Expected Outcomes: Students will increase their GPA.

By the time students exit the Academic Counseling and Advising Center, they will have increased their cumulative grade point average to at least that required by their new intended major.

Assessment methods

Method: GPA will be tracked.

Each student’s GPA is tracked during the period they are assigned to the Academic Counseling and Advising Center. Students will remain in the Center until their GPA increases to that required by their current or new intended major at which point they will be transitioned out of the Academic Counseling and Advising Center and back into their current major or into their new college or school.

Findings:

Average cumulative GPA for all students who were referred and who came to the Academic Counseling and Advising Center in the last academic year (n=306) was 1.34. Students leaving the Center (n=204) had an average cumulative GPA of 2.19.

How did you use findings for improvement?

Students assigned to the Center are blocked from registering for classes until they meet with the Academic Advisor assigned to them. Before they can meet with their Advisor they must complete an intake evaluation with an Academic Counselor and visit with a Career Counselor. They may be referred for additional services as needed. Advisors can refer students back to the Academic Counselor or other resources. We provide encouragement and support while requiring the student to assume responsibility for follow-through. This year, we have begun to request that students revisit the Academic Counselor after they have met with their advisor. We are now electronically notifying Advisors if a student has failed to complete the steps required prior to setting up an appointment with their advisor.

Additional comments:

Academic Counseling and Advising Center Advisors stay abreast of GPA requirements for all majors on campus and maintain an updated list of majors with no GPA requirements. Once students are showing signs of improved academic stability they either return to their current major advisor or to the advisor for their new major.

Expected Outcomes: Student will select an appropriate major.

By the time students have exited from the Academic Counseling and Advising Center they will have chosen, with the help of their Center Academic Advisor and/or Career Counselor, an appropriate major or an alternate education plan if appropriate.

Assessment methods

Method: Students are accepted into a major.

Students will meet, as needed, with the career counselor and advisor to identify an appropriate
major. Students have achieved this outcome when they have either reached a cumulative GPA allowing them to return to their current major or have been accepted into their new major and transitioned out of the Academic Counseling and Advising Center.

Findings:

Academic Counseling and Advising Center students (1051 students; not all are currently enrolled) attended more than 3,200 appointments during the academic year. Students are guided in their choice of a major by a coordinated effort between Academic Counseling (550 visits), Career Counseling (462 visits), Academic Advising (2200 visits) and Academic Coaching (300 visits). A total of 204 Academic Counseling and Advising Center students returned to an academic college/school during the 2012 academic year. All students that attended were from the following colleges: <1% Agriculture, Architecture, Education, Forestry and Wildlife, Nursing; Business (4%), Engineering (25.5%), Human Sciences (2%), Liberal Arts (18.5%), Sciences and Mathematics (48%).

How did you use findings for improvement?

The College of Education hired an additional advisor and not refer their students to us during the 2012 academic year. They have recently notified us that they will once again refer their students to us. The Colleges of Sciences and Mathematics and of Agriculture continue to refer students to us as early as the end of their first semester. We provide all of our services to the Sciences and Mathematics students and we provide Academic Counseling, Academic Coaching and Career Counseling to the College of Agriculture. Agriculture students are advised within the College of Agriculture. Liberal Arts and Engineering also are heavy users of our services.

Additional comments:

The Director has spoken with the Advising Coordinator for the College of Liberal Arts, the Associate Dean of Forestry and Wildlife Sciences (and their Director of Student Services) and the College of Engineering about following the early referral model currently used by COSAM. Business is also exploring the option of early referral of all students with 2.0.

Expected Outcomes: Students will enhance their academic skills.

By the time students exit the Academic Counseling and Advising Center where they work with academic coaches and mentors, they will possess the necessary academic skills to be successful upon entering into their new major (e.g., time management, test-taking skills, etc.).

Assessment methods

Method: Students master important academic skills.

Students improve time management skills, study skills, test-taking skills, etc. Students are judged to have achieved this outcome when they are able to successfully apply these skills to current courses and daily lives as seen through improved grades.

Findings:

Academic Counseling and Advising students had 300 visits with an academic coach over the past year.

How did you use findings for improvement?

We are using SARS to schedule appointments with the various services offered. We have developed a notification system that contacts students to remind them of the services they
have been referred to and we are beginning to ask them to participate in a follow-up meeting with the Academic Counselor to determine if they need any additional or re-referrals. We are also using an alert system to notify Advisors if students miss their Acad. Counseling, Coaching and/or Career Counseling appointments.

Additional comments:
None.

**Expected Outcomes : Students will receive appropriate referrals.**

By the time students exit from the Academic Counseling and Advising Center, they will have been referred to the appropriate resources to address other concerns (e.g., mental health, financial, etc.) that impede academic success.

**Assessment methods**

**Method**: Students are referred to other resources.

Students are referred to other resources as appropriate, allowing students to master skills and apply as needed. Students achieve this outcome when they have met with all referral resources.

**Findings**:

Academic Counseling and Advising Center students were referred to the following referral sources: Academic Counseling, Academic Coaching, Peer Tutoring, Student Counseling, Student Financial Services, Office of Student Accessibility, Academic Advising. Not all students follow through with the referrals. We continue to work toward minimizing this failure to follow through on referrals.

**How did you use findings for improvement?**

We are using an on-line spread sheet to track referrals made and whether students follow through. We are also beginning to require a follow-up meeting with our Academic Counselor in case students need additional referrals.

**Additional comments**:
None.

**Expected Outcomes : Increased retention of at risk students.**

Academic Counseling and Advising Center will contribute to increased retention of at risk students.

**Assessment methods**

**Method**: Students continue on to graduation.

Graduation rates for students who have been referred to and who have transitioned out of the Academic Counseling and Advising Center will be determined.

**Findings**:

Students referred to the Center take longer to graduate but we do see that a significant number of students who are referred do graduate. For example, 41% of the 431 students referred in calendar year 2007 who took advantage of the services offered have graduated. Important to note that not all students referred actually participate and that most of the students referred to the Center are not on track to graduate if measured against the 2.0 cumulative GPA requirement. For example, students referred during 2007 had cumulative
GPAs that had averages ranging from 1.42 to 1.61 over the three semesters.

How did you use findings for improvement?

These findings give long-term credibility to our interventions and have caused us to continue efforts to improve our services and encourage academic units to do early referral of their students.

Additional comments:

None.