

Assessment Cycle 2024-2025

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, and programming changes.

Academic Advising Services

Service Outcomes:

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

Measure 1.1 General Studies and Liberal Arts 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 2023-24: Target was met.

AC 2024-25: 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.

Based on the analysis of the AC 2023-2024 results, in AC 2024-2025, several changes were made to help enable progress. The survey was shared via email twice each semester and an office colleague followed up twice with text messages, reaching more students.

AC 2024-25 the target was met. A total of 44 students responded to the survey, which was double the number, compared to the year before. Six of the students had previously met with their advisor prior to preregistration and responded they did not seek additional assistance. All students were asked their academic classification: 7% (3/44) indicated they were freshmen, 16% (7/44) indicated they were sophomores, 27% (11/44) indicated they were juniors, and 50% (22/44) indicated they were seniors. Eighty-six percent sought advising and continued through the remainder of the survey. The other six students who indicated “no” were directed to one final question, “Is there a reason you did not seek advising?”. Of the six students who indicated they did not receive advising, five (83%) indicated that they knew what they needed to register for, and 1 (17%) indicated that he would be graduating in the summer.

In the following Likert scale statements, thirty-seven of thirty-eight (97%) responses were answered with strongly agree or agree:

- My advisor is knowledgeable about academic policies, procedures, degree requirements and campus resources.
- My academic advisor is helpful (assists in course choices, major exploration, major/minor decisions academic/personal issues and goals).
- My academic advisor is accessible (available for drop-in advising during office hours, keeps appointments, etc.) and is timely in responding to emails or phone calls.

The final Likert scale statement below produced strongly agree or agree responses on 38 of 44 submissions (86%).

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- My academic advisor shows concern for me as an individual.

Decisions, action, or recommendations: In AC 2024-25 the target was met with twice the number of responses. Based on the AC 2024-2025 results analysis, the following changes will be made to drive improvements for 2025-2026. Survey will be open/available for an additional 10 days in both fall and spring semesters. A minimum of 3 emails each semester (followed up by three text messages) will be implemented to remind students to respond to their survey. Also, the survey link will be embedded in each text, creating an easier access point for students.

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 2023-24 Target was met.

AC 2024-25 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.

Based on the analysis of the AC 2023-2024 results, in AC 2024-2025, several changes were made to help drive continuous improvement. The survey was shared via email two-three times each semester, and an office colleague followed up twice with text messages, therefore we reached more students. In AC 2024-25 the target was met. A total of 61 students responded to the survey, which was over triple the number of students compared to the year before. Thirteen of the students had met with their advisor prior to preregistration and responded they did not seek additional assistance. All remaining students were asked their academic classification: 52% (32/61) indicated they were freshmen, 11% (7/61) indicated they were sophomores, 1% (1/61) indicated junior, and 8% (5/61) indicated they were seniors. Eighty percent sought advising and continued through the remainder of the survey. The other 13 students who indicated “no” were directed to one final question, “Is there a reason you did not seek advising?”. Of the 13 students who indicated they did not receive advising, all 13 (100%) indicated that they knew what they needed to register from a previous visit.

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In the following Likert scale statements, all responses were answered with strongly agree or agree:

- My advisor is knowledgeable about academic policies, procedures, degree requirements and campus resources.
- My academic advisor is helpful (assists in course choices, major exploration, major/minor decisions academic/personal issues and goals).
- My academic advisor is accessible (available for drop-in advising during office hours, keeps appointments, etc.) and is timely in responding to emails or phone calls.
- My academic advisor shows concern for me as an individual.

There was one exception, which was the last Likert statement:

- Overall, my advisor has provided me with quality academic advising. 48/49, (98%) agreed, however 1/49 (2%) disagreed.

Decisions, action, or recommendations: In AC 2024-2025 the target was met. The unit had more than triple the number of responses. Based on the AC 2024-2025 results, the following changes will be made to drive improvements for 2025-2026. The survey will become available for an additional 10 days in both the fall and spring semesters. There will be one initial email, with a minimum of 2 reminder emails. Additionally, the initial email and follow-up email will have a text message reminder to follow. Also, the link to the survey will be embedded in each text, creating an easier access point for students to complete.

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 any student, regardless of major, who access the link or QR code an advising session. 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 2023-24 Target was met

AC 2024-25 Target was met

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Analysis: 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.

Based on the analysis of the AC 2023-2024 results, in 2024-2025, additional changes were made to help enhance positive outcomes. This AC survey link remained visible the entire year, as opposed to high peak add/drop phases in fall and spring respectively in previous years. Additionally, professionally printed full page QR codes were laminated and posted on advisors' desks, office doors, and the receptionist front desk area.

In 2024-2025, the target was met, with 56 total students completing this survey, with an average time of 1:54 minutes to complete. Academic advisors were very responsive and replied within the benchmark one business day response window. Some of the most important data points revealed:

- 55/56 students stated all of their advising questions were answered.
- 50/56 students did not need a referral to another academic department.
- 38/56 were students from other academic departments (other majors), thus they were still served timely and with a high-level of student satisfaction.
- 37/56 (66%) were advised via email, 7/56 (13%) office visit, 5/56 (9%), and 7/56 (13%) combination.

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:

- Advisor "X" was amazing and very helpful. She answers emails fast as well as phone calls and gives me all the information I needed.
- As far as advisor "X", nothing. He was honestly amazing, patient, and QUICK with communication on the phone an especially on email. He literally sent me every class I needed to take to receive my bachelor's degree.

Decision, action, or recommendation: In AC 2024-2025 the target was met. Based upon the AC 2024-25 results analysis, the following changes will be made to drive improvement for AC 2025-2026. The measure will include a 92% response rate that all questions were answered within 24 hours to best serve the students. 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.

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

Measure 2.1 NSU – Natchitoches face-to-face cohort

All UNIV 1000 students complete an end-of-course assessment administered in the final class, with 8 Likert scale questions to evaluate UNIV 1000 content, compared to NSU's generic end-of-semester assessment. The target is 75% participation with 70% of all respondents evaluating fall '24 content as "useful" or "somewhat useful".

Findings:

AC 2023-24 Target was not met.

AC 2024-25 Target was not met.

Analysis: In AC 2023-2024 the target was not met. A total of 182 face-to-face students participated in the end-of-course evaluation. Based on the analysis of the AC 2023-2024 results and to drive improvement for the AC 2024-2025, the course steward and steering committee made several changes to increase participation and measure student learning. A new assessment was administered on the final class day in mid-November. This in-class assessment of UNIV content captured more students since it was administered in class, thus providing a final extra credit opportunity. Additionally, the questions were more specific to evaluate UNIV 1000 content, compared to NSU's generic end-of-semester assessment that is sent to all students.

In AC 2024-25, the target was not met. Below are several important findings:

- The participation more than doubled to 58% (409/704), compared to 27% (182/678) in AC 2023-2024
- 8 Likert scale questions were asked, with follow-up, open-ended feedback questions
- Question 2 regarding the Financial Aid Module: 93% responded that it was useful or somewhat useful
- Question 4 regarding Life Beyond the Classroom presentation: 84 % responded useful or somewhat useful
- Question 6 regarding the 2 Academic Success modules: 89% responded useful or somewhat useful
- Question 8 regarding the Title IX and Know the Code information: 91% responded useful or somewhat useful
- Question 10 regarding the Campus Climate and Culture (Building a Welcoming Community): 75% responded useful or somewhat useful

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- Question 12 regarding both Career Exploration modules: 84% responded useful or somewhat useful
- Question 14 regarding the Health and Wellness information: 86% responded useful or somewhat useful
- Question 16 regarding the History and Traditions information: 78% said they found it interesting, 17% were neutral

Decisions, action, or recommendations: In AC 2024-25 the target was not met. It was by a mere two percentage points short of the target, even though the response rate more than doubled, compared to AC 2023-2024. Based upon the final data the following changes will be made to drive improvement for 2025-2026. On the second-to-last day of class, UNIV 1000 instructors will announce the final extra credit opportunity via an in-class announcement (and follow-up email) for students to complete the end-of-course assessment administered. The target is 75% participation, with 75% of all respondents evaluating fall '25 content as “useful” or “somewhat 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 2023-24 Target was not met.

AC 2024-25 Target was met.

Analysis: In AC 2023-2024 the target was not met. Analysis of aggregate data showed that 13 of 16 questions achieved the desired mean score of 4.4 or above. To drive improvement for the AC 2024-2025, the course steward and steering committee considered several changes to increase participation and measure student learning. A screenshot highlighting proof of completion, to be added into Moodle shell, was assigned for extra credit. Student response rates are below:

- Fall 2023 59/214 students, 27% response rate.
- Fall 2024 25/235 students, 11% response rate.

Based on the analysis of the AC 2023-2024 results, in AC 2024-2025, the target was met. All 16 questions scored the desired mean of 4.4 or above, which included higher mean averages for questions #7 and #8 (course) and #4 (instruction), which did not reach the desired mean in the fall of 2023:

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- Question #7(course) – “This class was intellectually stimulating.” 84% (21/25) responded always, while only 8% (2/25) responded as usual.
- Question #8 (course) – “Overall, I would rate this course as...”. Of the 25 responses to this question, 7/25 (28%) selected ‘good’, while 16/25 (64%) selected ‘superior’.
- Question #4 (instruction) – “My teacher encouraged students to interact with each other.” Of the 25 responses to this question, 19 (76%) selected ‘always’, 3 (12%) selected ‘not applicable’ and 1 (4%) selected ‘usually’.

This fall '24 online cohort had a slightly higher percentage relating to “Overall, I would rate this course as....” 22/23 (96%) rated either superior or good, compared to 87% in the previous year.

Decision, action, or recommendations: In AC 2024-25 the target was met. Based on the fall '24 data, changes will be made to drive improvement for 2025-2026. A new assessment will be administered to the online cohort during the final week of class. The assessment will be created, and it will be similar to the assessment used in fall '24 with the F2F cohort. The online-only sections did not have the same benefit of launching the assessment in class on the last day of the semester, thus enticing them to earn bonus points for participation. However, the new assessment will be specific to UNIV 1000 students (online) and loaded in Moodle under final week activities. Additionally, the questions will be more specific to evaluate UNIV 1000 content, compared to NSU's generic end-of-semester assessment, which is sent to all students, and lacks specificity. The target will be 75% participation rate with 75% of all respondents evaluating fall '25 content as “useful” or “somewhat useful”.

Measure 2.3 Pre-test 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 student learning, the unit goal is to demonstrate a 10% increase in scores for each question, comparing the pretest versus posttest. The target for the post-test average is 82% or above for all students.

Findings:

AC 2023-24 Target was not met.

AC 2024-25 Target was not met.

Analysis: In AC 2023-24 the target was not met. Twenty-three of twenty-five (23/25) questions had a 10% or higher improvement in scores from the pre-test to the post-test. Based on the analysis of the AC 2023-2024 results, in AC 2024-2025 the course steward and steering committee addressed the ambiguity of wording in several questions and answer selections. This ‘clean-up’ to both questions and answers helped to provide a clearer and more understandable quiz. The data below shared:

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- The pretest only saw 7% of all students receive a score higher than 82%.
- Only 42% of all students, regardless of F2F or online, received an 82% or higher on the post-test.
- 24/25 questions showed a 10% or higher increase in correct answers from the pretest to the post-test.
- However, question #2, for example, regarding FERPA was the only question that saw some drops with Fall '24 online, Spring '25 F2F, and the Spring '25 online cohorts.
- Fall '24 F2F post-test cohort, 564 students participated with an average score of 18/25, with an average time of 31 minutes.

Decision, action, or recommendation: In AC 2024-25 the target was not met. Based on the 2024-2025 results analysis and to drive improvement for AC 2025-2026, the following changes will be made. The post-test point value will be increased from 25 to 50 points. This point change will add more value to the assessment, and students will take the test more seriously. Instructors will remind students they have 60 minutes and also have open-source access to notes, Moodle content, etc. The previous target of 82% will change to 72% (36/50 questions correct). The 2025-2026 measure will change (1) to a 10% score increase in all 25 questions from pre-test to post-test; and (2) 70% of all students will earn a 72% on the post-test.

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 via email and twice via text (each semester), and specifically within two business days of receiving both five-week and midterm grade reports.

Findings:

AC 2023-24 Target was met.

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AC 2024-25 Target was not met.

Analysis: In AC 2023-2024 the target was met. Fall semester '23 all benchmarks and targets were met with all six advisors engaging in very timely student contacts (18/18 mandatory contacts within a 48-hour window).

Based on the analysis of the AC 2023-2024 results, in AC 2024-2025 several decisions based on data were made to drive improvement. Early summer of 2024, the Academic Success Center Director resigned to accept another position off campus. This loss in personnel provided us with an opportunity to streamline advising. The newly appointed ASC Director was promoted from her advisor position and maintained a significant portion of her advising load but also released of part of her advisee cohort. Instead of the center utilizing six advisors to serve our cohort, we expanded to seven advisors. This team engaged in all email contacts within the 48-hour window for fall and spring, respectively. Seven advisors with 3 documented contacts each fall/spring. The progression was: (1) each advisor made contact at five-week grades, (2) each advisor made contact at midterm grades, and (3) each advisor made contact for early registration. However, only one text message was sent to both the preclinical student cohort and the general studies/liberal arts advisees, which was completed prior to early registration. In AC 2024-2025 the target was not met.

Decision, action, or recommendation: In AC 2024-2025 the target was not met. Based on the AC 2024-2025 results analysis, the following changes will be made to drive improvement. The director and advising team will utilize the same timeline of 3 advisor-generated emails each semester. Both fall and spring terms will implement three separate text messages each semester. All six messaging contacts will be documented on the Director's semester timeline report, with a digital signature to validate time/date of contact.

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: 40% 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.

Findings:

AC 2023-24 Target was not met.

AC 2024-25 Target was met.

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Analysis: In AC 2023-2024 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. Spring had 46% (22/48) of readmitted students earned a 2.00 GPA or above, which was a record high for the spring semester.

Based on the analysis of AC 2023-24, to drive improvement the director implemented changes for a more realistic and reasonable success rate (40%), while maintaining the same submission report deadline. The director also created a semester timeline to establish key dates for email, phone and text messaging, keeping students more systematically informed. As a result of these changes in AC 2024-2025, the target was met. Fall '24 semester 34/63 (54%) and spring '25 semester 17/41 (41%), thus totals 51/104, equaling 49%.

Decision, action, or recommendation: AC 2024-2025 target was met for the first time in several academic years. In 2025-2026, the director and staff will drive improvement by providing each readmitted student with a comprehensive student resource checklist in the first week of classes to utilize throughout the semester. The executive director, along with the academic success center director, will update a detailed semester timeline to include strategic date-sensitive text messaging. This high-risk cohort of students will receive at least two text messages per semester (minimum) regarding FLAME and tutoring services.

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 high schools to participate in at least one spring semester in-service. These updates will enhance program knowledge and strengthen rapport between each designated NSU advisor and their DE AGS high school constituents.

Findings:

AC 2023-24 Target was met.

AC 2024-25 Target was not met.

Analysis: In AC 2023-24 the target was met. Based upon analysis of those results adjustments were made to drive improvement. In August 2024 the HS DE coordinator assigned new high school cohorts among five professional advisors, as opposed to three advisors. The increase was to enhance and assist HS DE advising efficiency due to the increase in both student enrollment and the increase in the number of high schools participating. Two additional academic advisors (Lowe and Hicks) were assigned dual enrollment high schools and served as liaisons.

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Decision: To drive improvement for AC 2025-2026, the DE AGS Coordinator will provide two opportunities for in-service programs in late October and early November of the Fall semester. Providing the educational workshops earlier in the academic year will help inform high school counselors of updated rules, program changes, and timelines for the year and allow time for adaptations in schedules. These in-services will focus primarily on the DE AGS program, rather than dual enrollment as a whole. A recording of the in-service will be made and sent to high schools unable to attend. To follow up and ensure understanding, a survey will be sent to all participants to confirm the following: (1) Comprehension of current program requirements, (2) Which topics need additional explanation, if any, and (3) Confirmation of students in program. Each counselor with students in the DE AGS program will be required to submit the survey.

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 2024-2025. These changes are based on the knowledge gained through the AC 2023-2024 results analysis.

- The Executive Director restructured staff (team) in July '24 to better align duties with current personnel, capitalizing on strengths:
 - Appointed Dr. Liz Pursell as Academic Success Center Director (she still advises an assigned cohort). This alignment provided one extra experienced advisor and merged the coordination of both Tutoring and FLAME with one point of contact.
 - Appointed Samantha Culver Martin as Advisor, Instructor HS DE AGS Coordinator & Capstone Coordinator. Her testing background from previous role allows her to serve as a certified back-up in Testing Center.
 - Kristen Culver appointed Advisor, Instructor, Faculty Mentor & Academic Plan Coordinator.
- Hired Eric Lowe in August to serve as Academic Advisor, with 10% of his duties to assist OADS office.
- Hired Shaneka Charles in October to serve as Administrative Coordinator.
- Academic Advising Services (AAS) weekly advising logs revealed advisors experienced over 2,200 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:
 - The center averaged 245 student contacts a month.
 - Over ninety percent of all advising sessions were facilitated via email.
 - Seven percent were facilitated via face-to-face meetings and the remainder were phone/virtual.

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- The Executive Director, with significant support from his advisors and other content experts, updated the most comprehensive fall '24 UNIV 1000 course shell. Over thirty professional staff and faculty members from multiple academic disciplines taught this class.
- The Academic Success Center Director attended the third annual Board of Regents Meauxmentum conference in March '25. The VP AA/Provost appointed her 'campus lead' and she successfully coordinated and secured a BOR \$100,000 grant proposal for NSU-related retention initiatives.
- The Executive Director and five professional advisors completed a six-week online, intensive Appreciative Advising Course from Florida Atlantic University (May-June), via an advisor training professional development initiative supported by NSU's Elevate U program. Our team members were the pilot cohort.
- Positive takeaways from this assessment process included setting high targets, even if they were not met in this year's assessment cycle (5 of 9 targets were met).
- Post-registration, all students who pre-registered for the next semester receive a survey link via email (and text) and there were two significant accomplishments this AC. Academic Advising Services (1) more than doubled the total number of survey respondents and (2) had a response rate of 99% (161/162), confirming advisees were very satisfied or satisfied with their advising experience.
- All advisees have the option to complete a quick survey after any advising session (survey link is above the advisor's email signature or via QR code at front desk. AAS had a record high number of respondents with 55/56 students stating all of their questions were answered.
- The fall '24 F2F Natchitoches campus UNIV 1000 post-test had 564 students with an average score of 18/25, with an average test time of 31 minutes.
- The UNIV 1000 end-of-course assessment participation rate more than doubled, as 409/704 (58%) of all face-to-face Natchitoches students participated, compared to fall '23 data (182/678) 27%.
- Academic Advising Services processed, facilitated, and monitored 104 readmitted student contracts in fall '24 / spring '25, which was consistent with the total number of contracts the previous year. Results shared success rates of 34/63 (54%) in fall '24 and 17/41 (41%) in spring '25. Therefore, a combined total of 51/104, equaling a 49% success rate, the highest rate in the last five years.
- In May '25, NSU honored 89 spring '25 dually enrolled high school students

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who fulfilled all Associate of General Studies (AGS) requirements. This was the first time this cohort of students participated in NSU's May '25 commencement. The summer degree conferrals will highlight another 41 HS DE AGS graduates, producing a combined 130 High School DE AGS candidates from seventeen high schools in our service region and beyond.

Plan of action moving forward:

- Academic Advising Services (AAS) will partner on advising and retention initiatives with the staff from the Title III Elevate U team. AAS will collaborate on an Advisor Certification and Training (ACT) advisor training course, leading to a certificate of completion.
- Both post-registrations advising surveys will be open/available for an additional 10 days each fall and spring semester. Once the survey is launched via email (and text), there will be two follow-up emails each semester (followed by two text messages). The link to the advising survey will be embedded in each text, creating an easier point of access for students.
- The quick-survey survey link will be visible year-round, located above all advisor's email signature lines or via QR code on the advisor's door or at the reception sign-in, allowing opportunity for immediate feedback. The unit goal is to have at least 92% of all respondents' state that all their advising questions have been answered.
- On the second to last day of class, UNIV 1000 instructors will announce final extra credit opportunity via in-class announcement (and follow-up email) for students to complete the end-of-course assessment administered. The target is 75% participation with 75% of all respondents evaluating fall '25 content as "useful" or "somewhat useful".
- The UNIV 1000 post-test point value will increase from 25 to 50 points. This point change will add more value to the assessment and students will take the test more seriously. The 2025-2026 measure will change (1) to a 10% score increase in all 25 questions from pre-test to post-test; and (2) 70% of all students will earn a 72% on the post-test.
- The Executive Director and professional advising team will utilize the same timeline of 3 advisor-generated emails in both fall and spring terms. Additionally, they will enhance communication with three separate text messages each semester. All six messaging contacts will be documented on the director's semester timeline report, with a digital signature to validate the time/date of contact.

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- The Executive Director and professional staff will provide each readmitted student with a comprehensive student resource checklist in the first two weeks of classes to utilize throughout the semester. The director will share two strategic date-sensitive text messages per semester.
- The DE AGS Coordinator will provide high school constituents with two opportunities for in-service programming during the Fall semester. A recording of the in-service will be made and sent to partners unable to attend. To ensure understanding, a survey will be sent to all participants to assess learning.