

Renewing a Traditional Commitment
to Student Success Through Advising



Nicholls State University



Student Advising & Mentoring
Nicholls State University

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Presentation Overview

- 1) Background and Planning
- 2) SAM in Action
- 3) Related Initiatives: Retention and Gateway Courses
- 4) Assessment
- 5) Conclusion and Discussion

Learning Outcomes

- Facilitate idea gathering and consensus-building among faculty and staff.
- Design and implement rubric-based evaluation of student inputs as a way of assessing program goals.

The Beginning...

- Evidence of the involvement of all appropriate campus constituencies (CS 3.3.2, "includes a broad-based involvement of institutional constituencies in the development...of the QEP).
- The QEP Steering Committee:
 - Administration
 - Faculty
 - Staff
 - Students
- 18-month Process

The Beginning

- Question: From Where Are We Coming?
- Answer: L'esprit Engagé!
- Focused on Freshmen
- Created the Academic Advising Center (AAC)
- Created UNIV 101
- Helped 1st to 2nd Year Retention, but...
- Sophomore-to-Junior Retention was awful

The Process

Phase I

- o Survey Everyone You Can Reach!
 - Faculty
 - Students
 - Staff
 - Alumni
 - Community
- o Use Any Data at Your Access!
 - National Survey of Student Engagement (NSSE)
 - Beginning College Survey of Student Engagement (BCSSE)
 - Noel-Levitz Student Satisfaction Survey
- o And Dig into the Literature!

The Process: Phase I, continued

Result: Broad Topic Development

- o Developed a cluster of issues that:
 - were of great concern to the constituent groups
 - directly improved student learning
 - could be addressed within the framework of a focused QEP
- o The end result was a total of 18 issues grouped under four broad topic areas.

The Process

Phase II

- | | |
|--|--|
| <p>Advising and Student Support</p> <ul style="list-style-type: none"> * Improve the student transition from University College to students' major * Improve support for transfer students * Improve student satisfaction in sophomore and junior years * Improve non-academic student support (psychological counseling, financial aid, etc.) <p>Research and Mentoring</p> <ul style="list-style-type: none"> * Improve mentoring * Improve applied learning * Improve/increase internship opportunities * Improve career preparedness/career counseling | <p>Instructional Effectiveness</p> <ul style="list-style-type: none"> * Improve classroom technology * Improve professional development (for faculty) * Improve student-learning-focused teaching * Improve faculty/student engagement <p>Writing Skills</p> <ul style="list-style-type: none"> * Improve/increase undergraduate research * Improve instructional effectiveness * Improve writing across the curriculum |
|--|--|

The Process: Phase II, continued

Picture, If You Will...

- The Place: Fall 2014 Faculty Institute
- The Event: One-hundred ninety (194) Faculty Members Working Together Toward a Common Goal!
- The Outcome: A Clear Direction – Academic Advising, the "Sophomore Slump," and undergraduate research.

The Process

- So, How Exactly Did 194 Faculty Members from Disciplines Across the Campus come to a Consensus?
- It was easier than you would imagine...

The Process

- Based on a topic selection model described by South Florida State College*, we employed a four-part process to narrow the field of options:
 - Brainstorming
 - Consensus building
 - Presentations
 - Voting

*From Silos to Bridges: Collaborative Tools to Select a QEP Topic (Christensen & Heston, 2013)

The Process

- Five primary initiatives emerged from this process:
 - **Transitions** – from AAC to departmental advising, advising of transfer students, online advising.
 - **Writing across the curriculum** – create major-specific ENGL 101 & 102, improve assessment in ENGL 101, introduce writing proficiency exams to enter 300-level courses, improve writing through undergraduate research, teach faculty how to teach writing.
 - **Mentoring** – create peer mentoring/employer mentoring/alumni mentoring opportunities, increase internship opportunities, create a course focused on faculty mentoring/faculty-student engagement.

The Process: Primary Initiatives

- **Undergraduate Research** – create a sophomore-level undergraduate research course, implement research across the curriculum, improve internship support, create student-workplace matching programs.
- **Other** – upgrade classroom technology, create flipped classrooms (student-led teaching), improve instructional effectiveness.

The Process

Let's take a closer look at the results of our session:

- Transitions: 295/25%
- Writing: 273/24%
- Mentoring: 256/22%
- UG Research: 138/12%
- Other: 200/17%

So, Why Did We Choose What we Chose?

The Process

Let's step back and take a closer look at the topic selection model as described by Christensen & Heston (2013).

So, you're in New Orleans. A city known for its uniquely flavorful cuisine. But, New Orleans is also a tourist destination (\$\$\$\$), and not everyone loves seafood, and some people have allergies, and some are vegetarians, and some must have fine wines with their meal, some probably want to do the "local" thing, others may want to do the "popular" thing, some want to walk to dinner and experience the city sights, others are okay with Ubering to get to a really "cool" place . . .

Horizontal lines for notes

The Process

- Ugh! Decision-making can be exhausting...and build up quite an appetite.
• So let's employ the selection model to help us all decide the most popular place to eat tonight!

Horizontal lines for notes

SAM in Action

- Faculty workshops
▪ Departmental transition plans
▪ Team meetings
▪ Challenges and changes along the way

Horizontal lines for notes

SAM in Action

Student Learning Outcomes

- Reflect on personal interests, strengths, and challenges to achieve academic, career, and personal goals;
- Analyze requirements of their degree program as a path to their academic, career, and personal goals;
- Connect high-impact learning practices with academic and career goals; and,
- Connect extra-curricular opportunities and student services with their academic and career goals.

Faculty Workshops



Adapted from: Givans, J. V., Miller, M. A., & Neale, S. L. (Eds.). (2010). *Comprehensive advisor training and development: Practices that deliver* (2nd ed.). Manhattan, KS: Allen Press, Inc.

Faculty Workshops

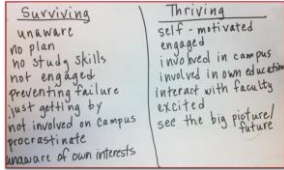
- **Beginning Spring, 2017**
 - 53 workshop events
 - 12 workshop agendas
 - 1007 in total attendance
 - SAM FT Faculty Certifications
 - Certified: 180
 - Distinguished: 47
 - Expert: 2

Learning vs. Working Students	02/22/17	39
Learning vs. Working Students	2/22/17	28
Student Success	3/26/17	31
Learning vs. Working Students	4/16/17	15
Student Success	3/13/17	30
Student Success	3/16/17	14
Student Success	3/22/17	6
Student Success	3/23/17	38
Student Success	3/29/17	47
Needs and Goals of Advising	09/15/17	15
Needs and Goals of Advising	09/26/17	12
Needs and Goals of Advising	09/26/17	27
Needs and Goals of Advising	10/27/17	30
HIPs	10/09/17	28
Needs and Goals of Advising	10/10/17	26
HIPs	10/13/17	6
Needs and Goals of Advising	10/18/17	14
HIPs	10/18/17	29
HIPs	10/20/17	21
HIPs	10/27/17	11
Needs and Goals of Advising	11/22/17	21
HIPs	11/15/17	27
HIPs	11/28/17	24
LifeFuel	2/26/18	5
Graduated	3/28/18	14
Countering Services & Student Access	2/21/18	17
LifeFuel	2/23/18	8
Runway CAMP	2/22/18	13
Degree Pathways	2/22/18	15
Graduated	3/28/18	21
Runway CAMP	3/26/18	5
Degree Pathways	3/30/18	7
International Mentoring: When and How?	10/41/18	13
International Mentoring: When and How?	10/41/18	13

Faculty Workshops

• What we talk about when we talk about . . .

- Intrusive Advising
- HIPs
- Technology & Data
- Student Success



Departmental Transition Plans

• Minding the gap between the first and second year

- How will you connect with first semester freshmen?
- What is your department's plan for connecting with second-semester freshmen prior to their exit from the Academic Advising Center?
- What is the departmental procedure and timeline for handling the transition of students from the AAC to the department? Who is responsible for coordinating initial contact?
- How will you ensure that the advisor reads Freshman Reflection Pieces before meeting with advisees?

Departmental Transition Plans

- Are unique to departments and programs
- Reinforce the relationship between the AAC and academic programs
 - Interactions with students in UNIV sections
 - Creation of degree pathways
 - Use of technology (GradesFirst, LiveText)
- Are assessed through the Academic Advising Inventory & NSSE Academic Advising Module

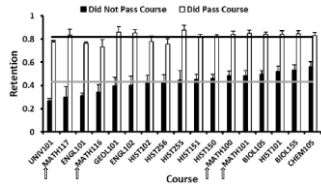
Team Meetings

- Have convened near-weekly from November 2016 – Present
- Comprise members from VPAA, AAC, and Institutional Effectiveness (several members are here, presenting)
- Focus on assessment data to:
 - Plan faculty workshops
 - Evaluate assessment tools themselves
 - Consider changes to SAM
- Have led to related initiatives

Challenges and Changes

- Student Learning Outcomes (November, 2016)
- Delivery and pace of faculty training (Spring, 2017)
- Reconsideration of a campus-wide 'advising syllabus' (Spring, 2017)

**Related Initiatives:
Retention and Gateway Courses**

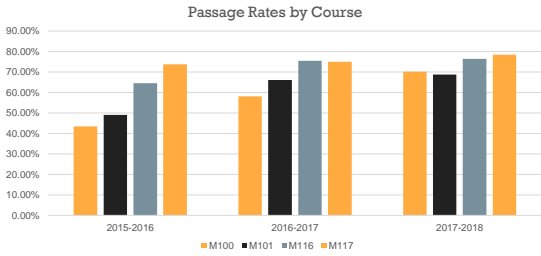


Mean ($\pm 95\%$ CI) retention for students that either passed or did not pass each course. The horizontal gray line represents mean retention for students that did not pass all courses combined and the horizontal line represents the mean retention for students that did pass all courses combined.

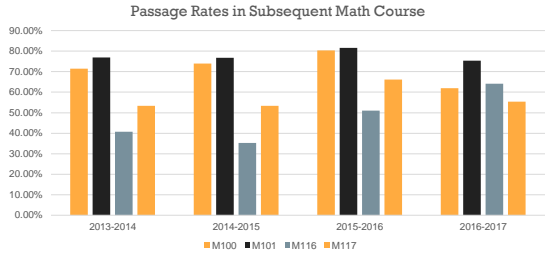
What did we do?

- **Moved first-semester mathematics instruction from the mathematics department to Academic Services**
 - Freshmen
- **Redesigned mathematics courses**
 - Course redesign retreat - focused on relevant content
- **Freed the faculty**
 - Methodology, software, etc.
- **Changed mathematics content delivery**
 - Active Learning Strategies: CPAs, Group Work, Think-Pair-Share, Collaboration Exams
- **Met with faculty frequently**
 - Bi-weekly meetings

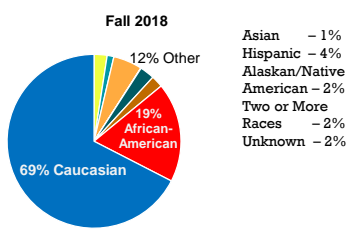
What were the results?



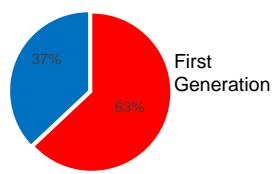
What was the fear?



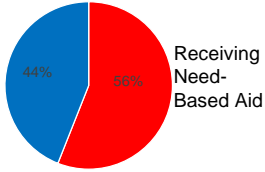
First-Time Full-Time Freshmen



First-Time Full-Time Freshmen



First-Time Full-Time Freshmen



Direct Assessment
Assessing SLOs with Direct Measurements

Freshman Reflection Piece

- FRP Collected in Fall 2016 and Fall 2017
- Revisions to Writing Prompts
- Same Assessment Team

Freshman Reflection Piece

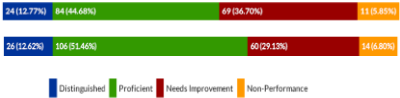
- SLO 1: Reflect on personal interests, strengths, and challenges to achieve academic, career, and personal goals.



Increase from 51% Proficient and Distinguished to 57%

Freshman Reflection Piece

- SLO 2: Analyze the requirements of the degree program as a path to academic and career goals.



Increase from 60% Proficient and Distinguished to 64%

Freshman Reflection Piece

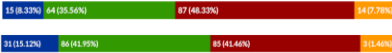
- SLO 3: Connect high impact learning practices with academic and career goals.



Decreased from 40% Proficient and Distinguished to 32.5%

Freshman Reflection Piece

- SLO 4: Connect extracurricular opportunities and student services with academic and career goals.



Increased from 44% Proficient and Distinguished to 57%

Sophomore Reflection Piece

- First SRP Collected in Spring 2018
- Same Assessment Team as FRP
- Same Outcomes Assessed
- Assessment of SRP – Fall 2018

Interactive Activity

- SAM Rubric Shared
- FRP/SRP Samples for SLO 1

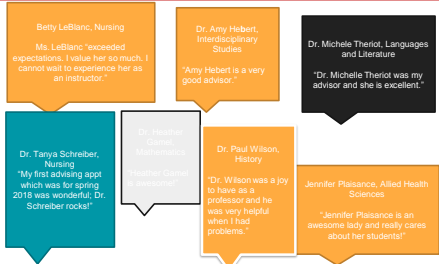
Conclusion and Discussion

- 1. AAI, Noel-Levitz, & NSSE results
- 2. Performance Results
- 3. Still to do:
 - 1. Course availability
 - 2. Degree pathways
 - 3. Recognizing advising work

Academic Advising Inventory

- Built from Sample Survey from NACADA, aligned with SAM goals
- First AAI Conducted Spring 2018
- Survey Sent to All Students After Registration in Spring.

Academic Advising Inventory



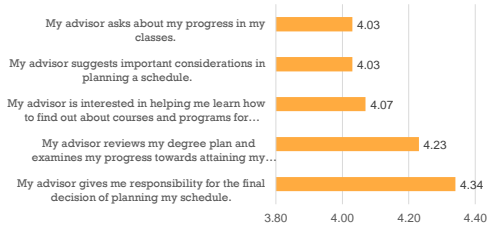
Academic Advising Inventory

- Question 1

Please think about how you and your advisor approach academic advising. Please rank the statements below based on your advising experience this academic year.

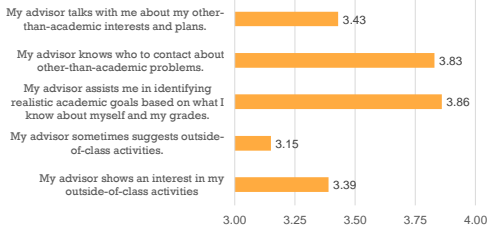
Academic Advising Inventory

Scale: 5 - Strongly Agree, 4 - Somewhat Agree, 3 - Neither Agree or Disagree, 2 - Somewhat Disagree, 1 - Strongly Disagree



Academic Advising Inventory

Scale: 5 - Strongly Agree, 4 - Somewhat Agree, 3 - Neither Agree or Disagree, 2 - Somewhat Disagree, 1 - Strongly Disagree



Academic Advising Inventory

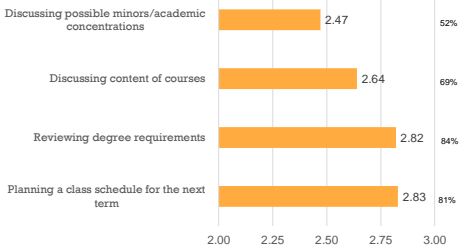
- Question 2

Please respond to both columns for each activity.

- Did the activity occur this semester?
- How important are each of the following in regards to your advising experience?

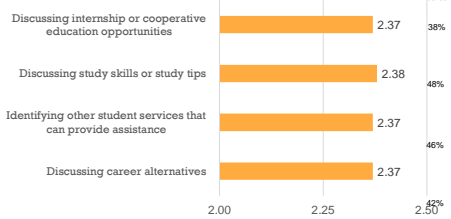
Academic Advising Inventory

Scale: 1 – Not Important, 2- Somewhat Important, 3 – Very Important



Academic Advising Inventory

Scale: 1 – Not Important, 2- Somewhat Important, 3 – Very Important



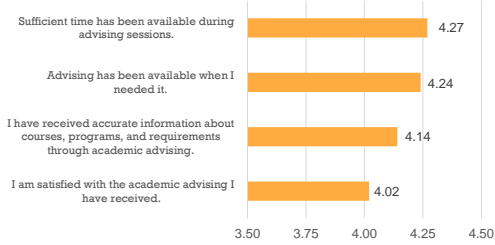
Academic Advising Inventory

- Question 3

Consider the academic advising you have participated in at Nicholls this year and respond to the statements below.

Academic Advising Inventory

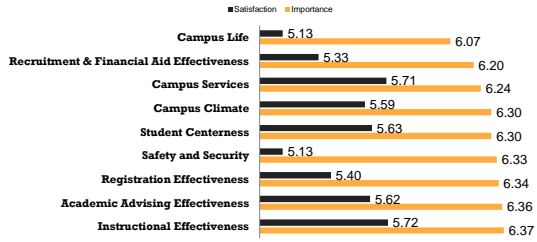
Scale: 5 - Strongly Agree, 4 - Somewhat Agree, 3 - Neither Agree or Disagree, 2 - Somewhat Disagree, 1 - Strongly Disagree



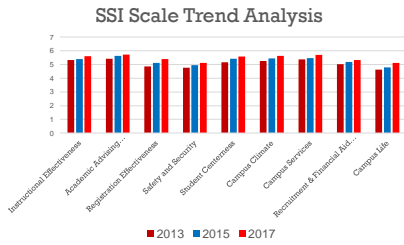
Noel-Levits Student Satisfaction Inventory

- Nicholls was already using SSI.
- SSI completed every other Spring in odd number years.
- Survey done in paper format through randomly selected courses to optimize return rate.

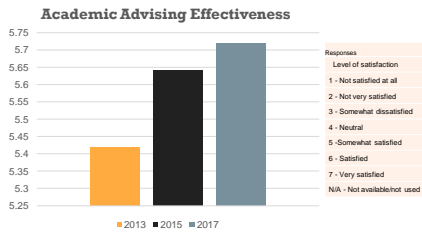
Noel-Levitz Student Satisfaction Inventory



Noel-Levitz SSI

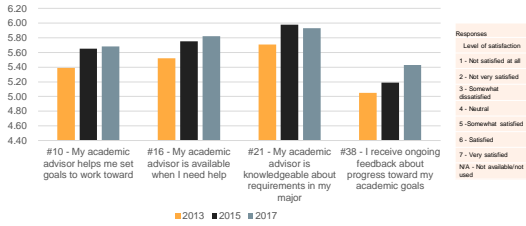


Noel-Levitz SSI



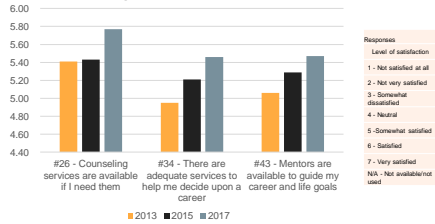
Noel-Levitz SSI

AAE Scale Questions



Noel-Levitz SSI

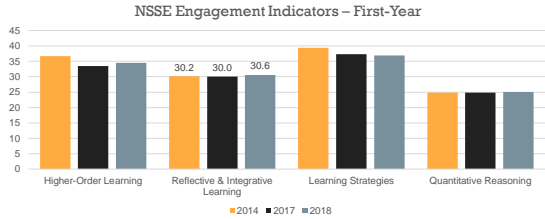
Campus Services Scale Questions



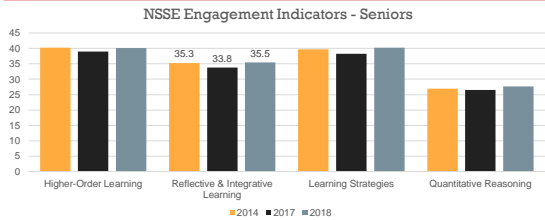
National Survey of Student Engagement (NSSE)

- Nicholls was already using NSSE.
- NSSE completed every other Spring in even number years.
- Cycle disrupted in 2016 due to budget, caught up in 2017

NSSE



NSSE



NSSE

Reflective & Integrative Learning – First Year Students	Nicholls		
<i>Percentage of students responding that they "Very often" or "Often" ...</i>	2014%	2017%	2018%
Combined ideas from different courses when completing assignments	38	32	38
Connected your learning to societal problems or issues	36	38	34
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	33	37	36
Examined the strengths and weaknesses of your own views on a topic or issue	53	52	53

NSSE

Reflective & Integrative Learning – First Year Students	Nicholls		
Percentage of students responding that they "Very often" or "Often" ...	2014%	2017%	2018%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	57	58	59
Learned something that changed the way you understand an issue or concept	55	53	57
Connected ideas from your courses to your prior experiences and knowledge	65	66	71

NSSE

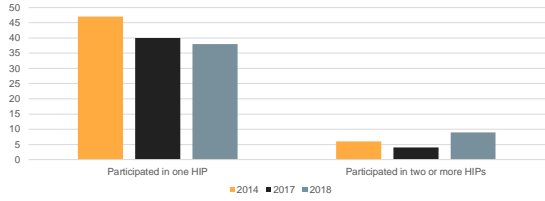
Reflective & Integrative Learning – Senior Year Students	Nicholls		
Percentage of students responding that they "Very often" or "Often" ...	2014%	2017%	2018%
Combined ideas from different courses when completing assignments	65	59	62
Connected your learning to societal problems or issues	57	51	54
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	43	46
Examined the strengths and weaknesses of your own views on a topic or issue	57	58	64

NSSE

Reflective & Integrative Learning – Senior Year Students	Nicholls		
Percentage of students responding that they "Very often" or "Often" ...	2014%	2017%	2018%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	64	67
Learned something that changed the way you understand an issue or concept	62	60	66
Connected ideas from your courses to your prior experiences and knowledge	78	76	80

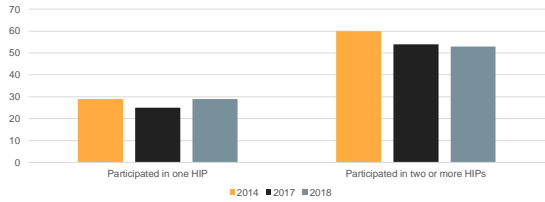
NSSE

Participation in HIP First-Year



NSSE

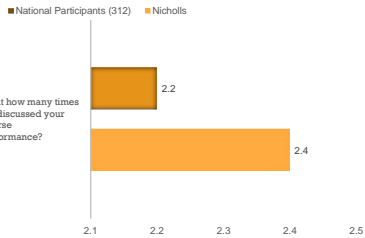
Participation in HIP Senior Year



NSSE: Academic Advising Module

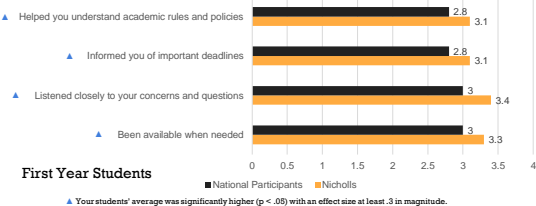
First Year Students

1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?



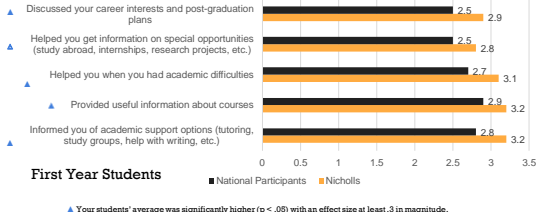
NSSE: Academic Advising Module

During the current school year, to what extent have your academic advisors done the following?



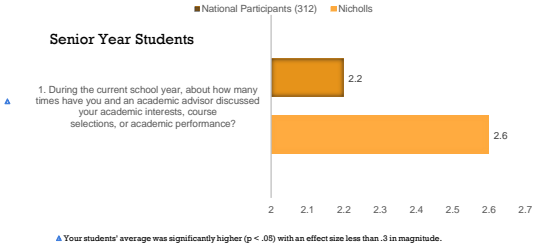
NSSE: Academic Advising Module

During the current school year, to what extent have your academic advisors done the following?



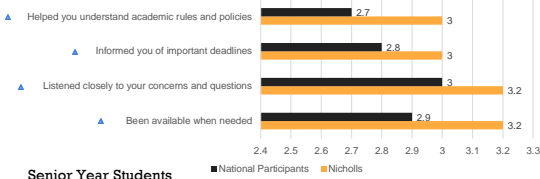
NSSE: Academic Advising Module

Senior Year Students



NSSE: Academic Advising Module

During the current school year, to what extent have your academic advisors done the following?

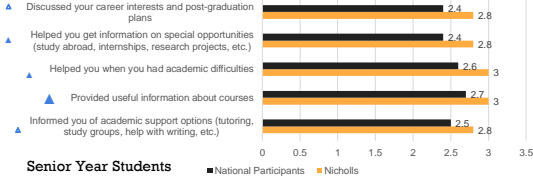


Senior Year Students

Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

NSSE: Academic Advising Module

During the current school year, to what extent have your academic advisors done the following?



Senior Year Students

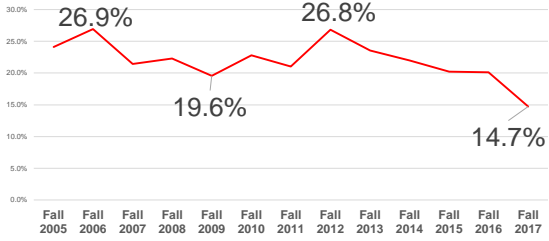
Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

Performance results
Student Performance as of End of Term Spring 2018

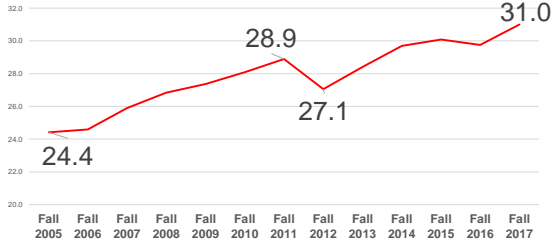
Spring Data

Percentage of FTF on Probation or Suspension at the End of First Year



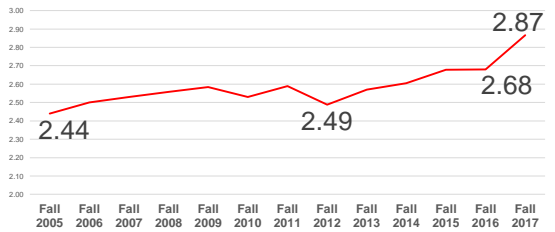
Spring Data

Average Credit Hours Earned by FTF Cohort at the End of First Year



Spring Data

Average GPA Earned by FTF Cohort at the End of First Year



Remaining Work

- 1. Course availability
- 2. Degree Pathways
- 3. Recognizing advising work

Questions?
