distributed on the Natchitoches campus and another 300 Inferno t-shirts were distributed to first-year students at the Leesville and Shreveport campuses.
- Color Chaos, a first day of class tradition, had more than 900 in attendance, however, there is not a breakdown by classification. 430 wristbands were distributed at the President's Picnic.

The plan of action included developing the first-year initiatives and programs and promoting at all levels – during orientation, move-in day, and Demon Days (welcome week) activities. The plan also involved timely evaluation of the programs. In some instances that happened, and others it did not. Freshman Connection and Parent Connection surveys were administered following the programs. A survey was administered for the Demon Days Welcome events, however, the survey proved to be too long and time-consuming to complete and the administration of the survey was too late (following the final day of events). The Freshman Connection student surveys were emailed directly to all students attending the orientation programs, however, less than 20% of first-year students completed the surveys. Reminder emails were sent to participants asking for feedback. Another decision that was made for AY 2017- 2018 summer orientation registration process was to move entirely to online registration and limit the number of participants per session. The new process was implemented in the spring of 2018 and we are already finding that this has helped with the delivery of programs and services, as well as data management. Other initiatives including eliminating the program fees for parent and sibling orientation programs. We utilized discussion groups consisting of faculty, staff, administrators, and students to implement change in the programs. One major change implemented to continue outreach to the NSU satellite campuses was to add Freshman Connection at Alexandria to the 2018 calendar of events.

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**Action:** Moving forward, we will continue to develop the First Year Experience and Leadership Development programs offered at all NSU campuses to improve the transition of first-year students. We will implement a timely plan for collecting feedback from all first-year programming initiatives, including summer orientation, family programs, and the Demon Days Welcome. Information gleaned from program evaluations will be utilized to continuously improve all new student and family programs. We will also implement a formal First Year Experience Task Force to evaluate and improve orientation, family, and first year initiative programs.

#### **SO 2. Parents participating in the University's First Year Experience will be satisfied with the program and services offered.**

Measure 2.1 Ninety percent (90%) of parents will be very satisfied with program and services stating, "Very Satisfied" as measured by a satisfaction survey. DATA: Parent Connection Evaluations Summer 2017

**Finding:** Target Not Met. An average of 70% indicated "very satisfied."

**Analysis:** In the AY 2016-2017, 78% of parents indicated they were "very satisfied" with the programs and services provided during the summer orientation program. However, only a handful of parents completed the parent evaluations. Parents indicated that they did not have enough information about the program and this resulted in frustration at the time of check-in. Efforts were doubled in AY 2017-2018 to share pre-orientation information with parents/guardians prior to their arrival. Although we did not reach a higher satisfaction rate, we know that our initiatives through email and mail helped with information distribution. A total of 509 parents registered for the summer 2017 parent orientation. Yet, this was down from summer 2016 of 587 total parents/guardians. Additional efforts were in place to send the evaluations via email, however, we were not successful in obtaining feedback. The decision was made to completely revise the parent orientation program in AY 2017-2018 to better address the needs of the parents/guardians in attendance. We utilized a committee of faculty, staff and administrators to revise all components of the program. We also had a student "Parent Connector" in place for the second year to address the concerns/questions of parents at the student level.

**Action:** Going forward, we will continue to utilize parent program evaluations, informal discussions, and feedback from faculty, staff and administrators to improve the content of the program. Although the Parent Connection program was completely revised for summer 2017, and feedback from parents/guardians, as well as faculty/staff participating in the program, indicate the program is much more comprehensive and better meets the needs of parents/guardians. However, we have limited written documentation in the form of completed surveys to support the positive change. A major decision reached for summer 2018 was the elimination of the Parent Connection

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registration fee. We will continue to provide programming that meets the diverse needs of our families and will likely see an increase in participation. This will allow more parents/guardians to attend the program to gain much needed information in helping their student make a successful transition to the University. A parent/family website is in the developmental stages, in collaboration with Alumni Affairs as a method of better communicating with parent and family members. In addition to Family Day information and registration, the website will house important resources such as orientation presentations, FYE programs, and other family-related resources. We will continue to use data from parents - both surveys and feedback through informal discussions, to improve parent and family programs.

#### **SO 3. Training of select students will allow them to coordinate, lead, and facilitate First Year Experience activities.**

Measure 3.1. At least 100 students will volunteer to participate in the selection process for orientation leaders understanding only 30 are selected. DATA: Fall 2017 Freshman Connector Informational Meetings/Applications/Interviews

**Finding:** Target Met. A total of 132 students attended one of the informational sessions on becoming a Freshman Connector.

**Analysis:** In AY 2016-2017 the data shows that 121 students used the informational sessions as opportunities to explore the responsibilities and duties of the orientation leader role, and to learn more about completing the application to serve. To reach this goal, we incorporated more ways for students to learn about the Freshman Connector position and application process. Information was shared during the First Year Involvement Challenge, as well as at the Demon Volunteers informational meetings. The information was also shared on student messenger and on the FYE social media to generate interest in the position. In AY 2017-2018, a total of 132 students attended the interest sessions, and 60 students initiated the application process. While this number is slightly up, we found that the timing of the interest meetings needs to be earlier in the semester, as well as the experiential interview process. The orientation leader application was completely online, however, the promotion of the opportunity was not strong. There was an increase in the number of students indicating their interest in serving as a Demon Volunteer during the Freshman Connection summer orientation programs. A total of 142 students attended the interest meetings and 35 students for this position. Of those, 35 were selected to assist. A stronger social media campaign, numerous interest meetings, and early application dates all contributed to the increase in the number of students interested in the leadership positions.

**Action:** Moving forward, in AY 2018-2019, we will expand the outreach to students when sharing information about the leadership opportunities. Continued social media and communication efforts will take place in early fall, allowing students more opportunity to ask questions and complete the application. Finding ways to enhance

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the orientation leader package is ongoing. We will develop a strategic recruitment plan for social media, student messenger, and recognized student organizations. The goal going forward is to increase the number of students interested in the leadership positions by 10% in AY 2018-2019.

Measure 3.2. Ninety-five percent (95%) of volunteers will attend the required activity training. DATA: Orientation Leader Training, Retreat Evaluations, and Orientation Leader Outcomes Pres and Post Test 2017

**Finding:** Target Met. 100% of the orientation leaders participated in the semester long training.

**Analysis:** In AY 2016-2017, 100% (23) of the orientation leaders participated in a semester-long course, Orientation 1100, with more than 100 hours of out-of-class activities to supplement the experience. The orientation leaders also participated in the Southern Regional Orientation Workshop (SROW) and two leadership retreats. Of the 35 Demon Volunteers assisting throughout the summer 2017 orientation programs, 100% of the students participated in a minimum of six (6) hours of training and development throughout the spring semester. Based on the feedback and results from the training program in AY 2016-2017, additional training programs were added in AY 2017-2018. We again hosted two leadership retreats, the Orientation 1100 semester long course, and the Southern Regional Orientation Workshop (SROW) in Orlando, FL. More personal training and life skills development was incorporated in the orientation leader training program. Active shooter training with University Police was a major addition. A full day of training with the writer of the NSU Reader's Theater, "To Be a Demon" was added in the spring semester, allowing for more preparation for diversity and inclusion training. More than 20 members of the Demon Volunteers participated in the campus civility program. We also added a "snack-size" learning component to the work week prior to the first orientation session, resulting in increased knowledge of major programs and services available to new students. More than 25 NSU departments participated in the training. A pre-test for leadership readiness in the role of orientation leader outcomes was administered prior to the orientation leader retreat and again prior to the first session of Freshman Connection. Prior to the orientation leader retreat, only 66% "strongly agreed" that they were confident in their role as a peer leader. Following the retreat and work week, their confidence and knowledge in the position increase to 89%.

**Action:** Moving forward, we will continue to utilize training programs that offer life skills such as campus civility and inclusion, active shooter, and communication skills. The leadership readiness pre and post-test was very effective and will be expanded for other leadership roles in the First Year Experience programs such as mentors to the President's Leadership Program, the Demon Volunteers, and the Demon Days Welcome Committee. We will add a measure for AY 2018-2019 for the pre and post evaluation of student leader readiness. We will continue to develop the campus civility programs with national speaker/trainer, Carrie Zimmerman. Future orientation leaders

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will be required to attend trainings of this type before applying for these leadership positions. As a result of the continued work that needs to be done in this area, the decision was made to eliminate the administrative assistant position in the FYE in order to hire a Program Coordinator for the First Year Experience and Orientation. The position was filled in May 2018. The Coordinator will continue to assess the skills of student leaders involved in FYE programs and will make recommendations for change as required.

#### **First Year Experience Student Learning Outcomes**

##### **Student Learning Outcomes**

**SLO 1. Students who participate in the Presidents Leadership Program will be able to apply foundational leadership concepts, develop a personal leadership philosophy, become self-aware, understand the dynamics of decision-making, become involved in the community and engage in a positive - inclusive learning experience.**

Measure 1.1. Ninety-five percent (95%) of students will respond they “Strongly Agree” that their expectation of this program were met. DATA: Spring 2018 President’s Leadership Program Experience Evaluations

**Finding:** Target Not Met. Only 81% indicated that their expectations of the program were met.

**Analysis:** In AY 2016-2017, 84% of the students indicated by “strongly agree” that their expectations of the program were met. However, 99% of students indicated that they “Strongly Agree or Agree” that their expectations of the President’s Leadership Program were met. The end of year experience evaluations indicated that students were engaged in the process and there was a strong interest to do more in the program, on campus, and in the community. The plan was to administer a mid-term survey to all participants; however, informal individual conversations were utilized instead. The program director collaborated with the peer mentors and the following determinations were made: Not all students are in the program to gain leadership skills and/or serve the campus and community. Based on fall participation in both class and out-of-class experiences, several students were not invited back for the spring 2018 semester. The retention rate of participants from the fall 2017 to spring 2018 was 75%. Retention of participants was impacted by major course requirements, work schedules, continued interest in the program, and a few transfers.

**Action:** The end of experience evaluations indicated that students are engaged in the process and there is a strong interest to do more – in the program, on campus, and in the community. Going forward for AY 2018-2019, a plan for continued participation from fall to spring needs to be developed. Student lack of interest in the class and

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program have a negative impact on the overall group and this group of students should be encouraged to find other avenues for campus engagement. Too often, the PLP program is viewed as another scholarship to assist with college tuition and not as a hands-on experience. The Emerging Leaders Day agenda and invitation to participants will be re-evaluated and revised to attract only those future students who are interested in an out-of-class experiential first year and in emerging as a student leader at NSU. Conversations with professional consultants to re-write the curriculum for the program and the subsequent experiences for the second, third and fourth year are already underway. A revised recruitment plan, interview process, and curriculum will be in place for AY 2018-2019. We will consult with professionals about a process during selection or a survey/student inventory to assess a student's likelihood to engage and connect with the values of our program.

**Measure 1.2.** Sixty percent (60%) are engaged in campus activities in a leadership role by the end of their first year. DATA: Spring 2018 President's Leadership Program Experience Evaluations

**Finding:** Target Met. 92% of students participating in the President's Leadership Program indicated that they are involved in more than 36 Recognized Student Organizations and activities.

**Analysis:** AY 2016-2017 the data indicated that 84% of the students participating in the Emerging Leaders program had assumed leadership roles on campus during their first year. The data from the Emerging Leaders surveys indicates that prior to participating in the President's Leadership Program Emerging Leaders Day, 95% had never participated in a college program of this type and they are eager to engage at the collegiate level. While the program is unique in its offerings, additional information is needed on how prepared the students are for assuming leadership roles on campus. The plan was to implement a pre and post test for leadership skills and readiness, but this did not happen. This was a plan of action for fall AY 2017-2018, however, it did not happen due to time constraints and lack of support for the overall program. Small group discussions and large group discussions were held weekly to reflect on the topics covered. However, the readiness information would have been useful data is useful in terms of assisting first-year students in crafting their leadership story.

**Action:** The goal of 60% of campus engagement was met. However, additional information is needed on how prepared the students are for assuming a leadership role prior to their arrival on campus. In addition, the PLP Mentor program was not fully utilized. We will work to develop a purpose and mission of the PLP Mentor program, as well as establish a complete training and development program for the students serving in this role. The plan will include a mini-retreat for the mentors so that they can effectively assist students in their leadership journey at NSU.

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**SLO 2. Each student will complete a Community Impact Project incorporating the lessons learned in the program.**

Measure 2.1. Students will attain a minimum score of 80 on their Community Impact Project per a multi-component grading scale. DATA: Spring 2018 President's Leadership Program Experience Student Reflections, Course Grades, Class Presentations, and Mentor Reflections on the Community Impact Projects

**Finding:** Target Met. 97% of the students attained a minimum score of 80 or higher using the multi-component grading scale for the Community Impact Project.

**Analysis:** AY 2016-2017 found 98% of the students attained a minimum score of 80 or higher using the multi-component grading scale for the Community Impact Project. In addition, 91% "Strongly Agreed" that the Community Impact Project helped them connect with the University community, understand the importance of civic engagement, and connect with other students. In accordance with the plan of action for 2017-2018 we utilized group presentations, mentor feedback, and student reflection as additional evaluation of the impact projects. The end of class survey provided the opportunity for students to identify the components of the program they found beneficial in their leadership journey. Many indicated that the Community Impact Project should begin in the fall semester to allow more time for small group work and having a greater impact on the community. As a result, the Community Impact Projects for AY 2017-2018 had a solid foundation for identifying and implementing the projects.

**Action:** Moving forward, projects need to be evaluated by representatives of the agency or community impacted, in addition to the other methods of evaluation already in place. Additional work needs to be done with identifying community needs, as well as a formal training program to assist community representatives. Questions on the final survey will be reviewed for content and new opportunities for community engagement will be identified. Additional mentor training will be developed and implemented to help the mentors understand their role in assisting the project groups as needed.

Measure 2.2. Ninety percent (90%) of projects will be sustainable through infrastructure and community commitment as judged by a focus group of faculty, peer mentors, and community representatives. DATA: Spring 2018 President's Leadership Program Experience Community Impact Projects and Class Presentations

**Finding:** Target Met. Out of the (9) Community Impact Projects implemented in the spring 2018, all were identified as sustainable to the Natchitoches and/or surrounding communities:

- Literacy – NSU, Dr. Seuss, and You – Weaver Elementary
- Once Upon a Prom Dress
- Red River Area Special Olympics – Louisiana Special Olympics
- The Arts – CAPA and the Natchitoches Boys and Girls Club
- The Monarch Butterfly Garden – NSU Elementary Lab School

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- The Garden – Weaver Elementary School
- Through the Looking glass – Hope House in Shreveport
- Youth Outreach - The Natchitoches Boys and Girls Club
- Veteran's Appreciation

**Analysis:** In AY 2016-2017, all Community Impact Projects were identified as sustainable to the Natchitoches community. However, there was an inconsistency in providing the appropriate mentorship and guidance for all Community Impact work groups. The plan of action included improving the initial [1 of 7] service initiative for the members of the President's Leadership Program. Because of this focus in AY 2017-2018, 89% (73 of the 82) of the students in PLP participated in the August 2017 [1 of 7] Kick-Off. Another action item implemented was to provide more consistent information about service opportunities throughout the year in preparation for the impact project work.

Some groups hosted projects as opposed to implementing a program. There is also the challenge of identifying established programs, versus those initiated by the group. The plan of action was to improve the [1 of 7] service initiative utilized in the President's Leadership Program. The intended goal of the program is to pick one day of the seven and do something for someone else. The data also indicated that the student reflection papers reinforced the concept that each student should play a major role in identifying the Community Impact Project that best fits their passion for serving others. They also want to see the projects start in the fall semester as opposed to the spring.

**Action:** Because the AY 2017-2018 reflection papers and evaluations indicate that participants repeatedly requested that the Community Impact Projects be identified and implemented in the fall semester as opposed to the spring, we will make this change. The data indicates that students gained the most from the class and program experience through their involvement with their Community Impact Projects. More work will be done to prepare the work groups in working with community agencies. The [1 of 7] service initiative utilized in the President's Leadership Program involves picking one day of the seven and doing something for someone else. This course requirement needs to be more consistently utilized throughout the fall semester in preparation for the spring impact projects. A community-based service fair will be held in early fall to help students identify with service areas that could influence their work.

### **Comprehensive summary of key evidence of improvements based on analysis of results.**

The 2017-2018 assessment cycle proved to be a year of continued growth for the department, with major decisions being made that will impact the future direction of the department and its offerings. Although not all activities and services are reflected in this report, we have seen tremendous growth in most areas. The key evidence of improvements includes:

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- Hosted two additional training sessions for the First Year Involvement Challenge facilitators to improve small group discussion facilitation skills.
- Administered the Freshman Connection and Parent Connection evaluations in a more timely and efficient manner.
- Revised the Parent Connection program for summer orientation.
- Eliminated the Parent Connection and Kid Konnection (sibling program) fee for summer orientation. Both programs are now free for participants. The process will be evaluated at the end of AY 2018-2019 to determine the effectiveness.
- Established a Freshman Connection focus group to review program components and make recommendations for the delivery of services and programs for AY 2017-2018.
- Added an orientation program at NSU Alexandria for the first time, implemented summer 2018.
- Created and implemented additional opportunities at the FYI Challenge and at the Demon Volunteers informational meetings to recruit applicants for the position of Freshman Connector and Demon Volunteers.
- Increased the FYE social media, including the student messenger program, to recruit applicants for leadership positions.
- Created and implemented additional training for the Freshman Connectors (orientation leaders) including the campus civility training with Carrie Zimmerman of Uncommon Programs, active shooter training with University Police, and snack-sized learning with more than 25 departments and units on campus.
- Served over 1,263 first-year students, and more than 542 parents/guardians and siblings of first-year students on the Natchitoches, Shreveport, and Leesville campuses through Freshman Connection, Parent Connection, and Kid Konnection programs.
- Hired a Program Coordinator for the First Year Experience and Orientation. The position was filled in May 2018. The administrative assistant position was eliminated because of the hire.
- Collaborated with IT services to revise the Freshman Connection registration process and transitioned to 100% online to better manage the process.
- Collaborated with the Assistant Director of Alumni Affairs to establish and develop a parent website to better communicate with parents/guardians and family members. The website will be live in June 2018. The Family Day registration, parent/family orientation materials, and campus resources will be available through both the FYE and Alumni websites.
- The Demon Days Welcome Committee collaborated with more than 125 campus and community partners to host the First 42 (Days) at NSU, offering more than 120 programs, activities and services to meet the academic and social needs of students.
- Over 220 students were involved with facilitating FYE programs aimed at:
  - Facilitating successful academic and social transitions to the University.

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- Engaging the entire campus community in reaching out to new and continuing students.
- Introducing students to programs and resources.
- Fostering a sense of belonging at NSU.
- A total of 230 students participated in the [1 of 7] service initiative on the first Friday of classes. Eight (8) service outings involved:
  - The American Cemetery Clean-Up
  - Boys and Girls Club of Natchitoches Clean-Up
  - Cane River Food Pantry
  - NSU Campus Food Pantry
  - The Natchitoches Fish Hatchery
  - The Wesley Homeless Supply Packing
  - Cane River Children's Services- Boys Transitional Home; Girls Transitional Home
- Implemented 12 planned service initiatives for the [1 of 7] service campaign. Including:
  - Pitchforks for Pencils School Supply Drive
  - Wings over Natchitoches Air Show
  - The Natchitoches Historic Foundation Cemetery Tour
  - Association for the Preservation of Historic Natchitoches (APHN) Fall Tour
  - Operation Christmas Child
  - The First Lady's Service Project – The 1884 Campaign for Literacy
  - NSU Halloween Carnival for Faculty/Staff
  - Weave Elementary School Academic Celebration
  - L.P. Vaugh Elementary School Arts Banquet
  - NSU Campus Clean-Up – Fork Litter Campaign
  - Special Olympics – Red River Games
  - The Monarch Butterfly Garden
- Implemented a pre and post test for orientation leader training.
- Revised the President's Leadership Program to include mid-year meetings (although informal) with all participants.
- Implemented a stronger publicity campaign and application process for students interested in the FYE leadership positions.

#### **Plan of Action Moving Forward:**

- Revise the FYE service outcomes to include the NSU Reader's Theater program, "To Be a Demon" facilitated during summer orientation. We will add an evaluation specifically for this program, as it relates to students' thoughts on support, respect and inclusion.
- Move the date for the FYI Challenge to earlier in the semester and revise the stations that are more relevant to the new student experience.
- Revise training for the FYE student staff – Freshman Connectors (orientation leaders), Demon Volunteers, Demon Days Welcome Committee, and

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- President's Leadership Program (PLP) Mentors. Continue developing leaders through all phases: Emerging leaders, volunteers, orientation staff, and professional staff engaged with the First Year Experience and Leadership Development programs. We will add a measure for AY 2018-2019 for the pre and post evaluation of student leader readiness.
- Formalize the Freshman Connection and/or First Year Experience Steering Committee.
  - Additional work on data collection, especially utilizing pre-tests and post-tests. Develop a timeline for assessment for all FYE programs and services to include: Demon Days Welcome, [1 of 7] service initiative, and leadership and academic programs such as Alpha Lambda Delta First-year Honor Society. Program evaluations and surveys will be assessed to determine the impact of each program currently offered. We will continue to utilize information to make strategic decisions about each program or service area.
  - Focus on developing and advancing campus and community collaboration for the benefit of new students and family members.
  - Build the First Year Experience website to incorporate a family member section. This is currently in the works.
  - Revise the President's Leadership Program curriculum including components for weekly monitored progress of all participants. We will consult with professionals about a process during selection or a survey/student inventory to assess a student's likelihood to engage and connect with the values of our program.

Source Map: Fall 2017 FYI Challenge Evaluations; 2017 Freshman Connection Registrations and Surveys; 2017 Convocation and President's Picnic RSVPs; 2017 Inferno T-Shirt distribution list at Pep Rally and at the Inferno Run; Fall 2017 Freshman Connection Informational Meetings/Applications/Interviews; Orientation 1100 Class; Spring 2018 Orientation Leader Training and Retreat Evaluations; Orientation Leader Outcomes Pre and Post-Test Spring 2018; Spring 2018 President's Leadership Program Course Grades, Spring 2018 Rubric for Assessing the Community Impact Projects; Class Presentations, and Student Reflections.