

Assessment Cycle 2022-2023

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, to facilitate a University Studies course (UNIV 1000) for entering first-year students 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. General Studies Students

Assessment Cycle 2022-2023

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, and concern for me as an individual. Respondents will select from strongly agree, agree, neutral, disagree and strongly disagree. The unit goal is for at least 85% of all students surveyed to respond with agree or strongly agree to each Likert scale question.

Findings: Target was met.

Analysis: AC 2021-22 the target was not met. Three of the four Likert scale questions (knowledge, helpfulness, and accessibility) scored 87% for strongly agree or agree. However, only 27/32 respondents (84%) responded with agree or strongly agree to “My academic advisor shows concern for me as an individual”. Based upon these results, the Executive Director made a couple changes (1) Likert scale questions were reviewed for clarity and edited and (2) after the survey was launched, advisors contacted their advisees to encourage and promote participation.

As a result, AC 2022-23 the target was met. The spring '23 survey yielded the second highest response rate to date of 23% (compared to 26% in 2020, 21% in 2022). Fifty percent of the respondents indicated they were advised by email, 19% by face-to-face appointment, 15% combination email/F2F, 11% phone-only, and almost 5% via WebEx/TEAMS.

Decision, action, or recommendation: The target was met. Based upon the analysis of the 2022-23 results, in AC 2023-24 the director will make a couple of modifications for continued improvement. First, the survey will get administered 'in house' via Microsoft forms, rather than getting administered from another NSU office. This will enhance efficiency and turnaround time for decisions, actions, etc. Second, the survey will get launched two times, rather than one -- in November '23 and in March '24. Once the survey opens to the students, both the director and advisors will remind the advisees to complete the survey.

Measure 1.2. Pre-clinical Nursing Students (Natchitoches campus)

On an annual basis, pre-clinical nursing students in Natchitoches will complete an advising survey. 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 all students surveyed to respond with agree or strongly agree to each Likert scale question.

Findings: Target was met.

Analysis: AC 2021-22 the target was not met. Four of the five Likert scale questions (knowledge, helpfulness, concern, and overall quality of service) were met with agree or strongly agree. However, only 78% of students surveyed agreed or strongly agreed to this question “My academic advisor is accessible (available for drop-in advising during office hours, keeps appointments, etc.) and is timely in responding promptly (via e-mail, returns calls in a timely manner, etc.). Based upon these results, the Executive Director

Assessment Cycle 2022-2023

made a couple changes (1) Likert scale question were re-written to help with clarity and (2) after the survey was launched, advisors contacted their advisee to promote participation. As a result of these changes, the preclinical nursing survey had a 40% response rate, the highest response rate to date.

In AC 2022-23, the target was met. All five Likert scale responses were 85% or higher: 85%, 92%, 92%, 85% and 92%. It was noted that 69% of the respondents were advised face-to-face, a percentage significantly higher, as compared to General Studies / BA Liberal Arts, where only 20% are advised face-to-face. Seven percent phone advising and only 15% email advising.

Decision, action, or recommendation: AC 2022-23, the target was met. Based upon the analysis of the 2022-23 results, in AC 2023-24 the director will make a couple of modifications for continued improvement. First, the survey will get administered 'in house' via Microsoft forms, rather than getting administered from another NSU office. This will enhance efficiency and turnaround time for decisions, actions, etc. Second, the survey will get launched two times, rather than one -- in November '23 and in March '24. Once the survey opens to the students, both the director and advisors will remind the advisees to complete the survey.

Measure 1.3

On an annual basis, all advisees who participate in add/drop transactions (week before semester begins thru last day of add/drop) can complete a 'mini survey.' This survey link is found above the academic advisor's e-mail signature line. Unlike Measure 1.1 or 1.2, this survey is non-major specific. The intent of the survey is to allow advisees to provide immediate feedback so the director (and all advisors) can trouble-shoot inquiries within less than a business day, if possible. The unit goal is to ensure 90% of all student inquiries will be answered within 24 hours to best serve the students.

Findings: Target was met.

Analysis: In 2021-22 the target was not met as 98% (46/47 students) reported 'all of your advising questions were answered.'" Note during that year, the target was set at 100%. Based upon these results and student feedback, the director made a couple of revisions and changed the target to a more realistic benchmark of 90% and modified the wording to one of the questions for clarity (question 6). In 2022-23 the target was met as 27/30 students (90%) acknowledged all questions were answered.

- 3/30 were advised face-to-face.
- 21/30 were advised via email.
- 4/30 were advised via phone.
- 1/30 were advised via TEAMS/WebEx/Zoom
- 1/30 were advised via combination of the above
- 3/47 were advised via a combination of formats above.

The final survey question was to close-the-loop: "If your advising questions were not answered, please leave your name, phone number and email address, and the director will reach out to you. Only three students (of 30) indicated not all his/her questions were answered. Two of the three students opted to leave his/her contact information. Twenty-

Assessment Cycle 2022-2023

five of thirty students (25/30, 83%) provided positive, anecdotal feedback to the final open-ended question, “what can the advisors in this office do to better assist you”.

- ‘She’s doing a great job.’
- ‘Nothing I can note, everything has been great!’
- “Really nothing. Ashley is a great advisor.”
- “Not a thing. Mr. Hicks was a pleasure to work with and a great help.”
- Etc. (21 more positive comments).

Decision, action, or recommendation: The target was met. Based upon the analysis of the 2022-23 results, in AC 2023-24 the director will make a couple of modifications for continued improvement. This ‘short and quick’ survey has been administered from the Assessment Office and results were distributed back to this office every 2-3-4 business day. Later this summer, this SurveyMonkey administration will get converted to a Microsoft forms survey. Administering this mini survey in this unit will enhance efficiency and turnaround time. Students will receive more timely service. Additionally, this survey, which has been administered once a semester for multiple assessment cycles, will now get administered at least two times a semester (1) one week before semester begins thru first seven day of class during add/drop period and (2) during advising for the upcoming semester (months of November and March).

SO 2. Provide a comprehensive UNIV 1000 curriculum to incoming first-year students.

Measure 2.1. (NSU-Natchitoches face-to-face cohort)

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 all sixteen questions (a five-point Likert scale) which allowed students to respond and provide feedback regarding both the course (8 questions) and instruction (8 questions). The unit goal is for responses to all sixteen questions to have an aggregate mean score of at least a 4.5 (or above) on the five-point scale, with a response rate of 40% of all students.

Findings: Target was not met.

Analysis: In AC 2021-22 the target was not met. Not all sixteen questions had a 4.5 (or above) mean. The target was almost met, but not quite. Below are several important findings:

- Note 31% of 861 traditional, face-to-face students participated (without bonus pts. being awarded)
- The benchmark target of 4.5 (or higher) was met in fourteen of the sixteen questions, scoring an aggregate mean score of 4.5 or higher.
- Below are the two questions that did not carry a mean score of 4.5 (or higher):
 - This class was intellectually stimulating (4.38 mean, class question #7).

Assessment Cycle 2022-2023

- Consider this course: Overall, I would rate this course as: extremely poor, poor, fair, good, superior (4.28 mean, class question #8).

As a result of these findings, for AC 2022-23, the course steward made an adjustment to promote extra credit for student participation with end of course assessment. This helped, as the student participation rate increased from 31% to 35%. But it did not reach the benchmark of 40%. Below are 2022-23 findings:

- Note 217/626 (or 35%) of traditional face-to-face students participated (with bonus pts. awarded)
- The benchmark target of 4.5 (or higher) was met in fourteen of the sixteen questions, scoring an aggregate mean score of 4.5 or higher.
- Below are the two questions that did not carry a mean score of 4.5 (or higher):
 - Question 7: This class was intellectually stimulating (4.29 mean).
 - Question 8: Consider this course: Overall, I would rate this course as: extremely poor, poor, fair, good, superior (4.34 mean).

The two above questions were specific to the course. Eighty percent (174/217) of the students who evaluated the course marked “usually” or “always” intellectually stimulating. Question seven’s mean score has not reached a 4.4 (or higher) in the last 7-8 assessments. UNIV 1000 should be less intellectually stimulating than others, it is a one-credit support class that provides information for first-year success. Regarding question eight’s mean score of 4.34, the other 20% who responded not selecting “usually” or “always”, had a profound impact in affecting the mean (several selected “poor” over “fair”), which lowered the mean to 4.34. The student feedback about the instruction (final eight questions) had a mean average of 4.74. Additionally, the open-ended, anecdotal, comments regarding instruction were positive.

Decision, action, or recommendation: In AC 2022-23 the target was not met. It has not been met for several cycles but there was an increase in F2F participation. With UNIV 1000 being a first-semester class, it is critical for all instructors to promote full participation in end-of-semester assessments to establish a culture of providing feedback throughout their college experience. The course steward will drive participation by increasing bonus points from 5 to 15, which will help yield more participation. Participation benchmark will be adjusted to 38%. Also, all fifteen questions will have a 4.5 aggregate mean target of 4.5, except for Question 7, which will get omitted for lack of relevance.

Measure 2.2. (Online-only cohort)

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 sixteen questions (a five-point Likert scale) which allowed students to respond to the assessment and provide feedback of both the course (8 questions) and instruction (8 questions). The unit goal is for all responses to all sixteen questions have an aggregate mean score of at least a 4.4 (or above) on the five-point scale.

Findings: Target was not met.

Assessment Cycle 2022-2023

Analysis: In AC 2021-22 results were close to the target, however the target was not met. This was due to only one (of sixteen total questions) not reaching the mean score of the 4.4. The question with a mean less than 4.4 is listed below:

- Question 8 - Consider this course: Overall, I would rate this course as: extremely poor, poor, fair, good, superior (4.36 mean).

Only 33% of all eligible students participated in this assessment and ninety percent of the respondents to the above question responded with good or superior. The other 10% affected the mean enough not to yield the target score of 4.4. Student feedback about the instruction/instructor (the final eight questions) had a mean average of 4.63.

As a result of the above findings, for AC 2022-23, the course steward made an adjustment to (1) increase participation rate to 40% and (2) promote extra credit for student participation with the end of course assessment. Unfortunately, the participation rate did bump up one point to 34% (85/248), not reaching the target of 40%. Fourteen of the sixteen (14/16) questions had an aggregate mean of 4.4 or above. The two questions that did not were the following:

- Question 8 - Consider this course: Overall, I would rate this course as: extremely poor, poor, fair, good, superior (4.38 mean).
- Question 16 – Consider this teacher: Overall, I would rate this teacher as: extremely poor, poor, fair, good, superior (4.34 mean).

Ninety percent of the cohort rated the online course as good or superior, but it was the other 10% who submitted a response of poor (1) or fair (8) to affect the mean from reaching 4.4. Question 16's lower responses differed relative to the face-to-face cohort students. The F2F sections have more of a human touch element and tend to be more intrusive and personal than the online sections (4.34 mean, online cohort vs. a 4.56 mean for the F2F instructor). It was interesting to see the online only student's higher collective response mean rating of 4.57 to Question 7 – "This class was intellectually stimulating", as compared to their F2F counterparts.

Decision, action, or recommendation: In AC 2022-23 the target was not met. It has not been met for several cycles, but there was a slight uptick in student participation. With UNIV 1000 being a first-semester class, it is critical for all instructors to promote full participation in end-of-semester assessments to help establish a culture of providing feedback throughout their college experience. The course steward will drive participation by increasing bonus points from 5 to 15, which will help yield more participation. In response to overall teacher rating (4.34 aggregate mean) all online-only instructors will be required to have at least one synchronous online office hour per week, as identified in the course syllabus. This will provide online-only students a more individualized touch, if desired, for assignment clarification, general Q & A, assistance, etc.

Measure 2.3

University Studies 1000 students complete a pre-UNIV 1000 quiz in the first week. At the end of the course, they complete the same assessment (post-quiz). To measure student learning, the unit goal is to demonstrate a 10% increase in score for each question (pre- vs. post-quiz). The target for the post-test average is 82% or above for all students.

Findings: Target was not met

Assessment Cycle 2022-2023

Analysis: In AC 2021-22 the target was not met. There were four questions (of 25) that did not show 10% or more improvement. However, the post-test score average of 80% was four percentage points higher than year before. Note these important findings below:

- 21/25 questions had a 10% (or higher) improvement of scores from pre-test to post-test.
- The four questions that did not increase by 10% or higher in post-test had pre-test scores of 75% (question 14), 80% (question 18), 90% (question 21), and 90% (question 24).

As a result of this data, the course steward and steering committee made some adjustments to enhance continuous improvement. Several questions and response options were re-worded, and a couple multiple-choice options tweaked to provide more rigor. It was noted pre-test score responses had lower scores. In addition, the course steward educated the faculty during fall '22 in-services and weekly updates by highlighting several of the most challenging questions and discussing strategies to better address them.

In AC 2022-23 the target was not met. Although all twenty-five questions improved by 10% or more (from pre vs. post), the target was not met. The overall average of the post-test was a 72%, thus not reaching the updated target benchmark of 82%. Several important findings are below:

- 25/25 questions had a 10% (or higher) improvement of scores from pre-test to post-test.
- Pre-test overall average (during week #1) was a 45%.
- This year's pre-test had two questions with scores of 70% or above, compared to previous year when four pre-test questions had scores in seventies or above. Course steward attributes this to enhanced rigor (integrity) of question and various responses this cycle.
- Post-test overall average (last week of class) was 72%.
- Data collection was limited to fifteen of the thirty-five face-to-face sections from fall '23 semester, with section averages on post-test ranging from 91% (section 01N) to 54% (section 29N).
- Open source, open note, timed 25-point quiz of 60 minutes, with average test submission within 10-11 minutes.

Decision, action, or recommendation: In AC 2022-23 the target was not met. Based upon the analysis of the results, data will get collected with more efficiency. The course steward and staff downloaded fifteen gradebooks via EXCEL and merged all data into one document, using a sample size of fifteen sections (out of thirty-five total). This effort took 4-5 hours and additional help from ECE support staff. In AC 2023-24, pre and post test will launch via Microsoft forms to include all F2F sections, not simply a sample size. Data collection will be significantly streamlined and more comprehensive. Additionally, the course steward, with the help of his steering committee will review all test bank questions and answer options for clarity.

Assessment Cycle 2022-2023

SO 3. Provide academic support services for students, administration, and external partners/constituents.

Measure 3.1.

Every fall and spring semester all AAS professional staff advisors will make a minimum of four 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). The third contact involves mid-term grades. The fourth contact promotes visiting with advisor prior to early-registration for upcoming semester. Regarding the second and third contacts, 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 advisees at least four times a semester, and specifically within two business days of receiving both five-week and midterm grade reports.

Findings: Target was not met.

Analysis: In AC 2021-22 the target was met. All seven professional advisors on staff made their respective four mandatory contacts for both fall '21 (28/28) and spring '22 (28/28). Additionally, their 5-week and midterm grade correspondence were within the desired two-day time frame. This was the first time in three AC cycles the target was met. In an effort for continuous improvement in communications for the upcoming year the director committed to implement university-approved text messaging platform for the 2022-23 year.

In AC 2022-23 the target was not met. Fall semester '22 all benchmark and targets were met with all seven advisors engaging in very timely student contacts (28/28 mandatory contacts within 48-hour window. However, in early Spring '23, a team member resigned from the university during the first week of classes and the reassigning of advisees took longer than anticipated, especially with the start-up of the semester. The seven advisors downscaled to a team of six advisors for the spring semester. All mandatory contacts (24/24) were performed, but not in the established time frame.

Decision, action, or recommendation: AC 2022-23 the target was not met. The previous 3-4 assessment cycles, the target has only been met once. To drive improvement (timeliness of contact) the director will take responsibility of the first email to all advisees within the first week of the semester. Then, the advisor of record will be responsible for the next three contacts (5-week grades, midterm, and early-registration). Also, the Enrollment Management Director agreed to in-service the Director and an appointed advisor to use the Mongoose text platform for early registration, among other intrusive advising and early warning initiatives. At least one text message will be sent regarding either mid-term grades or early-registration each fall and spring to all advisees.

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

Assessment Cycle 2022-2023

semester, AAS completes an end-of-semester report for the VP of Academic Affairs and Academic Deans. It is critical the above-mentioned administrators have this report in-hand, especially in December, in preparation for onset of spring semester. The unit goal is two-fold: 50% or more of students under contract will earn a 2.00 semester GPA or above and this end-of-semester report will be completed and disseminated each fall and spring within three business days after final grades have been posted.

Findings: Target was not met.

Analysis: AC 2021-22 the target was not met as 62/202 (31%) students earned a 2.00 GPA in their respective semester of suspension. The end-of-semester reports were disseminated to the VPAA/Provost and his deans less than 48 hours after the final grade submission deadline.

- Fall '21 - 35/131 (27%) readmitted students earned above a 2.00 in December '21
- Spring '22 – 27/71 (38%) readmitted student earned above a 2.00 in May '22

It was anticipated that Fall '21 would have more high-risk students under contract, partially attributed to 'debt-forgiveness' of students with outstanding balances in summer '21, prior to readmission for fall. Fall '21 was a record-semester of readmitting students with an academic contract (n=131). Based upon these results, to drive improvement the director assigned a graduate student to perform intrusive activities to this cohort by aiding and support. Many of the readmitted students were online only (anecdotal findings), which can cause limitations with advising/mentoring. The AC 2022-23 target was not met, but had record high percentages of success (highest % of 2.000 averages in five years):

- Fall '22 – 28/66 (42%) readmitted students earned above a 2.00 in December '22
- Spring '23 – 18/40 (45%) readmitted student earned above a 2.00 in May '23

It is worthy data to share twenty of the total 106 students in the fall/spring cohort earned 0.00 semester GPAs. The director notes this significantly impacted finals numbers. Stated differently, formal resignations (all "W" grades), assuming the students were not putting forth sincere effort, would have positively affected the overall number of students with 2.00 or above GPAs.

Decision: AC 2022-23 the target was not met. However, fall '22 and spring '23 percentage rates have been the best in five years. Based upon the analysis of the results, the director will drive improvement by enhancing strategies to work more closely with the readmitted students. This will be done through a collaborative effort to mentor and monitor academic progress of these high-risk students, including documenting three contacts each semester. The Academic Advising Executive Director, the Director of the Academic Success Center (ASC), assigned graduate assistants, and an incoming new hire (Academic Advisor & Retention) will invest considerable time and participate. A checklist will be created to better monitor and document progress.

Measure 3.3

On an annual basis, Academic Advising Services will assess the Associate of General Studies dual enrollment advising partnerships, which involves collaborating closely with our high school constituents (LSMSA, Vernon Parish Schools, Pineville High School, etc.). The unit goal is for 100% of all schools with eligible graduation candidates participate in at least one spring semester in-service to enhance program knowledge and strengthen

Assessment Cycle 2022-2023

rapport between each designated NSU advisor and their DE AGS high school constituents.

Findings: Target was met.

Analysis: In AC 2021-22, the following adjustments were made to drive improvement:

- In July '21 a new hire to NSU accepted the role as Dual Enrollment AGS Coordinator. He expanded an existing TEAMS file to track this cohort of DE students more effectively.
- In August '21, the Director assigned four (4) advisors to be designated point of contacts with 15 participating high schools who had summer '22 candidates. In preparation for the final spring '22 semester, these advisors performed audits during fall '21 and immediately after fall final grades were posted.
- In spring '22 a private mid-semester in-service was administered to each of the 15 high school counselors (all DE AGS schools with August '22 candidates) to ensure information, procedures, and graduation applications were emailed.

In AC 2021-22, the target was met. A record number of dual enrollment students fulfilled requirements, from a record number of high schools. The spring '22 cohort of high school seniors had their NSU AGS degrees conferred in August '22.

Timeline, High Schools with AGS graduates

| | | |
|------|-----------------|---------------------|
| 2022 | 15 high schools | 87 DE AGS graduates |
|------|-----------------|---------------------|

The departing coordinator (K. Peacock) created a month-by-month activity timeline/checklist of key duties. This resource provided a seamless transition for his departure in July, when moved across campus to a faculty position. This timeline/checklist allowed the incoming coordinator (Culver) to check-off, document and date necessary activities. As a result of these strategies, in AC 2022-23, the target was met. A record number 117 dual enrollment students fulfilled requirements, from a record number 17 high schools. The spring '23 cohort of high school seniors will have their NSU AGS degrees conferred later this summer (August '23).

Timeline, High Schools with AGS graduates

| | | |
|------|-----------------|---|
| 2023 | 17 high schools | anticipated 117 DE AGS graduates Aug. '23 |
| 2022 | 15 high schools | 88 DE AGS graduates |
| 2021 | 11 high schools | 76 DE AGS graduates |
| 2020 | 9 high schools | 44 DE AGS graduates |
| 2019 | 8 high schools | 19 DE AGS graduates |
| 2018 | 3 high schools | 7 DE AGS graduates |
| 2017 | 2 high schools | 8 DE AGS graduates |
| 2016 | 1 high school | 1 DE AGS graduate |

Decision: AC 2022-23 the target was met. Based upon the analysis of the results from the last several years, this office anticipates another significant increase in program participation. To drive continuous improvement, the DE AGS Coordinator will increase usage of electronic media by potentially amending website to include dual-enrollment AGS interest application. Also, an introductory video will become available for new high school contacts or as an accessible reference for questions.

Assessment Cycle 2022-2023

Additionally, unit training will take place so all AAS staff will know of dual enrollment procedures and potentially. It is anticipated that high school cohorts may get re-assigned for efficiency.

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

- Academic Advising Services' data from November '22 thru May '23 revealed advisors experienced over 3,800 separate, individual documented contacts (*note: one separate contact per day counted, even if student e-mailed 2-3-4 times that given day*). Here are some important statistics:
 - This office averaged 547 students a month, therefore 137 students per week.
 - Ninety percent of all advising sessions were via email (3,466 / 3,827)
 - Five percent of all advising sessions were face-to-face (180/3,827), while previous AC was 4%
 - Four percent of all advising sessions were via phone (145/3,827)
 - Less than 1% via virtual synchronous meetings (WebEx, TEAMS)

The above statistics are consistent with the previous two AC years. Based upon these findings, an emphasis will be placed on how we, as advisors, can best communicate with our advisees in writing, since this is their preferred format.

- The Director, with significant support from his advisors and other content experts, updated an excellent fall '22 UNIV 1000 course shell. For the first time in two years, all face-to-face UNIV 1000 traditional seminars were held in the SU Ballroom and facilitate in-person via the content expert (not a previous video recording).
- The positive aspect is that takeaways do exist from setting high targets, even if they were not met in this cycle (5 of 9 targets not met, but close). AAS launched major-specific surveys with General Studies with 4 of 4 Likert scale questions reaching the target goal. Same with Preclinical advising survey with 5 of 5 Likert scale questions reaching target goal.
- AAS launched a mini survey, a non-major specific in spring '23. This link was placed above all professional advisors' e-mail signature lines to provide students the opportunity to give immediate feedback of session. Spring '23 results (entire month of March) yielded impressive results – 28/30 students expressed all their advising questions were answered.
- The Director teamed with the NSU-Natchitoches Nursing Campus Manager and facilitated a November '22 group advising via TEAMS with a combined twenty-four face-to-face / online attendees. An advisor tailored a 10-minute WebEX recording and sent it out to approximately 175 preclinical advisees.

Assessment Cycle 2022-2023

- Academic Advising Services processed and monitored 106 readmitted student contracts in fall '22 / spring '23 (number half the size from previous year) with a record percentage (45% of all readmitted students) earning a 2.00 GPA or above for the spring term '23.
- In July '22, the Director and staff onboarded the newly appointed Academic Advisor, Instructor and DE AGS Coordinator, who helped to facilitate the most successful DE AGS cohort in NSU's history.
- August '23 will highlight 117 DE AGS students *from seventeen high schools* in our service region and beyond who have AGS degrees conferred. Within the last 4 years we have more than tripled the total number of DE AGS graduates (27 in summer '19) and almost doubled the participating high schools (8 HS in '19) who had graduates.

Plan of action moving forward:

- Effective mid-June '23 the Executive Director has been assigned to supervise both Academic Success Center and NSU Testing Services. This alignment will prove to be helpful as these units can collaborate and work in unison. Additionally, these areas are located on the first floor of Watson Library and the Executive Director can advocate needs in a timely manner to support the University's mission and enhance student success.
- In late June '23, the Executive Director and appointed advisors will work to onboard the newly appointed Academic Advisor, Instructor and Retention Coordinator. This staff member will serve on university-wide retention initiatives.
- A new measure (3.4) will be added as Academic Advising will facilitate at least two lunch and learns each academic year (October and March) to supply best practices information share. Former outstanding faculty advisors will play a role in leading discussions.
- Effective August '23, a collaborative effort among Academic Success Center (ASC) and Academic Advising Services (AAS) team members to mentor and monitor academic progress of every readmitted student (those who have signed an academic contract authorizing readmission based upon various terms and conditions). This collaboration will actively participate in both mentoring and retention outreach (email, meetings, pilot texts, phone, etc.).
- Both general studies and preclinical advising surveys will be thoroughly reviewed by the advising team and edited for clarity.
- The advising "mini survey," which we place above our email signature line during peak advising times, will remain non-major specific. We will re-align our expectations to the question "all of your advising questions were answered," therefore we will 100% to 90%. This will be administered twice each fall and spring semester.
- Course steward of UNIV 1000 will promote student participation for the end-of-course assessment by highly encouraging all instructors to increase bonus

Assessment Cycle 2022-2023

points to 15 pts. so students will complete this end-of-course assessment.

- Course steward of UNIV 1000 will transfer pre and post questions/responses to Microsoft forms, for the most comprehensive and efficient data collection. Additionally, steward will educate the instructors during summer '23 in-service by highlighting the most challenging questions and discussing strategies to address these topics.
- The director will take responsibility of the first email to all advisees within the first week of the semester. Then, the advisor of record will be responsible for the next three contacts (5-week grades, midterm, and early-registration).
- The director will partner with the acting Director of Enrollment Management to pilot NSU's text platform (Mongoose/Cadence), which has been used solely in University Recruiting and just a couple academic departments. AAS will be one of the first to pilot this resource to better connect with their respective student cohorts.
- The director work more closely with the readmitted students. This will be done through a collaborative effort to mentor and monitor academic progress of these high-risk students, including documenting three contacts each semester. The Academic Advising Executive Director, the Director of the Academic Success Center (ASC), assigned graduate assistants, and an incoming new hire (Academic Advisor & Retention) will invest considerable time and participate.
- The DE AGS Coordinator will increase usage of electronic media by potentially amending website to include dual-enrollment AGS interest application. Also, an introductory video will become available for new high school contacts or as an accessible reference for questions.