

Assessment Cycle 2025-2026

Office of Economic Development and University Advancement

Off-Campus Instructional Sites: Alexandria, Barksdale, Leesville, and Marksville

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Northwestern Mission

Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Instructional Sites

The Alexandria instructional site serves the Central Louisiana Region and connects educational opportunities with regional growth. Located at England Airpark, this instructional site offers a wide range of degree options designed to meet the needs of today's students. With flexible in-person, online, and hybrid formats, students can pursue programs in high-demand fields such as nursing, business, social work and STEM. Through strong partnerships with regional employers in healthcare, manufacturing and technology, the Alexandria instructional site prepares graduates to succeed in a competitive workforce.

The Barksdale instructional site serves the military community of Barksdale Air Force Base (AFB), Bossier, Caddo, and Webster parishes. Located within the Base's Education Center, this instructional site provides convenient access to quality education while supporting mission readiness. Recognized as a Governor's Friendly Campus as well as Military and Spouse Friendly silver status campus, Barksdale AFB at NSU is committed to serviced service members, veterans and their families through flexible course options, prior learning credit and personalized guidance. With dedicated veteran advising, tailored financial aid, and seamless credit transfers, NSU ensures students receive the support they need to achieve their academic and career growth. The site enables active-duty members, military dependents, veterans, and civilians to achieve their educational goals. The offered services included proctoring, compressed video courses, military exemption rate offering, and VA CH.33 Post 9/11 benefit certifying.

Assessment Cycle 2025-2026

The Leesville instructional site serves the civilian communities of Vernon, Beauregard, Sabine parishes, Fort Polk. At Leesville/Fort Polk, students can complete their entire degree on-site through flexible delivery options which include in-person, online, and compressed video. The instructional site supports active duty, veteran, and dependent students alongside civilian learners, offering tailored programs that adapt to their life and goals.

The Marksville instructional site is located within the Tunica-Biloxi Cultural and Educational Resource Center. It brings quality, flexible education to Avoyelles Parish. With secure testing services, online and video course options, and a strong partnership with the Tunica-Biloxi Tribe, students can achieve their academic goals in a supportive, culturally rich environment close to home.

Survey Methodology Revision (AC 2025–2026)

Beginning in AC 2025–2026, the instructional sites revised their student survey methodology to improve the quality, usefulness, and actionability of assessment data. In prior assessment cycles, students completed a single survey regarding their instructional site experience, which limited the ability to evaluate satisfaction and awareness related to specific services and site-level experiences.

To obtain more meaningful and actionable feedback, separate surveys were developed for the Alexandria, Leesville, and Marksville instructional sites, along with a dedicated survey for military-affiliated students served through Fort Polk and Barksdale. In addition, students were invited to complete a brief survey each time a service or resource was utilized (e.g., advising, registration, proctoring, financial aid assistance, or computer lab use). This revised methodology allows the instructional sites to better assess awareness, satisfaction, and service effectiveness tied to specific student interactions and site experiences.

Because of these methodological changes, historical trend data are limited for some service outcomes and measures, as prior survey responses reflected a single student experience and are not directly comparable to the revised service-based survey approach. However, the updated methodology resulted in a substantial increase in survey participation and produced more detailed feedback that can be used to inform continuous improvement, service delivery enhancements, and data-informed decision-making at each instructional site.

Campus/Site	Number of Surveys Collected AY 25-26 (duplicated)
Alexandria	164
Leesville	84
Marksville	60
Military	58

Assessment Cycle 2025-2026

The assessment process includes:

- (1) Data from assessment tools (direct & indirect and quantitative and qualitative) are collected and returned to the director and stored by the director in secure digital format.
- (2) The directors and support staff will analyze the data to determine whether the applicable outcomes are met.
- (3) Results from the assessment will be discussed with the appropriate staff and reported to the Executive Director of the Office of Economic Development & University Advancement
- (4) Individual meetings will be held with staff as required to address identified concerns.
- (5) The directors, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period, and, where needed, service changes.

Service Outcomes

SO 1. The instructional sites will provide excellent responsive student services that aid in the recruitment, enrollment and retention of students.

Measure 1.1 *The Alexandria instructional site complies with the University Strategic Plan Objective by maintaining a target minimum number of 520 students each academic year.*

Finding. Target was met.

Alexandria

Year	Number of Students (non-duplicated)
Board Academic Year 2021	532
Board Academic Year 2022	469
Board Academic Year 2023	530
Board Academic Year 2024	482
Board Academic Year 2025	708

Analysis. In prior assessment cycles, the Alexandria instructional site revised its enrollment methodology to better reflect the total number of students served through the use of non-duplicated enrollment counts from Tableau Public. This methodology reflects all students enrolled in at least one course at the Alexandria instructional site during the Board Academic Year, including full semester, A-Term, and B-Term enrollment, while eliminating duplicate counts of students enrolled across multiple terms.

Assessment Cycle 2025-2026

Following review of historical enrollment trends, the target was established at a minimum of 520 non-duplicated students enrolled in at least one course annually at the Alexandria instructional site. In AC 2025–2026, the Alexandria site enrolled 708 non-duplicated students, exceeding the established benchmark by 188 students. Therefore, the target was met.

Enrollment trends demonstrate significant growth compared to previous assessment cycles. While enrollment fluctuated between 469 and 532 students from AY 2021 through AY 2024, enrollment increased substantially in AY 2025. This growth suggests that ongoing recruitment efforts, expanded academic offerings, community partnerships, workforce-aligned programming, and student support services have positively impacted student participation at the Alexandria instructional site.

The results indicate that the Alexandria instructional site continues to serve as an important access point for higher education in Central Louisiana. Growth in enrollment reflects the site's responsiveness to regional workforce needs and its commitment to providing accessible educational opportunities for both traditional and non-traditional students. Continued monitoring of enrollment trends will be important to ensure sustained growth and to identify opportunities for further expansion.

Decision. Based on the analysis of AC 2025–2026 results, the Alexandria instructional site will maintain the target of 520 non-duplicated students enrolled in at least one on-campus course annually for AC 2026–2027. Although the site exceeded the benchmark with 708 students, maintaining the current target allows for continued monitoring of enrollment stability while supporting alignment with the University Strategic Plan.

To sustain and build upon this success, staff at the Alexandria instructional site will:

- Continue strengthening recruitment and community engagement efforts through partnerships with regional school systems, workforce agencies, community organizations, military partners, and employers.
- Expand promotion of workforce-aligned academic programs and credentials that meet regional employment needs.
- Maintain and enhance student support services, including advising, enrollment assistance, financial aid support, testing services, and academic resources that contribute to student persistence and retention.
- Explore opportunities to increase enrollment through flexible course delivery options, including evening, hybrid, accelerated, and alternative scheduling formats when feasible.
- Monitor enrollment trends and student demand throughout the academic year to identify emerging opportunities and adjust recruitment strategies accordingly.

Assessment Cycle 2025-2026

These actions will support continued enrollment growth and reinforce the Alexandria instructional site's role in expanding educational access and workforce development opportunities throughout Central Louisiana.

Measure 1.2 *The Leesville instructional site complies with the University Strategic Plan Objective by maintaining a target minimum number of 200 students each academic year.*

Finding. The target was met.

Leesville

Year	Number of Students (non-duplicated)
Board Academic Year 2021	306
Board Academic Year 2022	223
Board Academic Year 2023	206
Board Academic Year 2024	193
Board Academic Year 2025	242

Analysis. In prior assessment cycles, the Leesville instructional site revised its enrollment methodology to simplify reporting and better reflect the total number of students served. The measure was revised to reflect the non-duplicated number of students enrolled in at least one course at the Leesville instructional site during the Board Academic Year, including full semester, A-Term, and B-Term enrollment, while eliminating duplicate counts of students enrolled across multiple terms. The enrollment goal was also revised to focus solely on the Leesville campus, with a minimum target of 200 non-duplicated students annually.

In AC 2025–2026, the Leesville instructional site enrolled 242 non-duplicated students taking at least one course on campus during the Board Academic Year, exceeding the established benchmark by 42 students. Therefore, the target was met.

Enrollment trends over the past several academic years demonstrate fluctuations in student participation, with enrollment declining from 306 students in Board Academic Year 2021 to 193 students in Board Academic Year 2024 before rebounding to 242 students in Board Academic Year 2025. This increase represents a positive recovery and suggests that recruitment efforts, military partnerships, community outreach, and student support services contributed to renewed enrollment growth during the assessment period.

Given the site's unique service area and strong military presence, enrollment patterns continue to be influenced by factors such as military relocation cycles, workforce demands, demographic shifts, student scheduling needs, and preferences for flexible course delivery methods. Despite these challenges, the Leesville instructional site

Assessment Cycle 2025-2026

exceeded its enrollment benchmark and continues to provide an important access point for higher education opportunities within the region.

The results indicate that ongoing efforts to strengthen community engagement, military partnerships, and student support services are having a positive impact on enrollment. Continued monitoring of enrollment trends and responsiveness to local workforce and military community needs will be important to sustaining this momentum.

Decision. Based on the analysis of AC 2025–2026 results, the Leesville instructional site will maintain the target of 200 non-duplicated students enrolled in at least one on-campus course annually for AC 2026–2027. Maintaining this benchmark supports continued alignment with the University Strategic Plan while providing a consistent measure for monitoring enrollment stability and growth.

To sustain and build upon current success, staff at the Leesville instructional site will:

- Continue implementing targeted outreach strategies focused on local residents and military-affiliated populations, including active-duty service members, veterans, military spouses, and dependents.
- Strengthen partnerships with regional military installations, educational institutions, workforce agencies, and community organizations to increase awareness of academic programs and student support services.
- Collaborate with university recruiting and marketing offices to enhance communication efforts and expand visibility of educational opportunities available through the Leesville instructional site.
- Continue supporting flexible course delivery options and student services that address the unique needs of military and non-traditional student populations.
- Monitor enrollment trends throughout the academic year and adjust recruitment and outreach strategies as needed to respond to regional and military community needs.

These actions will support continued enrollment growth and reinforce the Leesville instructional site's role in providing accessible, workforce-responsive educational opportunities for the region while maintaining enrollment above the established benchmark.

Measure 1.3 *The Fort Polk and Barksdale military service offices comply with the University Strategic Plan Objective by maintaining a combined minimum of 1500 military and military affiliated students each academic year.*

Finding. The target was met.

Assessment Cycle 2025-2026

Military and Military Affiliated Students

Affiliation	Summer 2025	Fall 2025	Spring 2026	Academic Year Total
Military Affiliated Ft. Polk	105	146	150	401
Military Affiliated BAFB	34	35	52	121
Veterans	173	469	459	1100
National Guard	15	48	53	116
Semester Total	327	697	714	1738

Analysis. The Fort Polk and Barksdale military service offices continue to support Northwestern State University's commitment to serving military-connected students through targeted recruitment, advising, enrollment assistance, and military-friendly services. This measure evaluates the combined number of military and military-affiliated students served through the university's military education initiatives, with a target of maintaining a minimum of 1,500 students annually.

During AC 2025–2026, the university enrolled a combined total of 1,738 military and military-affiliated students, exceeding the established benchmark by 238 students. Therefore, the target was met.

The largest population served was veterans, representing 1,100 students during the academic year, followed by military-affiliated students connected to Fort Polk and Barksdale Air Force Base, and members of the Louisiana National Guard. Enrollment remained strong across all academic terms, demonstrating continued demand for accessible educational opportunities among military-connected populations.

These results reflect the effectiveness of ongoing partnerships with Fort Polk, Barksdale Air Force Base, the Louisiana National Guard, and other military organizations. Continued visibility within military communities, dedicated support services, military-friendly policies, and educational opportunities tailored to active-duty service members, veterans, military spouses, and dependents have contributed to sustained enrollment success.

The results also demonstrate the importance of maintaining a strong military presence and support network to address the unique educational needs of military-connected students. As military assignments, deployments, and workforce demands continue to influence enrollment patterns, ongoing engagement and responsiveness will remain critical to sustaining and growing military student participation.

Decision. Based on the analysis of AC 2025–2026 results, the Fort Polk and Barksdale military service offices will maintain the target of 1,500 military and military-affiliated students annually for AC 2026–2027. Maintaining this benchmark supports alignment with the University Strategic Plan and reinforces the university's commitment to serving military-connected populations.

Assessment Cycle 2025-2026

To sustain and build upon current success, the military service offices will:

- Continue strengthening partnerships with Fort Polk, Barksdale Air Force Base, the Louisiana National Guard, and other military organizations to promote educational opportunities and increase awareness of university programs.
- Expand outreach efforts targeting active-duty service members, veterans, military spouses, dependents, and transitioning service members.
- Maintain high-quality military student support services, including advising, enrollment assistance, prior learning assessment opportunities, and military education benefits counseling.
- Promote workforce-aligned academic programs, online learning opportunities, and flexible course delivery options that meet the needs of military-connected students.
- Monitor military enrollment trends and demographic changes to identify opportunities for growth and adjust recruitment and retention strategies as needed.

These actions will support continued enrollment growth among military and military-affiliated students while reinforcing Northwestern State University's role as a leading military-friendly institution serving the educational and workforce development needs of military communities throughout Louisiana and beyond.

SO 2. The instructional sites will provide accessible, responsive, and supportive services that contribute to student success and a positive student experience.

Measure 2.1. *Monitor and report the annual number of students utilizing proctoring and testing services at each instructional site as an indicator of student access to academic support resources.*

Finding. The target was met.

Semester	Alexandria	Leesville	Marksville	Barksdale
Summer 2025	275	238	17	25
Fall 2025	646	729	90	38
Spring 2026	681	613	109	46

Analysis. Proctoring and testing services remain an essential academic support resource for students attending Northwestern State University's instructional sites. This measure monitors the annual utilization of testing and proctoring services as an indicator of student access to academic support resources and the continued demand for these services across off-campus locations.

Assessment Cycle 2025-2026

During AC 2025–2026, students utilized testing and proctoring services extensively across all instructional sites. Alexandria recorded 1,602 testing appointments, Leesville recorded 1,580 appointments, Marksville recorded 216 appointments, and Barksdale recorded 109 appointments, for a combined total of 3,507 testing and proctoring transactions during the academic year. Utilization remained strong throughout the fall and spring semesters, reflecting the critical role these services play in supporting student success and course completion.

The high volume of testing activity at both the Alexandria and Leesville instructional sites demonstrates sustained student demand and supports the continued investment in dedicated testing personnel. The addition of part-time testing coordinators at these locations has enhanced the university's ability to provide timely, accessible, and responsive testing services while accommodating increased usage and maintaining service quality.

The results indicate that students continue to rely heavily on instructional site testing centers for course examinations, placement testing, certification testing, and other academic assessment needs. Providing local access to these services reduces barriers for students, particularly non-traditional, military-affiliated, and place-bound learners who may have limited ability to travel to the main campus.

Overall, the findings demonstrate that testing and proctoring services remain a vital component of student support at instructional sites and contribute to the university's commitment to student access, persistence, and academic success.

Decision. Based on the analysis of AC 2025–2026 results, the instructional sites will continue to monitor and report annual utilization of testing and proctoring services during AC 2026–2027 as an indicator of student access to academic support resources. To support continued student access and service quality, the instructional sites will:

- Maintain testing and proctoring services at all instructional sites to ensure students have convenient access to required academic assessments.
- Continue utilizing part-time testing coordinators at the Alexandria and Leesville instructional sites to support the high volume of testing activity and provide responsive student service.
- Evaluate testing utilization trends each semester to identify periods of peak demand and allocate staffing and resources accordingly.
- Promote awareness of testing and proctoring services through student communications, orientation activities, advising interactions, and instructional site outreach efforts.

Assessment Cycle 2025-2026

- Explore opportunities to expand certification and workforce-related testing options that align with regional workforce needs and support student career advancement.

These actions will help ensure that testing and proctoring services remain accessible, responsive, and aligned with student needs while supporting the university's commitment to academic success and educational access across all instructional sites.

Measure 2.2. *More than 50% of students surveyed at the Alexandria, Leesville, and Marksville instructional sites will report being “very aware” of the services, resources, and educational options available at their instructional site.*

Finding. The target was met. More than 50% of students surveyed at the Alexandria, Leesville, and Marksville instructional sites reported being “very aware” of the services, resources, and educational options available at their instructional site. Awareness levels exceeded the benchmark across all measured categories and sites.

Service/Resource	Very Aware		
	Alexandria	Leesville	Marksville
Offers a variety of student support services	57.3%	71.3%	98.3%
Advising and registration	73.2%	90.8%	96.6%
Assistance with financial aid	57.3%	67.8%	89.8%
Computer lab for student use	87.2%	93.1%	N/A
Proctoring services	90.9%	90.8%	89.2%
Variety of campus facilities and extended hours of operation	60.4%	60.9%	N/A

Analysis. Results indicate that students across instructional sites demonstrated a strong awareness of available services, resources, and educational options, with all measured areas exceeding the established benchmark of 50% of students reporting they were “very aware.” Advising and registration services, proctoring services, and computer lab availability demonstrated particularly high awareness across sites.

While results were positive overall, variation in awareness levels suggests opportunities for continued improvement in communication regarding student support services, particularly in areas such as financial aid assistance and general awareness of available services at some locations. In addition, some services were not applicable at all instructional sites, which is reflected in the reported data. The revised survey

Assessment Cycle 2025-2026

methodology implemented during AC 2025–2026 provided more detailed, site-specific information that better supports service planning and targeted outreach efforts.

Decision. Based on the analysis of AC 2025–2026 results, instructional site administrators will continue efforts to strengthen awareness of available services, resources, and educational opportunities during AC 2026–2027. Staff will continue promoting student support services through targeted communication, advising interactions, outreach efforts, and campus engagement activities, with additional attention given to service areas demonstrating comparatively lower awareness. Instructional sites will continue monitoring student awareness to ensure students remain informed of available resources that support student success

Measure 2.3. *More than 50% of military-affiliated students surveyed at the Fort Polk and Barksdale instructional sites will report that they agree the services and support provided at these sites enhanced their overall student experience.*

Finding: The target was met. A total of 84.5% of military-affiliated students surveyed at the Fort Polk and Barksdale instructional sites reported that they agreed the services and support provided at these sites enhanced their overall student experience.

Analysis. Results indicate that military-affiliated students reported a high level of satisfaction with the services and support provided through the Fort Polk and Barksdale instructional sites, with agreement levels substantially exceeding the established benchmark of 50%. Findings suggest that site services, student support, and military-focused assistance positively contributed to the overall student experience. The results further demonstrate the importance of maintaining responsive, flexible, and military-friendly support services tailored to the unique needs of military-affiliated learners.

The revised survey methodology implemented during AC 2025–2026 provided more focused feedback from military-affiliated students and strengthened the instructional sites' ability to evaluate the effectiveness of services and identify opportunities for continued improvement.

Decision. Based on the analysis of AC 2025–2026 results, military liaisons at the Fort Polk and Barksdale instructional sites will continue efforts to provide responsive, student-centered support services during AC 2026–2027. Staff will maintain communication and outreach efforts, continue providing military-friendly academic support and guidance, and review student feedback annually to identify opportunities to further enhance the overall student experience for military-affiliated students.

Measure 2.4. *More than 50% of students surveyed at the Alexandria, Leesville, and Marksfield instructional sites will report being “very satisfied” with services and resources provided at their instructional site, including advising and registration, financial aid assistance, computer labs, proctoring services, campus facilities, and campus hours of operation.*

Assessment Cycle 2025-2026

Finding. The target was partially met. More than 50% of students surveyed at the Alexandria, Leesville, and Marksville instructional sites reported being “very satisfied” with most services and resources provided at their instructional site, including advising and registration, computer labs, proctoring services, campus facilities, and campus hours of operation. However, the benchmark was not met for financial aid assistance at Alexandria (49.4%). Satisfaction levels exceeded the benchmark across all measured categories at Leesville and Marksville.

Service/Resource	Very Satisfied		
	Alexandria	Leesville	Marksville
Advising and registration	64%	80.5%	96.6%
Assistance in financial aid	49.4%	67.8%	91.5%
Computer labs	65.2%	86.2%	N/A
Proctoring services	75.6%	88.5%	100%
Campus facilities	62.8%	65.5%	100%
Campus hours of operation	65.9%	80.5%	100%

Analysis. Results indicate generally strong levels of student satisfaction with services and resources across instructional sites, with most service areas substantially exceeding the established benchmark of 50% of students reporting they were “very satisfied.” Proctoring services, campus facilities, and advising and registration services demonstrated particularly strong satisfaction levels across sites.

While findings were positive overall, results also identified opportunities for continued improvement, particularly related to student satisfaction with financial aid assistance at the Alexandria instructional site. Variation across service areas suggests the need for continued communication, responsiveness, and service enhancements to ensure students remain satisfied with available support resources. In addition, some services were not applicable at all instructional sites, which is reflected in the reported data. The revised survey methodology implemented during AC 2025–2026 provided more detailed, site-specific feedback that better supports continuous improvement and service planning efforts.

Decision. Based on the analysis of AC 2025–2026 results, instructional site administrators will continue efforts to maintain high levels of student satisfaction with services and resources during AC 2026–2027 while prioritizing areas demonstrating comparatively lower satisfaction. Staff will continue strengthening communication regarding available services, improving responsiveness to student needs, and working collaboratively with university partners to enhance service delivery, particularly in areas

Assessment Cycle 2025-2026

related to financial aid assistance and student support. Instructional sites will continue monitoring student satisfaction to guide continuous improvement efforts and improve the overall student experience.

Measure 2.5. *More than 50% of military-affiliated students surveyed at the Fort Polk and Barksdale instructional sites will report that they agree NSU is a military-friendly institution.*

Finding. The target was met. A total of 86.2% of military-affiliated students surveyed at the Fort Polk and Barksdale instructional sites reported that they agree NSU is a military-friendly institution, substantially exceeding the established benchmark of 50%.

Analysis. Results indicate that military-affiliated students perceive Northwestern State University as a military-friendly institution, with agreement levels substantially exceeding the established benchmark. Findings suggest that the services, flexibility, and support provided through the Fort Polk and Barksdale instructional sites contribute positively to the educational experience of military-affiliated learners. The results also reflect the importance of continued military-focused advising, communication, and support services tailored to the needs of active-duty service members, veterans, military spouses, and dependents.

The revised survey methodology implemented during AC 2025–2026 provided more focused feedback from military-affiliated students and strengthened the instructional sites’ ability to assess student perceptions and identify opportunities for continued enhancement of military student services.

Decision. Based on the analysis of AC 2025–2026 results, military liaisons at the Fort Polk and Barksdale instructional sites will continue efforts to maintain and strengthen military-friendly services during AC 2026–2027. Staff will continue providing responsive advising, academic support, communication regarding military educational benefits and resources, and targeted outreach to military-affiliated students. Student feedback will continue to be reviewed annually to identify opportunities to enhance services and ensure NSU remains responsive to the unique needs of the military community.

SO 3. The instructional sites will utilize student feedback to continuously improve services, resources, and overall student experience.

Measure 3.1. *Instructional site administrators and military liaisons will review qualitative student feedback annually and identify at least two areas for service improvement at each site.*

Findings. The target was met. Instructional site administrators and military liaisons reviewed qualitative student feedback and identified at least two areas for service improvement at each site.

Assessment Cycle 2025-2026

Alexandria. Student feedback identified two primary areas for improvement: (1) expanded access to technology and instructional support resources and (2) enhanced student amenities and campus convenience services. Students consistently expressed interest in improved access to computer labs and printing services, particularly in Building B, enhanced instructional technology and classroom connectivity, additional study space, and more convenient campus amenities such as food and beverage options. Based on qualitative feedback, the instructional site identified the following improvement opportunities:

1. Expand access to technology and instructional support resources by improving computer lab and printing access, strengthening classroom technology, and enhancing student access to study and academic support resources.
2. Enhance the student experience through additional campus amenities and convenience services, including food and beverage options, expanded study space, and improved access to student-centered resources.

Leesville. Student feedback identified two primary areas for improvement: (1) expanded academic support and instructional resources and (2) enhanced campus facilities and student engagement opportunities. Students expressed interest in increased tutoring, additional course offerings, improved study spaces, stronger academic support services, and additional campus amenities and activities. Based on qualitative feedback, the instructional site identified the following improvement opportunities:

1. Increase awareness and access to tutoring, study resources, and academic support services.
2. Expand student engagement opportunities and improve communication regarding campus resources and services.

Marksville. Student feedback identified two primary areas for improvement: (1) expanded access to testing and workforce-aligned credentialing opportunities and (2) increased course availability aligned with local student needs. Students expressed interest in additional testing services, including industry-recognized certification exams, and expanded course offerings in high-demand subject areas. Based on qualitative feedback, the instructional site identified the following improvement opportunities:

1. Expand testing services to accommodate specialized and workforce-aligned exams, including CompTIA certification testing and ATI Nursing Education (TEAS) testing, to better support student credential attainment and academic progression.
2. Increase course offerings by prioritizing high-demand subject areas identified through student feedback and enrollment interest to improve access and responsiveness to local educational needs.

Assessment Cycle 2025-2026

Fort Polk and Barksdale. Student feedback identified two primary areas for improvement: (1) expanded access to academic programs and instructional resources and (2) enhanced communication and support for navigating military educational benefits and student services. Students expressed interest in additional degree and course offerings at remote instructional sites, expanded in-person and flexible scheduling options, clearer guidance regarding VA/GI Bill benefits, and increased awareness of available academic and student support resources. Based on qualitative feedback, the instructional sites identified the following improvement opportunities:

1. Increase communication and support related to military educational benefits, academic resources, and available student services to improve understanding and ease of navigation for military-affiliated students.
2. Explore opportunities to expand access to academic programs, course offerings, and student resources that better align with the needs and schedules of military-affiliated learners.

Analysis. Review of qualitative student feedback across instructional sites identified recurring opportunities to improve access to academic and instructional support resources, strengthen communication regarding available services, enhance student engagement, and improve the overall student experience. While service needs varied by instructional site and student population, common themes included increased access to technology and instructional resources, expanded academic and student support services, improved communication and awareness of available resources, and enhancements to campus amenities and convenience services. Military-affiliated students also emphasized the importance of flexible academic offerings and clearer guidance related to military educational benefits and student support services.

The revised survey methodology implemented during AC 2025–2026 provided more detailed, site-specific feedback that strengthened the instructional sites' ability to identify meaningful themes and opportunities for service improvement. Increased participation and service-specific feedback better positioned instructional site administrators and military liaisons to make informed decisions regarding student support, service delivery, and resource planning.

Decision. Based on the analysis of AC 2025–2026 results, instructional site administrators and military liaisons will continue reviewing qualitative student feedback annually and implement targeted improvements to services, resources, communication, and student support during AC 2026–2027. Staff will prioritize actions identified through student feedback, including improvements to instructional and technology resources, expanded access to academic and support services, enhanced communication regarding available resources, and continued efforts to improve student engagement and overall student experience. Student feedback will continue to inform planning, decision-making, and continuous improvement efforts across instructional sites.

The following reflects key improvements and actions identified through the analysis of assessment results during AC 2025–2026. Improvements are based on findings from

Assessment Cycle 2025-2026

enrollment data, student surveys, and qualitative student feedback collected through revised site-specific survey instruments developed to support more meaningful assessment, site-level planning, and continuous improvement.

Comprehensive Summary of key evidence of improvements based on analysis of results. *Provided are all the things done in AC 2025-2026 to seek improvement based on the analysis of AC 2024-2025 assessment results.*

SO 1. The instructional sites will provide excellent responsive student services that aid in the recruitment, enrollment and retention of students.

Assessment results indicated strong enrollment performance across instructional sites, with Alexandria, Leesville, and the military service offices all exceeding their established enrollment benchmarks. Alexandria experienced significant enrollment growth, Leesville demonstrated a positive rebound in enrollment following previous declines, and military and military-affiliated enrollment surpassed the annual target by a substantial margin. These findings reflect the effectiveness of recruitment initiatives, community and military partnerships, workforce-responsive programming, and comprehensive student support services.

SO 2. The instructional sites will provide accessible, responsive, and supportive services that contribute to student success and a positive student experience.

Assessment findings demonstrated strong student awareness of available services and generally high levels of student satisfaction across instructional sites, with most measures substantially exceeding established benchmarks. Military-affiliated students also reported strong agreement that services enhanced their overall student experience and reinforced perceptions of NSU as a military-friendly institution.

Results further identified opportunities for improvement in service visibility, academic support resources, communication regarding financial aid and student services, technology access, campus amenities, and expanded instructional support tailored to local student populations. The revised survey methodology implemented during AC 2025–2026 provided more detailed, site-specific feedback and increased response participation, enabling instructional sites to better identify trends and opportunities for targeted service improvements.

SO 3. The instructional sites will utilize student feedback to continuously improve services, resources, and overall student experience.

Qualitative student feedback identified recurring opportunities to improve instructional resources, technology access, student support services, communication, campus amenities, academic flexibility, and access to workforce-aligned educational opportunities. Site-specific feedback informed actionable improvements, including enhanced access to computer labs and printing services, expanded tutoring and study support resources, increased student engagement efforts, additional testing

Assessment Cycle 2025-2026

opportunities, improved communication regarding military educational benefits, and exploration of expanded course offerings aligned with student needs.

Plan of Action moving forward. *The following reflects changes that will be implemented in AC 2026-2027, based on the analysis of the results observed in AC 2025-2026.*

SO 1. The instructional sites will provide excellent responsive student services that aid in the recruitment, enrollment and retention of students.

Instructional sites will continue implementing successful recruitment and retention strategies during AC 2026–2027, including strengthening partnerships with schools, employers, workforce agencies, and military organizations; expanding outreach and communication efforts; promoting workforce-aligned academic programs and credentials; and maintaining high-quality student support services. Enrollment trends will continue to be monitored to support data-informed decision-making, sustain enrollment growth, and ensure instructional sites remain responsive to regional workforce and student needs.

SO 2. The instructional sites will provide accessible, responsive, and supportive services that contribute to student success and a positive student experience.

Based on assessment results, instructional site administrators and military liaisons will continue strengthening communication regarding available services, expanding awareness and access to academic support resources, improving technology and instructional support where feasible, and enhancing student engagement and convenience services to further improve the student experience during AC 2026–2027.

SO 3. The instructional sites will utilize student feedback to continuously improve services, resources, and overall student experience.

Instructional site administrators and military liaisons will continue reviewing qualitative student feedback annually and implementing targeted improvements to services, communication, academic resources, and student engagement. Student feedback will remain central to planning, service enhancement, and continuous improvement efforts during AC 2026–2027.