

Assessment for Impact, Learning, and Service EXCELLENCE



2020
2021 /

Annual Report

NLU Student Affairs
Assessment Committee



NATIONAL
LOUIS
UNIVERSITY

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Introduction

Aligned with its mission, National Louis University (NLU) provides student services, responsive to student needs, and made available throughout students' entire educational journey.

Student affairs and support services are crucial to student success inside and outside of the classroom, as well as setting them up for success beyond their collegiate experience. Programs and opportunities are designed with intentional student learning outcomes, along with relevant and accessible services and support for students aiming for service excellence. Designing and offering these resources is not enough, though; NLU wants to know how effective they are. Systematic processes exist to evaluate usage, needs, satisfaction, and the extent with which student learning and experience meets institutional expectations. Equipped with evidence of what is working well and where changes can be made, data-informed action occurs in hopes of making improvements to best serve students.

This document is a report on student learning, student engagement, and service excellence across the 21 unique Student Affairs functional areas at National Louis University (NLU) which provide learning and engagement opportunities, as well as support services to promote holistic growth, development, and success. Framework and process information are provided as context within sections of the report, including connections to NLU's 2030 Strategic Plan, along with results and evidence of achievement for outcomes and goals.

List of Student Affairs Functional Areas

Area	Representative	Phone
Academic Advising	John Janso Allison Whelehan Leah Ott	847.947.5473 312.261.3033 630.874.4227
Career Bridge	Abiodun Durojaye	312.261.3771
Centro de Excelencia	Ines Sahagun-Bahena	312.261.3890
Civic Engagement Center	Skyler Imhoff	312.261.3159
Community Standards	Jordan Colon	312.261.3092
Counseling and Wellness	Cindy Danzell	312.261.3636 or 847.947.5656
Disability and Access Services	Marquette Scott	312.261.3488
DEI Programming	Keith Baltimore	847.947.5273
Enrollment	Ruth Davis Marisa Buscaglia	630.874.4566 312.261.3327
International Student Support Services	Maria Oriti	312.261.3485
Learning Support	Reece McDevitt	312.621.9650
Peer Mentoring	Hannah Wilson	312.261.3761
Online Support Services	Veronica Wilson	312.261.3618
Orientation & New Student Programs	Hannah Wilson	312.261.3761
Residential Operations & Auxiliary Services	Victoria Mullaly	312.621.9650
Student Finance	Brigid Callahan	847.947.5409
Student Life/Student Organizations	Marquece Holifield	312.261.3015
Student Success	Aurora Flores Garcia Benjamin Hatcher	312.261.3811 312.261.3082
NLU Food Pantry and THRIVE Campus and Community Collaboration	Skyler Imhoff	312.261.3159
University Library	Rob Morrison	312-261-3372
Veteran and Military Programs	Stacey Dixon	312.261.3262



Student Engagement:

300% increase in online student engagement through Eagle Life platform

1,571 attendees (at least 400 unique students) participate in events sponsored by Student Engagement

1,361 participants attended 68 events that comprised 28 DEI theme programs

667 community service hours valued at \$19,036 during annual Service Month events

349 students were inducted in 4 new Honor Societies

24 countries representation in our International Students



Student Services:

4,142 sessions provided by Learning Support for tutoring and writing assistance and essay review

2,948 academic advising consultations resulted in a 85.2% persistence to the following term

384 students utilized Disability and Access Services, 86% reported accommodations had a positive impact on academic outcomes

314 internships facilitated by Career Bridge

202 student veterans served, 90 (44.5%) student veterans made the Veterans Honor Roll of which 40 (19.8%) earned a perfect 4.0 term GPA

2020-2021 Student Engagement and Support Services Highlights (cont.)



Student Support:

\$3,131,481 awarded in Emergency Funds to 3,462 students, of which 68% were undergraduate students.

6,695 lbs of food have been distributed to 313 student visits to the Food Pantry in its inaugural year

597 eligible students unlocked \$214,058 in SNAP benefits

1,143 service recipients Counseling and Wellness provided 852 clinic hours of direct service to 133 students, and offered 55 outreach events with a total of 1,143 participants.

2.2% increase Initiatives sponsored by the Centro de Excelencia contributed to a 2.2% increase in persistence for Latinx students, highlighted by a 12.2% increase for Latinx doctoral students.



Impact Spotlight:

Through the GEER Grant awarded by the Illinois Board of Higher Education, National Louis University (NLU) is addressing barriers to college persistence and exacerbated by COVID-19, including: food and housing insecurities, lack of access to critical technology, and unexpected medical and health challenges and the related expenses. Through Quarter 3, NLU continued implementation of the three critical initiatives to address these needs: 1) basic needs insecurities; 2) technology challenges; and, 3) mental and physical wellbeing. Across the three initiatives to date, NLU has served **574 unique undergraduate students**, of which **64% are Pell eligible, 20% identify as African American, 55% Hispanic, 9% White** and **61% are first-generation college students**.

- NLU's Food Pantry received 93 in-person visits (Fall 2020)
 - Impact: 94% of undergraduate students using food pantry persisted to the spring term or graduated, compared to 85% for all undergraduates.
- NLU distributed 24 headphones and 12 headphone adapters, 42 Wi-Fi hotspots, and 47 laptops.
 - Impact: 88% of students persisted to the following term, or graduated.
- 130 students have registered with Virtual Care Group
 - Impact: 89% of students have persisted to the following term, or graduated.

Assessment Model & Student Affairs Outcomes

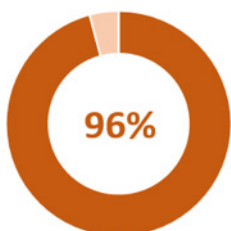
Despite differences in outcomes and measures across departments, NLU utilizes common elements in its [assessment approach](#). Learning outcome maps and assessment plans are created or confirmed for accuracy early fall. Assessment planning includes setting or reviewing success criteria or targets for learning outcome achievement in relation to measures and resulting data. Once set, the assessment plan is executed to collect data fall through summer. Late summer, reports are created and action items identified to use results in hopes of improvement to services and student success. Assessment work is carried out and led by core staff members per area, supported by the Executive Director of Assessment and Accreditation.

Learning outcomes are the foundation for assessment efforts. NLU has [University Learning Outcomes \(ULOs\)](#), which all academic program and student affairs areas align their respective learning outcomes. Student learning outcomes for student affairs areas are articulated in consideration of Council for Academic Standards in Higher Education (CAS) content and professional organizations for respective functional areas (e.g., NACA, NACE, NODA). These area student learning outcomes are aligned to the ULOs, as depicted in the graphic below with proportion of areas aligned to each ULO noted:

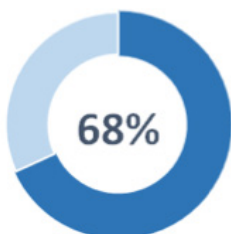
Mapping Student Affairs Outcomes to University Learning Outcomes		Self-Advocacy and Personal Achievement	Career Readiness and Professional Advancement	Equity Advancing and Global Perspectives	Leadership Development and Civic Engagement
University Learning Outcomes (ULOs)	1 - Specialized Knowledge	✗			
	2 - Broad and Integrative Knowledge		✗		
	3 - Intellectual Skills	✗			
	3a - Intellectual Skills - Analytic Inquiry				
	3b - Intellectual Skills - Information Resources				
	3c - Intellectual Skills - Diverse Perspectives			✗	
	3d - Intellectual Skills - Ethical Reasoning	✗			
	3e - Intellectual Skills - Quantitative Fluency				
	3f - Intellectual Skills - Communicative Fluency				
	4 - Applied and Collaborative Learning				✗
	5 - Civic and Global Learning			✗	✗
	6 - Professional Skills		✗		

Assessment Model & Student Affairs Outcomes (cont.)

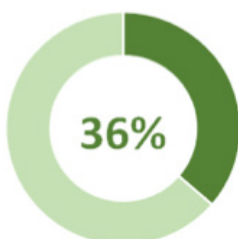
Beyond university alignment, divisional-level learning outcomes exist, which are representative of outcomes across student affairs areas. These division outcomes are listed below. Along with the outcome names and definitions, with ULO alignment noted parenthetically and proportion of areas with at least one outcome aligned to each division outcomes included as a graphic:



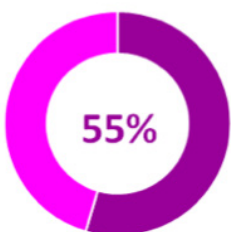
Self Advocacy Personal Achievement by developing an understanding of self and commitment to personal responsibility, integrity and wellness that guides their decisions and actions **(Contributes to ULOs 1 and 3D)**.



Career Readiness and Professional Advancement by utilizing knowledge and transferable skills to achieve personal aspirations and professional growth within the context of shared community values **(Contributes to ULOs 2 and 6)**.



Equity Advancing and Global Perspectives by thriving within diverse perspectives, experiences and environments, and building their capacity for being an advocate for equity and social justice **(Contributes to ULOs 3C and 5)**.



Leadership Development and Civic Engagement by deploying their knowledge and talents to improve their communities, both as individuals and by mobilizing others towards positive sustainable change **(Contributes to ULOs 4 and 5)**.

Given alignment to ULOs and divisional outcomes, among other data, this report will present results of student learning across areas in relation to the divisional and university outcomes.

Strategic Planning Outcomes

Promoting Students' Personal Growth, Engagement, and Well-being through Service Excellence

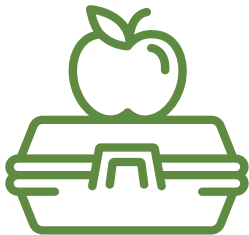
As part of its strategic initiatives, National Louis University will provide students with the support they need to ensure they can focus on their academic and career success. Students will receive seamless and timely services, from enrollment through employment, building a culture of service excellence.

NLU will address the various needs of our diverse student body effectively and efficiently and provide programming that engages students fostering leadership, civic engagement, and other personal growth opportunities.

2020-21 Key Strategic Activities included:



- **Establish Counseling and Wellness Working Group by Fall 2020 to explore better coordinated existing resources and develop recommendations for maximizing impact of services to students**
- **Outcome Summary:** Developed Holistic Care service model that drove expansion of physical Counseling “Drop-in” Center to full service Counseling and Wellness Center, updated our [Counseling and Wellness website](#), launched 24/7/365 Virtual Care service to all undergraduates (2020-21) and planned expansion to all graduate students (2021-2022).



- **Partner with 4 external organizations to support the on-campus food pantry, creating a stream of sustainable food / resources to the pantry, while also improving access to the services of community agencies for our students, both on campus and virtually.**
- **Outcome Summary:** Full service [NLU Food Pantry](#) launched and supplemented by 5 new partner relationships: Chicago Lights, Distribution 2000, All-Chicago, Catholic Charities, and The Resurrection Project. Students utilizing key supportive services (food insecurity, technology and financial assistance) through [THRIVE Campus and Community Collaborative](#) persisted at higher levels than average student persistence.

Strategic Planning Outcomes (cont.)



- **Build out student programming that advances leadership development, civic engagement and networking skills.**
- **Outcome Summary:** Focused on advancing undergraduate participation in leadership development, civic engagement and networking and transferable career skills. As a result, increased undergraduate student engagement in Social Justice Institute by 63%, developed an Emerging Eagle Leaders concentration within Golden Eagle Leaders program, and recorded 667 community service hours (surpassing 500 hour goal) during Month of Service initiative. Started 4 national honor societies and initiated 349 student scholars into Tau Sigma, Alpha Lambda Delta, Tri Alpha and continued our 7th year of National Society of Leadership and Success.



- **Students' sense of belonging is measurably improved through an expanded portfolio of inclusive programming.**
- **Outcome Summary:** Launched comprehensive Diversity Calendar focused on improving sense of belonging, in 2020-21 NLU coordinated 28 theme events which constituted 68 programs with 1,361 participants. Overall 83.3% reported a strong sense of community and 88.4% agreed that NLU demonstrates commitment to DEI and social justice through out-of-class experiences. Opened both Unity Commons and Centro de Excelencia.



- **Create support services dashboard and develop three year plan to assess, benchmark and improve critical student support services**
- **Outcome Summary:** Launched "real time" service excellence assessment for 10 functional areas. In six months received 5,941 responses with Student Services and Online Student Services tied for receiving the highest service rating of 96%.

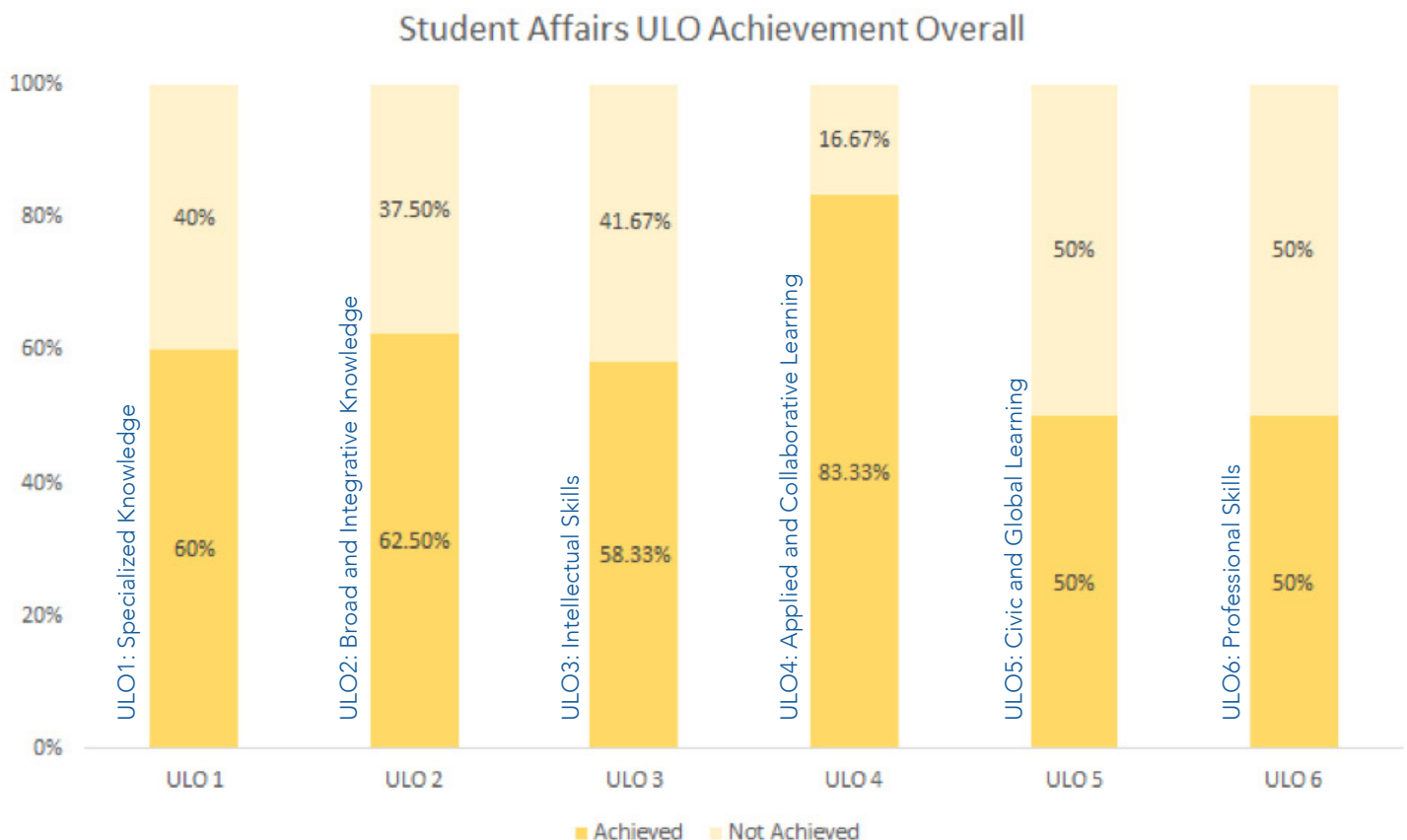
Learning Outcomes Assessment

Assessment reports are written at the conclusion of the academic year. The reports provide an indication of student learning outcomes being achieved or not achieved based on the results in comparison to the established targets in assessment plans. As reports come in, Assessment and Accreditation extracts data per area to contribute to division and university reporting.

ULO and Student Affairs divisional outcome assessment is indirect and is determined by the achievement of student learning outcomes per area aligned to specific ULOs and division outcomes. The measurement and targets set for achievement of student learning outcomes are determined by student affairs areas. Any planned measures aligned to a ULO or divisional outcome that did not collect data were indicated as "Not Measured" and aren't reported.

As a note, targets and measures may be more or less rigorous. Other limitations include but are not limited to participation or completion of assessment measures by students or staff, misalignment of learning outcomes to ULOs or divisional outcomes, measures being effective for learning outcomes but less effective measures for ULOs or divisional outcomes, and use of one measure and target for multiple outcomes. Limitations aside, there is value and meaning that can be taken from the assessment of ULOs.

University Learning Outcomes (ULO)



Learning Outcomes Assessment (cont.)

With respect to student affairs areas, both ULOs and the divisional outcomes have a target of 75% outcome achievement. Looking across the ULOs, this target was achieved only for ULO 4. It is worth considering these results in relation to last year's results and changes in outcome and area alignment:

	ULO 1	ULO 2	ULO 13	ULO 4	ULO 5	ULO 6
Achievement Change from 19-20	10% point increase	21% point decrease	5% point decrease	43% point increase	50% point decrease	33% point decrease
Outcomes/measures aligned change from 19-20	26% increase	50% increase	30% increase	80% increase	54% decrease	8% increase
Areas aligned change from 19-20	No change	29% increase	43% increase	100% increase	25% increase	88% increase

Considering these data, it is commendable that ULOs 1 and 4 experienced increases in outcome achievement compared to last year. For the other ULOs, all saw increases in the amount of areas aligned and all but ULO 5 saw an increase in outcomes and measures aligned to each ULO. The increase in outcomes, measures, and areas aligned is important considering more was measured this year compared to last year and, while it may be more representative of institutional activity, it also increases the limitations of areas possibly setting too aggressive targets or experiencing measurement issues.

ULO Key

ULO1: Specialized Knowledge
ULO2: Broad and Integrative Knowledge
ULO3: Intellectual Skills
ULO4: Applied and Collaborative Learning
ULO5: Civic and Global Learning
ULO6: Professional Skills

Learning Outcomes Assessment (cont.)

Overall, student learning outcome results for student affairs areas at the institutional and divisional levels only met one target each: one of six ULO targets met the 75% overall threshold (ULO 4) and one of four divisional outcomes (Equity Advancing and Global Perspectives). There were stronger area-specific results and accomplishments, which are further detailed in individual assessment reports. Within those reports, areas have nuanced, data-informed actions for improvement in hopes of seeing increases in student learning outcomes in the future. Common themes of actions include review of outcome alignment, appropriateness of targets, and constructing or selecting assessment methods most appropriate for intended measurement. As efforts are geared toward continuous improvement, the associated actions detailed in respective assessment reports will hopefully lead to future learning outcome achievement at the office, division, and university level.



Service Excellence

At National Louis, we drive continuous improvement by focusing on service excellence. Students share their service experience in real-time with access by functional area leaders who can respond to student concerns or affirm positive student feedback. Overall, a minimum of 85% was used as a baseline goal of service feedback.

- **7 of 10 Service Areas surpassed 85% service goal!**
- 5 of 10 Service Areas surpassed 90% service rating
- 3 of 10 Service Areas surpassed 95% service rating

	January (N = 1,789)	February (N = 1,285)	March (N = 889)	April (N = 714)	May (N = 777)	June (N = 487)	
NLU (N = 2,536)	85%	79%	79%	74%	72%	60%	75%
Advising (N = 1,006)	91%	91%	90%	84%	88%	85%	88%
Career Bridge (N = 239)	78%	97%	86%	92%	91%	100%	91%
Disability Services (N = 92)	99%	88%	98%	97%	100%	88%	95%
Learning Support (N = 269)	91%	94%	94%	95%	82%	94%	92%
Online Student Services (N = 71)	94%	100%	100%	91%	93%	0%	96%
Registrar (N = 392)	81%	83%	85%	87%	76%	79%	82%
Student Finance (N = 860)	80%	75%	84%	84%	80%	73%	79%
Student Services (N = 84)	100%	100%	96%	95%	100%	86%	96%
UGC Student Success (N = 392)	88%	83%	88%	94%	79%	93%	88%
N = 5,941	30%	22%	15%	12%	13%	8%	

Student Quotes

“All professors are doing a great job adjusting to the online format and being ready to teach after the long winter break. My professors have been doing a fantastic job of gaining our attention in class and taking things one-step at a time since we are all still learning and adjusting.”

“NLU has allowed me to become the individual I have wanted to be for years. It’s not just learning. It’s interacting with people of all ages, all genders, and all backgrounds. Some of the best friends I will ever have, have come from NLU.”

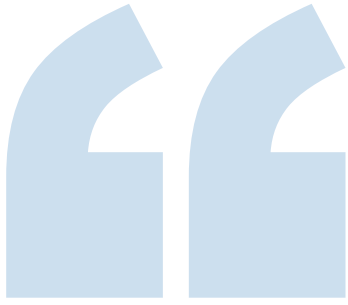


“Classes are going very well and teachers seem to have good interaction with students. Overall NLU have a great community even with circumstances there a lot of connection online.”

“I was anxious about strictly online courses, but professors have made the experience enjoyable.”

“This term has felt very unmanageable in terms of the workload so far. I have found it very difficult to balance school and work which I need to be doing to stay in school.”

Student Quotes (cont.)



"I like how NLU have supported me in several situations, academic, financial and flexible schedule. I have a full time job and I'm full time student, and definitely without all these considerations, I wouldn't success, by June I will be graduated."

"Professors are checking up on us, providing positive energy and support, making our virtual classes engaging, and showing a genuine care for our academic, emotional, and mental well-being."

"Remote learning is getting better and I like how they are trying to get that experience like how we were in the class like how it was in the classroom."





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