

Assessment Cycle 2018-2019

Office of First Year Experience and Leadership Development

Division or Department: The Student Experience

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Northwestern State Mission

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

The Student Experience Mission Statement

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

Student Affairs Mission

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

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

First Year Experience & Leadership Development Mission

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

Methodology:

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

First Year Experience Service Outcomes

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

Measure 1.1. Ninety percent (90%) of students will respond, “Strongly Agree” on the First Year Involvement Challenge assessment that the program met the stated objectives. DATA: FYI Challenge Evaluations – Fall 2018

Finding: Target not met. Only 64.0% indicated that they “strongly agree” that the FYI Challenge met the stated goals.

Stated Objectives of the Program	Strongly Agree AY 2016-2017	Strongly Agree AY 2017-2018	Strongly Agree AY 2018-2019
Understanding of the importance of setting and achieving realistic goals in college	89%	84%	63%
Exposure to the various demands that college life presents	81%	77%	67%

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Exposure to the various resources available to students	83%	75%	64%
Realization of obstacles to face and overcome	89%	87%	66%
Opportunity to meet new students	80%	75%	58%

Analysis: In AY 2017-18, target was not met. Only 79.6% indicated that they “strongly agree” that the FYI Challenge met the stated goals. Based on the analysis of the results from 2017-2018, in 2018-2019 the focus on facilitator training to help achieve a higher satisfaction rate. As a result, AY 2018-19, the target was not met and the percentage of students responding with “Strongly agree” that the stated program goals for the First Year Involvement Challenge dropped to 64%. However, based on the analysis of the results for AY 2018-2019, 96% of the students completing the First Year Involvement Challenge evaluation indicated that the program met the stated objectives by “Strongly Agree or Agree.” Data also indicated that 83% percent of the students participating remained for the entire program, including the small group discussion and processing.

Action: Based on the analysis of AY 2018-2019, the First Year Involvement Challenge and the data metrics, in 2019-2020 we are implementing improvements to the program, such as better facilitator training, more pre-event marketing, and upgrades to existing content. Another consideration, much like last year, will be given to the selection and continued training for the facilitators. More thought will be given towards how we train those students. Suggestions for improving the program include a better explanation of the goals and objectives and better advertising/promotion for the program. As a result, we will create a promotional/advertising plan that won't just be part of Demon Days advertising. In AY 2017-18, upon review of the service outcomes for the First Year Experience and our desire to create a climate that is inclusive, supportive and respectful to all, a decision has been made to revise this measure. You will see below that an additional measure was added in Student Learning Outcomes that addresses an inclusive, supportive, and respectful climate further. While the FYI Challenge activity is beneficial to the students who participate, the new measure involves a life-changing program presented during summer orientation on campus civility and inclusion. The impact of the NSU Readers Theatre, “*To Be a Demon*” has a tremendous impact on our new students and campus community. See further action an analysis regarding Readers Theatre under SLO 3.

Measure 1.2 Thirty (30%) of on-campus students participate in the Demon Days (42 total) program activities, specifically Freshman Connection, The Inferno, Color Chaos, Convocation, President’s Picnic, and First Pep Rally. DATA: Freshman Connection Registrations Summer 2018; Convocation & President’s Picnic RSVPs Fall 2018; Inferno T-Shirts at Pep Rally and Game Fall 2018

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Finding: Target met. 91% (1,286 of 1,418) of new students participated in the 2018 Freshman Connection program. NOTE: The data for the Freshman Connection summer orientation program is one year delayed due to the timing of the orientation programs.

Analysis: In AY 2017-2018, on average more than 57% of first-year, on-campus students participated in the major First Year Experience programs, exceeding the target of 30%. The target was met. Based on the analysis of the results from 2017-2018, in 2018-2019 the focus was to keep the momentum going by marketing to large groups of students through websites, social media, email marketing, and campus signage. As a result, the average for AY 2018-2019 was 57% participation in the major events.

- 58% (816 of 1,418) of entering first-year students submitted a RSVP and attended New Student Convocation and the President's Picnic.
- 36% (513 of 1,418) entering first-year students attended the First Pep Rally and/or participated in The Inferno Run at the first home football game. More than 600 Inferno t-shirts were distributed on the Natchitoches campus (Spirit of Northwestern and Spirit Groups included) and another 300 Inferno t-shirts were distributed to first-year students at the Leesville and Shreveport campuses.
- Color Chaos, a first day of class tradition, had more than 1100 in attendance, however, there is not a breakdown by classification. All 600 wristbands that were brought to the President's Picnic were distributed.

The plan of action included developing the first-year initiatives and programs and promoting at all levels – during orientation, move-in day, and Demon Days (welcome week) activities. The plan also involved timely evaluation of the programs. In some instances that happened, and others it did not. Freshman Connection and Parent Connection surveys were administered following the programs, as well as during the programs in some cases. In 2017-18, a survey was administered for the Demon Days Welcome events, however, the survey proved to be too long and time-consuming to complete and the administration of the survey was too late (following the final day of events). In AY 2018-19, a mobile app component of Demon Days will be created with the help of Information Systems, which will help with the collection of surveys and evaluations in real time. The Freshman Connection student surveys were emailed directly to all students attending the orientation programs, however, less than 20% of first-year students completed the surveys. Reminder emails were sent to participants asking for feedback. Decisions made in AY 2017-2018, such as moving summer orientation registration process entirely to online registration and limit the number of participants per session, proved to be effective. The new process was implemented in the spring of 2018 and we are already finding that this has helped with the delivery of programs and services, as well as data management. Other initiatives in AY 2017-2018, including eliminating the program fees for parent and sibling orientation programs, utilizing discussion groups consisting of faculty, staff, administrators, and students to implement change

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in the programs, and continued outreach to the NSU satellite campuses by adding Freshman Connection at Alexandria to the 2018 calendar of events all proved to be effective.

Action: Moving forward, development of the First Year Experience and Leadership Development programs offered at all NSU campuses are paramount to improve the transition of first-year students. Based on the analysis of the 2018-2019 results, in 2019-2020 we will implement a timely plan for collecting feedback from all first-year programming initiatives, including summer orientation, family programs, and the Demon Days Welcome. We look to more heavily utilize digital app surveys in real time and push digital innovation during events to help with feedback. Information gleaned from program evaluations will be utilized to continuously improve all new student and family programs. We are still in the process of implementing a formal First Year Experience Task Force to evaluate and improve orientation, family, and first year initiative programs.

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

Measure 2.1 Ninety percent (90%) of parents will be very satisfied with program and services stating, "Very Satisfied" as measured by a satisfaction survey. DATA: Parent Connection Evaluations Summer 2018 and 2019

Finding: Target Not Met. An average of 68% indicated "very satisfied" for 2018 and an average of 73% indicated "very satisfied" for Summer 2019.

Analysis: In the AY 2016-2017, 78% of parents indicated they were "very satisfied" with the programs and services provided during the summer orientation program, and the target was not met. However, only a handful of parents completed the parent evaluations. Based on the analysis of the results from 2017-18, in 2018-19 a focus was placed on receiving direct feedback and evaluations from parents. In the AY 2018-2019, 68% of parents indicated they were "very satisfied" with the programs and services provided during the summer orientation program, which is 2 percentage points down from last year's 70%. A total of 531 parents registered for the summer 2018 parent orientation. Yet, this was down from summer 2016 of 587 total parents/guardians, it's up from 2017 at 509. In AY 2019 (Summer 2019) that percentage rose from AY 2018-19 of 68% to 73%, which is only 5 percentage points away from the percentage from AY 2016-17. Progress is being made to boost satisfaction from better programming, taking feedback into consideration, and improving curriculum. In Summer 2019, there were 537 total parents/guardians that registered for Parent Connection. After complete revisions to the program in AY 2017-2018 to better address the needs of the parents/guardians in attendance, videos were added along with a more focused information session. The student "Parent Connector" in place for

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the third year to address the concerns/questions of parents at the student level still proved to be useful.

Action: Parent program evaluations, informal discussions, and feedback from faculty, staff and administrators are used to improve the content of the program. Although the Parent Connection program continued to be revised for summer 2018, and feedback from parents/guardians, as well as faculty/staff participating in the program, indicate the program is much more comprehensive and better meets the needs of parents/guardians. A major decision reached for summer 2018 was the elimination of the Parent Connection registration fee, which resulted in higher numbers with the elimination of the cost barrier. With that being said, we will also track the walk-in numbers in a better way to add to our pre-registered totals. With the addition of those, we feel as though the numbers would be back on par with 2016. Programming that meets the diverse needs of our families is of the highest need and will likely see an increase in participation. This will allow more parents/guardians to attend the program to gain much needed information in helping their student make a successful transition to the University. Based on the analysis of the 2018-2019 results, for 2019-2020 a parent/family website has been developed, in collaboration with Alumni Affairs as a method of better communicating with parent and family members. That website now also exists on the FYE website. In addition to Family Day information and registration, the website will house important resources such as orientation presentations, FYE programs, and other family-related resources. Data from parents - both surveys and feedback through informal discussions are used to improve parent and family programs. Furthermore, a committee for Parent and Family Programs now exists as a part of the Demon VIP organization, so we look to gain programming insights and ideas from this organization as well in the future. We also look to revamp videos, talking points and sessions from AY 2018-19.

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

Measure 3.1. At least 100 students will volunteer to participate in the selection process for orientation leaders understanding only 30 are selected. DATA: Fall 2018 Freshman Connector Informational Meetings/Applications/Interviews

Finding: Target Met. A total of 107 students attended one of the informational sessions on becoming a Freshman Connector.

Analysis: In AY 2017-2018 the data shows that 132 students used the informational sessions as opportunities to explore the responsibilities and duties of the orientation leader role, and to learn more about completing the application to serve. To reach this goal, we incorporated more ways for students to learn about the Freshman Connector position and application process. Information

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was shared during the First Year Involvement Challenge, as well as at the Demon Volunteers informational meetings. The information was also shared on student messenger and on the FYE social media pages to generate interest in the position. As a result, in AY 2018-2019, a total of 107 students attended the interest sessions, and 71 students initiated the application process. While interest session number is slightly down, the applications received were slightly up. The interest sessions meetings were held earlier in the semester, and at different times to gain a more diverse crowd. The orientation leader application was completely online, and the application was revised to include a headshot, resume, and a few more analytical questions were added. A Demon Volunteer interest meeting will be held during the spring of 2019 to gain more members to help during Freshman Connection. Demon VIP has been reorganized to now include Demon Days, Spring Welcome Back and Family and Parent Programs, in addition to Freshman Connection. This reorganization happened in order to create a more streamlined process and program. During AY 2018 – 2019, the applications were also revamped, and 80 students have already filled them out. We look to add more members in the spring of 2019=. A new website was also created, with additional efforts to gain more social media presence.

Action: Moving forward, in AY 2019-2020, we will expand the outreach to students when sharing information about the leadership opportunities. Continued social media and communication efforts will take place in early fall, allowing students more opportunity to ask questions and complete the application. We will also begin to utilize platforms like ZoHo and Mailchimp to measure social media and email correspondence when communicating. Finding ways to enhance the orientation leader package is ongoing. We will develop a strategic recruitment plan for social media, student messenger, and recognized student organizations. The goal going forward will remain... to increase the number of students interested in the leadership positions by 10% in AY 2019-2020.

Measure 3.2. Ninety-five percent (95%) of volunteers will attend the required activity training. DATA: Orientation Leader Training, Retreat Evaluations, and Orientation Leader Outcomes Pres and Post Test 2019

Finding: Target Met. 22 out of 22 Freshman Connectors and 43 out of 43 Demon Volunteers attended the required training.

Analysis: AY 2017-18 the target was met. 23 Freshman Connectors and 20 demon Volunteers attended required training. Based on the analysis of the results from 2017-18, it was decided to continue the baseline training, but add more concepts within the curriculum. As a result, in AY 2018-2019, 100% (22) of the orientation leaders participated in a semester-long course, Orientation 1100, with more than 120 hours of out-of-class activities to supplement the experience. The orientation leaders also participated in the Southern Regional Orientation Workshop (SROW) and two leadership retreats. Of the 43 Demon Volunteers assisting throughout the summer 2019 orientation programs, 100% of the

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students participated in a minimum of six (6) hours of training and development throughout the spring semester. Based on the feedback and results from the training program in AY 2017-2018, additional training programs were added in AY 2018-2019. We again hosted two leadership retreats, the Orientation 1100 semester long course, and the Southern Regional Orientation Workshop (SROW) in Myrtle Beach, SC. More personal training and life skills development was incorporated in the orientation leader training program. A full day of training with the writer of the NSU Reader's Theater, "To Be a Demon" was held again at the end in the spring semester, allowing for more preparation for diversity and inclusion training. More than 20 members of the Demon Volunteers participated in the campus civility program. We continued with delivering learning components to the work week prior to the first orientation session, resulting in increased knowledge of major programs and services available to new students. A pre-test for leadership readiness in the role of orientation leader outcomes was administered prior to the orientation leader retreat and again prior to the first session of Freshman Connection. Prior to the orientation leader retreat, only 54% "strongly agreed" that they were confident in their role as a peer leader. Following the retreat and work week, their confidence and knowledge in the position increase to 86%.

Action: Moving forward, the utilization of training programs that offer life skills such as campus civility and inclusion, active shooter, and communication skills are of the utmost importance. The leadership readiness pre and post-test is still effective in measuring all aspects of leadership readiness in the First Year Experience. Carrie Zimmerman is updating the Reader's Theatre program every year based on new statistics and issues effecting NSU's campus. In 2019-2020 a larger stance on hazing prevention will be taken in accordance to Louisiana's new hazing law, which will be integrated within Reader's Theatre. We look to incorporate more training within the realm of hazing prevention in the OR 1100 class in AY 2019-2020 to meet the requirements. A pre and post evaluation of student leader readiness is still being developed. The evaluation will be will look to be utilized in AY 2019-2020.

First Year Experience Student Learning Outcomes

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

Measure 1.1. Ninety-five percent (95%) of students will respond they "Strongly Agree" that their expectation of this program were met. DATA: Spring 2019 President's Leadership Program Experience Evaluations

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Finding: Target not met. 87.4% of those that took the survey (73 out of 76) indicated Strongly Agree.

Analysis: In AY 2017-2018, 84% of the students indicated by “strongly agree” that their expectations of the program were met, and the target was not met. Based on the analysis of the results from 2017-18, it was decided to administer a mid-term survey to all participants; however, informal individual conversations were used instead. As a result, in AY 2018-2019, 81% indicated “strongly agree”. However, 99% of students indicated that they “Strongly Agree or Agree” that their expectations of the President’s Leadership Program were met. 87.4% is the strongest percentage that the program has had in the strongly agree category in three years. The end of year experience evaluations indicated that students were engaged in the process and there was a strong interest to do more in the program, on campus, and in the community. The plan was to administer a mid-term survey to all participants; however, informal individual conversations were utilized instead. The program director collaborated with the peer mentors and the following determinations were made: Not all students are in the program to gain leadership skills and/or serve the campus and community. Based on fall participation in both class and out-of-class experiences, several students were not invited back for the spring 2018 semester. The retention rate of participants from the fall 2018 to spring 2019 was 81%. Retention of participants was impacted by major course requirements, work schedules, continued interest in the program, and a few transfers.

Action: The end of experience evaluations indicated that students are engaged in the process and there is a strong interest to do more – in the program, on campus, and in the community. Going forward for AY 2019-2020, a plan for mid-year assessments and student leadership assessments needs to be developed. The Emerging Leaders Day agenda and invitation to participants has been re-evaluated and revised to attract only those future students who are interested in an out-of-class experiential first year and in emerging as a student leader at NSU. We have done a better a job of only bringing in those students that want to get something out of the program, instead of those that may only be there for an added scholarship. Conversations with professional consultants to re-write the curriculum for the program and the subsequent experiences for the second, third and fourth year are still underway. Steps have been taken in AY 2018-2019 to add new curricula items such as a meet and greet with the local Chamber of Commerce and Natchitoches business community and a PLP Alumni/Career exploration panel. These additions received extremely high marks from this year’s cohort, and we look to not only keep these pieces of curriculum, but also expand on these offerings. A revised recruitment plan, interview process, and curriculum will be in place for AY 2019-2020. We will consult with professionals about a process during selection or a survey/student inventory to assess a student’s likelihood to engage and connect with the values of our program.

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Measure 1.2. Sixty percent (60%) are engaged in campus activities in a leadership role by the end of their first year. DATA: Spring 2019 President's Leadership Program Experience Evaluations

Finding: Target Met. 88% of the students indicated by "strongly agree" that they were involved in a leadership role by the end of their first year. However, 100% of students indicated that they "Strongly Agree or Agree" that they were involved in a leadership role by the end of their first year.

Analysis: AY 2017-18 the target was met. 92% of students participating in the President's Leadership Program indicated that they are involved in more than 36 Recognized Student Organizations and activities. Based on the analysis of the results from 2017-18, the focus was to showcase more options of involvement for PLP students. As a result, AY 2018-2019 data indicated that 88% of the students participating in the Emerging Leaders program had assumed leadership roles on campus during their first year. The data from the Emerging Leaders surveys indicates that prior to participating in the President's Leadership Program Emerging Leaders Day, 94% had never participated in a college program of this type and they are eager to engage at the collegiate level. While the program is unique in its offerings, additional information is still needed on how prepared the students are for assuming leadership roles on campus. A pre and post test for leadership readiness still needs to be developed for AY 2019-2020. This was a plan of action for fall AY 2017-2018 and AY 2018-2019, however, it did not happen due to time constraints and lack of support for the overall program. Small group discussions and large group discussions were held weekly to reflect on the topics covered. However, the readiness information would have been useful data in terms of assisting first-year students in crafting their leadership story.

Action: The goal of 60% of campus engagement was met. However, additional information is needed on how prepared the students are for assuming a leadership role prior to their arrival on campus. This will be obtained through a newly created pre and posttest for leadership readiness in 2019-2020. In addition, the PLP Mentor program was not fully utilized again in 2018-2019. We will work to develop a purpose and mission of the PLP Mentor program, as well as establish a complete training and development program for the students serving in this role. The plan will include a mini-retreat for the mentors so that they can effectively assist students in their leadership journey at NSU. As we look to the future, a mentor academic based class may be developed so that mentors can be better grouped together while learning more in depth strategies in mentoring. Building an academic class will also help with tracking and development of future mentors.

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

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Measure 2.1. Students will attain a minimum score of 80 on their Community Impact Project per a multi-component grading scale. DATA: Spring 2019 President's Leadership Program Experience Student Reflections, Course Grades, Class Presentations, and Mentor Reflections on the Community Impact Projects

Finding: Target Met. 100% of the students attained a minimum score of 80 or higher using the multi-component grading scale for the Community Impact Project.

Analysis: AY.2017-18, found 98% of the students attained a minimum score of 80 or higher using the multi-component grading scale for the Community Impact Project. Based on the analysis of the results from 2017-18, projectors will be evaluated by the agency, additional mentor training will be provided, and more opportunities will be showcased as potential projects. As a result, AY 2018-2019 found 100% of the students attained a minimum score of 80 or higher using the multi-component grading scale for the Community Impact Project. In addition, 89% "Strongly Agreed" that the Community Impact Project helped them connect with the University community, understand the importance of civic engagement, and connect with other students. In accordance with the plan of action for 2017-2018 we utilized group presentations, mentor feedback, and student reflection as additional evaluation of the impact projects. The end of class survey provided the opportunity for students to identify the components of the program they found beneficial in their leadership journey. Many indicated that the Community Impact Project should begin in the fall semester to allow more time for small group work and having a greater impact on the community. Many students also want more networking opportunities and more sessions to meet community members, like the newly created Speed Networking Session with the Chamber of Commerce.

Action: Moving forward, projects need to be evaluated by representatives of the agency or community impacted, in addition to the other methods of evaluation already in place. In AY 2019-2020, an evaluation will be created for the agency to fill out upon completion to ascertain if needs were met from Community Impact Projects. Additional work needs to be done with identifying community needs, as well as a formal training program to assist community representatives. A greater pool of community agency partners needs to be developed. Questions on the final survey will be reviewed for content and new opportunities for community engagement will be identified. Additional mentor training will be developed and implemented to help the mentors understand their role in assisting the project groups as needed.

Measure 2.2. Ninety percent (90%) of projects will be sustainable through infrastructure and community commitment as judged by a focus group of faculty, peer mentors, and community representatives. DATA: Spring 2019 President's Leadership Program Experience Community Impact Projects and Class Presentations

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Finding: Target Met. Out of the (12) Community Impact Projects implemented in the spring 2019, all were identified as sustainable to the Natchitoches and/or surrounding communities:

- Literacy – Fairview Alpha Reading Day and book collection
- Once Upon a Prom Dress
- Red River Area Special Olympics – Louisiana Special Olympics
- The Garden at Ben Johnson
- Women’s Initiative – Women’s Resource Center and NCHS Women
- Natchitoches Dragon Boat Races and involvement of ARC
- East Natchitoches Youth Program – Vic’s Ladies
- Park and Wellness: A Day with the Demons
- LP Vaughn youth education and empowerment
- Weaver Elementary youth education and empowerment
- Operation Prom with Natchitoches Assisted Living
- Healthfest Event 2019

Analysis: In AY 2016-2017 and 2017-2018, all Community Impact Projects were identified as sustainable to the Natchitoches community. The target was met each time. Based on the analysis of the results from the 2016-17 and 2017-18 cycle, a focus was made to find new sustainable projects. As a result, in AY 2018-19, again all Community Impact Projects were identified as sustainable, while including new projects. This cycle’s goal was to provide the appropriate mentorship to each project and plan throughout the spring semester, and that goal was achieved through the mentorship of our PLP mentors. Each group and project was assigned a mentor, and that mentor participated and advised from start to finish. In AY 2017-18, the plan of action included improving the initial [1 of 7] service initiative for the members of the President’s Leadership Program. Because of this focus in AY 2017-2018, with 89% (73 of the 82) of the students in PLP participated in the August 2017 [1 of 7] Kick-Off. The same emphasis of attendance on [1 of 7] Kickoff with PLP was placed on AY 2018-19. Consistent service opportunities were still given throughout the fall and spring semesters to help reinforce the basis of servant leadership.

Some groups hosted projects as opposed to implementing a program. There is also the challenge of identifying established programs, versus those initiated by the group. The plan of action for AY 2018-19 was to give the groups feasible options of vetted service opportunities and organizations within the community to choose, as opposed to the previous years of creating from nothing. The data also indicated that the student reflection papers reinforced the concept that each student should play a major role in identifying the Community Impact Project that best fits their passion for serving others, so we made sure to include options that covered every facet of service.

Action: Just like AY 2017-2018, AY 2018-2019 reflection papers and evaluations indicated that participants still want the Community Impact Projects to be identified and implemented in the fall semester as opposed to the spring.

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We will strive to make this change in AY 2019-2020, while not giving up time for other pieces of curriculum. The data indicates that students gained the most from the class and program experience through their involvement with their Community Impact Projects and Volunteer Opportunities. Just like in AY 2018-2019, the process of vetting service organizations and partners beforehand was beneficial. We were able to take the guess work of determining an opportunity away from the groups, which helped the timeline of starting service. The [1 of 7] service initiative utilized in the President's Leadership Program involves picking one day of the seven and doing something for someone else. This course requirement needs to be more consistently utilized throughout the fall semester in preparation for the spring impact projects. This course requirement can also be spread to those students not in the PLP program in an effort to get others engaged in service opportunities around Natchitoches. An effort will be made to identify those students that may want to be a part of [1 of 7] outside of PLP, as well as to formalize an official program.

SLO 3. Each student that attends a summer orientation session during Freshman Connection will take part in Reader's Theatre, *To Be a Demon*.

Measure 3.1 In AY 2018-19, 100 percent (100%) of students participating in "To Be a Demon", NSU Readers Theatre, during Freshman Connection Orientation will Agree/Good or Strongly Agree/Excellent that the programs allowed them to focus on the importance of embracing respect, diversity, service, leadership, and the dignity of all people. (2018 and 2019 To Be A Demon Survey Results)

Finding: Target Not Met. In AY 2016-17, of those students that attended Freshman Connection and participated in Readers Theatre, 69% gave the rating of excellent and 26% gave the rating of good when asked to rate Readers Theatre, which combine is 95%. In AY 2017-18, of those students that attended Freshman Connection and participated in Readers Theatre, 66% gave the rating of excellent and 26% gave the rating of good when asked to rate Readers Theatre, which combined is 92% between the two. This number fell 3% from the previous year. In AY 2018-19, the evaluation measurement changed from good and excellent to Agree and Strongly Agree, but still representing the same question of the focus on the importance of embracing respect, diversity, service, leadership, and the dignity of all people. In AY 2018-19, of those students that attended Freshman Connection and participated in Readers Theatre, 76% Strongly Agreed and 22% Agreed when asked about the importance of Readers Theatre, which combined is 98% between the two. The percentage now increased by 6% from the previous year. Finally, in Summer 2019, the percentage of 98% held strong from the previous year with all of those students indicating that they Strongly Agreed or Agreed with the Measure.

Analysis: The percentages from AY 2016-17 and AY 2017-18 rose then declined when included during the larger survey from programming at Freshman

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Connection. The target was not met. A focus was made to produce a stand-alone evaluation, which was created last year for Readers Theatre and administered during small group discussion immediately following the program. This is the reason for the highest percentage yet. As a result, in 2018-19, the evaluation being administered directly after the program to further create a baseline is the optimal time. In 2019-2020 we are also looking at the possibility of combining both the parent Readers Theatre and student Readers Theatre into one to be more effective and streamlined. The parent session is usually delivered by Demon VIP students, which aren't as greatly trained as the Freshman Connectors. We feel as though this will result in a better delivery all-around. This will also allow the parent and student to see the same exact session, which will also help with thought provoking conversation after Freshman Connection about embracing respect, diversity, service, leadership, and the dignity of all people. In the Summer of 2019, the Parent and Student groups were combined for To Be A Demon, which resulted in the most positive change of 2019. Every parent listed this this session as the most enjoyed and eye-opening session that they attended. The students also indicated that they were able to now have a conversation easier with their parents because they were in the same place listening to the dialogue. There was also over 750 student evaluations collected, which is the biggest baseline that we have had to study for To Be A Demon. In AY 2019-2020, the Parent and Student sessions will continue to be combined, and we will look into the feasibility of adding To Be a Demon into the fourth session of Freshman Connection. Tweaks to the dialogue will continue to be made in between summers to ensure the most up to date information is being shared.

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

The 2018-2019 assessment cycle proved to be a year of continued growth for the department, with major decisions being made that will impact the future direction of the department and its offerings. Although not all activities and services are reflected in this report, we have seen tremendous growth in most areas. The key evidence of improvements includes:

- Administered the Freshman Connection and Parent Connection evaluations in a more timely and efficient manner.
- Added a Parent website for Parents during Parent Connection
- Eliminated the Parent Connection and Kid Konnection (sibling program) fee for summer orientation. Both programs are now free for participants. The process will be evaluated at the end of AY 2018-2019 to determine the effectiveness.
- Created and implemented additional opportunities at the FYI Challenge and at the Demon Volunteers informational meetings to recruit applicants for the position of Freshman Connector and Demon Volunteers.

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- Increased the FYE social media, including the student messenger program, to recruit applicants for leadership positions.
- Served over 1,286 first-year students, and more than 530 parents/guardians and siblings of first-year students on the Natchitoches, Shreveport, and Leesville campuses through Freshman Connection, Parent Connection, and Kid Konnection programs(Summer 2018).
- Served over 1262 first year students, and 560 parents/guardians and siblings of first-year students on the Natchitoches, Shreveport, and Leesville campuses through Freshman Connection, Parent Connection, and Kid Konnection programs (Summer 2019).
- Collaborated with IT services to revise the Freshman Connection registration process and transitioned to 100% online to better manage the process.
- Collaborated with the Assistant Director of Alumni Affairs to establish and develop a parent website to better communicate with parents/guardians and family members. The website will be live in June 2018. The Family Day registration, parent/gamily orientation materials, and campus resources will be available through both the FYE and Alumni websites.
- The Demon Days Welcome Committee collaborated with more than 140 campus and community partners to host the First 42 (Days) at NSU, offering more than 130 programs, activities and services to meet the academic and social needs of students.
- Over 250 students were involved with facilitating FYE programs aimed at:
 - Facilitating successful academic and social transitions to the University.
 - Engaging the entire campus community in reaching out to new and continuing students.
 - Introducing students to programs and resources.
 - Fostering a sense of belonging at NSU.
- A total of 200 students participated in the [1 of 7] service initiative on the first Friday of classes. Eight (8) service outings involved:
 - Grady Erwin Nature Area
 - The American Cemetery Clean-Up
 - Boys and Girls Club of Natchitoches Clean-Up
 - Cane River Food Pantry
 - NSU Campus Food Pantry
 - The Natchitoches Fish Hatchery
 - The Wesley Homeless Supply Packing
 - Cane River Children's Services- Boys Transitional Home; Girls Transitional Home
- Implemented 10 planned service initiatives for the [1 of 7] service campaign. Including:
 - Pitchforks for Pencils School Supply Drive
 - Wings over Natchitoches Air Show
 - The Natchitoches Historic Foundation Cemetery Tour
 - Association for the Preservation of Historic Natchitoches (APHN) Fall Tour

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- The First Lady's Service Project – The 1884 Campaign for Literacy
- The First Lady's Princess Retreat
- NSU Halloween Carnival for Faculty/Staff
- L.P. Vaugh Elementary School Arts Banquet
- NSU Campus Clean-Up – Fork Litter Campaign
- The Monarch Butterfly Garden
- Reorganized the Demon VIP program to be more streamlined with officers, committee heads, and a yearlong approach that included not only Freshman Connection, but Spring and Fall Welcome Back programming and Family and Parent Programs
- Utilizing Mailchimp and Zoho Social Media Hub to more effectively track social media correspondence and email open and click rates
- Consolidated marketing materials and websites to create an easier process for finding information
- Created Race2Register event in tandem with Student Activities and Organizations, Student Union Life, and Student Government.
 - 41 students registered for spring classes during the event
 - 155 other students were entertained to food, fun, and a festive atmosphere
 - 3,700 others were leveraged on different social media accounts over the platforms of Facebook, Twitter, and Instagram.

Plan of Action Moving Forward:

- Revise training for the FYE student staff – Freshman Connectors (orientation leaders), Demon Volunteers, Demon Days Welcome Committee, and President's Leadership Program (PLP) Mentors. Continue developing leaders through all phases: Emerging leaders, volunteers, orientation staff, and professional staff engaged with the First Year Experience and Leadership Development programs. We will add a measure for AY 2018-2019 for the pre and post evaluation of student leader readiness.
- Formalize the Freshman Connection and/or First Year Experience Steering Committee.
- Additional work on data collection, especially utilizing pre-tests and post-tests. Develop a timeline for assessment for all FYE programs and services to include: Demon Days Welcome, [1 of 7] service initiative, and leadership and academic programs such as Alpha Lambda Delta First-year Honor Society. Program evaluations and surveys will be assessed to determine the impact of each program currently offered. The utilization of information to make strategic decisions about each program or service area is still paramount.
- Focus on developing and advancing campus and community collaboration for the benefit of new students and family members.
- Incorporate a larger digital presence in Demon Days and Freshman Connection by utilizing an app-based system to survey, check-in, and to inform students and parents of events.

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- Revise the President's Leadership Program curriculum including components for weekly monitored progress of all participants. We will consult with professionals about a process during selection or a survey/student inventory to assess a student's likelihood to engage and connect with the values of our program.

Source Map: Fall 2018 FYI Challenge Evaluations; 2018 Freshman Connection Registrations and Surveys; 2018 Convocation and President's Picnic RSVPs; 2018 Inferno T-Shirt distribution list at Pep Rally and at the Inferno Run; Fall 2018 Freshman Connection Informational Meetings/Applications/Interviews; Orientation 1100 Class; Spring 2019 Orientation Leader Training and Retreat Evaluations; Orientation Leader Outcomes Pre and Post-Test Spring 2019; Spring 2018-19 President's Leadership Program Course Grades, Spring 2018 Rubric for Assessing the Community Impact Projects; Class Presentations, and Student Reflections.