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Student Success Tracking Pilot Program

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Student Success Tracking Pilot Program

Abstract

Objective: The purpose of study is to pilot a program in which all P1 students input their exam grades for each course in the fall semester into E*Value. Alongside their grades they record reflections on their performance. This information, visible only to the individual students and their advisors, is used to promote meaningful dialog during advising sessions.

Method: A form was created in E*Value for students to input their exam grades and reflections on those grades. Faculty advisors were asked to use this data during advising sessions. Feedback was collected through Qualtrics surveys for faculty and students as well as from a personal meeting with the P1 students. Data from the surveys and meeting were used to evaluate the program.

Results: 100% of students recorded exam grades; 94% of students recorded reflections. Faculty survey results (77% response rate) indicate that 90% used the program data to offer advice to students. On a scale of 1-5 with 5 being extremely valuable, faculty rated the program value with a mean score was 3.54. 68% of students responded to the survey and when rating the program as part of their advising session, they rated it 3.11 on a scale of 1-5. During a meeting with the students, they requested automation of grade input.

Implications: Program implementation would enable faculty to offer more specific recommendations to students during their advising sessions. It would provide students a personal record to track their success across courses and years.

Disciplines

Education | Pharmacy and Pharmaceutical Sciences

Comments

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Student Success Tracking Pilot Program

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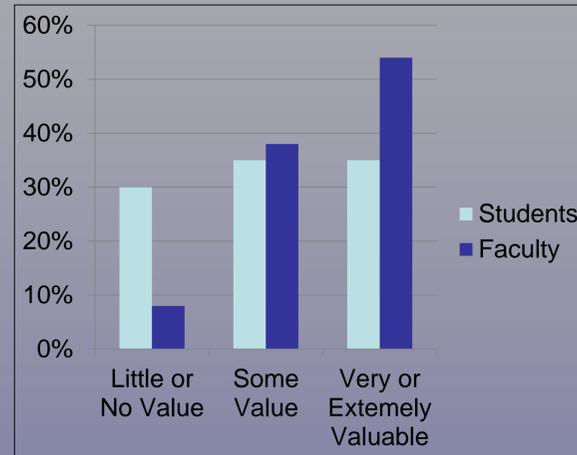
BACKGROUND AND PURPOSE

- ACPE Guideline 19.2 calls for an early detection system to identify students having academic difficulty.
- The Wegmans School of Pharmacy [WSOP] monitors first-test failures and mid-term grades.
- To enhance this system, the College piloted a program in which all P1 students input exam grades for each course into E*Value.
- Alongside their grades they recorded reflections on their performance.
- Information was made available to advisors to promote meaningful dialog during advising sessions.
- Through this pilot program advisors could see how their students were doing across all courses, rather than only being notified of test failures or low averages at mid-term.
- Purpose was to provide more specific information on student progress to inform personalized advising.

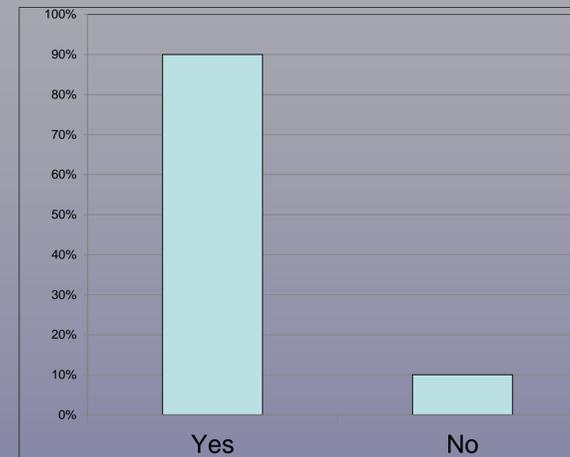
METHOD

- A form was created in E*Value for students to input their grades and reflections on those grades.
- Faculty advisors were asked to use this data during advising sessions.
- Feedback was collected through Qualtrics surveys for both faculty and students.
- A focus group meeting was held with P1 students to collect additional feedback.
- Data from the surveys and focus group were used to evaluate the program.

Overall, how valuable was having this information as part of the advising session?



Faculty who offered advice based on Student Success Tracking System



Sample Student Reflections

I improved this semester on the drug list quizzes; however, we have been tested on more med term chapters per quiz and I should be spending more time reading through those more carefully.

Many K-type questions were asked, making the exam more challenging. Keeping up with readings and material on a weekly basis would help better reinforce material.

Sample Advisor Responses

One thing that is helpful with studying med terms is to study them a little bit at a time, spread throughout the week. That way you are exposed to them over time, which generally helps them stick more. Knowing these solidly will really help you in the coming years!

Think about K-type questions as true/false. As soon as you know one is false, cross out all the ones in the list that are false. Writing it out and crossing choices out makes it easier psychologically. If you keep it as a long true/false, it makes it much easier!

Sample Student Focus Group Comments

- Remind faculty that communication is two-way!
- Advisors should let students know how the information students provide help them advise better.

RESULTS

- 100% of students N=80 recorded grades
- 94% of students n=75 recorded reflections
- Faculty survey response rate was 77% N=31, n=24
- Student survey response rate was 70% N=80, n=56
- 70% of students found value in the program
- 92% of faculty found value in the program
- Student focus group comments highlighted two points:
 - 1) Input of grades should be automated.
 - 2) Reflections should be two-way between students and advisors.

CONCLUSIONS & IMPLICATIONS

- On the survey, a greater percentage of faculty found value in the pilot program than the students.
- Focus group comments revealed that students would have reported greater value if faculty were more active in responding directly to their reflections and grades.
- Beginning Fall 2012 faculty advising will include interaction in the E*Value system for all advisors.
- The new program will allow both students and faculty to see longitudinal progress across all the courses of the PharmD program.
- Advising, especially for students having academic difficulty, should be much more informed and personalized in the future.