2018 -2019 Mid-Year Assessment Brief

13 February 2019
Purpose

- Close-Out 2017-2018 - *Validating our Process - Reaffirmation*

- AY 2018-2019 - Updates across Tactical, Operational and Strategic Focus Areas – *Building Momentum*

- Requirements and timeline for end-of-year AY 2018-2019 Assessment

- Navigating the landscape and driving change in Higher Education

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*The focus is no longer singularly (process) focused – it’s also about results from the process. We must maximize the lessons learned to increased operational effectiveness/efficiency and establish unstoppable momentum.*
# AY 2017-2018 Assessment Complete

## AY 2017-2018 Decision Tracker

<table>
<thead>
<tr>
<th>Decision</th>
<th>SFA</th>
<th>Action</th>
<th>OBJ</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SE</td>
<td>ULS will provide the funding of the NLSSI in 2018-2019.</td>
<td>1</td>
<td>Monitoring</td>
</tr>
<tr>
<td>2</td>
<td>AE</td>
<td>Action is already in motion as degree program coordinators understand they can and should start strengthening their assessment program. All four college coordinators understand we will assess certificate programs in 2018-2019. A methodology has been designed to facilitate a more efficient approach to annual assessments. We will conduct a mid-year update to all degree program reports.</td>
<td>1</td>
<td>Approved as stated. Monitoring in the mid-cycle report.</td>
</tr>
<tr>
<td>3</td>
<td>RIM</td>
<td>Action is underway to evaluate several possible Taskstream replacement applications.</td>
<td>Possibly use Interfolio as the application for capturing research related work.</td>
<td></td>
</tr>
</tbody>
</table>

- Develop a new system to capture faculty presentations and publications since we are no longer using Taskstream.
- Launch Undergraduate Research Fellows Program and Undergraduate Research mentors Program to capture better student presentations and publications and faculty mentoring efforts.
- Secure funding for supplies necessary to produce research posters for conference and Research Day presentations for students and faculty.
The Board of Trustees for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) found NSU compliant regarding the monitoring report issued during our affirmation of accreditation.

 Reached our highest enrollment since NSU was founded in 1884.

 New Campus Marketplace is open, which includes the campus bookstore and Chick-fil-a.

 University assumed management of the NSU-CENLA campus in Alexandria, formerly the Learning Center of Rapides Parish.

 We continued major capital improvements including a new parking lot at Watson Library, overlay of Caspari Street and upgrades in several classroom buildings.

 University students and faculty were honored and recognized nationally and internationally for their accomplishments.

 Numerous academic accomplishments 100 percent passage rate by our students on NCLEX exam, first cohort of BSN students to complete their clinical studies on the Natchitoches campus, the inaugural Inferno Pitch competition, the highest student-athlete graduation rates in school history, the awarding of the DOE Teacher Quality Partnership grant and many others.

 Have acquired Interfolio as our academic faculty management software – replaces TaskStream
To Think About

➢ Senior leadership transitions

➢ Balancing growth and infrastructure – on and off campus

➢ Resources (time / people / funding / cost / structure)

➢ Recognize – the why NSU – can we expand?

➢ Focus – regional or national?

➢ Progress towards Vision vs. Peer Institution

➢ Fear – is it preventing innovation

➢ Relevance – how do we maintain!
## The Student Experience

### Objective 1: Provide Responsive Student Services
- Enrollment increase per freshman class, per year (EI)
  - 2017-2018: 1,560
  - 2019-2020: 1,700

### Objective 2. Create a community that fosters diversity and inclusion
- Overall Northwestern State enrollment increase
  - 2017-2018: 11,081
  - 2019-2020: 11,300

### Objective 3. Develop a unique campus life experience
- Diversity represents regional demographics
  - 2017-2018: 10
  - 2019-2020: 10

### Objective 4. Provide a transformational learning and career preparation experience
- Retention rate (full-time) 1st to 2nd year
  - 2017-2018: 76%
  - 2019-2020: 70.1%
  - Target (EI): 75%

### Objective 5. Increase efforts to provide for the wellness of our Students
- Graduation rates
  - 2017-2018: 39%
  - 2019-2020: 40%

<table>
<thead>
<tr>
<th>AY 2017-2018</th>
<th>Mid-Mid Brief 2018-2019</th>
<th>The Student Experience Metrics</th>
<th>AY 2020-2021 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1542</td>
<td>1,560</td>
<td>Enrollment increase per freshman class, per year (EI)</td>
<td>1,700</td>
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<tr>
<td>10572</td>
<td>11,081</td>
<td>Overall Northwestern State enrollment increase</td>
<td>11,300</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Diversity represents regional demographics</td>
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<tr>
<td>76%</td>
<td>70.1%</td>
<td>Retention rate (full-time) 1st to 2nd year</td>
<td>75%</td>
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<tr>
<td>39%</td>
<td>39%</td>
<td>Graduation rates</td>
<td>40%</td>
</tr>
<tr>
<td>8.22</td>
<td>8.22</td>
<td>Academic excellence and value</td>
<td>10</td>
</tr>
<tr>
<td>8.30</td>
<td>8.30</td>
<td>Responsive and helpful faculty and staff</td>
<td>10</td>
</tr>
<tr>
<td>8.4</td>
<td>8.4</td>
<td>Satisfaction with support programs</td>
<td>10</td>
</tr>
<tr>
<td>8.38</td>
<td>8.38</td>
<td>Campus climate of advocacy and inclusion</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>29</td>
<td>Programs with capstone internships or related activities</td>
<td>66</td>
</tr>
<tr>
<td>8.01</td>
<td>8.01</td>
<td>Satisfaction with University policies and processes</td>
<td>10</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td>On-campus facilities satisfaction survey</td>
<td>10</td>
</tr>
<tr>
<td>7.58</td>
<td>7.58</td>
<td>Campus housing and dining satisfaction</td>
<td>10</td>
</tr>
<tr>
<td>8.35</td>
<td>8.35</td>
<td>Safety and security satisfaction survey</td>
<td>10</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>Percent of graduates working within 6 months of graduation</td>
<td>85%</td>
</tr>
</tbody>
</table>

### Metrics

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

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(1 of 2)
Top three good news stories:

➢ Continued Increase in enrollment and improved graduation rates
➢ Student demographics reflect diversity of the state of Louisiana
➢ Continued satisfaction with student services and particularly programs in leadership and civic engagement

Top three areas of concern:

➢ Limitations in on-campus growth due to lack of housing, rising costs of attendance, and complaints of on-campus course and program availability
➢ Deterioration of major student assembly spaces with limited resources for improvements
➢ Limited funding for scholarships, recruiting budgets, staff salaries, and student development projects

Final Thoughts: Strategic goals are entrenched in the work and language for all in the Student Experience.
## Academic Excellence

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

- **Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction**
  - AY 2017-2018: 61/64 (95%)
  - AY 2020-2021: 120 Degree and Certificate Programs

### Objective 2. Demonstrate a comprehensive commitment to core competencies.

- **Courses focusing on implementing current technologies/best practice principles in teaching**
  - AY 2017-2018: 34 (Sample)
  - AY 2020-2021: 35-40 (Sample)

### Objective 3. Offer exemplary graduate and professional school preparation.

- **Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor’s effectiveness)**
  - AY 2017-2018: 4.3/5.0 (C) 41% (response rate)
  - AY 2020-2021: 4.5/5.0 (90%) 45% (response rate)

### Objective 4. Foster quality student-faculty interactions.

- **Number of University Core classes with a designated course steward**
  - AY 2017-2018: 28
  - AY 2020-2021: 100% of courses w/ multiple sections

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

- **Mean student evaluation of instruction in University Core courses**
  - AY 2017-2018: 4.2/5.0 (86%) 47% (response rate)
  - AY 2020-2021: 4.5/5.0 (90%) 42% (response rate)

### Academic Excellence Metrics

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>61/64 (95%)</td>
<td>Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction</td>
<td>120 Degree and Certificate Programs</td>
<td></td>
</tr>
<tr>
<td>34 (Sample)</td>
<td>Courses focusing on implementing current technologies/best practice principles in teaching</td>
<td>35-40 (Sample)</td>
<td></td>
</tr>
<tr>
<td>4.3/5.0 41% (response rate)</td>
<td>Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor’s effectiveness)</td>
<td>4.5/5.0 (90%) 45% (response rate)</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Average class size in University Core courses</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4.3/5.0 (39%)</td>
<td>Mean student evaluation of instruction in University Core courses</td>
<td>4.5/5.0 (90%) 42% (response rate)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Number of University Core classes with a designated course steward</td>
<td>100% of courses w/ multiple sections</td>
<td></td>
</tr>
</tbody>
</table>

### Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)

- **Number of graduate students engaging in research/scholarly activities and mentored by faculty**
  - AY 2017-2018: 379 52 Prof. Conf. Presentations
  - AY 2020-2021: 400 80 Prof. Conf. Presentations

- **Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting**
  - AY 2017-2018: 128 52-G; 76 UG Prof. Conf. Presentations
  - AY 2020-2021: 154 (20% increase)

### GRE Verbal: M=147 (34%); GRE Quant: M=145 (17%); LSAT: M=143 (21%); MCAT: M=493 (29%)

- **Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)**
  - AY 2017-2018: GRE Verbal: M=150 (47%); GRE Quant: 147 (26%); LSAT: M=145 (26.7%); MCAT:491 (21%)
  - AY 2020-2021: 90% to score 280 GRE; Increase the # of students scoring above the 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6/5.0</td>
<td>4.6/5.0</td>
<td>Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., my teacher encouraged interactions between faculty and students; my teacher gave prompt feedback; and my teacher displayed an appropriate demeanor)</td>
<td>Maintain scores between 4.5/5.0</td>
</tr>
<tr>
<td>4.6/5.0</td>
<td>4.6/5.0</td>
<td>Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together</td>
<td>180 (20% increase)</td>
</tr>
<tr>
<td>4.7/5.0</td>
<td>4.6/5.0</td>
<td>Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, strategic planning and budgeting.</td>
<td>45 Faculty Grants 70 EPs/Chairs</td>
</tr>
<tr>
<td>152 (Sample)</td>
<td>10 Faculty Grants 55 EPs/Chairs</td>
<td>Percent of faculty/staff receiving external grants</td>
<td>5% (N = 45 PI/Co-PI)</td>
</tr>
<tr>
<td>4% (37)</td>
<td>3% (21)</td>
<td>Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy</td>
<td>341 (20% increase)</td>
</tr>
<tr>
<td>284 (wording of metric changed)</td>
<td>1434</td>
<td>Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn</td>
<td>1,600 (12% increase)</td>
</tr>
<tr>
<td>17</td>
<td>35 (29% increase)</td>
<td>Number of departments or sites acquiring new classroom or laboratory technologies</td>
<td>35 (29% increase)</td>
</tr>
<tr>
<td>21</td>
<td>48 (500% increase)</td>
<td>Number of events or activities to recognize faculty for their contributions in teaching, research, or service</td>
<td>48 (500% increase)</td>
</tr>
</tbody>
</table>

Legend:
- Progress
- Decline
- No Progress - Not Measured
- Change Made
Data for 8/17 measures were collected and analyzed

Top three progress areas: Progress in 5.5/8 measures

➢ Higher response rate of students participating in course evaluations
➢ Course and instructor ratings were the same as 2017-18
➢ Average class size in University Core courses decreased
➢ Student performance on GRE, LSAT, and MCAT improved

Top three areas of concern: Decline in 2.5/8 measures

➢ Number of course stewards in University Core courses with multiple sections
➢ Percent of faculty/staff receiving external grants

Final Thoughts:

➢ Faculty profile system (Interfolio)
➢ Lessons learned from the success of Math and English co-requisite programs
➢ Continuing Concerns: Time for data analysis, faculty research, mentoring of graduate students
Key Insights: Research Data - Not Collected for Mid-Year Brief; Data will likely be collected manually for 2019-2020 annual report.

NSU contracted with Interfolio to develop a Faculty Profile System

- Faculty 180 – Activity reporting; Annual review, promotion, and tenure

Outlook: Timeline for Implementing Interfolio Faculty 180

- Planning (mid-Jan to mid-Feb)
- Inform (mid-Feb to mid-Mar)
- Train (mid-Mar to mid-Apr)
- Deploy (April-July)
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 (Fall 18 = 4,423)

<table>
<thead>
<tr>
<th>Competency / Total Assessed</th>
<th>Course Name</th>
<th>Methodology</th>
<th>SLO Measure</th>
<th>Target %</th>
<th>Term</th>
<th># Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English / 982</td>
<td>ENGL 1010</td>
<td>Writing Portfolio</td>
<td>1 / 1.1 &amp; 1.2</td>
<td>70 / 77</td>
<td>Fall</td>
<td>982</td>
</tr>
<tr>
<td>2. Mathematics / 674</td>
<td>Math 1020</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1..2.2</td>
<td>70 / 46.5</td>
<td>Fall</td>
<td>527</td>
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<td></td>
<td>Math 1035</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1..2.2</td>
<td>70 / 86.0</td>
<td>Fall</td>
<td>100</td>
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<tr>
<td></td>
<td>Math 1810</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1..2.2</td>
<td>70 / 56.7</td>
<td>Fall</td>
<td>30</td>
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<tr>
<td></td>
<td>Math 2100</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1..2.2</td>
<td>70 / 91.7</td>
<td>Fall</td>
<td>12</td>
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<tr>
<td></td>
<td>Math 2110</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1..2.2</td>
<td>70 / 100</td>
<td>Fall</td>
<td>5</td>
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<tr>
<td>3. Natural Science / 960</td>
<td>SCI 1020</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1..2.2</td>
<td>70 / 59.71</td>
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<td></td>
<td>BIOL 1010</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1..2.2</td>
<td>70 / 61.26</td>
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<td>302</td>
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<td>BIOL 2250</td>
<td>Quiz</td>
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<td>70 / 66.26</td>
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<td>519</td>
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<td>4. Humanities / 1,483</td>
<td>BUAD 2200</td>
<td>Paper / Presentation</td>
<td>1 / 1.7</td>
<td>70</td>
<td>Fall</td>
<td>0</td>
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<td>COMM 1010</td>
<td>Presentation</td>
<td>1 / 1.5, 1.6</td>
<td>70 / 70+</td>
<td>Fall</td>
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<td>COMM 2500</td>
<td>Project / Paper</td>
<td>1 / 1.5, 1.6</td>
<td>70 / 70+</td>
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<td>ENGL 2070</td>
<td>Writing Assign.</td>
<td>1 / 1.1, 1.2, 1.3, 1.4</td>
<td>70 / 70+</td>
<td>Fall</td>
<td>12</td>
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<td></td>
<td>ENGL 2110</td>
<td>Writing Assign.</td>
<td>1 / 1.1, 1.2, 1.3, 1.4</td>
<td>70 / 70+</td>
<td>Fall</td>
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<td></td>
<td>HIST 1010</td>
<td>Post Class Survey</td>
<td>2 / 2.1</td>
<td>70</td>
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<td>2 / 2.1</td>
<td>70</td>
<td>Fall</td>
<td>0</td>
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<td>PHIL 1010</td>
<td>Writing Assign.</td>
<td>2 / 2.2</td>
<td>70 / 70+</td>
<td>Fall</td>
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<td>5. Behavioral-Social Sciences / 324</td>
<td>Ed. Psych 2020</td>
<td>Pretest/Post-test</td>
<td>1-2 / 1.1, 1.2, 2.1, 2.2</td>
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<td>Anthropology 1510</td>
<td>Pretest/Post-test</td>
<td>1 / 1.1, 1.2</td>
<td>70 / 67.9</td>
<td>Fall</td>
<td>184</td>
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<tr>
<td></td>
<td>Economics 2000</td>
<td>Pretest/Post-test</td>
<td>1 / 1.1, 1.2</td>
<td>70</td>
<td>Fall</td>
<td>0</td>
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<tr>
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<td>Geography 1010</td>
<td>Pretest/Post-test</td>
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<td>70</td>
<td>Fall</td>
<td>0</td>
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<td>Polit. Science 2010</td>
<td>Exams 3 and 4</td>
<td>1 / 1.1, 1.2</td>
<td>70 / 70+</td>
<td>Fall</td>
<td>140</td>
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<td>6. Fine Arts / 1012</td>
<td>FA 1040</td>
<td>Pre/Post &amp; Perform</td>
<td>1-2 / 1.1, 1.2, 2.1</td>
<td>30% Growth - 90</td>
<td>Fall</td>
<td>1012</td>
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<tr>
<td>Competency</td>
<td>Course Name</td>
<td>Methodology</td>
<td>SLO Measure</td>
<td>Target %</td>
<td>Term</td>
<td># Assessed</td>
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<tr>
<td>1. English</td>
<td>ENGL 1020</td>
<td>Portfolio Process</td>
<td>2 / 2.1 &amp; 2.2</td>
<td>70</td>
<td>Spring</td>
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<td>2. Mathmatics</td>
<td>Math 1810</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1, 2.2</td>
<td>70</td>
<td>Spring</td>
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<td></td>
<td>Math 2100</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1, 2.2</td>
<td>70</td>
<td>Spring</td>
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<td></td>
<td>Math 2110</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1, 2.2</td>
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<td>Spring</td>
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<td></td>
<td>Math 1060</td>
<td>Quiz</td>
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<td>Spring</td>
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<td>Math 2010</td>
<td>Quiz</td>
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<td>Spring</td>
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<tr>
<td>3. Natural Science</td>
<td>SCI 1020</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1, 2.2</td>
<td>70</td>
<td>Spring</td>
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<tr>
<td></td>
<td>BIOL 1010</td>
<td>Quiz</td>
<td>1-2 / 1.1,1.2,2.1, 2.2</td>
<td>70</td>
<td>Spring</td>
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<td></td>
<td>BIOL 2250</td>
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<td>1-2 / 1.1,1.2,2.1, 2.2</td>
<td>70</td>
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<td></td>
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<td>4. Humanities</td>
<td>BUAD 2200</td>
<td>Paper / Presentation</td>
<td>1 / 1.7</td>
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<td></td>
<td>COMM 1010</td>
<td>Presentation</td>
<td>1 / 1.5, 1.6</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>COMM 2500</td>
<td>Project / Paper</td>
<td>1 / 1.5, 1.6</td>
<td>70</td>
<td>Spring</td>
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<tr>
<td></td>
<td>ENGL 2070</td>
<td>Writing Assign.</td>
<td>1 / 1.1, 1.2, 1.3, 1.4</td>
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<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>ENGL 2110</td>
<td>Writing Assign.</td>
<td>1 / 1.1, 1.2, 1.3, 1.4</td>
<td>70</td>
<td>Spring</td>
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<tr>
<td></td>
<td>HIST 2010</td>
<td>Post Class Survey</td>
<td>2 / 2.1</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>HIST 2020</td>
<td>Post Class Survey</td>
<td>2 / 2.1</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>PHIL 1010</td>
<td>Writing Assign.</td>
<td>2 / 2.2</td>
<td>70</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>5. Behavioral / Social Sciences</td>
<td>Ed. Psych 2020</td>
<td>Pretest/Post-test</td>
<td>1-2 / 1.1, 1.2, 2.1, 2.2</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>Psych 1010</td>
<td>Pretest/Post-test</td>
<td>1-2 / 1.1, 1.2, 2.1, 2.2</td>
<td>70</td>
<td>Spring</td>
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<tr>
<td></td>
<td>Soc 1010</td>
<td>Pretest/Post-test</td>
<td>1-2 / 1.1, 1.2, 2.1, 2.2</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>Anthropology 2020</td>
<td>Pretest/Post-test</td>
<td>1 / 1.1, 1.2</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>Economics 2000</td>
<td>Pretest/Post-test</td>
<td>1 / 1.1, 1.2</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>Geography 1020</td>
<td>Pretest/Post-test</td>
<td>1 / 1.1, 1.2</td>
<td>70</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>Polit. Science 2010</td>
<td>Exams 3 and 4</td>
<td>1 / 1.1, 1.2</td>
<td>70</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>6. Fine Arts</td>
<td>FA 1040</td>
<td>Pre/Post Perform</td>
<td>1-2/1.1, 1.2, 2.1</td>
<td>30% Growth - 90</td>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>
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.

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 – both good and bad.

Decision: Based on this years results what will be done differently next year to improve/plan.
College of Arts and Sciences

Highlights:
➢ Successful overhaul of our MATH and ENGL co-requisite courses per BoR Policy 2.18.
➢ Faculty recognition, grants, awards, and scholarship.
➢ Memorandum of Cooperative Endeavor KTBS.
➢ School of CAPA celebrating its 30th year and accolades.
➢ Bachelor of Fine Arts (BFA) in Dance enrollment.

Concerns:
❖ Maintaining and improving the success in the Math and English co-req.
❖ Enrollment growth in Departments and Schools vs. Infrastructure and faculty availability.
❖ Continued improvement in the process to assess the Gen. Ed. Core.

Outlook:
❑ New Media/KTBS memorandum has positive potential for students and KTBS professional input into media market responsiveness.
❑ Growth indicates a strong relationship between Academic Departments and Advisory Councils in meeting student needs and preparation for respective professions.
❑ Impact of CAPA's representation on the National and International stage.
Gallaspy College of Education and Human Development

Highlights:

- PD for GCEHD faculty: semester kickoff event in August, events scheduled focused on growth in online teaching strategies.
- SOE completed onsite accreditation visit with CAEP in September.
- Social Work is state lead for Title IVE grant, hiring fulltime program manager.
- Military Science is slated to commission 8 cadets.
- LA GEAR UP funded for 2019, PI is Psychology instructor, Steve Gruesbeck.

Concerns:

- Increasing dependence on adjunct instructors and teaching overloads.
- Increase in residency/research/internship creates need for more faculty or support personnel.
- The need for a recruiter within GCEHD.

Outlook:

- Increasing partnerships with school districts (SOE).
- Grants obtained/partnerships (Title IVE-SOWK; U.S. TQP-SOE; LA GEAR UP- PSYC)
College of Nursing and School of Allied Health

Highlights

➢ First time in college’s history ASN NCLEX first-time licensure exam pass rates ranked 1st in State and Nation (100%) for two graduating classes and BSN NCLEX first-time licensure exam pass rates ranked 1st in State and Nation (100%) for entire graduating class.

➢ CON achieved University growth goals (>6%) for Spring, Summer & Fall 2018.

➢ Retention rates for undergraduate/graduate CONSAH students exceeded 70%

➢ Obtained/retained funding for 12 full time faculty positions; Over 100 Dean-Stakeholder visits

➢ (a) Revised Strategic Plan to be congruent with University’s; (b) Completed Mid-Cycle accreditation reports for BSN, MSN, DNP programs for State Board of Nursing and CCNE; (c) Established SACSCOC SLOs for post masters certificate programs; (d) 5 faculty obtained doctorates, and (e) Offered 4 professional development CE sessions for faculty.

Concerns

❖ Needs to sustain growth (infrastructure, faculty, support staff – secretarial, IT)

❖ Faculty salaries & succession planning (Salary inequities [loosing seasoned faculty but hiring new at higher rate]; adjunct salaries lower than surrounding nursing programs)

❖ Competition growing for nursing students

Outlook

❑ Positive for growth in online programs (DNP, RN to BSN) & new programs (partnerships for BS to BSN; Paramedic/Medic to RN; CT PBC)

❑ Negative for attracting or retaining faculty
Highlights: Impact, Engagement, Innovation

➢ Impacted our CoBus & Tech students and business community
➢ Prepared QEP plans for 5 of 6 programs
➢ Redesigned and created a smart-technology classroom & updated all classrooms with Cisco Teleconferencing systems in Natchitoches and Leesville
➢ Implemented into all programs academic advising process “15 to Finish/Think 30”
➢ Engaged business and industry leaders with our CoBus & Tech students and faculty members

Concerns:

➢ Increased student enrollment numbers equal increase faculty members
➢ Scheduled AACSB reaffirmation
➢ Limited faculty office space and classroom space

Outlook: Continue to be innovative, impactful, and engaging with our stakeholders. Awaiting master’s program in CIS. Seeking accreditation for HMT.
Student Government Association

Highlights:
➢ Civic Engagement- Constitution Day, Voter Registration, Candidate Presentation
➢ Campus Improvements- Parking signs installed, Floors installed, Portraits Commissioned, Football Stadium Beautification, Satellite Campus visits
➢ Community Involvement- Allocated money for collecting cleaning buckets for hurricane relief, Participated in Ribbon Cuttings
➢ Student Technology- Grant Process Reinstated, Helped Multiple Departments
➢ ORF- Approved Organizations for Conferences and Competitions
➢ Leadership- Hosted Leadership NSU, Attended National Conferences, Hosted COSBP

Concerns:
➢ Groundskeeping
➢ Buildings/Infrastructure
➢ Responsiveness of Student Services (Fin. Aid, Registrars)
➢ Stability

Outlook:
➢ Student Memorial
➢ Student Involvement
➢ Civic Engagement
➢ Beautification
➢ Student Body Elections
262 students were enrolled in QEP capstone courses in Fall 2018. 275 students are currently enrolled in capstone courses for Spring 2019.

Fall assessment results showed an improvement in SLO 1.2, 1.5 and 2.5. Programs indicate that adding or modifying existing reflection exercises for students in capstone courses helped improve these scores.

It seems to take 2-3 assessment cycles (semesters) for programs to be satisfied with their capstone experience designs.

Benchmark of 50% of students scoring “Mastery” level or better was met in all reporting programs for fall 2018. Our lowest benchmark % in 17/18 was 47%. Our lowest benchmark so far for the current assessment year is 59%.

The end is near! (Already) The last group of programs will go through the redesign process in the fall of 2019 and implementation in the fall of 2020.

We are finding new ways to incorporate QEP data into other university initiatives. Examples include reporting for NC-SARA (out of state internships) and incorporating QEP program goals into university assessment when possible.
Market Responsiveness

### Objective 1. Prepare graduates to work, learn, and lead.

- **Prepare graduates to work, learn, and lead.**

### Objective 2. Align curricula with tomorrow’s workforce demands.

- **Align curricula with tomorrow’s workforce demands.**

### Objective 3. Deliver class-leading employer service and industry-recognized competencies

- **Deliver class-leading employer service and industry-recognized competencies.**

### Objective 4. Modify programs through continuous reflection and thoughtful advancement

- **Modify programs through continuous reflection and thoughtful advancement.**

<table>
<thead>
<tr>
<th>AY 2017-2018</th>
<th>Mid-Mid Brief 2018-2019</th>
<th>Market Responsiveness Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>80%</td>
<td>New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs</td>
</tr>
<tr>
<td>42</td>
<td>42</td>
<td>Number of faculty funded for faculty development</td>
</tr>
<tr>
<td>119</td>
<td>122</td>
<td>Number of academic articulation and industry partnership agreements</td>
</tr>
<tr>
<td>98.8%</td>
<td>98.8%</td>
<td>Percent of students/alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)</td>
</tr>
<tr>
<td>93.0%</td>
<td>93.0%</td>
<td>Percent satisfaction of students/alumni who feel they completed the requirements for a job or career in their chosen field</td>
</tr>
<tr>
<td>73.5%</td>
<td>73.5%</td>
<td>Number of graduating seniors who have a full-time job working in their degree field at graduation</td>
</tr>
<tr>
<td>36.95%</td>
<td>36.95%</td>
<td>Number of graduating seniors who will pursue an advanced degree</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts</td>
</tr>
<tr>
<td>established</td>
<td>established</td>
<td>Process for collecting data and monitoring workforce and industry needs</td>
</tr>
<tr>
<td>95% (21/22)</td>
<td>95% (21/22)</td>
<td>Number of departments that have active advisory councils</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AY 2020-2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
<tr>
<td>45</td>
</tr>
<tr>
<td>300</td>
</tr>
<tr>
<td>100%</td>
</tr>
<tr>
<td>100%</td>
</tr>
<tr>
<td>100%</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>ongoing</td>
</tr>
<tr>
<td>ongoing</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>
Market Responsiveness

Top three good news stories:
➢ Increase in number of departments that have active advisory councils
➢ Increase in number of graduating seniors who will pursue an advanced degree
➢ Increase in number of academic articulation and industry partnership agreements

Top three areas of concern:
➢ Decline in percent of students/alumni who feel they completed requirements for a job or career in chosen field
➢ Decline in number of graduates who have a full-time job working in their degree field at graduation
➢ Financial support may hinder institutional program – workforce alignment efforts

Final Thoughts:
➢ Positive momentum continues with alignment of programs and workforce needs.
➢ Recognized that not all programs can achieve perfect alignment due to nature of certain fields.
➢ Revised metrics to include professional development will provide additional documentation of departmental efforts to remain current in their fields.
## Community Enrichment

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>36,030</td>
<td>19,500</td>
<td>Number of patrons attending recitals, concerts, art exhibits, theater/dance productions</td>
<td>35,000</td>
</tr>
<tr>
<td>25</td>
<td>32</td>
<td>Number of off-campus performances</td>
<td>30</td>
</tr>
<tr>
<td>$26,852.15</td>
<td>$14,125.75</td>
<td>Expenditures dedicated to advertisement</td>
<td>$51,136.78</td>
</tr>
<tr>
<td>11,605</td>
<td>12,000</td>
<td>Number of active users on Creative and Performing Arts social media outlets</td>
<td>10,000</td>
</tr>
<tr>
<td>19,870</td>
<td>24,079</td>
<td>Frequency of e-communications and number of participants</td>
<td>20,000</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>Number of Student Alumni Association members</td>
<td>200</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>Number of active alumni chapters nationwide</td>
<td>35</td>
</tr>
<tr>
<td>1,300</td>
<td>161</td>
<td>Number of Alumni Association members</td>
<td>1,500</td>
</tr>
<tr>
<td>7,757</td>
<td>7,874</td>
<td>Number of active users on Alumni Association social media outlets</td>
<td>10,000</td>
</tr>
<tr>
<td>$5,029,840.98</td>
<td>$2,888,481.59</td>
<td>Amount of annual private support</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>2,402</td>
<td>1,558</td>
<td>Number of individual contributors</td>
<td>5,000</td>
</tr>
<tr>
<td>$33,239,359.52/$142,811.13</td>
<td>$30,319,029.74/$123,305.88</td>
<td>Value of restricted/unrestricted endowment assets</td>
<td>$50,000,000/$1,000,000</td>
</tr>
<tr>
<td>56</td>
<td>58</td>
<td>Number of partnerships with business, industry and government agencies</td>
<td>40</td>
</tr>
<tr>
<td>1,436</td>
<td>1,486</td>
<td>Number of advisory volunteers</td>
<td>3,000</td>
</tr>
<tr>
<td>73</td>
<td>38</td>
<td>Number of activities including athletic promotions, cultural events and other programs at off-campus instructional sites</td>
<td>100</td>
</tr>
<tr>
<td>328</td>
<td>328</td>
<td>Number of projects and internships involving students in University and community activities and events</td>
<td>400</td>
</tr>
</tbody>
</table>

### 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**
**Top three good news stories:**

- Social media channels continue to show consistent growth as well as e-mail capture rates.
- Number of patrons attending on-campus and off-campus CAPA events is up year on year.
- Number of individual contributors and amount of private support is up year on year.

**Top three areas of concern:**

- Growth of unrestricted endowment funds
- Stock market volatility
- Use of advisory volunteer/internship data

**Final Thoughts:** Community Enrichment metrics continues to experience positive growth; areas of concern are being addressed to ensure 20-21 targets are met.
Community/Public Service within the Mission

2017-2018 AY Outcomes:
➢ Service Agency Partnerships: 328
➢ NSU Service Activities: 297
➢ Service Hours: 377,923

2018-2019 AY Assessment Plan:
➢ Data collection will occur May-June 2019
➢ To raise awareness and participation, Community/Public Service activities are addressed in professional development and public fora:
   ❖ 10th Annual Louisiana Studies Conference (Sept. 2018)
   ❖ NSU Research Day (April 2019)
   ❖ UL-System Academic Summit (April 2019)

Community/Public Service data collected via:
➢ Online every Spring via Survey Monkey
➢ NSU Service Survey
➢ Community Partner Satisfaction Survey

Sources of data:
➢ Academic Affairs (e.g., Student Teaching & CONAH Clinical hours)
➢ Athletics (e.g., Community Service hours reported to Southland Conference)
➢ The Student Experience (e.g., First Year Experience service activities)
➢ Community Partners (e.g., MLK Health Center in Shreveport & NCPTT)
University Capital Outlook

Completed:

- Caspari Street & Football Stadium Overlay
- New Lighting Stadium Parking
- Bienvenu Classroom Improvements
- Capital Outlay Request Submitted to ULS and BOR
- Flooring in front of Alley Replaced
- Greek Life Offices New Flooring
- Café Demon New Parking at Library
- Replace Fieldhouse Flooring Office Area 2nd Floor
- New Outdoor Stage at Iberville Student Funded Pavilion
- New Flooring in Soccer Players Locker Rooms
- Repair Sidewalks Child Development Center at Warren Easton
- ADA Improvements to Parking Lot Warrington Place Nursing Bldg.
- New Advising Center, Testing Center, Academic Enhancement in Library
- Elementary Lab School-Storage Building, Base for Greenhouse
Physical Plant projects in-progress:
- Elevator in Teacher Education Center and Middle Lab School
- Campus Wide Key Inventory- Load on Computer Program
- Student Union Restroom Upgrades
- New Elementary Lab School Basketball Outdoor Court
- Renovations to Old Bookstore for an E-Sport Center & Student Lounge Area
- Replacement of Track Complex Stadium Seating and Press Box

Physical Plant Future Projects Planned:
- Turpin Stadium Elevator Replacement
- Bienvenu Hall Phase 2 HVAC Replacements
- Major Repairs A. A Fredericks Fine Arts Center
- Energy Performance RFP
- New Fume Hoods Bienvenu Hall and Fournet Hall
- Remodel Kitchens Nursing Shreveport Campus
- Repair Catwalks in Theater West
- Installing Rappelling Tower Equipment
- Opening to Public NSU Tree Trail with Interactive QR Code for Cell Phone
- Upgrade Brown-Stroud Baseball Stadium Seating, Press Box, Rest Rooms
## Athletic Prominence

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

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>2020 - 2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance Marketing Opportunities</td>
<td>151,361</td>
</tr>
<tr>
<td>Game Day Experience</td>
<td></td>
</tr>
<tr>
<td>Resource Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

### Objective 2. Promote Community Service, Appreciation, and Engagement

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>2020 - 2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Community Service</td>
<td></td>
</tr>
<tr>
<td>Appreciation</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
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</table>

### Objective 3. Enhance University and Community Collaboration and Support

<table>
<thead>
<tr>
<th>Objective 3</th>
<th>2020 - 2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance University</td>
<td></td>
</tr>
<tr>
<td>Community Collaboration and Support</td>
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</table>

### Objective 4. Enhance Recognizing and Promoting Success

<table>
<thead>
<tr>
<th>Objective 4</th>
<th>2020 - 2021 Target</th>
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<tbody>
<tr>
<td>Enhance Recognizing</td>
<td></td>
</tr>
<tr>
<td>Promoting Success</td>
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### Athletic Prominence Metrics

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>92,432</td>
<td>49,598</td>
<td>Increase yearly event attendance 10% for all sports</td>
<td>151,361</td>
</tr>
<tr>
<td>2,436,573</td>
<td>1,297,409</td>
<td>Increase yearly revenue by 10% (tickets, annual gifts, sponsorships)</td>
<td>2,380,264</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Increase new merchandise outlets by minimum of two per year</td>
<td>18</td>
</tr>
<tr>
<td>18,333</td>
<td>19,270</td>
<td>Increase NSU Demons Facebook likes by 10%</td>
<td>25,458</td>
</tr>
<tr>
<td>9,122</td>
<td>9,494</td>
<td>Increase @nsudemons Twitter followers by 10%</td>
<td>11,511</td>
</tr>
<tr>
<td>$35,633</td>
<td>18,212</td>
<td>Increase licensing royalties (LRG) by 15%</td>
<td>$70,746</td>
</tr>
<tr>
<td>3.05</td>
<td>3.01</td>
<td>Retain or improve student-athlete GPA to a minimum of 3.0</td>
<td>3.11</td>
</tr>
<tr>
<td>253</td>
<td>337</td>
<td>Increase N-Club membership by 20%</td>
<td>182</td>
</tr>
<tr>
<td>288</td>
<td>251, 36%</td>
<td>Increase non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Alexandria, and in Bossier City) by 10%</td>
<td>405</td>
</tr>
<tr>
<td>98</td>
<td>95</td>
<td>Increase Vic’s Kids Club membership by 10%</td>
<td>162</td>
</tr>
<tr>
<td>286</td>
<td>157</td>
<td>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.</td>
<td>60</td>
</tr>
</tbody>
</table>
### Athletic Prominence: (2 of 3)

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

- **Identify and sustain/grow annually student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM, etc.)**
  - **Target:** 20

#### Objective 2. Promote Community Service, Appreciation, and Engagement

- **Complete a minimum of 4,000 community service hours by the NSU Athletic Department (coaches, staff, and student-athletes) annually.**
  - **Target:** 4,000

#### Objective 3. Enhance University and Community Collaboration and Support

- **Average at least 200 Dean’s/President’s List honorees per year.**
  - **Target:** 250

- **Average at least 100 Southland Conference Commissioner’s Honor Roll honorees per semester.**
  - **Target:** 200

- **Sustain a multi-year (four year) department NCAA Academic Program Rate (APR) of 950 or higher.**
  - **Target:** 940

#### Objective 4. Enhance Recognizing and Promoting Success

- **Establish as a goal that all teams will register 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).**
  - **Target:** 14

#### Progress & Change Made

<table>
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<tbody>
<tr>
<td>15</td>
<td>15</td>
<td>Identify and sustain/grow annually student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM, etc.)</td>
<td>20</td>
</tr>
<tr>
<td>4,376</td>
<td>850</td>
<td>Complete a minimum of 4,000 community service hours by the NSU Athletic Department (coaches, staff, and student-athletes) annually.</td>
<td>4,000</td>
</tr>
<tr>
<td>242</td>
<td>118</td>
<td>Average at least 200 Dean’s/President’s List honorees per year.</td>
<td>250</td>
</tr>
<tr>
<td>212</td>
<td>93</td>
<td>Average at least 100 Southland Conference Commissioner’s Honor Roll honorees per semester.</td>
<td>200</td>
</tr>
<tr>
<td>967</td>
<td>987</td>
<td>Sustain a multi-year (four year) department NCAA Academic Program Rate (APR) of 950 or higher.</td>
<td>940</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>Plan and execute facility improvement projects commensurate with funding availability.</td>
<td>10</td>
</tr>
<tr>
<td>6/14</td>
<td>0/5</td>
<td>Establish as a goal that all teams will register 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).</td>
<td>14</td>
</tr>
</tbody>
</table>

- **Progress**
- **Decline**
- **No Progress - Not Measured**
- **Change Made**
Three positive trends:

➢ Noticeable facility enhancements and updates over the past 6-12 months have created a level of excitement and optimism within the Athletic Department and among the athletic program’s fan base.

➢ Football tickets revenue (season and single game tickets, plus parking) was the best since the 2013-14 season. Overall, revenue numbers are trending in an upward direction based on annual giving, endowment growth, and facility project contributions.

➢ NSU student-athletes compiled a cumulative grade point average of 3.0 or better, following fall semester, for the seventh straight semester. Also, the department’s 980 multi-year NCAA Academic Progress Rate is an all-time high.

Three areas of concern:

➢ Southland Conference winning percentages continue to be below the .600 benchmark.

➢ The mid-year community service hour number is lagging the previous year.

➢ Generating additional merchandising sales outlets continues to be a challenge.

Final thoughts: Although the fall sports conference winning percentages did not exceed the .600 benchmark, first year coaches Brad Laird in football (fan base re-energized) and Jess/Anna Jobe in soccer (qualified for conference tournament for only second time in nine years with a roster consisting of 50% freshmen) have created an air of optimism for the future. The fact that resource acquisition is increasing across the board is an encouraging and necessary positive sign, as well.
Program and Unit Assessments

Educational programs: 93 Degree and Certificate Programs
- College of Arts and Science 23 x Degree Programs and 3 x Certificate Programs
- College of Education and Human Development 32 x Degree Programs and 13 x Certificate Programs
- College of Nursing 8 x Degree Programs and 4 x Certificate Programs
- College of Business and Technology 7 x Programs and 3 x Certificate Programs

Administrative support services: 25 Units
- Office of Institutional Effectiveness and Human Resources x 3 Units
- External Affairs x 5 Units
- Technology Innovation and Economic Development x 4 Units
- Informational Technology Services x 1 Unit
- Business Affairs x 1 Unit
- University Affairs x 6 Units
- Athletics x 5 Units

Academic and student support services: 26 Units
- Library x 6 Units
- Auxiliary Service x 4 Units
- The Student Experience x 12 Units
- Registrar x 4 Units
Program and Unit Mid-Year Assessment Verification

Purpose: Review and verify Student Learning Outcomes (SLO) and Service Outcomes (SO) are being actively assessed. That data from the assessment is being collected and documented and we establish the language framework for the analysis and decision paragraphs for each measure.

Fundamentals: We Still Need Work!

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 years results what will be done differently next year to improve/plan.
The Road Ahead – Making a Difference

Immediate:

✓ Stay on task – message - minimize disruption - leadership
✓ University Assessment – planning calendar – seeking improvement
✓ Budget – executing within our capabilities
✓ QEP – design and implementation ongoing – full implementation in Fall 2020
✓ List of most impactful decisions/outcomes made in 2018-2019 by 1 April

Short Term:

✓ 1 May - Excellence in Assessment (NIOLA) submission
✓ 10 May - Commencement
✓ 15 Jun – Assessment reports due

Long Term:

✓ 5th Year Review (Data collection years 2019-2020, 2020-2021, 2021-2022)
✓ Update Strategic Plan 2020-2021 focused on 2022-2027
✓ Reaffirmation 2027 (Data collection years 2024-2025, 2025 – 2026, 2026-2027)
SACSCOC Timeline: The Next 10 Years

AY 2016-2017: Decennial Review (Reaffirmation)
AY 2017-2018: Monitoring Report
AY 2019-2020: Record Year
AY 2020-2021: Record Year – Strategic Plan Update – Draft Fifth Year
AY 2022-2023: Fifth Year Due March 15\textsuperscript{th}, 2023
AY 2023-2024: Flex Year
AY 2024-2025: Record Year
AY 2025-2026: Record Year – Draft Report
AY 2026-2027: Decennial Review (Reaffirmation)

As of 10 OCT 2018
15 Feb – Budget Enhancement Request are due
27 Feb – 3:00 Strategic Planning and Budgeting Committee Meeting – HCR
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.