

Assessment Cycle 2023-2024

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 the 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

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.

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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:

AC 2022-23: Target was met

AC 2023-24: Target was met

Analysis: AC 2023-24 the target was met. A total of 22 students responded to the survey. Four of the students indicated that they did not receive advising from AAS, they were either seniors graduating in the summer, or had previously met with their advisor before the preregistration days and had already mapped out a plan for the upcoming semester. Of the 18 that continued through the survey, all four questions asked received 100% for agree or strongly agree. 18/18 of the respondents were overall pleased with their advising experience.

As a result of the changes made after the 2022-23 AC, the survey is more user-friendly, and students can click a link to access the survey. All students are asked their academic classification, 13.64% (3/22) indicated they are sophomore level, 31.82% (7/22) indicated they are junior level and 54.55% (12/22) indicated they are senior level. The next question asks students if they sought advising for the upcoming semester, 18/22 (81.82%) indicated “yes” and continued through the remainder of the survey. The other 4/22 (18.18%) indicated “no” and were therefore directed to one final question, “Is there a reason you did not seek advising?”. Of the four students who indicated they did not receive advising, 3 (75%) indicated that they knew what they needed to register for, and 1 (25%) indicated that they would be graduating in the summer.

Of the other 18 respondents who continued through the survey, they were asked two additional questions, beyond the satisfaction questions. They were asked how they received their advising. One student (5.56%) indicated they were advised face-to-face with their advisor. Most students, 14/18 (77.78%) indicated they were advised through email interactions with their advisor. Of the remaining 3 students, 1(5.56%) indicated they were advised via TEAMS/Webex/Zoom and 2 (11.11%) received advising through a combination of previously mentioned methods. The other question asked of these 18 students was regarding how they primarily take classes. Of the 18 students, 17 (94.44%) take classes online only, and 1 student (5.56%) takes classes in a combination of online and in-person.

Decisions, action, or recommendations: In AC 2023-24 the target was met, however, the rate of return for this AC was not as great as what the department head was anticipating. For the spring semester, a texting platform was initiated within the Academic Advising Services and will be utilized earlier in September/October in the Fall 2024 semester. Once registration opens, text messages will be sent to all General Studies and Liberal Arts students with important dates and reminders to check their

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emails. It is the intention that these brief, frequent messages will encourage students to contact their advisors to pre-register for classes and to participate in these follow-up surveys in a timelier manner. By getting feedback in a timelier manner, the AAS will be able to identify students that have not sought advising services or preregistered for upcoming semesters. The post-registration surveys will be launched two times during the next AC, once in Fall of 2024 and again in Spring of 2025 with 85% of all students responding with agree or strongly agree to each Likert scale question.

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:

AC 2022-23 Target was met.

AC 2023-24 Target was met.

Analysis: AC 2023-24 target was met. A total of 18 students responded to the survey. Three students indicated that they did not seek help from the Academic Advising Services (AAS), they were either waiting for clinical placement or had previously met with their advisor before the preregistration days and had already mapped out a plan for the upcoming semester. Of the 15 that continued through the survey, all four questions asked received 100% for agree or strongly agree. 15/15 of the respondents were overall pleased with their advising experience.

As a result of the changes made after the 2022-23 AC, the survey is more user-friendly, and students can click a link to access the survey. All students are asked their academic classification, 66.67% (12/18) indicated they are freshman level and 33.33% (6/18) indicated they are sophomore level. The next question asks students if they sought advising for the upcoming semester, 15/18 (83.33%) indicated “yes” and continued through the remainder of the survey. The other 3/18 (16.67%) indicated “no” and were therefore directed to one final question, “Is there a reason you did not seek advising?”. All three of the students that indicated they did not receive advising, indicated that they knew what they needed to register for.

Of the other 15 respondents who continued through the survey, they were asked one additional question, beyond the satisfaction questions. They were asked how they received their advising. Eight students (53.33%) indicated they were advised face-to-face with their advisor, four students (26.67%) indicated they were advised through email interactions with their advisor, and the remaining 3 students (20.00%) indicated they were advised through a combination of face to face, email or video conference.

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Decisions, action, or recommendations: In AC 2023-24 the target was met, however, the rate of return for this AC was not as great as what the department head was anticipating. For the spring semester, a texting platform was initiated within the Academic Advising Services and will be used sooner beginning with the Fall 2024 semester. Once registration opens, text messages will begin to be sent to all pre-clinical Natchitoches campus students with important dates and reminders to check their emails. It is the intention that these brief, frequent messages will encourage students to contact their advisors to pre-register for classes and to participate in these follow-up surveys in a timelier manner. By getting feedback in a timelier manner, the AAS will be able to identify students who have not sought advising services or preregistered for upcoming semesters. The post-registration surveys will be launched two times during the next AC, once in the Fall of 2024 and again in the Spring of 2025 with 85% of all students responding with agree or strongly agree to each Likert scale question.

Measure 1.3 Post Advising Session Follow-up Survey (Survey Link in Advisor's Email Signature)

On an annual basis, all advisees who participate in any advising services, including add/drop transactions (the week before the semester begins through the last day of add/drop) can complete a "mini-survey". This survey can be accessed through a link found above the advisor's email signature line. Unlike Measures 1.1 and 1.2, this survey is not specific to any major and can be completed by anyone who receives the link after any advising services are provided. The survey intends to allow advisees to provide immediate feedback so the director and all advisors can troubleshoot inquiries within less than a business day, when possible. The unit goal is to ensure 90% of all student inquiries are answered within 24 hours to best serve the students.

Findings:

AC 2022-23 Target was met

AC 2023-24 Target was met

Analysis: In AC 2022-23, the target was met. Following previous cycles where the target was not met, the director made some changes to the survey as well as to the target goal. The survey was reworded to improve the clarity of the questions.

In AC 2023-24 the target was met. A total of 44 students responded to the survey over both the fall 2023 and spring 2024 semesters. Of the 44 respondents, 30 (68.18%) indicated they were advised via email, 3 (6.82%) were advised face to face, 3 (6.82%) were advised via the phone, 2 (4.55%) indicated they were advised via a video conference such as TEAMS/Webex/Zoom, and 6 (13.64%) indicated that they were advised via a combination of any of the previously listed methods.

Students were also asked to provide their major. 47.73% (21) of the students noted General Studies as their major, Nursing was reported by 31.82% (14), 4.55% (2) of the students indicated Liberal Arts, 2.27% (1) students indicated non-degree seeking as

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well, Transfer students were indicated the same, and “Other” was reported by 11.36% (5) of the students that responded.

Students were asked to select a reason they sought out help from advising, the results were:

Create FA23 schedule	7 students (15.91%)
Create SP24 schedule	2 students (4.55%)
Create SU24 schedule	6 students (13.64%)
Create FA24 schedule	13 students (29.55%)
General Audit	6 students (13.64%)
General Meeting	2 students (4.55%)
Other	8 students (18.18%)

Respondents were also asked to indicate whether a referral to another department was necessary to complete their needs. The results are as follows:

Yes, a referral was needed	8 students (18.18%)
No, a referral was not needed	36 students (81.82%)

The final question “Were all of your questions answered?” was asked, and the results are as follows:

Yes, all my questions were answered	43 students (97.73%)
No, I had additional questions	1 student (2.27%)

Students were encouraged to leave their name and contact information if their questions were not all answered, but for the one student indicating that they did not get all of their questions answered, they did not leave their information for follow up to occur.

Respondents were also encouraged to leave any additional feedback for our department on what we could do better or general comments regarding their advising session. Some of the comments or feedback include:

- “I don’t think she could have done a better job. Quick solutions, and prompt responses!”
- “My advisor was wonderful and incredibly helpful”
- “She’s doing a great job”
- “Nothing, she is great!!”

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Decision, action, or recommendation: In AC 2023-24 the target was met. With the changes made for clarity the target result was successful. The director will ensure all advisors are made aware of any specific feedback about them and will keep all advisors informed of concerns stemming from the responses received from the survey. The director will monitor the responses daily so concerns can be addressed promptly. All advisors will continue to respond to advising requests within one business day, when possible, with no more than two business days during the busiest, peak periods during registration. This survey will be made available above all advisor's signature lines beginning at the start of August through the end of add/drop and will be returned to their signature lines at the start of January through the end of add/drop, ensuring 90% of all student inquiries will be answered within 24 hours to best serve the students.

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 fifteen questions (a five-point Likert scale) which allowed students to respond and provide feedback regarding both the course (7 questions) and instruction (8 questions). The unit goal is for responses to all fifteen questions to have an aggregate mean score of at least 4.5 (or above) on the five-point scale (decision from summer '23, exclude question 7). A desired response rate of 38% was established.

Findings:

AC 2022-23 Target was not met

AC 2023-24 Target was not met

Analysis: In AC 2022-23 the target was not met since two of the sixteen questions did not have a 4.5 (or above mean) and there was a 35% participation rate. As a result of these findings, for AC 2023-24 the course steward made several noted adjustments: increased bonus points for participation, lowered the survey participation response rate from 40% to 38%, and excluded question #7 "This class was intellectually stimulating".

In AC 2023-24 the target was not met. Below are several important data findings:

- 182/678 (or 27%) of traditional face-to-face students participated (with bonus pts. awarded)
- The benchmark target of 4.5 (or higher) was successfully met in fourteen of the fifteen questions, scoring an aggregate mean score of 4.5 or higher.
- The only question that did not carry the 4.5 mean was the final question regarding course evaluation – "Consider this course: Overall, I would rate this

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course as: extremely poor, poor, fair, good, superior". It carried a mean of 4.32.

This question above was specific to the course (as opposed to the instructor). Eighty-seven percent (159/182) of the students who evaluated the course marked they would rate this course either "good" or "superior". This question's mean score has not reached a 4.4 (or higher) in the last five assessments.

Decisions, action, or recommendations: In AC 2023-24 the target was not met. It has not been met for several consecutive assessment cycles. This year's overall participation in the evaluation was lower than the previous two years. As a result of these findings, the course steward and steering committee will implement several changes to glean more specific data. A new assessment will be administered in the final class in November (UNIV 1000 F2F final class is the Wednesday/Thursday before Thanksgiving week). This in-class assessment of UNIV content will capture more students since it will be administered on the final day. It will provide them with extra credit bonus points, and the questions will be more specific to evaluate UNIV 1000 content (compared to NSU's generic end-of-semester assessment that is sent to all students, which evaluates both course and instructor). The target is 75% participation with 70% of all respondents evaluating fall '24 content as "useful" or "very useful".

Measure 2.2 NSU online 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 4.4 (or above) on the five-point scale.

Findings:

AC 2022-23 Target was not met

AC 2023-24 Target was not met

Analysis: In AC 2022-23 the target was not met. Fourteen of the sixteen (14/16) questions had an aggregate mean of 4.4 or above. The participation rate of respondents bumped up one percentage point from 33% to 34%.

In AC 2023-24 the target was not met. The target was to have all questions to have an aggregate mean of 4.4 (or above). Analysis of aggregate data was 13 of 16 questions achieved mean score of 4.4 or above. The following three questions did not produce this mean score:

- Question #7(course) – "This class was intellectually stimulating." Only 16% (35/214) responded always, while only 3% (7/214) responded as usual

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- Question #8 (course) – “Overall, I would rate this course as...”. Of the 59 responses to this question, 25 selected ‘good’, as opposed to ‘superior’, thus bringing mean down to 4.32.
- Question #4 (instruction) – “My teacher encouraged students to interact with each other.” Of the 59 responses to this question, 35 selected ‘always’, 10 selected ‘not applicable’ and 5 selected ‘usually’.

Both F2F and online had very similar percentages relating to: “Overall, I would rate this course as...” The F2F yield 88% and the online yielded 87% in terms of responses being “Good” or “Superior”.

Decision, action, or recommendations: In AC 2023-24 the target was not met. It has not been met for a couple of assessment cycles. This year’s overall participation in the evaluation was lower than the previous year by 6%. As a result of these findings, the course steward and steering committee will implement several changes to glean more specific data. A new assessment will be administered in the final week of November (UNIV 1000 online class wraps up the week after Thanksgiving break). This assessment will be administered in the final week. It will provide them with extra credit bonus points, and the questions will be more specific to evaluate UNIV 1000 content (compared to NSU’s generic end-of-semester assessment that is sent to all students, which evaluates both course and instructor). The target is 75% participation with 70% of all respondents evaluating fall ’24 content as “useful” or “very useful”.

Measure 2.3 Pre- vs. Post-test of UNIV 1000 students (all cohorts)

UNIV 1000 students complete a pre-test on topics covered in UNIV 1000 during the first week of classes. At the end of the course, students complete the same assessment as a post-test. To measure the student learning, the unit goal is to demonstrate a 10% increase in scores for each question between taking the pretest and posttest. The target for the post-test average is 82% or above for all students.

Findings:

AC 2022-23 Target was not met

AC 2023-24 Target was not met

Analysis: In AC 2023-24 the target was not met. Not all students achieved a posttest average of 82% or better. Upon further analysis of each question, only 2 questions did not see an increase of 10% or more from the pretest to the posttest. Twenty-three of twenty-five (23/25) questions had a 10% or higher improvement in scores from the pre-test to the post-test. With the target not being met of all students scoring 82% or higher on the posttest, each question was analyzed to determine if there were any single questions that students statistically scored lower on than others. This analysis was performed on the face-to-face cohort outcomes, the online cohort outcomes as well as the combination of the two cohorts together. The face-to-face cohort statistically

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struggled with 7/25 questions (#13, 15, 17, 18, 20, 21, and 23), the online cohort statistically struggled with 8/25 questions (#2, 9, 13, 15, 18, 19, 22, and 23), together both cohorts struggled with the same four questions (#13, 15, 18, and 23).

Question 13 was regarding the library and what service was used if a student could not find a book within the Watson Library to have it sent here. Question 15 was regarding Cyberbullying and the student handbook definition of it. Question 18 was regarding the Book Allowance that students are offered if they have an overage of financial aid. Question 23 was regarding what services are available through our university Registrar's office.

Decision, action, or recommendation: In AC 2023-24 the target was not met. Based on the analysis of the results and to drive improvement the data will be further analyzed and the 11 questions that statistically showed lower scores will be examined for clarity and rewritten as needed. The course steward and the steering committee will examine these questions to determine if new questions need to be drafted, or if there is more that can be added to the overall course curriculum to cover these items in more detail. The pretest and posttest are given via Forms to all students in all UNIV 1000 courses so data collected can be analyzed and further plans of action can be created and executed by the course steward, the steering committee, and UNIV 1000 instructors.

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 students' 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 their advisor prior to early registration for the 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, or add/drop deadline after midterm, etc.). The unit goal is for every AAS advisor to contact 100% of his/her advisees at least three times a semester, and specifically within two business days of receiving both five-week and midterm grade reports.

Findings:

AC 2022-23 Target was not met

AC 2023-24 Target was met

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Analysis: In AC 2022-23 the target was not met. Fall semester '22 all benchmarks and targets were met with all seven advisors engaging in very timely student contacts (28/28 mandatory contacts within a 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.

In AC 2023-24 the target was met. Several decisions based on data were made to drive improvement. Effective late summer of 2023, AAS lost an advisor and due to budget constraints, we were unable to replace that position, thus the advising team went from seven advisors to six. This loss of personnel gave us an incentive to streamline a couple of processes. Fall semester '23 all benchmarks were met with each of the six advisors engaging in very timely student contact. The director generated a welcome email to all advisees during the second week of the semester. Then, all advisors tended to their respective mandatory contacts within 48-hour window. Six advisor with 3 documented contacts, which equated this timeline progression: (1) each advisor contacted at five-week grades, (2) each advisor contacted at midterm grades, and (3) each advisor contacted for early-registration. The same timeline progression occurred during spring '24. The spring, however, included a new campaign of text messaging to all advisees in the cohort, per training provided from our third-party vendor Cadence. Two text messages were sent to both preclinical student cohort and the general studies/liberal arts advisees.

Decision, action, or recommendation: In AC 2022-23 the target was not met. In AC 2023-24 the target was met. To drive improvement the director and advising team will utilize a similar timeline of 3 advisor-generated emails each semester. Both fall and spring terms will implement at least two text messages as well. These messaging contacts will be documented on a new advisor sheet with digital signature to validate time/date of contact. This new document will also be shared with the Title III program director, thus could be utilized campus-wide to support best practices for retention-related programming.

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 and Academic Deans. The above-mentioned administrators must have this report in hand, especially in December, in preparation for the onset of the spring semester. The unit goal is two-fold: 50% or more of students under contract will earn a 2.00, or above, semester GPA, 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.

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Findings:

AC 2022-23 Target was not met

AC 2023-24 Target was not met

Analysis: The AC 2022-23 target was not met but had record high percentages of success (highest % of 2.000 averages in five years). In Fall '22, 42% (28/66) of readmitted students earned 2.00 or above. In Spring '23, 45% 18/40 (45%) readmitted students earned 2.00 or above.

In AC 2023-24 the target was not met, as both the fall '23 and spring '24 semesters had less than 50% of all students earn a 2.00 semester GPA. The spring had 46% (22/48) of readmitted students earned a 2.00 GPA or above, which was a record high for the spring semester. The fall of '23 yielded a rate of 38% (25/65). Two professional advisors partnered with the Academic Success Center Director and his respective graduate assistants to provide mentoring and support to these high-risk students. By December all three graduate assistants had left their positions at NSU (two transferred away from NSU and one student had a medical resignation). The lull in personnel did not help to support retention efforts. Twenty-six of the total 113 students in the fall/spring cohort earned 0.00 semester GPAs, which significantly impacted final reporting numbers. Students who would have submitted formal resignations (all "W" grades), assuming the students were not putting forth a legitimate effort, would have positively affected the overall number of students with 2.00 or above GPAs.

Decision, action, or recommendation: AC 2022-23 target was not met. AC 2023-24 target was not met. The target has not been met in several consecutive assessment cycles. Based upon these results the director will drive improvement by curbing the target to a more realistic 40% success rate of 2.000 (or higher). Additionally, the director will utilize the appointed Retention Coordinator (hired July 23) to spearhead this initiative as well as the incoming Title III advising coordinator (July '24 start date). A detailed advisor toolkit and semester timeline will establish key email, phone and text contacts, so all messaging contacts will be documented on a readmission sheet with digital signature(s) to validate time/date of contact.

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

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Findings:

AC 2022-23 Target was met

AC 2023-24 Target was met

Analysis: In AC 2022-23 the target was met as a record number 117 dual enrollment students fulfilled all AGS requirements, from a record number 17 high schools. The summer '23 cohort of high school seniors who earned their AGS was a record high for NSU (and second highest of all ULS sister schools).

In AC 2023-24 the target was met. Several adjustments were made to drive improvement. In August 2023 the Director assigned new high school cohorts among five advisors for advising efficiency. The Registrar provided AAS staff a new Banner attribute was to code new DE AGS students and provide a consistently updated list of candidates via ARGOS report. The DE AGS Coordinator assisted the Director of ECE in providing an in-service webinar for training on upcoming changes to the dual-enrollment program for all high school constituents. Additionally, the DE AGS Coordinator developed an online application to streamline the acceptance of incoming DE AGS students. The application lists current DE AGS requirements and information for all applicants. The DE AGS Coordinator updated the AAS website to include a DE AGS section for constituents to easily find information on the DE AGS program and advisor contacts. Lastly, a slideshow is currently available on the website.

Timeline, High Schools with AGS graduates

2024	18 high schools	132 DE AGS graduates in August '24 (anticipated)
2023	17 high schools	116 DE AGS graduates
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 2023-24 the target was met. Based upon the analysis of the results from the last several years, this office anticipates another increase in program participation. To drive continuous improvement, the DE AGS Coordinator will develop a webinar video explaining AGS requirements to help high school staff better assist DE AGS students.

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Additionally, each semester unit training will take place so all AAS staff stay updated with dual enrollment procedures. An updated timeline/checklist of key duties will be provided to advising staff to include new dual enrollment requirements, new processes with the online application, and future in-service information.

Comprehensive summary of key evidence of improvements based on analysis of results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

- Academic Advising Services (AAS) modified their weekly advising log in January and data from the spring semester through May '24 revealed advisors experienced just over 2,250 separate, individual documented contacts (*note: one separate contact per day counted, even if student e-mailed 2-3-4 times that given day*). Some statistics included:
 - This office averaged 450 student contacts a month.
 - Over ninety percent of all advising sessions were facilitated via email.
 - Five percent were facilitated via phone, four percent were face-to-face, and less than one percent via TEAMS/WebEx.

The above statistics are consistent with the previous three assessment cycles. Based upon these findings, an emphasis will be placed on more effective written correspondence (and record-keeping) with our advisees.

- In July '23, the Director and staff onboarded the newly appointed Academic Advisor, Instructor, and Retention Coordinator. This new hire helped the Dean of Arts & Sciences to facilitate NSU's FLAME (Supplemental Instruction) initiative, which has been considered an engaging and creative resource to promote student success.
- In September '23, the Director and staff onboarded the newly appointed Academic Advisor and English instructor. This addition was critical to our unit success ensuring an effective and more favorable advisor/advisee ratio. This new team member advises approximately half of all BA in LA advising cohort.
- The Director, with significant support from his advisors and other content experts, updated a comprehensive fall '23 UNIV 1000 course shell. Over thirty-five different professional staff and faculty members from over a dozen academic disciplines facilitated this required class.

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- Our Academic Advisor and HS DE AGS Coordinator updated our unit website specific to Fast Forward Dual Enrollment. The new section included information for high school counselors and students to access all HS DE Associate of General Studies (AGS) information.
- The AAS director and the Advisor, Instructor and Retention Coordinator attended the Board of Regents Meauxmentum conference in early February '24. From this, they learned more about making advising meetings more meaningful and intentional and met with the other staff advisors when they returned to discuss implementation of what they learned.\
- The AAS director and the Advisor, Instructor and Retention Coordinator reviewed and updated all links associated with the AAS website, to include updated links to other departments, links to student resources, and links to the new DE AGS website.
- Positive takeaways from the assessment process exist from setting high targets, even if they were not met in this year's assessment cycle (6 of 9 targets were met).
- AAS launched major-specific surveys with General Studies with 4 of 4 Likert scale questions reaching the target goal. A very similar Likert scale survey was administered the preclinical cohort of students with 5 of 5 Likert scale questions reaching the target goal.
- AAS launched a smaller, shorter survey ("mini-survey"), which was non-major-specific during both fall '23 and spring '24 semesters. This link was placed above all professional advisors' e-mail signature lines to provide students the opportunity to give immediate feedback. This was the second year of this survey and response rates had almost doubled with 43/44 students responding, "Yes, all my questions were answered".
- Academic Advising Services processed, facilitated, and monitored 113 readmitted student contracts in fall '23 / spring '24, which was consistent to the 106 contracts the previous year.
- In August '24, the summer degree conferrals will highlight a record-number 132 High School DE AGS candidates from eighteen high schools in our service region and beyond.

Plan of action moving forward:

- Academic Advising Services (AAS) will partner on several advising and retention initiatives with the new staff from the Title III Elevate U federal grant team. AAS will work with this new team (one director and two coordinators) to implement and enhance best practices in advising and retention programming.

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- The post-registration surveys will be launched two times during the next academic year, once in the Fall of 2024 (Nov.) and again in the Spring of 2025 (April) with the goal of 85% of all students responding with “agree” or “strongly agree” to each Likert scale question.
- The mini-survey survey will be made visible above all advisor’s signature lines beginning at the start of August through the end of Fall ’24 add/drop deadline and will be returned to their signature lines at the start of January through the end of the Spring ’25 add/drop deadline, ensuring 90% of all student inquiries will be answered within 24 hours to best serve the students.
- Both fall ’24 and spring ’25 semesters will implement at least two text messages via the NSU text message platform. These messaging contacts will be documented on a new advisor sheet with digital signature(s) to validate the time/date of contact.
- A new end-of-semester assessment of UNIV 1000 content will capture more students since it will be administered in class on the final day. Unlike the standard online assessment that is emailed to all students, this assessment will provide specific questions to evaluate UNIV 1000 content. Extra credit points will be used as an incentive.
- The Dean-approved readmitted students (approximately 120 each academic year) will be monitored closely. AAS will implement a semester timeline and establish key email, phone, and text contacts. All contacts will be documented on a readmission checklist log with signature(s) to monitor and record time/date of contact.
- The DE AGS Coordinator will develop a recorded webinar video that explains all AGS requirements to help high school counselors and professional staff best support and assist their respective DE AGS students.