

AY 2017-2018 Assessment

Unit – Academic Advising Services

Department – Academic Support

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Northwestern 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 mission of **Academic Advising Services** is to provide academic advising to undergraduate students and to facilitate a University Studies course (UNIV 1000) for entering freshmen.

Methodology: The assessment process for the Academic Advising Services is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) will be collected and returned to the unit head;
- (2) The unit head will analyze the data to determine whether the service provider has met the measurable outcomes;
- (3) Results from the assessment will be discussed with the advising team and unit head's supervisor;
- (4) Individual meetings will be held with advisors/instructors;
- (5) The unit head, with the assistance of advisors/instructors, will determine if changes are required to meet the measurable outcomes, assessment tools for the next assessment period, where needed, programming changes.

Service Outcome (SO):

SO 1. Provide academic advising to specific student cohorts.

Measure 1.1.

On an annual basis, Associate and Bachelor of General Studies students who receive advising services from Academic Advising Services will be administered a survey to assess their advising experience. The survey has five questions that use a Likert scale

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to assess knowledge, helpfulness, accessibility, concern and overall quality of experience. Respondents will select from strongly agree, agree, neutral, disagree and strongly disagree. The unit goal is for at least 85% of the students surveyed to respond with agree or strongly agree.

Findings: Target Met

Analysis:

During AY 2016-17, there were 186 AGS/BGS students who were eligible to complete the survey, the following information was found:

- 12 students responded (6% response rate);
- 10 of the 12 students responded with 'Strongly Agree';
- 1 of the 12 responded with 'Agree';
- 11 of the 12 responded with 'Strongly Agree' or 'Agree', thus $11/12 = 92\%$

AY 2017-18, 168 AGS/BGS students who were eligible to complete the survey, the following information was found:

- 36 students responded to the online survey (21% response rate);
- One of the final questions requested for advisees to rate their academic advisor in four specific areas (knowledge, helpful, accessible, and shows concern). 32 students responded to this question.
 - 20 of the 32 students responded with 'Strongly Agree';
 - 9 of the 32 students responded with 'Agree';
 - 29 of the 32 students responded with 'Strongly Agree' or 'Agree', $29/32 = 90\%$

The survey was administered to all General Studies students who early-registered for either summer/fall '18 courses. Based upon AY 2016-17 low-level of participants, the survey was administered one week after early-registration began in 2017-2018. The response rate was three times greater than the previous year. The target of 85% or above was met with a higher response rate of 21%, much higher the 6% response rate from a year ago.

Decision:

AY 2017-18, the number of respondents increased by 24 students. It's interesting to note that 14 less students (in survey cohort) were eligible to participate. We speculate the increase was based upon the timing of the survey, the response rate tripled this year (from 12 respondents to 36 respondents). To obtain a higher response rate (25% or above), future surveys will be administered both online and in-person.

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Measure 1.2.

On an annual basis, pre-clinical nursing students in Natchitoches will complete an advising survey to assess their experience. The survey has five questions that use a Likert scale to assess knowledge, helpfulness, accessibility, concern and overall quality of experience. Respondents will select from strongly agree, agree, neutral, disagree and strongly disagree. The unit goal is for at least 85% of the students surveyed to respond with agree or strongly agree.

Findings: Target Met

Analysis:

AY 2016-17, of the 177 ASN/BSN students who were eligible to complete the survey, the following information was found:

- 8 students responded (4.5% response rate);
- 3 of the 8 students responded they registered without assistance (thus, they asked to 'stop-out' of the survey after question #1);
- Of the 5 remaining students eligible to complete the Likert scale questions, only two completed;
- 2 out of 2 students who completed the survey responded with agree or strongly agree.

For AY 2017-18, there were 209 ASN/BSN students who were eligible to complete the survey and the following data was collected:

- 42 students responded (20% response rate);
- 3 of the 42 students responded they registered without assistance (thus, they asked to 'stop-out' of the survey after question #1);
- Of the 39 remaining students eligible to complete the Likert scale questions, 15 responded;
- 14 out of 15 students who completed the Likert scaled questions responded with agree or strongly agree, $14/15 = 93\%$

The survey was administered to all Natchitoches-based preclinical nursing students who early-registered for either summer/fall '18 courses. Like measure 2.1, the survey was administered one week after early-registration began in 2017-2018 and the response rate increased from 4.5% in spring '17 to 20% in spring '18. The target of 85% or above was met.

Decision:

The data from AY 2017-18 compared to the previous AY reveals a positive increase in the percentage of respondents. We speculate the increase was based upon the timing of the survey, the response rate quadrupled, partly based upon the timing of the survey administration. The 4.5% response rate in spring '17 increased to a 20% response rate

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this spring '18. To obtain a higher response rate (25% or above), future surveys will be administered both online and in-person.

SO 2. Provide a comprehensive UNIV 1000 curriculum to incoming freshmen.

Measure 2.1.

All UNIV 1000 students can complete the Student Evaluation of Course and Instructor. Questions 4-7 uses a five-point Likert scale, which allows students to respond to the assessment and provide feedback. The unit goal is for responses to questions 4-7 to have an aggregate mean score of at least a 4.0 (or above) on the five-point scale.

Findings: Target Met

Analysis:

There were 1268 students surveyed in fall '17 (face-to-face sections on NSU-Natchitoches campus). The focus was on Likert scale questions 4-7, which ask a total of 16 questions (8 specific about the class, 8 specifics regarding instructor). The following information was found:

- 468 students responded, compared to 297 students who responded (fall '16);
- 37% response-rate;
- All 16 questions had an aggregate mean score of at least 4.0 (or above);
- 14 of 16 questions had an aggregate mean score of at least 4.5 (or above);

In AY 2016-2017, ninety percent of all sections had a 4.00 Likert score or above, which was very positive, but we did not meet our target of 100%. The 2016-2017 data was sorted by 39 sections (with 37 sections that hit the target). In AY 2017-2018, data was collected aggregately with a 37% response rate (with over 150 more respondents this year). One reason for the increase in respondents in AY 2017-18 could have been an extra credit initiative of bonus points by the UNIV 1000 instructors. AY 2016-17, for example, one UNIV 1000 section only had two respondents. These two respondents produced a class section sub score mean was 3.44 (between sometimes and usually on the Likert Scale), thus not reaching the 4.00 Likert Scale goal. Those two respondents (of the total 297 students in AY 2016-17) would not have affected the aggregate mean score. Therefore AY 2017-18 aggregate data collection was more reflective of the intended measure.

Decision:

Based upon evidence from last year's report that assessed each class section separately and per discussions with the Director of Institutional Effectiveness, this year's analysis was based on aggregate student data, which is more reflective of the entire course. UNIV 1000, The University Experience, is an essential support course for all

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first-year students. Based on analysis and evidence from the student evaluation of both course and instructor, we will use aggregate scores for the next cycle.

Measure 2.2.

The University Studies 1000 curriculum features six seminar series workshops that require guest speakers to present their respective content area. The seminar series workshops include the following sessions: Getting Involved (OrgSync), Campus Safety/Active Shooter, Title IX/Sexual Assault Compliance, Watson Library, NSU Alcohol Awareness and NSU Financial Aid. At the completion of the final seminar series, instructors evaluate the overall effectiveness of each seminar by completing a survey. The unit goal is for all six seminars to score a response of 'Very Effective' or 'Effective'.

Findings: Target Not Met

Analysis:

Feedback from the fall '16 survey of the six seminar series workshops. The results are from 10 instructors who taught 16 sections of UNIV 1000. Their survey responses shared the following:

Seminar Series Topic	Very Effective or Effective
• Getting Involved (OrgSync)	10/10
• Campus Safety/Active Shooter	8/10
• Title IX / Sexual Assault Compliance	10/10
• Watson Library	5/10
• Alcohol Awareness	10/10
• Financial Aid	8/10

Below is the fall '17 survey feedback from 13 instructors of UNIV 1000.

Seminar Series Topic	Very Effective or Effective
• Getting Involved (OrgSync)	13/13
• Campus Safety/Active Shooter	12/13 (but 1 voted for 'neutral')
• Title IX / Sexual Assault Compliance	10/13 (but 3 were neutral)
• Watson Library	4/13 (but 3 were neutral)
• Alcohol Awareness	12/13 (but 1 voted for 'neutral')
• Financial Aid	10/13 (but 2 votes were 'neutral')

In AY 2016-2017, the target was not met. The data was based on the responses of ten UNIV 1000 instructors. Upon conclusion of the final seminar series session, the survey

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was administered via e-mail to all thirty UNIV 1000 instructors, so there was a 33% response rate. This AY 2017-2018, 13 instructors completed the survey, yielding a 37% response rate. Feedback provided by the instructors indicated only one seminar series topic was considered very effective or effective. Summer '17 included a plan of action to re-design the Watson Library session. For example, the newly hired reference librarian scaled down the former 40 slide PowerPoint to 14 slides. And with other sessions such as Campus Safety/Active Shooter and Financial Aid, adjustments were made to enhance, but not still not perceived as 'Very Effective or Effective'.

Decision:

AY 2017-18 results/data revealed only one seminar series was deemed 'Very Effective' or 'Effective' by all 13 instructors. The other five seminar topics had several neutral votes. The seminars address important content necessary to assist and support entering freshmen. To best serve the NSU freshmen, our plan of action in summer '17 involved meeting with each presenter to determine the most effective and engaging method of instruction for the three seminars that did not meet the goal.

Based on data from the last two years, we have improvements to make, with attention to focus Watson Library, but also to adjust Financial Aid and Title IX.

SO 3. Educate faculty and professional staff in academic advising practices, policies and procedures.

Measure 3.1.

On an annual basis, the academic advising team will update the Academic Advising Handbook. Upon completion, faculty and staff will review and determine the usefulness of the handbook. Faculty and staff advisors will use a Likert scale to assess the overall effectiveness/value of the handbook. Respondents will select from strongly agree, agree, neutral, disagree and strongly disagree. The goal is for at least 100% of the respondents to agree or strongly agree.

Findings: Target Met

Analysis:

Per AY 2016-17, six faculty/staff advisors responded to the Academic Advising Handbook survey. All six respondents answered with 'strongly agree' or 'agree'. In AY 2017-18, 15 faculty/staff advisors completed the paper-based survey. All fifteen respondents answered with 'strongly agree' or 'agree'.

The target was met; all fifteen of the respondents answered with 'strongly agree' or 'agree' to all seven Likert scale questions.

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Decision:

This was the second time this survey has been administered and the number of respondents almost tripled this year from 6 responses to 15. The low completion rate in AY 2016-17 could have been due to accessing the handbook online, from the departmental website. To enhance user access, physical copies of Academic Advising Handbook for 2017-2018 year were printed. The handbooks were distributed during academic advising development / workshop sessions and participants were asked to provide feedback.

Measure 3.2.

Each year Academic Advising Services will offer several advisor development workshops for all new faculty and staff advisors. Following the workshop, the participants will complete a survey to assess the session. Respondents will select from strongly agree, agree, neutral, disagree and strongly disagree. The goal is 100% of participants to respond with agree or strongly agree.

Findings: Target Met

Analysis:

During the AY 2017-2018, a total of 15 faculty and staff advisors attended at least one of the four advisor workshops. All participants (100%) responded with 'agree' or 'strongly agree' on their session evaluation.

During AY 2016-2017 faculty on-call week in August the Executive Director of Academic Advising Services provided a brief overview of Academic Advising Services to approximately 25 new faculty members. In October '16 four workshops were offered, and the feedback was positive and supportive, but not all new faculty members attended (some do not have advising responsibilities). 22 total faculty and staff advisors participated, with 11 being new faculty. AY 2016-2017 findings were incomplete due to not having an assessment/survey. AY 2017-2018 sessions produced less participants (15), but the findings were positive. 100% of the participants responded favorably to the workshops with agree or strongly agree.

Decision:

Workshop participation has been lower than desired (22 in AY 2016-2017, 15 in AY 2017-2018). Participants, however, have had positive feedback. The Executive Director has promoted workshops via deans, department h from spring '17 data, six faculty/staff advisors responded to the Academic Advising Handbook survey. All six respondents answered with 'strongly agree' or 'agree'. Timing and scheduling of sessions may be one factor. Another factor may include not all new faculty advise students. And a third factor may be not all department heads require their faculty to attend in-services. As

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indicated in the section below (*Plan of Action Moving Forward*), it will be recommended that workshops/sessions be available during faculty on-call week in August and January.

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

- Improved the timing and accessibility of the administration of advising surveys.
- Fall '17 brought largest UNIV 1000 enrollment, thus total sections increased, which increased some teaching loads. More sections offered (F2F and online) than ever before;
- Comprehensive assessment of UNIV 1000 student survey was reviewed per aggregate student data, which in most cases is more helpful to assess entire UNIV 1000 programming, as opposed to using assessing data from specific sections;
- To best meet the needs of NSU students, Academic Skills (ACSK) 1010 was delivered online (several online sections in both fall '17 and spring '18;

Plan of action moving forward:

- UNIV 1000 Team will continue to study feedback from both students and instructors to enhance teaching modules in UNIV 1000 for upcoming year.
- In July '18 the Academic Advising Center will relocate to a new location in Watson Library (first floor). The financial investment in this newly designed Center will enhance both visibility and access of this important support service. The 1,700 square foot center will better serve students and their needs for years to come.
- Additionally, the layout of the Center has one student point of entry, to best route student traffic and document usage. After a face-to-face advising session, advisees will use an exit, which will assist advising staff with better opportunity for F2F survey administration.
- To increase participation and access in Faculty Advisor Development, in-services should be offered during faculty on-call week in mid-August and early January.
- The assessment of the Academic Advising Handbook could be separate from Faculty Advisor Development sessions. To accommodate more participation, it could be administered online.