

Assessment Cycle 2019-2020

First Year Experience and Leadership

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

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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 2019

Finding: Target not met.

Stated Objectives of the Program	Strongly Agree AY 2016-2017	Strongly Agree AY 2017-2018	Strongly Agree AY 2018-2019	Strongly Agree AY 2019-2020
Understanding of the importance of setting and achieving realistic goals in college	89%	84%	63%	81%
Exposure to the various demands that college life presents	81%	77%	67%	79%
Exposure to the various resources available to students	83%	75%	64%	77%
Realization of obstacles to face and overcome	89%	87%	66%	85%
Opportunity to meet new students	80%	75%	58%	80%

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Analysis: In AC 2018-2019, the target was not met. The percentage of students responding with “Strongly agree” that the stated program goals for the First Year Involvement Challenge dropped to from 75 to 64%. Based on the analysis of AC 2018-2019 results the following changes were made to drive improvement in AC 2019-2020: development of more training, increased marketing to University Studies classes, and addition of new areas in the FYI Challenge. As a result, in AC 2019-2020, the target was not met. Only 80.4% indicated they “strongly agree” that the FYI Challenge met the stated goals. However, the percentage of students responding with “Strongly Agree” that the stated program goals for the FYI Challenge raised 16.4 percentage points and 97% of the students indicated the program met the stated objectives by “Strongly Agree or Agree.” Data reflects 89% of students remained for the entire program, including the small group discussion and processing.

Action: Based on the analysis of AY 2019-2020 results the following changes will be made in AC 2020-2021 to seek improvement; improve selection and continued training for facilitators; more in-depth training on small group facilitation, and create a promotional/advertising plan that won’t just be part of Demon Days advertising but will focus solely on the FYI Challenge.

Also, an additional measure has been developed which addresses an inclusive, supportive, and respectful climate. 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 2020; Convocation & President’s Picnic RSVPs Fall 2019; Inferno T-Shirts at Pep Rally and Game Fall 2019

Finding: Target met.

Analysis: In AC 2018-2019 the target was met. In AC 2018-2019 the participation rate was 57% participation for the major events. Based on the analysis of the AC 2018-2019 results the following plan of action was put into place which included developing the first-year initiatives and programs and promoting at all levels – during orientation, move-in day, and Demon Days (welcome week) activities. A new piece of technology through the Mongoose and Cadence platform, allowed for the mass texting of all first-year students. This allowed marketing directly to students and this helped us achieve the numbers this year. The plan also involved timely evaluation of the programs. Freshman Connection and Parent Connection surveys were administered following the programs, as well as during the programs. As a result, in AC 2019-2020, 71% of first year, on

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campus students participated in the major First Year Experience programs, exceeding the target of 30% and 88% (1,214 of 1,432) of new students participated in the 2020 Freshman Connection program. Highlights include:

- 75% (1,075 of 1,432) of entering first-year students submitted a RSVP and attended New Student Convocation and the President's Picnic.
- 66% (950 of 1,432) entering first-year students attended the First Pep Rally and/or participated in The Inferno Run at the first home football game. More than 700 Infernos t-shirts were distributed on the Natchitoches campus (Spirit of Northwestern and Spirit Groups included) and another 250 Inferno t-shirts were distributed to first-year students at the Leesville and Shreveport campuses.
- Color Chaos, a first day of class tradition, had 1,286 in attendance, however, there is not a breakdown by classification. All 600 wristbands that were brought to the President's Picnic were distributed, and all 500 wristbands that were brought to Demon Days events were distributed. There were 1,286 Hold Harmless agreements collected, which is how we counted total this year. This is the first year we counted these as the total number, which provides an accurate count.

Action: In AC 2019-2020 the target was met. Based on the analysis of these results in AC 2020-2021 we will develop the First Year Experience and Leadership Development programs offered at all NSU campuses to improve the transition of first-year students. We will implement a timely plan for collecting feedback from all first-year programming initiatives, including summer orientation, family programs, and the Demon Days Welcome. We will still 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. We look to fulfil this goal within the next few months.

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 2020

Finding: Target Not Met. An average of 78% indicated "very satisfied."

Analysis: In AC 2018-2019, 69% indicated they were "very satisfied" with the programs and services provided during the summer's orientation program, in which the target was not met. Based on the analysis of the AC 2018-2019 results, the following changes

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were implemented: more variety of interest group sessions and more comprehensive material in the key areas of academics, housing, and financial aid. As a result of these changes, in the AC 2019-2020, 78% of parents indicated they were “very satisfied” with the programs and services provided during the summer orientation program, which is 9 percentage points up from the previous year of 69%. The target was still not met. In the summer of 2019, there were 589 registered parents and guardians, which is down trending in 2020 by 175 parents, at 414.

Action: In AC 2019-2020 the target was not met. Based on the analysis of these results in AC 2020-2021 we will utilize parent program evaluations, informal discussions, and feedback from faculty, staff and administrators to improve the content of the program. Although overall attendance numbers were down, satisfaction percentage was up, which indicates the program is much more comprehensive and better meets the needs of parents/guardians. More resource relevant programming was added, such as financial aid and academic resources. 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. This still is a major positive move, and we look to implement this change in perpetuity. We will update the program to provide programming that meets the diverse needs of our families and will likely see an increase in participation. This will allow more parents/guardians to attend the program to gain much needed information in helping their student make a successful transition to the University. An update is needed to the parent/family website has been developed in 2019, which should include more information and easier navigation tools. In AC 2020-21, we also look to add a parent companion app to help address questions and develop a place to hold resources as well.

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 2019 Freshman Connector Informational Meetings/Applications/Interviews

Finding: Target Met. A total of 124 students attended one of the informational sessions on becoming a Freshman Connector.

Analysis: In AC 2018-2019, a total of 107 students attended the interest sessions and 71 students initiated the application process, in which the target was met. Based on the analysis of the AC 2018-2019 results, in AC 2019-2020 the FYE office implemented new marketing tools with an emphasis on texting. As a result of these changes in AC 2019-2020, a total of 124 students attended the sessions, 112 turned in applications, and the target was met. A Demon Volunteer interest meeting was held during the spring of 2020 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

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happened in order to create a more streamlined process and program. The applications and process were also revamped, and 150 students have already filled them out for AC 2020-2021. We have streamlined the committee process for Demon VIP events and have already created those messaging applications for the Spring and Summer.

Action: In AC 2019-2020 the target was met. Based on the analysis of these results in AC 2020-2021 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 Mongoose Texting application to help get the word out in a quicker manner. 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 2020-2021.

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 2020.

Finding: Target Met. 100% of volunteers attended training.

Analysis: In AC 2018-2020, 100% (22) orientation leaders attended training and the target was met. Based on the analysis of these results in AC 2018-2019, the following action in AC 2019-2020 was taken: implementing a pre test for leadership readiness and the addition of more life skills development. As a result of these changes, the target was met in AC 2019-2020 with 100% (24) of the orientation leaders participating in a semester-long course, Orientation 1100, with more than 100 hours of out-of-class activities to supplement the experience. The orientation leaders also participated in the Virtual Southern Regional Orientation Workshop (SROW) and two leadership retreats. 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 added in the spring semester, allowing for more preparation for diversity and inclusion training. A pre-test for leadership readiness in the role of orientation leader outcomes was administered prior to the orientation leader retreat and again prior to the first session of Freshman Connection. Prior to the orientation leader retreat, only 62% "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 97%.

Action: In AC 2019-2020 the target was met. Based on the analysis of these results in AC 2020-2021 we will utilize training programs that offer life skills such as campus civility and inclusion, active shooter, and communication skills. The leadership readiness pre and post-test was very effective and will be expanded for other leadership roles in the First Year Experience programs such as mentors to the President's Leadership Program, the Demon Volunteers, and the Demon Days Welcome

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Committee. We didn't add a measure for AC 2019-2020 for the pre and post evaluation of student leader readiness like we said we would. We will strive to make that happen in AC 2020-2021. We will continue to develop the campus civility programs with national speaker/trainer, Carrie Zimmerman, and have projects currently in the works to expand programming. Future orientation leaders will be required to attend trainings of this type before applying for these leadership positions.

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 2020 President's Leadership Program Experience Evaluations

Finding: Target Not Met, 88% of students responded Strongly Agree that expectations were met.

Analysis: In AC 2018-2019, 84% of the students indicated by "strongly agree" and target were not met. However, 99% of students indicated that they "Strongly Agree or Agree" that their expectations of the President's Leadership Program were met. Based on the analysis the AC 2018-2019 results, in AC 2019-2020 the following action was taken: addition of evaluation methods to assess leadership and a thorough overview of expectations at the start of the semester. As a result of these changes in In AC 2019-2020, 88% of the students indicated by "strongly agree" and target was not met. However, 99% of students indicated that they "Strongly Agree or Agree" that their expectations of the President's Leadership Program were met, just like in the previous year. 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 2020 semester. The retention rate of participants from the fall 2019 to spring 2020 was 81%, with majority of those not being retained having to do with class conflicts. Retention of participants was impacted by major course requirements, work schedules, continued interest in the program, and a few transfers.

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Action: In AC 2019-2020 the target was not met. Based on the analysis of these results in AC 2020-2021 we will develop a plan for continued participation from fall to spring, to improve retention rates of those students who want to be present in programming. Student lack of interest in the class and program have a negative impact on the overall group and this group of students should be encouraged to find other avenues for campus engagement. Too often, the PLP program is viewed as another scholarship to assist with college tuition and not as a hands-on experience. There is an opportunity to bridge the gap with a new leadership certificate being developed at NSU. Conversations with professional consultants to re-write the curriculum for the program and the subsequent experiences for the second, third and fourth year are already underway, including a renewed emphasis on the Sophomore Experience. A revised recruitment plan, interview process, and curriculum will be in place for AC 2020-2021. We will consult with professionals about a process during selection or a survey/student inventory to assess a student's likelihood to engage and connect with the values of our program.

Measure 1.2. Sixty percent (60%) are engaged in campus activities in a leadership role by the end of their first year. DATA: Spring 2020 President's Leadership Program Experience Evaluations

Finding: Target Met. 90% students are engaged in campus activities in a leadership role at the end of their Freshman Year.

Analysis: AC 2018-2019 the data indicated that 84% of the students participating in the Emerging Leaders program had assumed leadership roles on campus during their first year, and target was met. Based on the analysis of the results in AC 2018-2019, in AC 2019-2020, the following changes were implemented: a focus on the topic of engagement within small group discussions in class. As a result of these changes, in AC 2019-20, that percentage has risen to 90%, and that target was met. Students held leadership roles in over 44 Recognized Student Organizations. While the program is unique in its offerings, additional information is needed on how prepared the students are for assuming leadership roles on campus. The plan was to implement a pre and post test for leadership skills and readiness, but this did not happen. It did not happen due to time constraints and lack of support for the overall program. Small group discussions and large group discussions were held weekly to reflect on the topics covered. However, the readiness information would have been useful data is useful in terms of assisting first-year students in crafting their leadership story.

Action: In AC 2019-2020 the target was met. Based on the analysis of these results in AC 2020-2021 we will institute a pre and post test to examine leadership readiness. In addition, the PLP Mentor program was not fully utilized. We will work to develop a purpose and mission of the PLP Mentor program, as well as establish a complete training and development program for the students serving in this role. The plan will include a mini-retreat for the mentors so that they can effectively assist students in their leadership journey at NSU.

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

Measure 2.1. Students will attain a minimum score of 80 on their Community Impact Project per a multi-component grading scale. DATA: Spring 2020 President's Leadership Program Experience Student Reflections, Course Grades, Class Presentations, and Mentor Reflections on the Community Impact Projects

Finding: Target Met at 97% of students attaining a minimum score of 80 on their Community Impact Projects per a multi-component grading scale.

Analysis: AC 2018-2019 found 98% of the students attained a minimum score of 80 or higher using the multi-component grading scale for the Community Impact Project, and target was met. In addition, 91% "Strongly Agreed" that the Community Impact Project helped them connect with the University community, understand the importance of civic engagement, and connect with other students. Based on the analysis of the AC 2018-2019 results, in AC 2019-2020, the following changes were implemented: allow the PLP students to start in the fall semester on community impact projects to allow more individual growth in service and leadership to occur. As a result of these changes, in AC 2019-2020, 97% of the students attained a minimum score of 80 or higher, and target was met. While 84% of students "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 AC 2018-2019 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, as they did the previous year, to allow more time for small group work and having a greater impact on the community. As a result, the Community Impact Projects for AC 2019-2020 had a solid foundation for identifying and implementing the projects.

Action: In AC 2019-2020 the target was met. Based on the analysis of these results in AC 2020-2021 we will bring in project evaluators who will be representatives of the agency or community impacted, in addition to the other methods of evaluation already in place. An additional emphasis was placed on choosing projects that would have a lasting impact over the years, not just for a semester. The program director will assist students in choosing projects that have a lasting impact, as it shows that those carry more experience. 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. Mentors in AC 2019-2020 seemed to engage well with groups, more so than in years past, which helped with overall morale. Due to Covid-19, many projects were left unfinished or postponed, but through alternatives in programming and hybrid ideas, the class was able to finish.

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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 2020 President's Leadership Program Experience Community Impact Projects and Class Presentations

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

- Diversity and Inclusion: Courageous Conversations 2020
- The Spirit of Northwestern: Earn Your Horns Campaign
- Disability Awareness Month
- Youth Initiative at L.P. Vaughn School
- Combat Care Packages
- Senior Citizen Impact
- Teen Outreach
- The Community Garden
- NSU Food Panty
- Demons for Future Success
- Fork Litter NSU

Analysis: In AC 2018-2019, all Community Impact Projects were identified as sustainable to the Natchitoches community, and target was met. However, there was an inconsistency in providing the appropriate mentorship and guidance for all Community Impact work groups. Based on the analysis of the AC 2018-2019 results, in AC 2019-2020, the following action was taken: increasing of mentorship guidance and training and utilization of service initiative [1 of 7] as jump off point as an option for a community impact project. As a result of these changes in AC 2019-20, all Community Impact projects were identified as sustainable to the Natchitoches Community, and target was met again. Even more partnerships were created this year through local schools. All students also participated in the [1 of 7] Kickoff event, including mentors, which were in turn placed in different Community Impact Groups based on their passion. Some groups hosted projects as opposed to implementing a program. The plan of action has always been to improve the [1 of 7] service initiative utilized in the President's Leadership Program. The intended goal of the program is to pick one day of the seven and do something for someone else. The data also indicated that the student reflection papers reinforced the concept that each student should play a major role in identifying the Community Impact Project that best fits their passion for serving others. They also want to see the projects start in the fall semester as opposed to the spring, which is the same data as last year.

Action: In AC 2019-2020 the target was met. Based on the analysis of these results in AC 2020-2021 we will start in the fall since the data from students indicated that desire. The conversation about Community Impact Groups in AC 2019-20 started in

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September, earlier than ever. The conversation was mainly introducing students to different service areas and allowing them to select their area of passion early in the process. Some students did change later in the semester after other experiences, but most stayed in their original area, which allowed those students more planning time with potential ideas. The data indicates that students gained the most from the class and program experience through their involvement with their Community Impact Projects. More work will be done to prepare the work groups in working with community agencies. The [1 of 7] service initiative utilized in the President's Leadership Program involves picking one day of the seven and doing something for someone else. This course requirement needs to be more consistently utilized throughout the fall semester in preparation for the spring impact projects. A community-based service fair will be held in early fall to help students identify with service areas that could influence their work.

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 2019-20, 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.

Finding: Target Not Met due to insufficient data

Analysis: . In AC 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 AC 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 target was not met. Based on the analysis of the 2018-2019 results, in AC 2019-2020, the following action was taken: rewriting of several content areas of To Be A Demon to align with current climate and increased efforts in facilitating the small group session after To Be A Demon to help foster a greater conversation. AS a result of these changes, in AC 2019-2020 was rendered inconclusive due to insufficient data. Reader's Theatre and To Be A Demon was rescheduled to the Fall Session of Freshman Connection 2.0 since To Be a Demon could not be conducted virtually alongside other Freshman and Parent Connection virtual programming. The To Be A Demon program should never be watered down, and only done in person for full effect.

Action: In AC 2019-2020 the target was inconclusive. Based on the these results, in AC 2020-2021 we will facilitate To Be a Demon in the fall, and things will look a little differently than normal due to social distancing and guidelines. The programming is needed now more than ever. Parents won't play a role in the programming this time,

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since the students will be moved in already when the program is offered. Language and a few key pieces have been added to the script based on moments that have happened in the world and at NSU in the last 6 months. We look to continue to educate and have tough conversations to form a sense of civility on NSU's campus. To Be A Demon is only the initial conversation held with new students about civility. We look to address this topic in other ways this fall through parenterships with SGA with a speak series, book clubs, candid conversations, and purposeful programming.

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

The 2019-2020 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. Based on the anlysis of the results in AC 2018-2019 the following actions were taken in AC 20919-2020 to seek improvement.

- Administered the Freshman Connection and Parent Connection evaluations in a more timely and efficient manner.
- Eliminated the Parent Connection and Kid Konnection (sibling program) fee for summer orientation. Both programs are now free for participants.
- Created and implemented additional opportunities at the FYI Challenge and at the Demon Volunteers informational meetings to recruit applicants for the position of Freshman Connector and Demon Volunteers.
- Increased the FYE social media, including the student messenger program, to recruit applicants for leadership positions.
- Served over 1,200 first-year students, and more than 400 parents/guardians and siblings of first-year students on the Natchitoches, Shreveport, and Leesville campuses through Freshman Connection, Parent Connection, and Kid Konnection programs.
- 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 150 programs, activities and services to meet the academic and social needs of students.
- Over 300 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.

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- 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
 - Cane River Food Pantry
 - NSU Campus Food Pantry
 - The Natchitoches Fish Hatchery
 - Cane River Children's Services- Boys Transitional Home; Girls Transitional Home
- 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
- Implemented a Communication plan with Mongoose texting service
- Utilizing Mailchimp and 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 a digital booking system for advising appointments in response to Covid-19
- Converted all Orientation material to online/virtual format in response to Covid-19

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 2019-2020 for the pre and post evaluation of student leader readiness.
- 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

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evaluations and surveys will be assessed to determine the impact of each program currently offered. We will continue to utilize information to make strategic decisions about each program or service area.

- Focus on developing and advancing campus and community collaboration for the benefit of new students and family members.
- Develop campus civility programming through partnerships with SGA and others.
- 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.
- 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 2019 FYI Challenge Evaluations; 2019 Freshman Connection Registrations and Surveys; 2019 Convocation and President's Picnic RSVPs; 2019 Inferno T-Shirt distribution list at Pep Rally and at the Inferno Run; Fall 2019 Freshman Connection Informational Meetings/Applications/Interviews; Orientation 1100 Class; Spring 2020 Orientation Leader Training and Retreat Evaluations; Orientation Leader Outcomes Pre and Post-Test Spring 2020; Spring 2019-20 President's Leadership Program Course Grades, Spring 2019 Rubric for Assessing the Community Impact Projects; Class Presentations, and Student Reflections.