

## Core Requirement

**2.5** *The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)*

The institution is in the process of developing a new strategic plan. The institution provided the 2011-2018 strategic plan, *Go for Greatness*. However, the Off-Site Reaffirmation Committee did not find evidence of ongoing evaluation processes; ongoing review of the institutional mission, goals, and outcomes; continuing improvement in institutional quality; and effectiveness in accomplishing the mission.

The institution indicated that it is finalizing the new strategic plan, which was scheduled to be delivered by December 2016. Campus-wide meetings to develop the strategic plan were held. The institution indicated that it was building an institutional effectiveness model with different committees such as the Strategic Budgeting Committee. Additionally, five teams of five employees were assembled to work on the five tenets that has been developed by the new administration. The link to information about external reviews was broken. For this reason, it was not possible for the Off-Site Reaffirmation Committee to review the documentation. The Off-Site Reaffirmation Committee was unable to determine whether the institution engages in planning and evaluation processes that are ongoing, integrated and research-based. Also, the Committee was not able to determine if continuing improvement in institutional quality is occurring and the extent to which the institutional mission is accomplished.

The On-Site Reaffirmation Committee finds that the institution developed a new institutional effectiveness model, which includes a new IE policy, strategic plan, and strategic planning and budget process, and proposed an IE assessment process and guide. The new strategic plan details a framework for providing evidence of an ongoing, integrated and research-based review of its goals and outcomes; continuous improvement in institutional quality; and effectiveness in accomplishing the mission. Interviews with institutional personnel confirmed the current mission statement was reviewed by Past-President, Dr. James Henderson, and has been approved by the University of Louisiana System. Interviews also indicated that the mission statement will be reviewed before the expiration of the current strategic plan, and the process for review will continue for each strategic planning cycle.

The On-Site Reaffirmation Committee was able to determine that the institution has a new Institutional Effectiveness policy and process that has been approved by Acting President, Dr. Chris Maggio. It was also determined that the institution has a plan to move through maturity levels identified in the IE model and has measures in place to assess completion of each level by spring 2018.

While it is evident the institution has developed what appears to be a sound and comprehensive plan for engaging in ongoing, integrated, and institution-wide research-based planning and evaluation, the plan and processes are only in the beginning stages of implementation and the institution needs more time to carry out and evaluate its plan.

**Recommendation 1:** The Committee recommends that the institution provide evidence that its planning and evaluation processes result in continuous improvement in institutional quality and demonstrate that it is effectively accomplishing its mission.

#### **University Response:**

Note: All supporting documents referenced in this response are located at <https://www.nsula.edu/institutionaleffectiveness/>. In most cases, a link to each supporting document is located directly below the link to the narrative University response. Please download the response so that you can easily navigate between it and its supporting documents. The supporting documents are in numerical order in accordance with the sequence in which they appear in the response. If the documents referenced are located at another location on the institutional effectiveness website, they are listed by category name (i.e., STRATEGIC PLANNING); sub-category name (i.e., Strategic Communications); and the cited name of the reference (i.e., "1 - Dr. Henderson - Week of 2 February 2015").

Northwestern State University has established uniform processes for the review of institutional mission goals and outcomes, the measurement of continuous improvement of institutional quality, and the demonstration of mission accomplishment through its Strategic Plan and Institutional Effectiveness Model. These processes, with their attendant oversight structures, were refined as part of the development of the current strategic plan for 2016-21. In 2017, the University completed the most recent cycle of its Strategic Planning and Institution-Wide Assessment Process.

#### **Strategic Planning Process**

In January 2017, Northwestern State University transitioned from its Strategic Plan 2011-2018, *Go for Greatness* (1: *NSU Strategic-Plan-2011 – 2018, Jan 2011*), to its current five-year plan, *Strategic Plan 2016-2021* (2: *Strategic Plan 2016-2021, 23 Jan 2016*). This transition was the culmination of six academic years of ongoing, integrated, and institution-wide research-based

planning and evaluation processes that engaged the entire University community. In June 2017, the University completed the first year of this assessment cycle ([3: Assessment Cycle 2016 – 2017, Setting the Benchmark, 5 July 2017](#)), which contributed to the refinement of objectives that drive the process of continuous improvement of institutional quality and demonstrate that the University is effectively accomplishing its mission.

In December 2014, the University of Louisiana System (ULS) sponsored an institutional review of Northwestern in anticipation of the arrival of the University's 18th president, Dr. James Henderson ([4: NSU Institutional Review, 22 Dec 2014](#)). The reviewers found Northwestern to have great potential with many recognized strengths including quality academic programs, strong community and alumni support, and a proud and committed faculty and staff. Dr. Henderson assumed the duties as the President of Northwestern State University on January 1, 2015.

On February 2, 2015, President Henderson initiated a strategic messaging campaign by disseminating a weekly activity summary. At the strategic level, these messages focused on establishing a planning and evaluation process through which the University could transition from the *Go for Greatness Strategic Plan* to a more dynamic, inclusive, and holistic plan that would serve as a measurable roadmap for improvement. For twenty-two (22) of his twenty-four (24) months as president, the President stressed an aspect or component of the University's strategic planning effort as part of these weekly messages. Dr. Maggio, the current University President, has continued this practice by addressing strategic planning in six of his seven months in office ([STRATEGIC PLANNING; Strategic Communications](#)).

At a March 5, 2015 forum, Dr. Henderson shared his mission analysis with the University's faculty and staff. He unveiled the new Vision Statement for Northwestern, and he identified five Strategic Focus Areas that would establish the foundation of the University's strategic framework ([5: Dr. Henderson Vision, 5 March 2015](#)). He invited the University community to submit criticism and contributions regarding the Framework and its focus areas. Under his guidance and direction, in summer 2015 five teams of faculty and staff developed short-term, intermediate, and long-term goals associated with each strategic focus area. On August 6, 2015, the University published its Strategic Framework, which served as the developmental guide for completing a comprehensive and meaningful Strategic Plan ([6: NSU Strategic Framework, 6 August 2015](#)).

On November 16, 2015, Dr. Henderson approved the University's new Strategic Budgeting Process, based on the Planning, Programming and Budgeting Execution (PPBE) Model, to ensure an integrated approach to budgeting and strategic planning. The PPBE Model is inclusive, emphasizing a high level of transparency while providing the information necessary for sound decision-making. It supports innovation and entrepreneurship and helps the University maximize support from campus stakeholders and private donors ([7: NSU Strategic Budget Process, 10 February 2016](#)).

On October 6, 2016, Dr. Henderson was selected to serve as President of the University of Louisiana System effective January 1, 2017. Dr. Chris Maggio began his term as Northwestern's Acting President on January 1, as well. He appointed the University's first Director of Institutional Effectiveness as a reflection of his commitment to this process. On January 10, 2017, Dr. Maggio approved the capstone document of the strategic planning process, *Strategic Plan 2016-2021*. System President Dr. Henderson provided approval on January 11, 2017. The University of Louisiana System approved the University's mission, vision, and core values on 23 February 2017 ([8: ULS Approval of NSU Mission, Vision and Values, 23 February 2017](#)).

*Strategic Plan 2016-2021* emphasizes five Strategic Focus Areas (SFAs): The Student Experience, Academic Excellence, Market Responsiveness, Athletic Prominence, and Community Enrichment. The Leadership Team, which includes faculty and student representation, determined that it was important to ascertain the University's status for each SFA. The University completed the first phase of its strategic plan on June 15, 2017, as reported in the document, *Assessment Cycle 2016-2017, Setting the Benchmark*. This document identifies specific benchmarks, metrics, and targets for each SFA. The benchmarks establish a baseline for measuring continuous improvement in each annual assessment of the strategic plan, and the metrics describe how each SFA will measure change over the course of the strategic plan. For example, in the "Market Responsiveness" SFA, one metric concerns the "Number of departments that have active advisory councils" and includes a benchmark of 77% and a target of 100%. This process ensures the University is using a responsive, data-driven model to establish objectives and drive strategic planning and decision-making in support of its mission.

### **Strategic Decisions**

The process of continuous, integrated, and institution-wide research-based planning and evaluation allows Northwestern to better identify those strategic decisions that lead to institutional improvement. The University is already benefiting from this process as it has made several critical strategic decisions this past year as outlined in *Assessment Cycle 2016 – 2017, Setting the Benchmark*.

2016 - 2017 Strategic decisions highlights include:

- The University will continue to leverage marketing and recruiting operations to increase student enrollment as a means to offset funding shortfalls from the state and allow Northwestern to control its own destiny. As an example, in 2016-2017 the University invested approximately \$594,501.00 on Marketing and Branding directly impacting enrollment. In fall 2015 Freshmen enrollment was 2987; fall 2016 Freshmen enrollment was 3439. This resulted in a 15.13% increase. Spring 2016 freshmen enrollment was 2566; spring 2017 freshmen enrollment was 2768. This resulted in a 7.87% increase.
- Northwestern provided \$3.5 million in funding to make whole the Taylor Opportunity Scholarship (TOPS) for its students for academic year 2016-17. The state legislature reduced its funding to 41.08 percent of its full amount for academic year 2016-2017. The University decided to keep this important promise to our students by making up the difference in funding, thereby reducing the monetary hardship of students and their families.
- Varnado Hall is undergoing renovations transforming it into a 21st-century living/learning residential college for students of the School of Creative and Performing Arts. The \$7 million-dollar project is a result of collaboration between students, faculty, staff, and commercial partner Campus Living Villages. This investment reinforces the success of a program critical to recruitment and community outreach.
- Northwestern in partnership with Northwest Louisiana Technical College (NWLTC) and Central Louisiana Technical Community College (CLTCC) developed a work-based learning program in the Advanced Manufacturing Technician (AMT). The program will support working students allowing them to earn an associate degree from Northwestern State with additional courses through the NWLTC-Natchitoches and CLTCC.
- Through strategic engagement, the President encouraged a development firm to invest in refurbishing a private housing complex directly across the street from campus that will increase the number of bed spaces by approximately 60. The project, *Cottage at Cane River*, will enhance our entrance highway, University Parkway, and provide a convenient off-campus upscale housing option for our students.
- Within the College of Nursing and the School of Allied Health, the School of Allied Health has developed two new Post-Baccalaureate certificates in Radiological Sciences. The post-baccalaureate certificate program in Invasive Cardiovascular Technology (ICT) will provide baccalaureate prepared students with specialized cardiovascular technology education. Upon completion of the program, students will have the theoretical cardiovascular knowledge necessary to obtain advanced certification in ICT.

- Aligned University core general education requirements with the Louisiana Board of Regents policy 2.16.
- Signed articulation agreements with Louisiana Delta Community College (LDCC) in Forensic Science and Engineering Technology. The first agreement allows Certificate of Manufacturing students who complete LDCC's program to receive seven hours of credit toward NSU's associate and/or bachelor's degree in engineering technology. The second agreement allows LDCC Associate of Applied Science in Forensic Sciences to transfer credits toward NSU's Bachelor of Science in Biology with a Forensic Science concentration.
- Established articulation agreements with Louisiana State University – Eunice (LSU-E) and South Louisiana Community College (SLCC). These agreements allow students to apply credits earned at LSU-E and SLCC to bachelor's degree programs at Northwestern.
- Northwestern has traditionally had close associations with the military, particularly, the Army and Air Force. Northwestern State University is a designated Governor's Military and Veteran Friendly Campus and is recognized as a Military Friendly School by G.I. Jobs Magazine and Military Advanced Education (MAE). In 2016, the university simplified the cost structure between Army and Air Force students by assessing equivalent discounted tuition rates for all branches of the military in order to recognize their service and better serve these individuals wishing to pursue educational opportunities at Northwestern State. The university further expanded the opportunity to include a larger group of qualifying individuals to include active duty service members, retirees, reservists, and military dependents.
- Approved two Post-Baccalaureate Certificates offered through the Department of Engineering Technology in Project Management and Quality Control.
- The University hired a Director of Institutional Effectiveness (DIE) and a Director of the Quality Enhancement Plan (QEP). The University is also in the process of hiring a University Assessment Coordinator (UAC), all of which underscore the commitment to ensuring students and the University community are getting the very best service and education from Northwestern.
- Approved an Institutional Effectiveness policy that establishes a structured and documented process to drive continuous, integrated, and institution-wide strategic planning and evaluation processes – incorporating an annual review and crosswalk of the mission, objectives, outcomes, and measures. The results are informative and lead to better decision making. The process fuels a cycle of continuous improvement in institutional quality, thereby reaffirming that Northwestern is effectively accomplishing its mission.

- On February 23, 2017, the Board of Supervisors for the University of Louisiana System approved Northwestern’s request to revalidate its Mission Statement and approve the University’s Vision and Core Values Statements.
- To strengthen charitable relationships, the University is establishing a process for determining individual departmental needs and providing a “menu” of those needs to outside donors. Departments will be able to prioritize their needs, and donors will see the direct impact of their individual contributions.
- Northwestern’s Turpin Stadium will have a dramatically enhanced game-day experience for Demon football games beginning this fall with the installation of new chair back seats, bench seating, and ADA compliant seating areas which will greatly enhanced the fan experience at Turpin Stadium. In addition, there will be a new, much larger LED video display scoreboard, along with audio upgrades. Total cost of these projects is approximately \$1.5 Million, most of which was provided through donor support.

### **Institutional Effectiveness Model**

The University’s current Institutional Effectiveness (IE) Model evolved from the systematic review of institutional mission, goals, and outcomes dating to the University’s “*Go for Greatness 2011-2018*” strategic plan. The University’s Institutional Effectiveness Policy codifies this model, which includes an Institution-Wide Assessment Process for academic program student learning outcomes (SLOs) and administrative unit service outcomes (SOs). The Northwestern IE Model Timeline graphically reflects the integrated nature of the University’s IE process. Please note the activities reflected on the timeline will apply to each upcoming academic year. (9: [Institutional Effectiveness Policy signed 27 January 2017 and #10: IE Model laid out over time 4 May 2017](#)).

The first Institution-Wide Assessment Process completed under this plan engaged one-hundred and sixteen (116) academic programs and administrative units ([See ASSESSMENT CYCLE AY 2016-2017 REPORTS](#)). The academic programs and administrative, academic, and student support units have capitalized on their respective findings, analysis, and decisions/actions leading to improvement and verification of mission accomplishment. Examples are provided at the end of this document.

Assessment plans for 2017-2018 are capitalizing on the findings from the completed 2016-17 Institution-Wide Assessment Process, capturing the lessons learned and taking action to promote continuous improvement ([See ASSESSMENT CYCLE AY 2017-2018 PLANS](#)).

On July 5, 2017, the Director of Institutional Effectiveness, with support from the University Strategic Planning Team and the University Assessment Committee, briefed President Maggio on findings associated with the Strategic Plan and the 2016-17 Institution-Wide Assessment Process ([11: AY 2016 – 2017 Assessment Cycle – Key Findings Report, 5 July 2017](#)). This briefing included discussion of the strategic planning process; the University’s Mission, Vision, and Core Values; academic program and administrative unit assessments; and key findings. Additionally, each Strategic Focus Area was discussed individually to pinpoint areas of concern and propose remedies for improvement. The briefing concluded with a review of the process moving forward. This information will be presented to University faculty and staff at the Faculty-Staff Institute on August 14, 2017.

An indicator of the University’s fulfillment of its mission is the success of its graduates. Several highlights are included in the attached table; for each included, there are thousands of others equally successful ([12: Graduate Highlights](#)).

As evidenced by its comprehensive and documented approach to strategic planning and institutional effectiveness, Northwestern engages in ongoing, integrated, institution-wide research-based planning and evaluation. The cyclical process includes an annual assessment of the University’s Strategic Plan; its Mission, Vision, and Core Values; and its academic programs and administrative units in support of the University’s commitment to continuous improvement. As part of this process, the University regularly evaluates its approach to strategic planning and institutional effectiveness to determine needs for future changes to the process. This approach to strategic planning and institutional effectiveness demonstrates that Northwestern is effectively accomplishing its mission.

### **Academic Program and Administrative Unit Decisions**

The following examples from 2016-17 Institution-Wide Assessment Process provide evidence of assessment and continuous improvement in academic programs and administrative units:

- **Bachelor of Arts (BA) - Music Education.** Student Learning Outcome (SLO) 3: “Demonstrate specific knowledge of music history and demonstrate the ability to write and speak effectively about the art of music.” Measure 3.1 states students in each of the Music History courses are required to write research papers. Students choose subjects, submit proposed topics, submit rough drafts, and after receiving feedback submit final drafts. Acceptable target is 60% of students receiving a passing grade on the research portion of their grade in the course. The ideal target is 70% receiving a passing grade on the research paper portion of their grade. The findings reflect 114 enrolled, 73 passed the research paper, 64% passed in fall 2016. After the analysis of fall 2016 findings, a Research Assistant was hired to tutor students and offer research and writing assistance for all Music History students. Spring results reflect 87 enrolled, 81 passed

increasing the percentage of students passing the research paper to 93%. The increase in student success of 29% between fall and spring highlights the success this decision brought to the program.

- **Bachelor of Science (BS) - Psychology.** Student Learning Outcome (SLO) 3: “Ethical and Social Responsibility. Students will be able to apply ethical standards to psychological science and practices and adopt values that build communities.” This outcome aligns with the third outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*. There are three measures for this student-learning outcome, two of which were collected in the 2016-17 academic cycle (3.1 and 3.2). The target for Measure 3.1 was met. The goal for 3.2 was met by the face-to-face students but not the online students. The cause of this discrepancy is likely due to the different instructors using different case studies and rubrics. This issue will be rectified by using the same case study and rubric (as was specified in the 2017-18 assessment plan) in all sections of the course. The third measure (3.3) was administered to a sample of students as an extra credit option. The goal for that measure was not met; however, it will be implemented as part of the course in the future. In conclusion, the goal for SLO 3 (students demonstrating ethical and social responsibility) has somewhat been achieved, and will likely be met in the future without intervention ensuring increased student learning.
- **Bachelor of Science (BS) - Addiction Studies.** Student Learning Outcome (SLO) 4. “Communication. Students will be able to write using field appropriate writing style (i.e. APA style) and be able to orally communicate psychological research.” This outcome aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*. Measure 4.1. states “Students in PSYC 2430 Introduction to Experimental Methods will write a research paper whereby the entire grade is based on appropriate APA style (refer to Appendix D for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.” The goal was not met for this measure. At least 85% of students did not receive a grade of 80% or higher. Not all students met the goal for this measure as a whole; however, the online students did meet this goal, as there is a clear discrepancy between class types. The analysis reflected of the 28 students who completed this assignment, only 67.9% earned a grade of 80% or higher. A chi-squared test for independence showed a significant relationship between course type and percentage of students who earned a grade of 80% or higher,  $\chi^2 (1) = 5.241$ ,  $p = .022$ . This indicates that more students in the online sections (86.7%,  $N = 15$ ) earned a grade of 80% or higher than those in the face to face sections (46.2%,  $N = 13$ ). However, there was not a significant difference in the average grades between the online ( $M = 87.73$ ,  $SD = 11.13$ ) and the face-to-face students ( $M = 80.58$ ,  $SD = 11.07$ ),  $t (26) = 1.701$ ,  $p = .101$ . The resulting decision was to increase the amount of instruction regarding how to write a research paper in APA style for the face-to-face sections. In addition, the

grading rubric needs to be enforced by all instructors. It may even be beneficial for the next assessment cycle to record and share the grades for all the sections (Title page, Abstract, Introduction, Methods, and References) of this assignment so the department can assess what specific areas is most troublesome for the students. This assignment will continue to serve as a measure of SLO 4.

- **Bachelor of Science (BS) – Business Administration.** Student Learning Outcome (SLO) 4. “Global, Cultural, and Ethical Perspective. Students should be able to identify cultural/global challenges facing management in doing business in the international arena.” Measure 4.2. Third-year measure of student knowledge of cultural/global perspectives; In BUAD 3270A a written document is required where the acceptable target is 70% of the students will score 70% or higher and the ideal target is 90% of the students will score 70% or higher. The target was met in AY 2016-2017. The findings reflect that in fall 2016, 82 students took BUAD 3270 classes. The semester average grade for the written document results in fall 2016 was 81%. That is, 93% of the students in the fall semester exceeded the Acceptable Target and met the Ideal Target. In the spring 2017 semester, the result was 82%. That is, 97% of the students in the fall semester exceeded the Acceptable Target and met the Ideal Target. The semester average grade for the final project (final report plus presentation) was 81%. In spring 2017, 98 students took BUAD 3270 classes. The semester average grade for this final project was 85%, excluding six incomplete project reports. If the six incomplete project reports were included in the calculation, the Final Report project result would be 81%. The analysis shows the mean final project grade increased by 4 points in spring 2017 and the percentage of students achieving below 70% was reduced. This improvement is attributed to two major changes in coaching this project. First, the instructor presented a model, exemplary, final report produced in fall 2016 and described to the face-to-face course participants how to create an exemplary model final report. This demonstration was recorded and posted on Moodle for all classes. Students were less confused and made fewer mistakes in their final project format and deliverable. Secondly, the instructor devoted 10 to 15 minutes in face-to-face classes to encourage group discussion and co-work. Students had more time to work with their group members. This improved group project performance, especially in classroom presentations. The recommendation is for the School of Business faculty responsible for BUAD 3270 to make available to students the video and face-to-face presentation of an exemplary model as a point for reference as well as additional group discussion periods.
- **Nursing (RN-BSN).** Student Learning Outcome (SLO) 7. “Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.” Measure leadership analysis assignment (NURB 4291) with a target of 75% of the students enrolled achieving 80% or higher on the leadership analysis assignment. Findings reflect 75% (32 of 43) achieved a course grade of 80% or higher and CENLA (in-class) 99% (15 of 16)

achieved a course grade of 80% or higher, thereby meeting the outcome. It was decided to continue to use assessment methods. Faculty will continue to encourage students to use the rubric to guide the assignment. In the Moodle shell for NURB 4291, the faculty decided to include with each assignment a detailed explanation of the assignment with resources available to assist them. In addition, course resource packets were developed in fall 2016 to assist students with established deadlines for all assignments. In addition, the faculty collaborated with Moodle teaching and innovation team for revision of the rubric for this assignment. The plan is to continue to utilize the rubric for 2017 and monitor the outcome. Program will continue use leadership analysis assignment and monitor outcome.

- **Early Childhood Education (BS).** Student Learning Outcome (SLO) 4. “Students will exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3) assessed through a lesson plan and reflection in ECED 3110.” The assessment is evaluated using a rubric, and the benchmark performance is that at least 80% will score Meets Expectations. Finding was 87.5% of the candidates achieved “Meets Expectations.” In the analysis, the data showed that candidates are mastering the NAEYC standards addressed in this assessment tool. After the last iteration, graded rubrics were examined, and the professor placed greater emphasis on using technology the next time the course was taught. As a result, scores increased in this area. The decision was to use the data from this iteration to inform instruction the next time the course is taught. For example, the program will have a professional development session on Differentiation the next time the course is taught.
- **Business Affairs.** Service Outcome (SO) 1 “Provide increased online student bill view and payment process options while reducing the University’s paper footprint.” Measure 1.2 states “With the University transitioning from paper to electronic bills for students in Spring 2017, the number of paper bills being processed and mailed, which currently averages 6,000 paper bills per month, will be reduced annually with the goal of 0 paper bills per month once the student population becomes accustomed to viewing the online system. This could take up to 5 years. The target is to decrease paper bills by 20% per year until 0% paper bills is reached. The number of paper bills generated will be quantitatively tracked for future outcome measures.” The target was met. The analysis showed that for 2016-2017, the University printed approximately 6,000 paper bills per month. Beginning in March 2017 and in conjunction with printed bills, the University provided students with electronic bills through the MyNSU Portal. The 2,589 students with active account balances were billed electronically, and, of this population, 1,105 or 43% viewed their online electronic bills through the MyNSU portal. This resulting decision to go to a paperless system is saving the University money while saving time

and effort for our students. The University will continue to minimize paper bill usage by 20% per year until 0% paper bills is reached.

- **University Police.** Service Outcome (SO) 1 - Campus Safety “First-year students and all employees will have a working knowledge of options that they have to survive an Active Shooter Situation. In addition, students will learn target-hardening practices to help secure their personal property.” Measure 1.1. On a semester basis, students enrolled in University Studies 1000 will receive 1 day of campus safety instruction from a Certified Police Officer employed with the Department. During this course, multiple campus safety issues were discussed with the primary focus on Active Shooter Survival Training. A pretest and posttest was administered to gauge the effectiveness of the training administered. At the end of the training, students should achieve a score of 70% showing an understanding of the material. The findings reflect the target was met. This measure is considered a success. Out of the tests submitted for grading 365 out of 450 students earned a 70% or above, which equates to 81% of students gained sufficient knowledge to pass the test. In the analysis, over 1,000 sheets of paper were used for the testing process, and some instructors did not provide the test to their students. While the results showed that we meet our outcome, the process needs to be streamlined for more efficient data collection. The department will develop an online process to limit the number of paper copies generated and streamline the process for instructors to have the students access the test after the presentation. We will consider using survey monkey to complete this objective.
- **Information Technology Services.** Service Outcome (SO) 1 “Ensure that the technology based labs and classroom technology resources are accessible, supported, and current to optimize the teaching and learning environment.” Measure 1.2. Review existing technology-based classrooms to determine upgrade priorities for the next annual budget cycle. Review completed June 1, 2017. Findings reflect in order to provide the student body with current technology, computer labs, classrooms and other academic technology resources are reviewed annually and schedule when appropriate on a rotating schedule based upon need and age. Analysis shows there are nine labs or classrooms that have been identified for replacement of computer equipment in the upcoming year. There have also been six academic spaces and four academic departments identified for technology refreshes in 17-18. Decision is for the following labs to be scheduled for updates in FY 2017-2018: Fournet 124, Kyser Lab, Scholars' College, and Nursing (Fournet) Lab. The number of workstations to be replaced will enhance these areas and provide upgraded technology for students. Along with lab updates, several classroom computers are also to be replaced: CAPA 216, 304 and 306, Kyser 406, and Morrison 227. Workstations removed during the rotation period will be reused across the university community; each replacement will be reconditioned with SSDs (solid-state drives) before being reallocated for employee use. During the FY 2017-

18, replacement of technology located on the Shreveport Nursing campus will occur: Building A; Rooms 201, 202, 205, and 206; CAPA 206; and Fournet Hall 107. Upgrading facilities in these locations will benefit students both on campus and at a distance. Other departments that will benefit from purchases next year would be Disability Services, the Department of Teaching, Leadership, and Counseling, and the Department of Life Science.

- **Plant Services.** Service Outcome (SO) 3 “Central Receiving Department aids Inventory Control Section by tagging all items that are placed in the Louisiana Property Assistance Agency (LPAA) Inventory Control Software.” Measure 3.1. Monthly Property Control Department accountability documents match the tagged items placed on inventory against Purchase Orders. Target is to have 100% accuracy in the current location of all university equipment. The findings reflect the target was met. All items over \$5000 dollars are placed on the Banner module for depreciation purposes and on Louisiana Property Assistance Agency software. All items between \$1000 dollars and \$4999 are placed on the LPAA software and matched against Purchase Orders issued for the month. All these items are at a 100% accuracy at the end of each month, and the analysis reflects that checks and balances are in place to handle this accountability. The associated decision was to continue completing this procedure on a monthly basis with the process that is in place. So that at the end of the fiscal year, we are able to post yearly figures to Business Affairs Ledger in order to complete the year-end closing of the books.
- **Environmental Health and Safety-Emergency Preparedness Office (EHS-EP).** Service Outcome (SO) 4 “EHS-EP will improve hazard or safety issue reporting by faculty and staff, through education of the various ways to report these issues. Fewer hazards mean fewer accidents. EHSEP works to provide a safer environment on all campuses for students, faculty, staff, and visitors. Education of employees to report hazards via University Police, the Work Control Center, by phone or e-mail, and through the online Work Order System. Reporting by one of these three methods will ensure that the hazard is documented.” Measure 4.1. Fewer hazards result in fewer accidents, which in turn result in a reduction in worker’s compensation and general liability claims. A reduction in claims means a reduction in premiums. EHS-EP Office is responsible for reporting all types of insurance claims to the Office of Risk Management and therefore will use that data to calculate if claims are increasing or decreasing by the number and type of claim filed. Increased safety and risk management awareness will result in less accidents, fewer injuries, less property damage and lower insurance premiums. Target: That 100% of all reported accidents are reported to the Office of Risk Management and that there is a decrease from the previous year. Findings reflect the target was met. The Environmental Health & Safety-Emergency Preparedness-Risk Management Office submits 100% of all reported accidents to the Office of Risk Management/Sedgwick

Claims at the time they are reported. The accidents are reported via the online claim system website. Employees report accidents by using the DA-2000-State Employee Incident/Accident Investigation Form and the Supplemental Report to the DA-2000. Those reports are used for the online accident submittal. In the analysis, it was found that the documentation is kept within the files in the Environmental Health & Safety-Emergency Preparedness-Risk Management Office. Once the documentation is received, additional information is requested, such as photos, University Police Reports, if available, and other supplemental reports to document the accident. The information is submitted online for processing. The First Report of Injury is returned to the University via e-mail so that the accident is documented, and confirmed within the system. The First Report of Injury also contains the claim number, which is used throughout the remainder of the accident process. Post-Accident Drug Testing Policy has had an impact on the reporting of accidents. The associated decision was to not change policy or procedure at this time. Accidents are being reported, but some are not due to the Post-Accident Drug Testing Policy. All accidents that are reported to the Environmental Health & Safety-Emergency Preparedness Risk Management Office are submitted to the Office of Risk Management/Sedgwick Claims. The University is at 100% compliance with this measure.

- **The University Recruiting Office.** Service Outcome (SO) 1 “Recruitment efforts will lead to an increase in student enrollment and be representative of the regional community.” Measure 1.3. Ninety-five percent (95%) of the student body will be representative of the university’s regions in terms of diversity. The finding revealed the University enrolled students from 62 out of 65 parishes in the state of Louisiana meeting our regional goal. In addition, Northwestern recruited students from out-of-state representing over 20 states and several countries. International student increased from 117 students to 129 students for an increase of 10%. In the analysis, it was determined the timing was right to move to enhanced recruiting, specifically our out-of-state market. The University is adding a recruiter to target specifically out-of-state populations. A plan is in development to leverage our performing arts and International Student Office to increase recruitment abroad.
- **Athletics Department, Marketing/Development Division.** Service Outcome 2 “Improve self-generated revenues.” Measure 2.1: The Marketing and Development staff provided an annual report of self-generated revenues and compared to previous year’s report. A goal of 10% increase from the previous year was established. Findings reflect the target was met with the Demons Unlimited Foundation showing an increase in revenue from the 2014-15 to 2015-16 fiscal year. Analysis reflects revenues rose by \$789,106 during 2015-16 fiscal year for the Demons Unlimited Foundation, which is an increase of 39.4% from the previous year. The resulting decision was to maintain a goal of 10% increase from year-to-year.

- **Library.** Service Outcome (SO) 2 “Improve library instruction classes on main campus.” Measure 2.1. Use Request Forms for Individual Research Consultations and single-session Library Instructions. Analyze data from 100% of these forms to set benchmarks for next year. Findings reflect the total course-related sessions taught at Watson Library was 47 (45 separate forms used). Departments: UNIV (14), Education (10), Psychology (4), English (4), Scholars' (3), freshman student-athletes (2), dual-enrollment (2); one each for new faculty orientation, math, biology, music, fine arts, and LSMSA. The analysis reflects all UNIV 1000 sections received a session of library orientation, which we will continue to revise based on numerical and experiential data. Nine out of nineteen academic departments requested course-related instruction last year. The long-term goal is for every course with research assignments to come to the library for instruction. The numbers above show how far we have to go to reach that goal. The decision, as the first step toward achieving our goal of reaching all students, in 2017-18 the library staff would like 20% of instructors in the departments of English, Engineering Technology, and Scholars' College to request course-related instruction. To this end, they will analyze data from Request Forms to see what proportion of students and faculty participate in library instruction, and set goals to increase it as appropriate to the various disciplines. Next year, librarians at Leesville, Shreveport, and Natchitoches will work together to assess university-wide information literacy and instruction.
- **Auxiliary Services.** Service Outcome (SO) 1. “The University provides a professional food service with a wide variety of nutritional and dietary sensitive food selections in a clean and culturally sensitive dining facility environment.” Measure 1.2. Through multiple random nondisclosed inspections, the facility is graded on food quality, variety, service, sanitation, and the environment. The target score is receiving a 90% satisfaction score by a student or faculty inspector. The findings reflect the target was met. A variety of students, faculty, and staff were asked to visit different food service locations during the spring semester. These inspectors were given the option to rate their visit either satisfactory or non-satisfactory based on food quality, variety, service, sanitation, and environment. The analysis is based on 95 faculty and or staff members being surveyed. 87 or 92% responded with a satisfactory rating with the food quality, variety, service, sanitation and the environment. The data shows that Café DeMon and Vic’s had better responses than Iberville Dining Hall. After discussions with the general manager for food service at NSU, we will make changes to the variety of food offered at Iberville Dining Hall and the appearance/environment in Vic’s. New signage is being ordered and should be installed during the summer for a fresh, inviting look in the fall for Vic’s. The same surveys will be administered in the fall semester as well as the spring to get a better feel of the desires of the students. We will strive to increase the number of surveys returned. The University will support Sodexo next year by reminding students to complete the online national survey.