

## Assessment Cycle 2018-2019

### Academic Advising Services

#### Department – Academic Support

Prepared by: Steve Hicks

Date: 6-13-19

Approved by: Jennifer Kelly

Date: 6-13-19

**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, to facilitate a University Studies course (UNIV 1000) for entering freshmen and to provide academic support services for students, faculty, staff and external partners.

**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.

### Academic Advising Services

#### Service Outcomes:

**SO 1.** Provide quality academic advising to specific student cohorts.

**Measure 1.1.**

## Assessment Cycle 2018-2019

On an annual basis, General Studies students who receive advising services from Academic Advising Services (AAS) will be administered a survey to assess their advising experience. The survey has 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 Not Met**

**Analysis:** In AY 2017-18, the target was met. Based upon the analysis of the 2017-18 data, 90% of students surveyed responded favorably (agree or strongly agree). Although the target was met, not as many students participated as desired. In 2018-19 the Director of Academic Advising Services, along with his advising team, promoted pre-registration through e-mails, class announcements, flyers in our building and center. Additionally, a unified message was delivered to both fall '18 and spring '19 UNIV 1000 sections. To increase participation in advising, the President charged multiple stakeholders (Director of Academic Advising, Enrollment Management, Social Media, and the Dean of Students, etc.) to collaborate a comprehensive campaign to promote advising and registration. AY 2018-19 the target was not met, as 87.5% of the students responded favorably (agree or strongly agree).

**Decision, Action or recommendation:** Based upon the analysis of the 2018-19 results, for 2019-20, the Director of Academic Advising Services will drive continuous improvement by making several adjustments in the upcoming year. It is speculated the similar rate of survey respondents in last two AYs was based upon the timing of the survey. Many administrative offices survey students in the month of April. The first adjustment involves administration of the advising survey in November, rather than March. There is a more captive audience due more UNIV 1000 students in fall term. Also, the Director will incentivize students to complete the survey by awarding bonus points in the respective UNIV 1000 classes.

### **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:** In AY 2017-18, the target was met as 93% of students surveyed responded favorably (agree or strongly agree). However, there was only a 20% response-rate of the total number of students surveyed. Although the target was met, not as many

## Assessment Cycle 2018-2019

students participated as desired. In fall '18 the Director of Academic Advising Services, along with his advising team, promoted pre-registration through e-mails, class announcements, flyers in our building and center. Additionally, a unified message was delivered to both fall '18 and spring '19 UNIV 1000 sections. In the spring term '19, to increase participation in early-registration (and then, in turn, increase survey participation) President Maggio charged multiple stakeholders (Director of Academic Advising, Enrollment Management, Social Media, and the Dean of Students, and several others) to collaborate and executive a comprehensive campaign. In 2018-19, the target was met (100% agree or strongly agree), but the response rate was only 17% of the total students surveyed.

**Decision, action or recommendation:** Based upon the analysis of the 2018-19 results, in 2019-20, the Director of Academic Advising Services will drive continuous improvement by making several adjustments in the upcoming year. It is speculated the consistent rate of responses the last two AYs (20% vs. 17%) was based upon the timing of the survey. The response rate was too low and could be fixed since there is a more captive set of advisees in November. UNIV 1000 instructors can incentivize students to complete the survey by awarding bonus points. Consideration will be given to placing a survey monkey link within our e-mail signature during November.

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

#### **Measure 2.1.**

All UNIV 1000 students had the opportunity to complete the end-of-semester assessment: Student Evaluation of Course and Instructor. The course steward reviewed responses to 16 questions (a five-point Likert scale) which allowed students to respond to the assessment and provide feedback of both course (8 questions) and instruction (8 questions). The unit goal is for responses to questions to have an aggregate mean score of at least a 4.0 (or above) on the five-point scale.

#### **Findings: Target Met**

**Analysis:** In 2017-18 the target was met. Based upon the 2017-18 results, in 2018-19 UNIV 1000 instructors incentivized bonus points in UNIV 1000 for student participation. This fall '18 incentive was more heavily promoted by instructors, thus resulting in an increase of almost 300 more students participating in the survey (468 in '17 vs. 759 in '18). In 2018-19 the target was met, with approximately 25% more student participating in the survey.

**Decision, action or recommendation:** Based upon the analysis of the 2018-19 results, in 2019-20, the Director of Academic Advising Services will drive continuous improvement by making a couple adjustments for the upcoming year. The Fall '19 UNIV 1000 syllabus will list the Student Evaluation of Course and Instructor as a formal 10-point extra credit exercise. Additionally, it will be listed as an extra credit activity in the

## Assessment Cycle 2018-2019

designated topic box of Moodle. As a freshman seminar class, it is important for all UNIV instructors to promote participation in end-of-course assessments, which will help create a culture of student participation for other courses.

### Measure 2.2.

Each fall and spring, the University Studies 1000 curriculum features seminar series workshops (in a large recital hall with multiple sections attending at same time slot). These workshops require guest speakers who are 'content experts' who present to the UNIV 1000 students. 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 seminars to score a response of 'Very Effective' or 'Effective'.

### Findings: Target Not Met

**Analysis:** In 2017-18 the target was not met. Based upon the 2017-18 results, 2018-19 changes were made to enhance these workshops. The Watson Library Seminar Series was evaluated as the most ineffective of the series. For this reason, fall '18 it was decided to facilitate this module privately in each classroom through a Moodle tutorial. A similar programming adjustment was implemented for the Campus Police session, and they delivered content using a one class at-a-time format (as opposed to large lecture hall for multiple sections). This approach also created a more personal delivery yet required more time and multiple staff to present. AY 2018-19 results revealed most remaining seminar series were deemed 'Very Effective' or 'Effective' by instructors (just a couple neutral votes, but no strongly disagree or disagree votes). For this reason, the 2018-19 target was not met.

**Decision, action or recommendation:** Based upon the analysis of the 2018-19 results, in 2019-20 the Director of Academic Advising Services will drive continuous improvement by implementing a couple adjustments for the 2019-20 AY. The Director will meet with each of the content experts (presenters) in summer '19 to discuss content delivery, pre/post-tests, and other details. Several of these seminar series workshops are compliance-based (Title IX, Alcohol Awareness, etc.), thus required. The director will have the President and VP of Students visit with all instructors at early-August UNIV in-service workshop to emphasize the significance of these compliance modules, which will include new Louisiana state mandate of Hazing Education for all campus freshmen.

### SO 3. Provide academic support services for students, faculty, staff and external partners/constituents.

#### Measure 3.1.

Every fall and spring semester all professional staff advisors in AAS will make a minimum of three separate contacts with their assigned advisees. The first is a general welcome email that shares office hours, contact information, link of student resources, etc. The second contact involves the early warning system grades (five-week-grades).

## Assessment Cycle 2018-2019

The third contact involves mid-term grades. AAS advisors will take immediate action by contacting all 'at-risk' advisees for both five-week and midterm grades. Response time is critical for student success (access to tutoring and other resources, awareness of add/drop deadline after mid-term, etc.). The unit goal is for every AAS advisor is to contact 100% of his/her at-risk advisees within two business days of receiving the grade reports.

### **Findings: Target Not Met**

**Analysis:** Fall 2017-18 the target was not met. Based upon analysis of 2017-18 data in 2018-19, one advisor shared her version to serve as an example to streamline the process for other advisors. It was noted that the almost all advisors were able to contact their at-risk advisees, but not within the two-business day window (five of seven advisors were successful within 2 business days). Fall 2018-19 was not met.

**Decision, action or recommendation:** Based upon the analysis of the 2018-19 results, in 2019-20, the Director of Academic Advising will drive continuous improvement by implementing a couple adjustments for AY 2019-18. The Director will create a checklist for oversight to best monitor advisor progress for five-week and midterm grades. One or two days in advance these grade-report campaigns, director will remind all advisors and provide a sample e-mail and voice message script. Contacting these at-risk students has increased communication between advisee and advisor, thus strengthened relationships. The challenge of this unit goal is turnaround time – it is attainable and critical for student success.

### **Measure 3.2.**

Academic Advising Services serves as a clearinghouse for all suspended undergraduate students and facilitates all readmission contracts. At the end of each fall and spring semester, AAS completes an end-of-semester report for the VP of Academic Affairs, Deans, Department Heads and Faculty Advisors. It is critical the above-mentioned administrators to have this report in-hand, especially in December, in preparation for onset of spring semester. The unit goal is to have this end-of-semester report completed and disseminated each fall and spring within three business days after final grades have been posted.

### **Findings: Target Not Met**

**Analysis:** Fall 2017-18 the target was met. Based upon meeting the target the year before, a model was in place for Fall 2018-19. The target was not met for Fall 2018-19. The end-of-semester report (spring '19) was submitted within the allotted time frame, however, the fall '18 report was not. It should be noted our administrative assistant was new to her position (started in mid-November) and we had an advisor move out of state in early December.

## Assessment Cycle 2018-2019

**Decision, action or recommendation:** Based on the analysis of the 2018-19 report, the Director of Academic Advising will drive continuous improvement by implementing a couple adjustments for the upcoming year. The Director or appointed designee will have the EXCEL document/template as fully prepared as possible. Once all final grades get posted and academic action program has been administered, the remaining fields (academic standing, term GPA, cum. GPA, study hall hours, and other notes) can get populated in as efficient a manner possible. Director will also be in advanced correspondence with Director of Academic Success, who maintains records of study hall and success workshops, all of which belong on the report.

### Measure 3.3., new initiative

On an annual basis, Academic Advising Services will assess the Associate of General Studies dual enrollment advising partnerships with our high school constituents (i.e. LSMSA, member schools in Vernon Parish School Board, Louisiana Online Academy, etc.). Each designated high school counselor will complete a short survey to assess our advising relationship/practices with their school/students. This assessment will help enhance communication and strengthen services between AAS and designated high school counselors. The unit goal is for 100% of respondents surveyed to agree or strongly agree.

### Findings: Target Not Met

**Analysis:** Fall 2017-18 there was no established target since this is a new initiative, but there are nine high schools with DE Associate of General Studies (AGS) MOUs in place. In the previous three summers to date ('16, '17 and '18), LSMSA has been the only school with DE students who fulfilled AGS requirements. This summer '19, there will be five high schools who have DE AGS students who will complete all requirements by August: LSMSA, Pickering HS, Hicks HS, Montgomery HS and Louisiana Online Academy.

**Decision, action or recommendation:** As indicated above, measure 3.3 is new and due to several advising errors by our constituents, continuous improvement will be essential to the program's success. Enhancing communication AGS DE constituents will be critical to NSU's future enrollment and staying relevant in a challenging and competitive market.

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

- In August of '18 Academic Advising Services moved to its permanent location (suite 112 of Watson Library). This move brought us in close proximity with Testing Services, Tutoring/Academic Success Center, and other important academic and auxiliary services we can partner with. More students should

## Assessment Cycle 2018-2019

access AAS in this location. This move provides an aligned one-stop-shop for students.

- The Fall '18 Student Evaluation of Course & Instruction was administered to UNIV 1000 students and it had a 66% response-rate (759 of 1149 students). After encouragement and some bonus point incentive, this was an increase of almost 300 additional freshmen compared to the previous year.
- Fall '18 UNIV 1000 F2F enrollment on Natchitoches campus was its second largest in school history, therefore the total number of sections remained high, which increased some teaching loads.
- Spring '19 highlighted an increase of five high schools from our service region with graduates from high school (May '19) who will fulfill all AGS degree requirements in August '19. This information is significant, since in spring '18 there was only one high school that had AGS recipients in August '18.

### Plan of action moving forward:

- Establish a 20-question pre-test and post-test assessment for University Studies 1000.
- Implement the two AAS advising surveys in November to best capture more students. Consideration will be given to having a survey monkey link under all professional advisors' e-mail signature lines during fall '19 early-registration (Financial Aid Office incorporated this strategy this AY).
- To comply with a new Louisiana state mandate, NSU will implement a required one-hour hazing education training module for all UNIV 1000 sections.
- To execute a thoughtful and organized strategic timeline to monitor/evaluate required correspondence with advisees (at least 3 times per semester).