

Assessment Cycle 2025-2026

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 2024-25: Target was met.

AC 2025-26: Target was met.

Analysis: 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 before preregistration days and already had mapped out a plan for their upcoming semester.

Based on the analysis of the AC 2024-25 results, in AC 2025-2026, several changes were made to enhance progress. The survey was shared via email three times each semester and followed up three times with a text message, reaching more students.

AC 2025-2026, the target was met. A total 52 students responded to the survey, which was 8 more than the year before and more than double from two years ago. All students were asked their academic classification: 19% (10/52) indicated they were freshmen, 11% (6/52) indicated they were sophomores, 17% (9/52) indicated they were juniors, and 50% (26/52) indicated they were seniors. Ninety-two percent (48/52) sought advising and continued through the remainder of the survey. The four students who indicated “no” were directed to one final question: “Is there a reason you did not seek advising?”. All four of these students indicated they were in their last semester and knew what they needed to enroll in.

In the following Likert scale advising survey statements, forty-eight of forty-eight (100%) students responded 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).

In the following Likert scale advising survey statements, forty-seven of forty-eight (98%) students responded with strongly agree or agree.

- 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.

Only one of the forty-eight students (2% of the cohort) selected “neutral”. Not one student stated “disagree” or “strongly disagree”.

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Decisions, action, or recommendations: In AC 2025-26 the target was met with almost 10 more respondents and additionally 47/48 positive responses (98%) of strongly agree or agree. Based on the AC 2025-2026 results analysis, the following changes will be made to drive improvements for the next cycle. The survey will open for an additional 10 days in both the fall and spring semesters. A minimum of 3 emails each semester (followed by 3 text messages) will be sent to remind students to respond to their survey. An increase in student responses will allow the unit to analyze needs and implement growth strategies. The unit goal is 90% of all students surveyed to respond with “agree” or “strongly agree” on 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 2024-25 Target was met.

AC 2025-2026 Target was met.

Analysis: AC 2024-25, the target was met. A total of 61 students responded to the survey, which was more than triple the number than the year before. The survey was shared via email twice each semester and followed up twice with text messages.

Based on the analysis of the AC 2024-25 results, in AC 2025-2026, several changes were made to enhance progress. The survey was shared via multiple QR code locations in the advising center (reception sign-in area and on each advisor door). The survey was shared via email three times each semester and followed up three times with a text message, reaching more students.

In AC 2025-26 the target was met. A total of 83 students responded to the survey, which was an increase of 22 compared to the year before. Fourteen of the students had met with their advisor before preregistration and responded that they did not seek additional assistance. All remaining students were asked their academic classification: 54% (45/83) indicated they were freshmen and 35% (29/83) indicated they were sophomores. Eighty-three percent sought advising and continued through the remainder of the survey. The other 14 students who indicated “no” were directed to one final question, “Is there a reason you did not seek advising?”. Of the 14 students who

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indicated they did not receive advising, all indicated that they knew what they needed to register from a previous visit.

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

- My advisor is knowledgeable about academic policies, procedures, degree requirements and campus resources (93%, 64/69).
- My academic advisor is helpful (assists in course choices, major exploration, major/minor decisions academic/personal issues and goals (96%, 66/69)
- 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 (96%, 66/69).
- My academic advisor shows concern for me as an individual (91%, 63/69).
- Overall, my advisor has provided me with quality academic advising.(93%, 64/69).

Decisions, action, or recommendations: In AC 2025-2026 the target was met. The unit 22 more responses than the year before. Based on the AC 2025-2026 results, the following changes will be made to drive improvements for 2026-2027. The pre-clinical nursing advising survey will be available for a longer length of time to encourage participation. The director will analyze completed surveys to assess the growth of staff advisors and areas of improvement. The unit goal will increase to 90% of all students surveyed will respond with “agree” or “strongly agree” on each Likert scale question for AC 2026-27.

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 accesses the link or QR code after an advising session. The survey allows advisees to provide immediate feedback so the director can troubleshoot inquiries immediately. The unit goal is to ensure 92% of all student inquiries are answered within one business day.

Findings:

AC 2024-2025 Target was met.

AC 2025-2026 Target was met.

Analysis: AC 2024-25, the target was met. A total of 56 students responded to the survey over both the fall 2024 and spring 2025 semesters. The advisees completed this

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quick survey, with an average time of 1:54 minutes. Academic advisors were very responsive and replied within the benchmark one-business-day response window. It was noted that 55/56 students indicated all of their advising questions were answered.

Based on the analysis of the AC 2024-25 results, in AC 2025-2026, several changes were made to enhance the process. This survey link remained visible the entire year, as opposed to the high peak add/drop phases in fall and spring in previous years. Additionally, professionally printed full-page QR codes were laminated and posted on advisors' desks, office doors, and the receptionist's front desk area. A total of 58 students responded to the email signature survey in fall '25 and spring '26.

- 55/58 students stated all of their advising questions were answered.
- 47/58 students did not need a referral to another academic department.
- 9/58 students were from other academic departments (other majors), they were served timely and with a high level of student satisfaction.
- 32/58 (55%) were advised via email, 12/58 (21%) office visit, 7/58 (9%) phone, and 7/58 (12%) combination.

Respondents were also encouraged to leave written feedback for our department on what we could do better or general comments regarding their advising experience. The positive anecdotal comments and feedback get shared with the respective advisor:

- My advisor consistently goes above and beyond in her role as advisor. She demonstrates attentiveness, responsiveness, and genuine care.
- My advisor is great and easy to work with. Always nice and professional when we speak.
- My advisor is always very pleasant and informative with any question I have presented her with. She is truly great!

Decision, action, or recommendation: In AC 2025-2026, the target was met. Based upon the AC 2025-26 data, adjustments will be made to drive continuous improvement for AC 2026-2027. Moving forward, the director will respond to all queries with a 100% response rate within one business day. Additionally, the number of referrals to various offices will be monitored. By tracking the frequency and types of referrals, the top five areas identified will be used to prioritize our academic advising in-service agendas. In-service training will be provided as needed.

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

Measure 2.1 NSU – Natchitoches face-to-face cohort

UNIV 1000 students complete an end-of-course assessment administered in the final class, with 8 Likert scale questions to evaluate UNIV 1000 content (this assessment is

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unique to UNIV 1000, not NSU's standard end-of-semester assessment). The target is 75% participation with 70% of all respondents evaluating fall '25 content as "useful" or "somewhat useful".

Findings:

AC 2024-25 Target was not met.

AC 2025-26 Target was met.

Analysis: In AC 2024-2025 the target was not met. A total of 409/704 (58%) students participated in the assessment. Based on the analysis of the AC 2024-2025 results and to drive improvement for the next cycle, the course steward and steering committee made several changes to increase participation and measure student learning. The Microsoft Forms assessment was administered on the second-to-last day of class in mid-November. This allowed students to complete it on the last day, if they missed the day before. Additionally, it was made "accessible" until December 5, almost two full weeks after this 1-credit course concluded. In AC 2025-2026, 613 of 762 students (80%) completed this assessment.

Below are some important findings from the fall '25 assessment, which collected over 210 more student responses than the year before. Likert scale questions were asked, including the opportunity for students to provide open-ended feedback. Below are some highlights:

- Question 2 regarding the Financial Aid Module: 94% responded that it was useful or somewhat useful.
- Question 4 regarding Life Beyond the Classroom presentation: 86% responded useful or somewhat useful.
- Question 6 regarding the two Academic Success modules: 91% responded useful or somewhat useful.
- Question 8 regarding the Title IX and Know the Code information: 93% responded useful or somewhat useful.
- Question 10 regarding both Career Exploration modules: 83% responded useful or somewhat useful.

Decisions, action, or recommendations: In AC 2025-26, the target was met. This year had over 200 more participants than the previous year. Based on the data, changes will be made to drive improvement for 2026-2027. On the penultimate 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 will be increased to 75% participation, with 80% of all respondents evaluating Fall 2026 program content as "useful" or "somewhat useful".

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Measure 2.2 NSU online cohort

UNIV 1000 students complete an end-of-course assessment administered in the final class, with 8 Likert-scale questions to evaluate UNIV 1000 content (this assessment is unique to UNIV 1000, not NSU's standard end-of-semester assessment). The target is 75% participation with 75% of all respondents evaluating spring '26 content as "useful" or "somewhat useful".

Findings:

AC 2024-25 Target was not met.

AC 2025-26 Target was met.

Analysis: In AC 2024-2025 the target was not met. The response rate was very poor. To drive improvement for the AC 2025-2026, the course steward and steering committee implemented several changes to increase participation and more effectively evaluate student learning. The Microsoft Forms assessment was administered during the second-to-last week of the online course, which allowed students adequate time to complete it that week or during the next week. UNIV 1000 online sections (1-credit course) intentionally conclude in mid-to-late April so students could shift their focus to their final exams in May. The course steward requested all sections to keep the assessment "accessible" until May 4, almost two full weeks after it was launched. Student response rates are below:

- AC 2024-2025, 25 of 235 students (11%) completed the assessment
- AC 2025-2026, 205 of 256 students (80%) completed the assessment.

Below are some important findings from the spring '26 assessment, which collected 180 more student responses than the year before. Likert scale questions were asked, including the opportunity for students to provide open-ended feedback. Below are some highlights:

- Question 2 regarding the Financial Aid Module: 97% (199/205) responded that it was useful or somewhat
- Question 4 regarding Life Beyond the Classroom presentation: 87% (178/205) responded useful or somewhat useful.
- Question 6 regarding the two Academic Success modules: 93% (191/205) responded useful or somewhat useful.
- Question 8 regarding the Title IX and Know the Code information: 92% (189/205) responded useful or somewhat useful.

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- Question 10 regarding both Career Exploration modules: 89% (183/205) responded useful or somewhat useful.

Decision, action, or recommendations: In AC 2025-26, the target was met. Based on the spring '26 data, changes will be made to drive improvement for 2026-2027. The updated assessment for spring '27 will be specific to UNIV 1000 online students as this year's assessment was written for both F2F and online and caused some confusion. It will be loaded in Moodle under the second-to-last week of activities. The target is a 75% participation rate with 75% of all respondents evaluating spring '27 content as "useful" or "somewhat useful".

Measure 2.3 Pre-test vs. Post-test of UNIV 1000 students (face-to-face, Fall '25)

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 for students to achieve a 10% score increase on all 25 questions from pre-test to post-test; and the student average score will be 72% or above (36/50 questions correct).

Findings:

AC 2024-25 Target was not met.

AC 2025-26 Target was met.

Analysis: In AC 2024-25 the target was not met. Only 42% of all students received an 82% or higher on the post-test, regardless of face-to-face or online facilitation. Fall '24 face-to-face post-test cohort, 564 students participated with an average score of 18/25 (72%). To drive improvement for the AC 2025-2026, the course steward and steering committee implemented several changes, including doubling the post-test total point value to help motivate student apathy. Several questions with ambiguous words were rewritten for clarity. Also, the post-test was administered in class to ensure all students completed this assessment. As a result of AC 2025-26, the target was met.

Fall '25 post-test data is below:

- 704 students completed the pretest (compared to 656 the year before).
- 629 students completed the post-test (the students who did not complete post-test either withdrew or most likely failed the class)
- The post-test average score was 40.5/50 points (81% average), 9% points higher than the previous year.
- 25/25 questions showed a 10% or higher increase in correct answers from pre-test to post-test, an uptick from 24/25 from the year before.

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- The following 8 questions had the lowest success rates (questions: 2, 10, 14, 16, 18, 19, 21, and 22).

Decision, action, or recommendation: In AC 2025-26 the target was met. Based on the 2025-26 analysis, changes will be made to drive continuous improvement for AC 2026-27. Questions 17, 20, and 22 will be rewritten to improve clarity. The eight questions (of the 25) on which students scored less than 80% will be reviewed and modified by the course steward for conciseness, impact, and clarity. The course steward will present result data on impact of changes at monthly in-services with faculty/staff. The target will increase to an 80% post-test average (40/50 questions correct).

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

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, links to 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) within two business days of receiving both five-week and midterm grade reports.

Findings:

AC 2024-25 Target was not met.

AC 2025-26 Target was not met.

Analysis: In AC 2024-2025, the target was not met. While Fall semester '24 benchmarks and targets were met with all seven advisors engaging in very timely mandatory contacts (21/21) within the two-business day goal, university travel hindered one advisor from making all her contacts during the spring '25 within the timeframe, thus the target was not met.

Based on the analysis of the AC 2024-25 results, several decisions were made to drive improvement for 2025-26. The director and team made a goal to engage in all email contacts within the given timeframe. Seven advisors were successful with 3

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documented contacts in the fall semester, 21/21 contacts with: (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. In the spring term, however, one advisor moved positions in late January '26. His advisees were not emailed in the first round of messaging in February as advisor/advisee assignments were adjusted. Only 20/21 contacts were attended to.

Decision, action, or recommendation: In AC 2025-26, the target was not met. Based on the analysis of the results, the following changes will be made to drive improvement. The director and advising team will utilize a comprehensive plan researched and written by the spring '26 Student Affairs in Higher Education intern. Her thorough proposal identified an advising timeline of both text and messaging throughout a regular 16-week semester. There will be 4 emails and 3 text messages each semester per advisor, with specific attachments crafted and ready for distribution. An editable email template will be crafted to ensure consistent messaging. All seven 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 academically 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 unit goal is that 40% or more of students under contract will earn a 2.00 semester GPA or above, and the report will be completed and disseminated each fall and spring within two business days after final grades.

Findings:

AC 2024-25 Target was met.

AC 2025-26 Target was met.

Analysis: In AC 2024-25, the target was met for the first time in several years. Both Fall '24 semester 34/63 (54%) and Spring '25 semester 17/41(41%) met the established targets, thus, totaling 51/104, equaling 49% success rate. Based upon the analysis results of AC 2024-25, the director and staff completed all prescribed action steps from the established semester plan. They provided continued communication and support post-appeal to these high-risk students using key dates, prescribed emails, phone, and text messaging to maintain contact and awareness of existing resources and support.

As a result of these prescribed action steps, in AC 2025-26 the target was met. Both Fall '25 semester 19/40 (47%) and spring '26 semester 7/22 (32%) met the established targets, thus, totaling 26/62, equaling a 42% success rate. It is relevant to note that AC 2025-26 had 42 fewer students participate in the program than the year before.

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Decision, action, or recommendation: In AC 2025-2026, the target was met for the second time in the last five years. This measure has fulfilled its purpose. AAS will provide this academic report for the Provost and Academic Deans in future semesters. However, the director and advising team will pivot to another high priority support service measure for AC 2026-27. A five-week self-paced online Moodle course has been created for academic advising professional development for both staff and faculty advisors. The unit goal is for at least 25 advisors to participate in and complete the course by May '27, with 85% of all participants evaluating the course in the post-training survey as 'Very useful' (4 out of 5) or 'Extremely useful' (5 out of 5).

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 2024-25 Target was not met.

AC 2025-26 Target was not met.

Analysis: In AC 2024-25, the target was not met. For AC 2024-2025, the HS DE AGS coordinator reassigned high schools amongst five advisors (rather than three) to enhance HS DE AGS advising efficiency due to the increase in both student enrollment and the increase in the number of high schools participating. Counselors struggled during this ACY to meet for an in-service due to their busy high school schedules. Based upon analysis of those results, the following adjustments were made to drive improvement for AC 2025-2026. The DE AGS Coordinator provided an opportunity for a recorded in-service program that could be viewed at any time to help increase participation and ensure all counselors were knowledgeable about DE AGS path requirements, changes, and timelines. To ensure understanding and confirm participation, counselors were asked to fill out a mandatory follow-up survey.

Despite these changes for 2025-2026, the target was not met with 80% (20/35) of counselors participating in the follow-up survey.

Decision: To drive continuous improvement for AC 2026-2027, the DE AGS coordinator and HS AGS advisors will reach out to counselors who have not completed the mandatory survey. Additionally, to help drive improvement, a packet of documents for the DE AGS will be created with all guidelines, requirements, and pathways for counselor reference. Currently, these documents are no longer available on the website

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due to the updates to user interface. These packets will be re-added to the website and sent to counselors with the in-service video.

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 2025-26. These changes are based on the knowledge gained through the AC 2024-2025 results analysis.

- Academic Advising Services (AAS) weekly advising logs revealed advisors experienced over 2,000 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 slightly over 165 student contacts a month.
 - Over ninety percent of all advising sessions were facilitated via email.
 - Five percent were facilitated via face-to-face meetings, and the remainder were phone/virtual.
- The Executive Director, with significant support from his advisors and other content experts, facilitated the most comprehensive fall '25 / spring '26 University Studies curriculum to over 1,200 students. Over thirty professional staff and faculty members from multiple academic disciplines taught this class.
- The course steward and his steering committee in University Studies launched a very successful implementation of the IBM SkillsBuild Getting Started with Generative Artificial Intelligence Course. Course completion earns a micro-credential, which can lead to approximately 500 free additional IBM courses. A total of 1,057 students completed this 3.5-hour self-paced tutorial covering artificial intelligence. Completion was required to successfully pass UNIV 1000.
- One of the team's advisors, the Academic Success Center Director, participated in a year-long management and leadership training and development course facilitated by the University of Louisiana System Office. This is a special honor, as she was one of two employees representing NSU this academic year in this system-wide professional development initiative.
- Another team member, our Academic Advisor, DE Coordinator & Capstone Director, has partnered very closely with NSU's Title III program Elevate U. She was appointed the primary content creator for NSU's first academic advising

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Moodle course for Academic Advisor Professional Development. The five-week course leads to an NSU faculty-recognized credential.

- In late January '26, we hired a board certified nurse to serve as an Academic Advisor and Instructor. She is the first BSN graduate to join the professional advising staff and work full-time in our center. Her education and clinical experience will be a huge asset as she mentors both ASN and BSN preclinical cohorts.
- Positive takeaways from this assessment process included meeting more targets than last year. This assessment cycle 2025-26, 7 of 9 targets were met, compared to 5 of 9 targets in the AC 2024-25.
- Post-registration in fall '25 and spring '26, all students who pre-registered received a survey link via email (and text). There was significant feedback that included forty-eight of forty-eight students who responded with strongly agree or agree that "My advisor is knowledgeable about academic policies, procedures, degree requirements and campus resources", and "My academic advisor is helpful by assisting in course choices, major exploration, major/minor decisions academic/personal issues and goals.
- All advisees, regardless of major, 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 of 58 respondents this cycle. Fifty-five of the respondents stated all of their advising questions were answered, and the other three were provided with a referral to another office.
- The fall '25 Natchitoches campus UNIV 1000 post-test had 704 students participate with an average score of 81%, up 9 percentage points from the year before.
- The UNIV 1000 end-of-course assessment participation rate increased from 409 students to 613, a jump of 204 students, which was 80% of all students participating, compared to 58% the year before.
- Academic Advising Services processed, facilitated, and monitored 62 readmitted student contracts in fall '25 / spring '26, which was considerable lower than the total number of contracts the previous several years. However, the results had similar success rates for this high-risk cohort of students with 42% success rate.
- In May '26, NSU honored 98 spring dually enrolled high school students who fulfilled all Associate of General Studies (AGS) requirements. This was the second time a cohort of HS DE students participated in NSU's spring commencement ceremony. The summer degree conferrals will highlight another 16 HS DE AGS graduates, producing a combined 114 High School

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DE AGS candidates from twenty-one high schools in our service region.

Plan of action moving forward:

During the AC 2026-27, Academic Advising Services office will implement the following to drive improvements to further enhance academic advising to specific student cohorts, advance the comprehensive UNIV 1000 curriculum for incoming first-year students, and provide improved academic support services:

- In Measure 1.1, the survey will be available to students for an additional 10 days in both the fall and spring semesters. A minimum of 3 emails each semester (followed by 3 text messages) will be sent to remind students to respond to their survey. An increase in student responses will allow the unit to analyze needs and implement growth strategies. The unit goal is 90% of all students surveyed to respond with “agree” or “strongly agree” on each Likert scale question.
- In Measure 1.2, the pre-clinical nursing advising survey will be available for a longer length of time to encourage participation. The director will analyze completed surveys to assess the growth of staff advisors and areas of improvement. The unit goal will increase to 90% of all students surveyed will respond with “agree” or “strongly agree” on each Likert scale question for AC 2026-27.
- In Measure 1.3, the director will respond to all queries with a 100% response rate within one business day. Additionally, the number of referrals to various offices will be monitored. By tracking the frequency and types of referrals, the top five areas identified will be used to prioritize our academic advising in-service agendas. In-service training from external offices will be requested as needed.
- In Measure 2.1, UNIV 1000 instructors will announce the final extra credit opportunity on the penultimate day of class via an in-class announcement (and follow-up email) for students to complete the end-of-course assessment administered. The target will be increased to 75% participation, with 80% of all respondents evaluating Fall 2026 program content as “useful” or “somewhat useful”.
- In Measure 2.2, the updated assessment for spring '27 will be specific to UNIV 1000 online students as this year's assessment was written for both F2F and online and caused some confusion. It will be loaded in Moodle under the second-to-last week of activities. The target is a 75% participation rate with 75% of all respondents evaluating spring '27 content as “useful” or “somewhat useful”.

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- In Measure 2.3, test questions 17, 20, and 22 will be rewritten to improve clarity. The eight questions (of the 25) on which students scored less than 80% will be reviewed and modified by the course steward for conciseness, impact, and clarity. The course steward will present result data on impact of changes at monthly in-services with faculty/staff. The target will increase to an 80% post-test average (40/50 questions correct).
- In Measure 3.1, the director and advising team will utilize a comprehensive plan researched and written by the spring '26 Student Affairs in Higher Education intern. An editable email template will be crafted to ensure consistent messaging. All contacts will be documented on the Director's semester timeline report, with a digital signature to validate time/date of contact.
- In Measure 3.2, the director and advising team will pivot to another high priority support service measure for AC 2026-27. A five-week self-paced online Moodle course has been created for academic advising professional development for both staff and faculty advisors. The unit goal is for at least 25 advisors to participate in and complete the course by May '27, with 85% of all participants evaluating the course in the post-training survey as 'Very useful' (4 out of 5) or 'Extremely useful' (5 out of 5).
- In Measure 3.3, the DE AGS coordinator and HS AGS advisors will reach out to counselors who have not completed the mandatory survey. Additionally, a packet of documents for the DE AGS will be created with all guidelines, requirements, and pathways for counselor reference. These packets will be re-added to the website and sent to counselors with the in-service video.