**University Advising Center Assessment Report Academic Year 2019-2020**

The University Advising Center focused on five areas for the 2019-2020 academic year that are crucial to our mission: return rates and academic probation, the exploratory student program, the pre-professional student program, transition in the form of Wayne Experience, and competency requirements.

**Mission Statement:**

We assist our diverse student body to transition and thrive in an academic environment, mature socially and intellectually, and graduate.   Through training and advising in a safe and trusting environment, we provide the tools, strategies, and campus resources necessary for success.

**1. Return Rates and Academic Probation**

**Learning Outcome:**

Students will demonstrate progress towards degree by enrolling in and completing courses with appropriate grades by 30 credit hours to meet requirements for an undergraduate degree and/or for admission to their respective professional programs. Areas included in this learning outcome include probation rates and return rates.

**Assessment Method:**

Return rate and academic standing are crucial factors in assessing students' progress towards degree from first through third terms. Six advisors assigned to freshman students pursuing pre-professional and exploratory programs tracked return rates from fall 2019 to fall 2020 and reported on probation rates as measures of students' progress towards degree. Communication plans included contact with students on academic probation and students not registered for the following term.

**Results:**

Data from fall term on these two items reflect the impact of using our communication plans and outreach during the fall term on academic probation and return rates.

In terms of academic standing, 8.8% of the exploratory student population and 15.7% of the pre-professional student population were on academic probation after fall term. The focus on science may explain the higher rate of probation for the pre-professional population. The expectation is that pre-professional freshman students begin their required science classes the first term of enrollment.

The advising staff sent reminder messages and encouragement to students to register for winter term prior to the holiday break and again just prior to the start of classes. 93% of the exploratory students and 92% of the pre-professional students registered for their second term. This is a slight improvement in both categories of 3% gain for the exploratory population and 5% gain for the pre-professional population over last year.

At the end of winter term, 5.9% or the exploratory population and 9.1 % of the pre-professional population who returned for their second term were on academic probation. This was an improvement over last year from 16.13% of the exploratory population and 16.4% of the pre-professional student probation rates in the 2018-2019 cycle. However, this number may be misleading in that students who stopped out were not counted in our data after fall term.

For the students who re-enrolled for their second term, 58% of the exploratory and 66% had registered for fall 2020 term by the end of June. With the uncertainty of the format in which fall classes will be held, this number is unreliable. As student will continue to register up to the start of classes in the fall, and may make decisions to rescind their registration based on the final format of classes in the fall term.

The return rates for the academic year are based on students who were enrolled fall term and re-enrolled for winter term, thereby completing the academic year. Students who did not return after fall term were not counted in our fall to fall percentages, although they were counted in the rate from fall to winter registration.

**Action Plan:**

Students are currently being encouraged to move forward with fall registration in email contacts and during remote appointments by the advising staff. The message is that support services are still being offered, although on a remote bases, and instruction is still being delivered with the same content as when offered in person. The message to students is keeping momentum towards their degree—that they need not stop due to change based on delivery method.

Students on probation will be given an additional term to return to good academic standing due to the change in course delivery and P/N option implemented winter term. Students will be contacted prior to winter registration for advising and release of holds.

**Timeline for Action Plan Implementation:**

The advising staff is currently encouraging students to maintain momentum towards degree by registering for fall 2020 term. Students will be contacted during the fall 2020 term prior to winter registration for advising and release of holds.

**2. Exploratory Student Program**

**Learning Outcome:**

Students will identify and declare a major or officially commit to pursuing a specific professional program by the time they have earned 30 credit hours.

**Assessment Method:**

Freshmen Exploratory students were first advised by members of the exploratory advising team at freshman orientation and briefly introduced to the features of the exploratory program. Prior to each orientation session, an advising team reviewed ACT/SAT scores for each student and determined an appropriate selection of classes and sent this list to each student prior to their orientation date. On the actual day of orientation the lead advisor for the day reviewed each student's record and verified the appropriate courses for first term on the student's advising sheet and made corrections, if necessary, based on new information and closed class sections. This simplified the registration process for the new students and made for a less stressful day.

Exploratory workshops previously offered several times per term were updated to a newly created self-paced Canvas course conducted throughout the academic year to assist students in identifying interests, talents, skills, and strengths as an important step in finding a major/program that fits. Readiness to declare was assessed at the end of the course.

Appointments were scheduled with students as needed throughout the first two terms as well as email communications sent to students nearing the 30 credit hours mark. The communication plan was updated and implemented for this assessment cycle in an effort to better ensure timely communication of crucial messages over the course of the academic year.

We tracked and reported on the number (%) of exploratory students who have declared a major or identified and committed to a professional program by the 30 earned credit hours earned mark. NOTE: The 30 earned credit hours mark, for some students, extends beyond our reporting time frame and skewed the data reported resulting in an approximation.

**Results:**

At the end of winter 2020 term, 55.4% of the total exploratory population had declared majors, as opposed to 52% last year. The goal to have students declare majors by 30 credits was impacted by the change in instruction in March due to COVID-19 when classes went to an online format, and advisors began working from home. The average credit hours students completed by the end of winter term was 29.5%, slightly below the 30 credit hour mark at which students are required to declare majors. This means that the 55.4% is not dependable in terms of determining whether students are on track based on the 30 credit hour mark.

The exploratory advisors normally would have been inviting students to meet with them to explore major options and declaring majors for students. The normal activities related to exploration were not available once classes went online and the advising staff began working from home.

**Program Action Plan:**

Due to the number of students who have not yet achieved 30 credit hours, the exploratory advising staff will be following up with these students fall term to encourage them to commit to a major/program by the end of fall term. For students who have not declared by 30 credits who are enrolled in fall term, a "Must Declare Major" hold may be placed to prevent registration for Winter 2021.

**Timeline for Action Plan Implementation:**

Contact with students who have achieved the 30 credit hour mark who have not declared a major will take place in fall term prior to winter 2021 registration.

Should the advising staff continue working from home for the upcoming fall term, the decision to enforce holds may be adjusted to accommodate the remote advising environment.

**3. Pre-Professional Student Program**

**Learning Outcome:**

Pre-professional students will enroll in the appropriate courses and maintain a competitive grade point average to apply for admission to their respective professional programs.

**Assessment Method:**

Freshman students were first introduced to the program requirements for the various pre-professional programs at orientation advising sessions lead by members of the pre-professional advising teams. Prior to each orientation session, the advising teams reviewed ACT/SAT scores for each student and determined an appropriate selection of classes and sent this list to each student prior to their orientation date. During the orientation session, advising teams made a presentation to each pre-professional group about the transition to college, the competitive nature of the pre-professional program and assisted the student to register for the appropriate courses.

The goal is that pre-professional students will demonstrate understanding of requirements of their respective programs by enrolling in and completing pre-requisite courses each term with competitive (B or better) grades.

The five advisors assigned to this population encouraged students to schedule advising appointments, sent periodic email messages as specified in the communication plans created for each program, and tracked completion of the appropriate courses, monitored grades in the pre-requisites and reported each term. Communication plans were updated and implemented for this assessment cycle in an effort to ensure timely communication of crucial messages over the course of the academic year.

**Results:**

The Pre-professional teams tracked student progress in completing the required sciences to be competitive for the students' various programs in addition to the return rated, probation rate, completion of QE and BC, which were reported in those specific categories in this report.

Fall 2019 term, 52.6% of students registered for science pre-requisite courses earned B or better grades. This number is not unusual in that many students enter the University with the intention of pursuing one of our competitive pre-health programs and find that they aren't successful in their first science course and subsequently change their programs to less-science heavy programs/majors.

The change to an online format for all courses in mid-March impacted students completing sciences and our numbers reflect that. For winter term 71% of the students enrolled in a pre-requisite science class earned a B or better grade. This is a significant improvement over last year’s 53.6% completing sciences with a B or better grade.

**Program Action Plan:**

Students, who were impacted by the change in delivery method in Mid-March were given the option of P/N marks and will not be penalized for an unsuccessful attempt in a pre-requisite science. These students will be encouraged by the advising staff to retake the courses in which they were unsuccessful.

**Timeline for Action Plan Implementation:**

**A**dvisors are already communicating with students regarding making up the classes fall term in email messages and remote appointments.

**4. Wayne Experience (WE) Requirement**

**Learning Outcome:**

Wayne Experience (WE) became a new requirement for incoming FTIAC students fall 2019. The expectation is that every freshman will complete the course within their first year of enrollment. The purpose of the course is to provide information and strategies to acclimate students to WSU and to prepare them for University course work. Only students who had earned MTA while in high school are exempt from the requirement.

**Assessment Method:**

Advisors tracked completion of Wayne Experience (WE) each term Fall & Winter) and followed up to encourage students to complete the course during their first two terms of enrollment at WSU.

**Results:**

Of the students who registered for their second term and were still being tracked by the University Advising Center staff, 90.5% of the exploratory students and 90% of the pre-professional students had completed the WE requirement.

Student who were enrolled, but not able to successfully complete their WE winter term due to the change from in-person to online format are counted in the percentage. No provision has yet been made for these students to meet the requirement.

We did not continue to track students who had changed their majors from pre-professional to another program. We did continue to track students for WE who began as exploratory students, whether they had declared a major or not, for ease of tracking. Students who did not enroll for their second term, stop-outs, were not counted in our completion rates. There is currently no provision for these students to meet the requirement should they return to WSU in a subsequent term.

**Program Action Plan:**

Advisors reached out to their assigned students who had not yet met the requirement to encourage them to enroll in a Wayne Experience (WE) course during the S/S term. The stop-out group was not contacted.

**Timeline for Action Plan Implementation:**

Communications were sent in March and April to students who had not completed the WE requirement by the end of winter term to encourage them to enroll for the course for S/S term. There is currently no opportunity for students to complete the course beyond Spring/Summer 2020.

Tracking of these students enrolled in the S/S term is beyond the time frame of this report.  As of yet, the University has not devised a plan to deal with students who have not completed the requirement.

**5. Competency Requirements**

**Learning Outcome:**

Completing the Basic Composition and Quantitative Experience courses are key to a student's progress towards degree. As a result, we will track and follow up with students re: completing competency requirements BC and QE in a timely way.

**Assessment Method:**

Completion rates for BC and QE courses contribute to overall progress towards degree and give an early picture of a student’s progress and the possible need for intervention.

Judging that completion of BC and QE are key to on-time graduation, we used these markers to assess a student's progress towards degree in both the exploratory and pre-professional populations. We assessed the percentage (%) of fall 2019 FTIAC's served by the UAC who had completed Basic Composition and Quantitative Experience by the end of winter term. The requirement is to have these completed by the time a student has 30 earned credit hours. NOTE: The 30 earned credit hours mark, for some students, extends beyond our reporting time frame and skews the data reported resulting in an approximation.

Six members of the advising staff were tasked with tracking students' completion of the Basic Composition and Quantitative Experience requirements over the course of our assigned freshman students' first 30 credits. The data regarding these foundational courses will be used to monitor the appropriateness of a student's educational plan and progress towards degree. Each term, these six advisors ran reports and tracked results on a spreadsheet indicating whether students had met the requirements and followed up with students who had not completed the requirements in a timely way.

 **Results:**

At the end of winter 2020 term, 83.8% of the exploratory students had completed BC and 84.4% of the pre-professional students had completed BC. These percentages are higher than last year with 75% of the exploratory students and 77% of the pre-professional students having completed the requirement. However, this is not an accurate reflection, since these requirements are to be met by the 30 credit hour mark and not all students in the populations have achieved 30 credit hours.

During this same period, 65.3% of exploratory students had completed QE and 76% of the pre-professional students had completed QE. This is significantly better that last year with 59% of the exploratory population and 58% of the pre-professional population having completed this requirement by the end of winter term. However, this is not an accurate reflection, since these requirements are to be met by the 30 credit hour mark and not all students in the populations have achieved 30 credit hours. These percentages were also impacted by the change from in-person to an online format for classes during the winter term.

**Program Action Plan:**

**S**tudent who were unable to complete BC and QE their first year at WSU, are currently being encouraged to register for these requirements, fall 2020 term.

**Timeline for Action Plan Implementation:**

The plan is currently being acted upon by the advising staff, who are assisting students to register for fall 2020 term.

**Conclusion:**

The University Advising Center staff made strides in every area this academic year, even under difficult circumstances, managing to increase our outcomes in every area.

Compiled and completed by

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