Update - Institutional Effectiveness
To update the faculty regarding:

- Institutional Effectiveness Model
- Strategic Plan 2016-2021: 1st Year Assessment
- SACSCOC Update
Mission - Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Vision - Northwestern State University will become the nation’s premier regional university through the innovative delivery of transformative student learning experiences that prepare graduates for life and career success.
“Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

“A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive.”

SACSCOC 2012
Building the Backbone

**Strategic Plan 2011-2018**
Jan 2011

**Institutional Review**
Dec 2014

**Henderson’s Vision**
Mar 2015

**Strategic Framework**
Aug 2015

**Strategic Budgeting**
Feb 2016

**Strategic Plan 2016-2021**
Jan 2017

**IE Policy**
Jan 2017

**Quality Enhancement Plan**
Jan 2017

**ULS Mission Approval**
Feb 2017

**Assessment Guide**
Apr 2017

**116 Program/ Unit Assessments**
Jun 2017

**Assessment Cycle 2016-2017**
Jun 2017
The Institutional Effectiveness Process

Process occurs at the Strategic (University) and Operational (Program/Unit Level) and Tactical (Classroom) level.
Multi – Focused Approach

Data Collection

Strategically Focused
- Senior Leaders
- Looking out 3 - 6 years
- Over the horizon
- Road Map to Vision

Operationally Focused
- University Assessment Committee
- General Education Committee
- Strategic Budget Committee
- Strategic Planning Team
  
  Program Coordinators
  Academic Year
  Validating the Product

Outcome Driven

Constant Feedback
Purpose. With clear benchmarks, the University can continue to quantifiably measure its progress and gauge its targeted success in each Strategic Focus Areas (SFA) over time.

July 5, 2017 – Briefed President about the findings including a discussion of the strategic planning-assessment process; the University’s Mission, Vision, and Core Values; Strategic Focus Area, academic program and administrative unit assessments; and key findings and decisions.
5 July 2017 - President’s Brief Agenda

- Purpose
- Mission-Vision-Core Values
- How We Got Here?
- Bottom Line
- Institutional Effectiveness Process
- Strategic Focus Area (SFA) Objectives
- Decision – SFA Objective Cross-Walk
- AY 2016-2017 Assessment Cycle (Findings-Decisions-Recommendations)
- Magnitude of the Assessment
- Program-Unit Assessment – Process Review – Findings – Actions
- Overarching Process Review – Areas for Consideration
- Maturity Level Progress
- Recommendation – Decision Tracker
- The Road Ahead
- IE Timeline Graphic
- Response to SACSCOC Visit Committee Report
- Institutional Effectiveness Website
- Questions - Guidance
### The Student Experience

<table>
<thead>
<tr>
<th>AY 2016-2017 Benchmark</th>
<th>The Student Experience Metrics</th>
<th>AY 2020-2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,459</td>
<td>Enrollment increase per freshman class, per year</td>
<td>1,700</td>
</tr>
<tr>
<td>9,819</td>
<td>Overall Northwestern enrollment increase</td>
<td>11,000</td>
</tr>
<tr>
<td>10</td>
<td>Diversity represents regional demographics (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>70%</td>
<td>Retention rate 1st to 2nd year (full-time)</td>
<td>75%</td>
</tr>
<tr>
<td>35%</td>
<td>Graduation rates</td>
<td>40%</td>
</tr>
<tr>
<td>7.9</td>
<td>Academic excellence and value (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>7.7</td>
<td>Responsive and helpful faculty and staff (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>8.5</td>
<td>Satisfaction with support programs (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>8.5</td>
<td>Campus climate of advocacy and inclusion (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Programs with Capstone internships or related activities</td>
<td>66</td>
</tr>
<tr>
<td>8.2</td>
<td>Satisfaction with University Policies and Processes (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>8.5</td>
<td>On-Campus Facilities Satisfaction Survey (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>7.2</td>
<td>Campus Housing and Dining Satisfaction (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>7.6</td>
<td>Safety and Security Satisfaction Survey (1-10)</td>
<td>10</td>
</tr>
<tr>
<td>7.5</td>
<td>Elevate LA Financial Health Analysis Score with ULS</td>
<td>8.5</td>
</tr>
<tr>
<td>40%</td>
<td>Percent of graduates working within 6 months of graduation</td>
<td>85%</td>
</tr>
<tr>
<td>65</td>
<td>Number of campus national rankings</td>
<td>85</td>
</tr>
<tr>
<td>1530</td>
<td>Number of alumni actively supporting the University</td>
<td>1,884</td>
</tr>
</tbody>
</table>

### The Student Experience:

**Objective 1:** Provide responsive Student services

**Objective 2:** Create a community that fosters diversity and inclusion

**Objective 3:** Develop a unique campus life experience

**Objective 4:** Provide a transformational learning and career preparation experience

**Objective 5:** Increase efforts to provide for the wellness of our Students
## Academic Excellence

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

<table>
<thead>
<tr>
<th>AY 2016 – 2017 Benchmarks</th>
<th>Academic Excellence Metrics</th>
<th>AY 2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising: 66% Strongly Satisfied Tutoring: 100% Above Average</td>
<td>Survey of student satisfaction with the Academic Success Center, including peer tutoring, workshops, and resources</td>
<td>Advising: 90% Strongly Satisfied Tutoring: 90% Above Average</td>
</tr>
<tr>
<td>24</td>
<td>Number of students attending faculty-led and peer/student-led workshops offered through the Academic Success Center</td>
<td>300 (1150% increase)</td>
</tr>
<tr>
<td>Not Monitored</td>
<td>Number of students accessing web-tutorials, podcasts, and documents offered by or linked to the Academic Success Center</td>
<td>300</td>
</tr>
<tr>
<td>582</td>
<td>Number of students and/or faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy</td>
<td>1,000 (72% increase)</td>
</tr>
<tr>
<td>730</td>
<td>Number of faculty/staff attending University, department and/or college-sponsored professional development workshops, including Lunch and Learn</td>
<td>1,200 (64% increase)</td>
</tr>
<tr>
<td>71 (sample)</td>
<td>Number of new or redesigned courses focusing on implementing current technologies or best practice principles in teaching</td>
<td>100 (sample)</td>
</tr>
<tr>
<td>125</td>
<td>Survey of faculty needs in technology to support innovative instruction</td>
<td>200 (60% increase)</td>
</tr>
<tr>
<td>27</td>
<td>Number of departments or sites acquiring new classroom or laboratory technologies</td>
<td>35 (29%)</td>
</tr>
<tr>
<td>31</td>
<td>Average class size in University Core courses</td>
<td>30 (3% decrease)</td>
</tr>
<tr>
<td>4.15/5.00 “Good”</td>
<td>Student evaluation of instruction in University Core courses</td>
<td>4.50/5.00 “Good”</td>
</tr>
<tr>
<td>13 (93)</td>
<td>Number of University Core classes with a designated course steward</td>
<td>12 (100%)</td>
</tr>
</tbody>
</table>

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

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

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

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

(1 of 2)
### Market Responsiveness

#### Market Responsiveness Metrics:

<table>
<thead>
<tr>
<th>AY 2016 – 2017 Benchmarks</th>
<th>Market Responsiveness Metrics</th>
<th>AY 2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>77% - 17/22</td>
<td>Number of departments that have active advisory councils</td>
<td>100%</td>
</tr>
<tr>
<td>99%</td>
<td>Percent of Students/Alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)</td>
<td>100%</td>
</tr>
<tr>
<td>97%</td>
<td>Percent Satisfaction of Students/Alumni who feel they completed the requirements for a job or career in their chosen field</td>
<td>100%</td>
</tr>
<tr>
<td>77% - 51/66</td>
<td>Number of NSU degrees or programs aligned with industry and workforce demands</td>
<td>100%</td>
</tr>
<tr>
<td>82%</td>
<td>Number of graduating seniors who have a full-time job working in their degree field at graduation</td>
<td>100%</td>
</tr>
<tr>
<td>34%</td>
<td>Number of graduating seniors who will pursue an advanced degree</td>
<td>50%</td>
</tr>
<tr>
<td>100</td>
<td>Increase academic articulation and industry partnership agreements</td>
<td>300</td>
</tr>
</tbody>
</table>

### Market Responsiveness:

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

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

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

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

## Objective 1. Expand world class performing arts program

- Number of patrons attending recitals, concerts, art exhibits, theater/dance productions: 30,071 → 35,000
- Number of off-campus performances: 20 → 30
- Creative and Performing Arts Hall of Fame induction ceremonies: 1

## Objective 2. Increase robust alumni engagement

- Number of Student Alumni Association members: 25 → 200
- Number of active alumni chapters nationwide: 21 → 35
- Number of Alumni Association members: 690 → 1,500

## Objective 3. Promote mutually beneficial donor relationships

- Expenditures dedicated to advertisement: $25,568.39 → $51,136.78
- Number of active users on Creative and Performing Arts social media outlets: 13,000 → 10,000
- Expenditures dedicated to advertisement: $25,568.39 → $51,136.78

## Objective 4: Expand institutional culture of collaboration and mutual accountability

- Leadership Team minutes demonstrating university-community engagement and collaboration: 12
- Number of partnerships with business, industry and government agencies: 53 → 100
- Number of advisory volunteers: 1,300 → 3,000

## Objective 5. Nurture thriving town-gown relationships

- Number of activities including athletic promotions, cultural events and other programs at satellite campuses: 65 → 100
- Number of projects and internships involving Students in university and community activities and events: 30 → 50
- Number of cooperative endeavors with public and private entities: 37 → 60
### Athletic Prominence

#### Objective 1. Enhance marketing opportunities, game day experience, and resource acquisition

<table>
<thead>
<tr>
<th>AY 2016-2017 Benchmark</th>
<th>Athletic Prominence Metrics</th>
<th>AY 2020-2021 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>124,746</td>
<td>Increase yearly event attendance 10% for all sports</td>
<td>187,119</td>
</tr>
<tr>
<td>$1,586,843</td>
<td>Increase yearly revenue by 10% (tickets, annual gifts, sponsorships)</td>
<td>2,380,264</td>
</tr>
<tr>
<td>8</td>
<td>Increase new merchandise outlets by minimum of two per year</td>
<td>18</td>
</tr>
<tr>
<td>16,972</td>
<td>Increase NSU Demons Facebook followers by 10%</td>
<td>25,458</td>
</tr>
<tr>
<td>7,674</td>
<td>Increase @nsudemons Twitter followers by 10%</td>
<td>11,511</td>
</tr>
<tr>
<td>$47,164</td>
<td>Increase licensing royalties by 15%</td>
<td>$70,746</td>
</tr>
<tr>
<td>3.06</td>
<td>Retain or improve student-athlete GPA to a minimum of 3.0</td>
<td>3.11</td>
</tr>
<tr>
<td>121</td>
<td>Increase N-Club membership by 20%</td>
<td>182</td>
</tr>
<tr>
<td>270</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>108</td>
<td>Increase Vic’s Kids Club membership by 10%</td>
<td>162</td>
</tr>
<tr>
<td>$340,633</td>
<td>Increase Demons Unlimited Foundation unrestricted dollars (i.e. special events, annual fund, sponsorships, and N-Club) by 10%</td>
<td>$510,949</td>
</tr>
<tr>
<td>40</td>
<td>Establish transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors) and sustain/grow annually</td>
<td>60</td>
</tr>
</tbody>
</table>

#### Objective 2. Promote community service, appreciation, and engagement

#### Objective 3. Enhance University and community collaboration and support

#### Objective 4. Enhance recognizing and promoting success
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>SFA</th>
<th>Action</th>
<th>Lead</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ruffalo Noel Levitz Student Satisfaction Survey should be utilized each year as the primary survey instrument for the Student Experience metrics.</td>
<td>SE</td>
<td>Develop in-house version for alternate years</td>
<td>SE</td>
<td>Working</td>
</tr>
<tr>
<td>The academic deans should determine if local surveys for academic advising are warranted. This is information that should be determined with departmental input. If local surveys are conducted, methods must be employed to expand the number of students surveyed. In addition, anecdotal data collected at Freshman Connection indicates a review of Summer Orientation advising is warranted.</td>
<td>SE</td>
<td>ASC develops standard survey for advising Deans responsible for administering survey for the college. Freshman connection administers survey on their schedule.</td>
<td>ASC</td>
<td>Approved</td>
</tr>
<tr>
<td>NSU will continue to assess the impact of policy and procedures on student satisfaction and retention.</td>
<td>SE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All offices, particularly the Registrar’s Office, will train employees on provision of correct information to students. This strategy also should affect policies and procedures. It is suggested that training for all service areas include policies, processes, and correct campus information.</td>
<td>SE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSU must plan and implement intentional Sophomore to Junior and Junior to Senior Events in Academics and the Student Experience.</td>
<td>SE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate new markets for recruitment particularity the LA prison population.</td>
<td>SE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reorganize leadership in the Student Experience to hire an enrollment manager and coordinate retention through that area.</td>
<td>SE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop intentional-advising programs in academic areas with high major concentration (nursing) to move students to other appropriate majors.</td>
<td>SE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a plan for financial assistance and planning for students after the first year.</td>
<td>SE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Magnitude of Assessment

Educational programs: 66 Academic Programs
- College of Arts and Science x 23 Programs
- College of Education and Human Development x 28 Programs
- College of Nursing x 8 Programs
- College of Business and Technology x 7 Programs

Administrative support services: 26 Administrative Units
- Office of Institutional Effectiveness and Human Resources x 3 Units
- External Affairs x 5 Units
- Technology Innovation and Economic Development x 5 Units
- Informational Technology Services x 1 Unit
- Business Affairs & Police x 1 Unit
- University Affairs x 6 Units
- Athletics x 5 Units

Academic and student support services: 24 Administrative Units
- Library x 6 Units
- Auxiliary Service x 4 Units
- The Student Experience x 10 Units
- Registrar x 4 Units
Program and Unit Assessments

Key Findings

• Learning experience – few surprises
• Process – structure is being followed
• Stretch targets are being used – shows rigor
• Need to balance direct – indirect measures (exam, rubric, surveys, standardized tests)
• Decisions being made for improvement
• Excellent support and mentality

Action Items

• Capture lessons learned – adjust AY 2017-2018 Plans
• Determine the role of Taskstream in assessment
• Posting to IE website – explore what others have done
• Final updates to AY 2017-2018 Plans by 31 July 2017
• Think - explore how to make the process better
Overarching Areas for Consideration

• Better integrate SACSCOC standards into daily operations – establish ownership
• Inculcate the culture of constant improvement - be better tomorrow than today
• Update *University Assessment Guide* to account for lessons learned
• Restoring a Program Review Process for improvement – use as a tool
• Understand the connection between IE Model components and timeliness
• Understand Strategic Decision-Making Process - its impact on program/units
• Continue use of Taskstream as the primary assessment management system?
• Review the use of rubrics, surveys, etc. - cannot overly rely on one – need diversity
• Assessment training – move to higher level
• Student growth – the balance of capabilities
• Student housing – demand vs. supply
The Road Ahead

Immediate:
- Capture the lessons learned and implement decisions
- Update AY 2017-2018 Assessment Plans as necessary
- Continue to assess recommendations – Build consensus and secure decisions
- Initiate – continue AY 2017-2018 assessments – data collection

Near Term:
- August 14th – AY 2016-2017 Assessment Update to Faculty and Staff
- October – President’s guidance initiates the Strategic Budgeting Cycle
- December – Azimuth check on AY 2017-2018 assessment process (SFA/Program/Unit)

Short Term:
- March-April – 2018-2019 draft assessment plans (due 13 April)
- May 11th – Commencement ends assessment cycle
- June 15th – 2017-2018 Assessments complete and submitted to DIE
  - SFA updated assessments complete and submitted to DIE
- June 29 – Brief to President
Institutional Effectiveness Timeline

Spring 2017
- Quality Enhancement Plan Launch Event
  22 February 2017
- Submit Applications for Faculty Grants
  NLT 31 May 2017
- Award Faculty Grants
  NLT 30 June 2017

Fall 2017
- Quality Enhancement Plan Committee
  Established - Initiates Development
  Fall 2014
- Strategic Plan Update
  2016-2017 Report
- Submit Assessment
  2017-18 Plans to DIE

Spring 2018
- Strategy Plan Update
  2016-2017 Report
  Setting the Benchmarks
- Strategic Plan Update
  2017-2018
- All Review and Adjust
  Assessment Plans
- Programs Aligning Curriculum
  Submit Proposals
  NLT 15 November 2017
- University Curriculum Review Committee
  Reviews Proposal February Meeting
- Submit Assessment
  2018-19 Plans to DIE
- Strategic Plan 2017 – 2018
  Update - Report in Draft

Quality Enhancement Plan
- Assessment Cycle 2016 - 2017
  Data Collection
- Assessment Cycle 2017 - 2018
  Mission, Goals, SLO’s, Assessment Methodology Development

Collection of Data
- University Curriculum Review Committee
  Approved Programs Align Coursework

Institution - Wide Assessment Process
Quality Enhancement Plan
Strategic Plan
Strategic Budget Process
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)

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

3.3.1.1 Educational programs, to include student-learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Academic and student support services
3.3.1.4 Research within its mission, if appropriate
3.3.1.5 Community/public service within its mission, if appropriate

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

One Place For Everything - https://www.nsula.edu/institutionaleffectiveness/
Northwestern’s Institutional Effectiveness Planning and Evaluation Model drives a predictable and inclusive process to systematically review the institutional mission, goals, and outcomes leading to improvement in institutional quality while quantifiably documenting it is effectively accomplishing its mission.
What can you do?

Questions