

## **University Advising Center Assessment Report Academic Year 2016-2017**

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 2016-2017:

- Exploratory Program,
- Foundational Courses (BC)
- Pre-Exclusion and Reinstatement,
- 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 our workshop, and declaration of major/program.

Of the 309 fall 2016 exploratory students, 63% had identified a professional program or declared an academic major by the end of winter 2016 term, as opposed to the 40% who had declared last year. 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 student first advising appointment. Our results for the exploratory population at 85% was higher than last year which was 78% for BC. Statistics were gathered for the Pre-Professional population this year, so a baseline was established at 69.5%, so although the numbers were strong, no comparison for this group can be made until AY 2107-18. We consider this a significant gain in the percentage of students completing BC in the first year for these populations.

The Math Competency requirement was suspended last. However, the advising staff will continue to encourage students in programs that require math to complete their math courses in a timely way and track math along with the required sciences.

### **Pre-Exclusion and Reinstatement**

Within both the Reinstatement and Pre-Exclusion programs we assessed return to good academic standing (GPA > 2.0) and also adherence to contract conditions without achieving good academic standing, which resulted in writing of continuing contracts to permit enrollment for a subsequent term.

### **Pre-Exclusion Program Results:**

For this population the goal was for students to avoid exclusion from the University by providing students an additional term on probation or contract. Students were required to achieve C or better grades and complete contract terms successfully in order to avoid exclusion. Although the numbers of students on contract each term was similar to last year there were significant gains in terms of student success. A higher number of students achieved good academic standing or met contract terms, with success rates of 86% fall term, 71% winter term, and 58% spring/summer term.

### **Reinstatement Program Results:**

For this population the goal was for students to achieve C or better grades or complete contract terms successfully in the process of returning to good academic standing. Although the number of students on reinstatement and continuing contracts were similar, there were gains in student success. A higher percentage of students achieved good academic standing or met contract terms, with success rates of 71.4% fall term, 62% winter term and 62% spring/summer term.

### **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.

Of the 364 Pre-professional students, 177 (49%) had completed at least one pre-requisite science course by the end of their second term of enrollment (winter 2016).

### **Pre-Medicine and Health Sciences Center:**

Pre-Medicine Information sessions are held throughout the year in order to provide student with crucial information regarding the process of getting to medical school. The Learning Outcomes are measured by students' responses to two items.

1. Explain the variables involved when determining when to take the MCAT exam
2. Identify the 4 main factors that medical schools use to review applicants for admission

Item 1, (MCAT Poll) is conducted on 3X5 index cards with written responses regarding the application process without prompts immediately following that portion of the presentation. This is a change based on on-going assessment of the Pre-Medicine program. The statistics for the sessions in which the polls were taken indicate that the message regarding the application process was understood by the attendees.

Item 2, (4 Factors) is assessed at the end of the presentation using a 3x5" card and asking the participants to list the 4 main factors that medical schools use to review applicants for admission. Results indicated that students understood the 4 main factors ranging from 3.0/4.0 to 4.0/4.0.

In addition to the information sessions, we have added periodic workshops and 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.

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

Based on our assessment results, we have committed to making adjustments for AY 2017-2018 cycle.

### **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-Exclusion**

Our gains in this program are due to more careful consideration of the students' motivation, willingness to make changes, and resolution of past difficulties in order to determine which student can most benefit from an additional term of enrollment to get back to good academic standing. We have made some revisions in the advising staff who work with this population over the two terms, all of whom have similar philosophies regarding students in academic difficulty. Although we had success with the program, all probation activities have been moved to the College of Liberal Arts and Sciences.

### **Reinstatement Program**

Some staffing changes were made mid-year and changes were made to the program that resulted in gains in the rates of student success. Although we have had success with our Reinstatement Program, this program has been transferred to the College of Liberal Arts and Sciences, who has convened a reinstatement committee within the College.

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

Revisions have been made to the information sessions for 2017-18, and one of the pre-med advisors holds group meetings each week for student questions and discussion. The plan is to continue offering weekly meetings, workshops, and information sessions, in addition to the one-on-one advising appointments. 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 required sciences by re-assigning students by individual Pre-Health programs. We will be utilizing AdvisingWorks 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.

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