

## **University Advising Center Assessment Report Academic Year 2015-2016**

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 2015-2016:

- Exploratory Program,
- Foundational Courses (BC & MC)
- 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) and Math competency (MC), assessment of our workshop, and declaration of major/program.

Of the 204 fall 2105 Exploratory students, 82 (40%) had identified a professional program or declared an academic major by the end of winter 2016 term. Only 6 students (2.7%) had reached the 45 credit hour limit without declaring a major or identifying a professional program. These statistics are preliminary as students have until 45 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 & MC)**

For a second year we made a concerted effort to introduce the expectation that BS and MC competencies 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 78% were similar to last year for BC. Statistics were not gathered for the Pre-Professional population, so although the numbers were strong, no comparison for this group can be made. Although we did not make significant gains in the percentage of students completing BC in the first two terms, we were pleased to have been able to post similar results for the added population.

The Math Competency requirement was suspended during the Academic Year. However, the advising staff will continue to encourage students in programs that require math to complete their math courses in a timely way.

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

Within both the Reinstatement and Pre-Exclusion programs we assessed return to good academic standing (GPA > 2.0) and 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 on 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, as measured by 2.0 gpa or higher, and the percentage of students who were excluded/ dismissed at the end of their contract term fell from a high of 31% to 12%.

### **Reinstatement Program Results:**

For this population the goal was for students to achieve C or better grades and 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, as measured by 2.0 gpa or higher, fewer students required an additional term, and fewer were excluded at the end of the contract 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 341 Pre-professional students, 236 (69%) had completed at least one pre-requisite science course by the end of their second term of enrollment (winter 2016). The 30 credit hour timeframe takes some students beyond the scope of this report.

### **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 LO's 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 asked as a Yes/No (thumbs up/down) question immediately following that portion of the presentation. 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.

**Future Plans and Adjustments:**

Based on our assessment results, we have committed to making adjustments for AY 2016-2017.

**Exploratory**

In order to prompt students to declare by 45 credit hours, we will communicate a warning to students during the term in which they will achieve 45 credit hours. At the point at which they have achieved or exceeded 45 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 AY2016-17 to better clarify “next steps” in the exploratory process.

**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. This same cadre of advisors will continue to work with this population in the upcoming year.

**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. This same group of advisors will continue to work with this population in the upcoming academic year.

**Pre-Medicine & Health Sciences Center**

Revisions have been made to the information sessions for 2016-17, and one of the pre-med advisors holds group meetings each week for student questions and discussion.

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