Assessment Cycle 2019-2020

Academic Advising Services

Department – Academic Support

Prepared by: Steve Hicks   **Date: 6-17-20**

Approved by: Jennifer Kelly   **Date: 6-17-20**

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The mission of **Academic Advising Services** is to provide academic advising to undergraduate students, to facilitate a University Studies course (UNIV 1000) for entering freshmen and to provide academic support services for students, faculty, staff and external partners.

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

(1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) will be collected and returned to the unit head.

(2) The unit head will analyze the data to determine whether the service provider has met the measurable outcomes.

(3) Results from the assessment will be discussed with the advising team and unit head's supervisor.

(4) Individual meetings will be held with advisors/instructors.

(5) The unit head, with the assistance of advisors/instructors, will determine if changes are required to meet the measurable outcomes, assessment tools for the next assessment period, where needed, programming changes.

Academic Advising Services

Service Outcomes:

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

Measure 1.1.

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

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

Findings: Target was met.

Analysis: In AY 2018-2019, the target was met. Survey data shared that 87.5% of students responded favorably (strongly agree or agree). The Director, along with his advising team, promoted pre-registration through e-mails, UNIV 1000 class announcements, flyers in buildings, and social media. Based on the analysis of the 2018-2019 results an adjustment was made to increased participation. The adjustment included changing the survey of administration from spring '20 to fall '19. The response rate went up from 10% of those surveyed (AY 2018-19) to 16% (AY 2019-20) and 90% of students surveyed responded favorably (agree or strongly agree). As a result of these changes the target was met in AC 2019-2020.

Decision: In 2019-20 the target was met. Based upon the analysis of the 2019-20 results, the Director will drive continuous improvement by making a couple adjustments. Surveys will be administered during both fall '20 and spring '21 early registration (both semesters). Additionally, survey monkey (or alternative link) will be embedded in the advisor's e-mail signature in November '20 during a 2-week window.

Measure 1.2.

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

Findings: Target was met.

Analysis: In AY 2018-2019, the target was met as 100% of students surveyed responded favorably (agree or strongly agree). However, there was only a 19% response-rate of the total number of students surveyed. It is to be noted the 2018-19 AY, the survey was issued in April '19. Based on the analysis of the 2018-2019 results In AY 2019-20 the director made an adjustment and issued the survey during the fall '20 semester, in Nov/Dec '19. The response rate was higher at 27%, up 8% points, with 100% of students surveyed that responded favorably (agree or strongly agree). As a result of these changes the target was met in AC 2019-2020.

Decision: In 2019-20 the target was met. Based upon the analysis of the 2019-2020 results, in AY 2020-2021, the director will drive continuous improvements by making a couple adjustments for the 2020-21 year. The director will continue to survey students in November, due to having a more captive freshmen UNIV 1000 audience (they receive bonus points in UNIV 1000 sections for pre-registration). In November '20, the director will require professional advisors to embed a survey monkey link within all signature lines. This feedback will be monitored closely to enhance our services.

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

Measure 2.1. (NSU-Natchitoches cohort)

Each semester, all UNIV 1000 students are highly encouraged to complete the Student Evaluation of Course and Instructor Assessment. A five-point Likert scale allows students to respond and provide feedback of both the course (8 questions) and instruction (8 questions). The unit goal is for responses to questions to have an aggregate mean score of at least a 4.0 (or above) on the five-point scale.

Findings*: Target was met

Analysis: In 2018-19 the target was met. The 2018-19 data collected had combined results on both face-to-face and online students. Based on the analysis of this data the course steward and UNIV 1000 steering committee decided to evaluate in-class face-to-face classroom data separately. In the summer of '19, two months before the fall semester, adjustments were made to the F2F curriculum, which included the following changes:

- Incorporated a new face-to-face specific 20-question (pre-inventory and post-inventory) survey to help measure growth and student learning.

- Included a new hazing prevention program, as part of our student handbook module.

- Content experts (presenters) updated PowerPoints with both audio and video clips (Career Exploration 3-day module, Watson Library tour, etc.).

- Seminar series workshops enhanced level of interest with new learning activities (i.e. Jeopardy board game to learn more about Title IX.

- Campus-Wide Wellness Fest in November '19 required UNIV students to attend. This supplemented their in-class Health & Wellness learning module.

Fall '19 data included 41 face-to-face sections with 1073 total students. Fall '19 Student Evaluation of Course and Instructor Assessment, there was a 31.5% participation rate for this freshman F2F cohort. Aggregate evaluation kit data revealed all 16 assessment questions had a minimum mean score of 4.35 or above. As a result of these changes, the target was met in AC 2019-20.

Decision: In 2019-20 the target was met. Based upon the analysis of the 2019-2020 results, in 2020-2021, the course steward will drive continuous improvement by making a couple adjustments. It is important for all UNIV instructors to promote participation in all end-of-course assessments, not just for their UNIV 1000 course. As instructors and mentors to this cohort of first-time freshmen, UNIV instructors can help to establish a culture for student participation and assessment for all courses. Upcoming AY 2020-21 will mark the second cycle of collecting face-to-face UNIV 1000 student data separate from online-only responses. These two cohorts have different needs, so separate assessments are significant. Also, as our programming changes, our expectations will, thus the goal of increasing the aggregate mean score of 4.4 (or above) will be set for all 16 questions.

Measure 2.2. (online-only cohort)

On an annual basis, all students are highly encouraged to complete the Student Evaluation of Course and Instructor Assessment. A five-point Likert scale allows students to respond and provide feedback of both the course (8 questions) and instruction (8 questions). The unit goal is for responses to questions to have an aggregate mean score of at least a 4.0 (or above) on the five-point scale.

Findings: Target was met

Analysis: In 2018-19 the target was met. The 2018-19 data collected had combined results on both face-to-face and online students. Based on the analysis of this data, the course steward and online faculty decided to evaluate online-only course data separately. In the summer of '19, two months before the fall semester, adjustments were made to the online-only curriculum, which included:

- Incorporated a new online-only specific 20-question survey (pre-inventory and post-inventory) to help measure growth and student learning.

- Added Student Health 101 Magazine assignment in the Health and Wellness module.

- In fall '19, incorporated Kognito exercise / module during Suicide Awareness Month.

- Aligned Handshake module with online resume assignment.

- Included state law LA ACT 321 and new Hazing Education mandate in the Student Handbook module.

Fall '19 data included 9 online sections with 256 total students. Fall '19 Student Evaluation of Course and Instructor Assessment, there was a 46% participation rate for online-only cohort. Aggregate evaluation kit data revealed all 16 assessment questions had a minimum mean score of 4.38 (or above). As a result of these changes, the target was met in AC 2019-20.

Decision: In 2019-20 the target was met. Based upon the analysis of the 2019-2020 results, in 2020-2021, the course steward will drive continuous improvement by making a couple adjustments. AY 2020-21 will mark the second cycle of collecting face-to-face UNIV 1000 student data separate from online-only responses. F2F vs. online-only cohorts have different needs, so administering and assessing these results separately is important to driving improvement. Online-only learners are more accustomed to complete online assessments, so it is understandable almost half of all students enrolled participated. The Student Evaluation of Course and Instructor Assessment aggregate mean goal had been set at 4.0 (or above) for the last couple years. For AY 2020-21, the goal has been raised to 4.5 (or above).

Measure 2.3

Effective fall 2019, all face-to-face NSU-Natchitoches University Studies students will complete a pre-UNIV 1000 inventory (20 questions via survey monkey) within their first three days of class and later complete the same inventory at the end of the course. To measure student knowledge and growth, the unit goal is to demonstrate a 10% increase in score for each question (pre vs. post).

Findings: Target was not met

Analysis: This measure was introduced in fall 2019, therefore previous data was not available. In AY 2019-20, there were several interesting findings that will help UNIV 1000 program assessment and student learning:

- 713/1073 (66%) completed the pre-inventory (no points awarded).

- 766/1073 (71%) completed the post-inventory (5 points awarded).

- There was at least a 10% increase in the number of correct responses for 70% (14 out of 20) of all questions.

- There was at least a one percent increase in the number of correct responses for 95% (19 of 20) of questions.

- The greatest percent increase was a 55% % increase on question 5: What is the most frequent crime committed on NSU's campus? 72% of students responded correctly on the post-inventory while 17% of students responded correctly on the pre-inventory.

Decision: In 2019-20 the target was not met. Based upon the analysis of the AY 2019-2020 results, the course steward will drive continuous improvement by making several adjustments for the upcoming year. Fall '19 semester served as a pilot run and the pre-inventory was facilitated by survey monkey and did not award any points for participation. For 2020-21, the course steward will change the assessment to Moodle and establish a point value. It will be easier for all instructors to see which students completed the pre-inventory as survey monkey did not have that feature. Also, there were a couple questions that need to get re-written or omitted. Also, Spring 2021 this assessment will be available (with some modifications) for online-only students, who have slightly different orientation / student-success needs.

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

Measure 3.1.

Every fall and spring semester all professional staff advisors in AAS will make a minimum of three separate contacts with their assigned advisees. The first is a general welcome email that shares office hours, contact information, link of student resources, etc. The second contact involves the early warning system grades (five-week-grades). The third contact involves mid-term grades. AAS advisors will take immediate action by contacting all 'at-risk' advisees for both five-week and midterm grades. Response time is critical for student success (access to tutoring and other resources, awareness of add/drop deadline after mid-term, etc.). The unit goal is for every AAS advisor is to contact 100% of his/her at-risk advisees within two business days of receiving the grade reports.

Findings: Target was met

Analysis: Fall 2018-2019 the target was not met. Based upon analysis of the results in 2018-19, the Director created a checklist for oversight and monitored advisor progress for five-week and midterm grades. One or two days in advance these grade-report campaigns, the director reminded all advisors, provided a sample e-mail and voice message script. One advisor shared her example to serve as an example to streamline the process for other advisors. With seven advisor and three contacts (minimum) per advisor, we had 21/21 successful contacts to our advisees. As a result, in AC 2019-2020, the target was met.

Decision: In 2019-2020, the target was met. Based upon the analysis of the 2019-2020 results, in 2020-2021, the Director of Academic Advising will drive continuous improvement by making a couple minor adjustments for the upcoming year. We will add a required fourth contact for each semester, thus aspiring to have 100% successful contacts within two business days of future semester classes being advertised. All advisors will reach out to their returning advisees (all non-graduating seniors) to share pre-registration related information for the next semester.

Measure 3.2.

Academic Advising Services works closely with all college deans and the Vice-President of Academic Affairs and serves as a clearinghouse for all undergraduate students who have the academic standing status of suspension. The office assists to facilitate the readmission process for this student cohort. 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 unit goal is to have this end-of-semester report completed and disseminated each fall and spring within three business days after final grades have been posted.

Findings: Target was not met

Analysis: AY 2018-19 the target was not met. In 2018-19 the end-of-semester report spring '19 was submitted with the allotted time frame, however, the fall '18 report was not. It should be noted our administrative assistant was 6 weeks new to her position and we lost an advisor in early December '18 who moved out-of-state.

AY 2017-18	Target Met	2/2 reports completed on time
AY 2018-19	Target Not Met	1/2 reports completed on time
AY 2019-20	Target Not Met	1/2 reports completed on time

AY 2019-20 the target was not met. Based upon the analysis and findings in 2018-19, the director and administrative assistant prepared and populated all possible data fields in advance, prior to final grades, semester GPA, cumulative GPA and academic action / standing. The end-of-fall '19 report was completed and then distributed to VP and deans in late December to best prepare administration for January. The spring '20 end-of-semester report was not. Again, based upon analysis and experience from the previous year, all possible data entry and advance reporting occurred. With COVID-19 in spring, end-of-semester spring '20 reporting did not occur, as planned. The Spring '20 academic calendar was modified to provide students with option to use 14 days to consider late "W" or to exercise Pass/Fail option, end-of-spring reporting was pushed back to the week of Monday, May 25. As a result, in AC 2019-2020, the target was not met.

Decision: In 2019-20 the target was not met. Based on the analysis of the 2019-2020 results, in 2020-2021 the director will make a couple adjustments to drive continuous improvement. The director will designate an advisor to serve as assessment coordinator within the unit. This designee will be responsible for data collection in with all assessment measures, not just 3.2. The designee will also work collaboratively with the Director of Academic Success, so all study hall hours and student seminar data get reported in as efficient a manner possible. These changes will enhance academic support services for students, staff, and administration.

Measure 3.3.

On an annual basis, Academic Advising Services will assess the Associate of General Studies dual enrollment advising partnerships with our high school constituents (i.e. LSMSA, member schools in Vernon Parish School Board, Pineville High School, Concordia Academic, Louisiana Online Academy, etc.). Each designated high school counselor or liaison will complete a short assessment. The goal is to strengthen services between professional advisor at NSU and high school counselor/liaison. The unit goal is for 100% of respondents surveyed to agree or strongly agree.

Findings: Target was not met

Analysis: In late spring '19, measure 3.3 was created. Prior to spring '19, there was no evidence of formal contact between NSU AGS professional advisors and high school counselors. Communication did not exist, and professional advisors were not involved. Several costly advising errors occurred. Based on the analysis of anecdotal findings in 2018-19, the following modifications were made to drive improvement for 2019-20:

- Director assigned four NSU advisors to specific high schools and they became designated point of contact with the respective high school counselor.

- Advisors performed audits after each final grade cycle and updated curriculum sheets (spring '19 grades, then after fall '19 final grades and finally after spring '20 final grades were posted).

- Multiple communications throughout each semester, served as resource for CLEP credits, NSU special exams / challenges, etc.

- Established rapport and solid foundation for future semesters and AYs.

A record number of 44 dual enrollment students fulfilled the AGS degree requirements and will receive AGS diplomas in August 2020. Several new high schools were added, having candidates for AGS. In mid-March COVID-19 stay-at-home order affected communication between both NSU and high school stakeholders. The initial survey for spring '20 was not administered. As a result, AY 2019-20 the target was not met.

Decision: In 2019-2020 the target was not met. Based upon the analysis of the AY 2019-2020 results, for AY 2020-2021, the course steward will set several processes in place to drive improvement. Enhanced communication with high school constituents will be critical to NSU's future and staying relevant in a challenging and competitive market. As indicated above, NSU's DE AGS program had record number forty-four high school students earn AGS degrees. To ease case load and enhance efficiency, the director has assigned a high school cohort to each professional

advisor. Also, the director will send an email in August to each counselor, reminding them of appropriate NSU advisor contact. In mid-January, immediately after add/drop period for spring '20, all counselors / liaisons will be surveyed.

Comprehensive summary of key evidence of improvements based on analysis of results: *The following action were taken in 2019-2020 to seek improvement.*

- In UNIV 1000, incorporated a new 20-question pre-inventory and post-inventory assessment to measure student learning.

- Facilitated a new hazing prevention module campus wide in UNIV 1000 curriculum.

- Per request by Dean Lemoine, effective mid-July thru August 23, 2019 (last day to add/drop for fall '19 term) we documented each phone call, e-mail, walk-in appointment on a specific EXCEL spreadsheet. During this window, the center totaled over 850 separate contacts.

- Based upon above EXCEL spreadsheet, director and staff customized advising log to best fit our needs. January '20 to present, we have fine-tuned this record-keeping form and have seen over 3,612 students during the first 20 weeks of 2020, thus averaging 180 students a week.

- Due to COVID-19 stay-at-home order, professional advisors seamlessly transitioned to online, teleworking format. Our works aligned well in the transition. And we have one online-only advisor from New Orleans area who helped us with transition. All team members grew professionally, enhancing WebEx skills, learned Microsoft Teams platform, and used Goggle Voice platform to remain connected (via phone) with students.

- High School AGS DE program experiences growth for four straight year. NSU will have record number 44 dually enrolled (high school graduates from May '20) earn Associate of General Studies (AGS) this summer 2020. Also, will have record six high schools participating with at least one AGS graduate.

Plan of action moving forward:

- Assign an advisor to assist director in all areas of assessment (advising, UNIV 1000, DE AGS program, etc.).

- General studies and preclinical nursing surveys will be administered both fall '20 and spring '21.

- All advisors will have embedded link in each academic advisor's signature line signature line during a two-week window in November '20 (like Lauren Potter's Financial Aid staff has done).

- Continue to separate F2F UNIV 1000 data from online-only student data in UNIV 1000, to best evaluate needs.

- In UNIV 1000 Student Evaluation of Course and Instructor Assessments, course steward will raise the bar and shoot for mean goals to be set at 4.4 and 4.5 or above (Measure 2.1 and 2.2, respectively).

- Pre and post UNIV 1000 inventory will get transitioned from survey monkey to Moodle to better track students and analyze data.

- Mid-late January '21, assess / survey needs of high school counselors (stakeholders) immediately after NSU's spring '21 add/drop period.

- Enhance relationships with high school counselors (stakeholders) as professional advisors collaborate to advise their high school dually enrolled students toward AGS degree requirements at NSU.