

## **University Advising Center Assessment Report Academic Year 2017-2018**

In the University Advising Center we have been dedicating our advising resources to improve student outcomes over the several areas for which we advise. We assessed five functional areas for AY 2017-2018:

- Exploratory Program,
- Basic Composition (BC),
- Progress Towards Degree (probation and return rates),
- Pre-Med and Health Sciences Center, and
- Pre-Professional program.

### **Exploratory Program**

We measured three areas within the Exploratory Program; competencies--completion of Basic Composition (BC), assessment of the workshop, and declaration of major/program.

Of the 248 fall 2017 exploratory students, 52% had identified a professional program or declared an academic major by the end of winter 2018 term, as opposed to the 63% who had declared last year. There was a change in advising assignments for this academic year with fewer advisors assigned to this population, which may account for the lower numbers of students declaring within the expected timeline. These statistics are preliminary as students have until 30 credit hours to identify and declare a major/program. The time frame for this assessment goal takes some students beyond the academic year.

### **Foundational Courses (BC)**

For a third year we made a concerted effort to introduce the expectation that BC competency be completed within a student's first 30 credit hours. We emphasized this expectation both at orientation and during the students' first advising appointment. Our results for the exploratory population at 66% was lower than last year which was 85% for BC. Again, this decrease may be a result of the staff changes for this population of students and increase of students per advisor.

Statistics for the Pre-Professional population for BC completion was 68.6% this year. Which is comparable to the baseline established at 69.5% last academic year. We don't consider this a significant decrease in the percentage of students completing BC in the first year for this population.

### **Progress Towards Degree**

In this category the focus is on academic status and return rate.

Return rates as of June 6/2018 were somewhat lower than last year's numbers. However, the deadline to report was significantly earlier than the previous year.

Fifty-two percent (52.40% ) of our pre-professional population had registered for fall 2018 by the above cut-off date for reporting and approximately fifty-six percent (55.65%) of the students

who began the year coded as exploratory during the first term had registered by the above cut-off date for reporting.

Academic Standing at the end of winter 2018 was measured by the percentage of students on academic probation.

Nearly twenty percent (19.83 %) of the pre-professional population were on academic probation at the end of winter 2018 term, while sixteen percent (16.13%) of the exploratory student population was on academic probation at the end of winter 2018 term. These percentages were within two percentage points of last year's data, remaining under twenty percent.

### **Pre-Professional program**

For this population, our desired learning outcome was that students pursuing professional degrees in Pharmacy and Health Sciences would demonstrate understanding of the required classes to complete prior to application to the professional program. Our measure was that students would demonstrate that understanding by completing at least one pre-requisite science course by 30 credit hours.

We designated pre-requisite courses to track, with B or better grades as the standard. Overall, 64% of the students met this standard. What we found was variances among the different pre-professional programs in terms of pre-requisite courses and minimum competitive grades. Since each professional program is assigned to specific advising staff, we could target needs for improvement for the upcoming assessment cycle.

Of the 242 Pre-professional students, 155 (64%) had completed at least one pre-requisite science course by the end of their second term of enrollment compared to 49% during the last academic year.

### **Pre-Medicine and Health Sciences Center (PMHS):**

The PMHS Center offered 20+ workshops this academic year on topics that are crucial in supplementing one-on-one advising, in adequately preparing students for competitive admission to their desired medical schools. Workshop attendance was tracked with the goal of determining topics most useful to students. As a result of the data, adjustments will be made to workshop offerings during the next assessment cycle and new topics and events added.

Pre-Medicine Information sessions are held throughout the year, beginning with the freshman "Check-up" during the summer term prior to that start of classes, in order to provide student with crucial information regarding the process of getting to medical school.

In addition to the information sessions and workshops, we have added a weekly informal session where students can come with questions and concerns. As a result of these efforts, coupled with one-on-one advising, more of our Wayne State students were admitted to medical school during this last admission cycle.

A mentoring program was initiated this year, under the direction of one of our pre-med advisors, with the WSU medical school where medical school students are paired with pre-medicine

students. The response has been very good and we will continue to partner with the medical school in the upcoming year.

### **Future Plans and Adjustments:**

Based on our assessment results, we have committed to making adjustments for AY 2018-2019 cycle.

### **Communication Plans**

All functional areas within the University Advising Center have created goals, learning outcomes, objectives, and tasks as in past years. This upcoming year, each area will create communication plans designed to target specific points within the academic year when targeted messages will be sent to students in the effort to keep them connected to their advisors and to enhance student success. Each functional area will craft the timing and messages suited to their respective programs. These messages will be in addition to the campus-wide messages created by the Advising Excellence Committee and the Advisor Training Academy.

### **Exploratory**

In order to prompt students to declare by 30 credit hours, we will communicate a warning to students during the term in which they will achieve 30 credit hours. At the point at which they have achieved or exceeded 30 credit hours without declaring, a hold will be placed and the students will be notified of the hold blocking future registration until they have officially declared or changed their coding to a pre-professional program. In addition, revisions to the workshop have been made for the AY2017-18 to better clarify “next steps” in the exploratory process. Beginning fall 2107, new rubrics will be implemented for the exploratory workshop as well as in-office visits to track students' readiness to commit to a major/program by 30 credit hours. This rubric will make it possible to offer more targeted interventions for individual students to prepare them for declaring the major/program by 30 credits.

### **Pre-Medicine & Health Sciences Center**

Revisions have been made to the information sessions for 2017-18 and new topics added. The group meetings each week for student questions and discussion will continue. The plan is to continue offering workshops, and information sessions, in addition to the one-on-one advising appointments. In addition, a Pre-Med Learning Performance group has been added in partnership with the Academic Success Center for the upcoming academic year. The program conducts on-going assessment of activities and makes changes as necessary throughout the academic year.

### **Pre-Professional Program**

For the AY 2017-18 we are targeting students more specifically for follow-up on completion of the required sciences by re-assigning students by individual Pre-Health program. We will be utilizing the AdvisingWorks tracking capabilities to send targeted texts and emails and creating “Watch lists” to better track our pre-professional students. We have added more specificity to our tracking sheets for the AY2017-18 to get a better handle on student progress in sciences.

Compiled and reported by  
Anita L. Carter  
Assistant Director, Assessment  
University Advising Center