

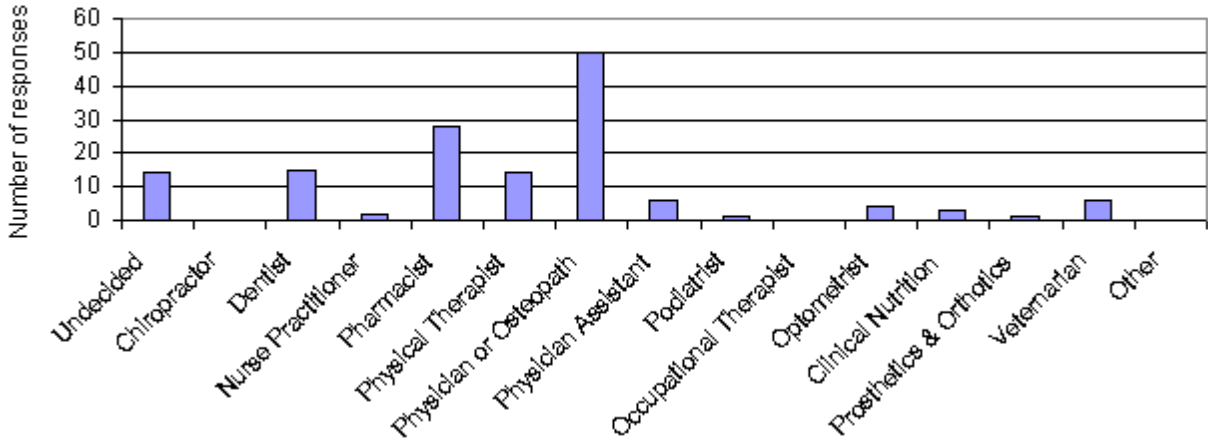
Summary of Student and Faculty Pre-Initiative Surveys

Student survey

This survey was conducted in December '05 and administered through approximately 10 courses within the departments of Biological Sciences and Chemistry. Most courses were upper division and normally taken by pre-health students (n=144 respondents). Nursing is excluded from this survey and initiative, because undergraduate Nursing majors are advised through the Nursing department.

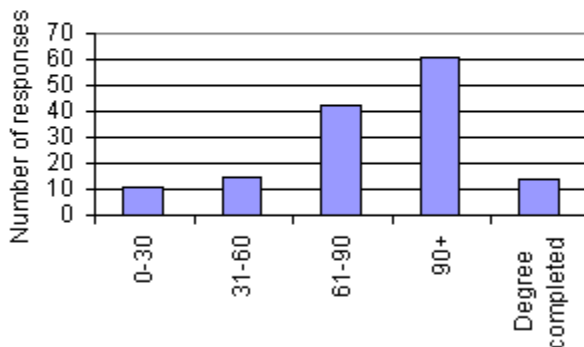
- A. Intended health professions: Medicine, Pharmacy and Dentistry account for the vast majority of responses (Fig., 1). This implies that students are unaware of other professions for which there is significant demand and, in most instances, less competition for admission to professional programs (e.g., Occupational Therapist, Optometrist,

1. What is your intended health profession?

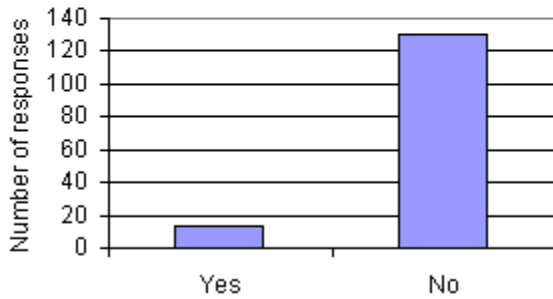


- B. The modal respondent was a senior (Fig., 2), yet, had not used the career center (Fig 3.), had completed only 0-40 hours of volunteer experience within their field of interest (Fig., 4) and had not participated in relevant pre-professional organizations (Fig., 5). These results imply that students are making their career decisions before gathering information and experiences that would allow them to make informed decisions concerning their actual interest in their intended profession.

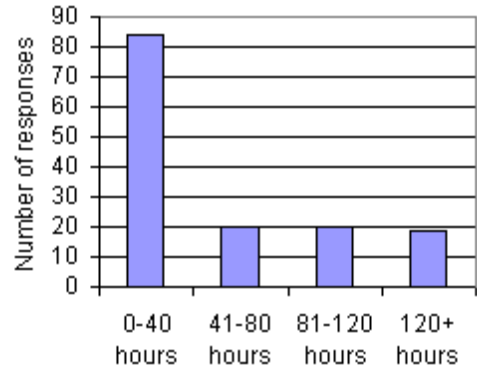
2. How many units of course work have you completed toward your undergraduate degree?



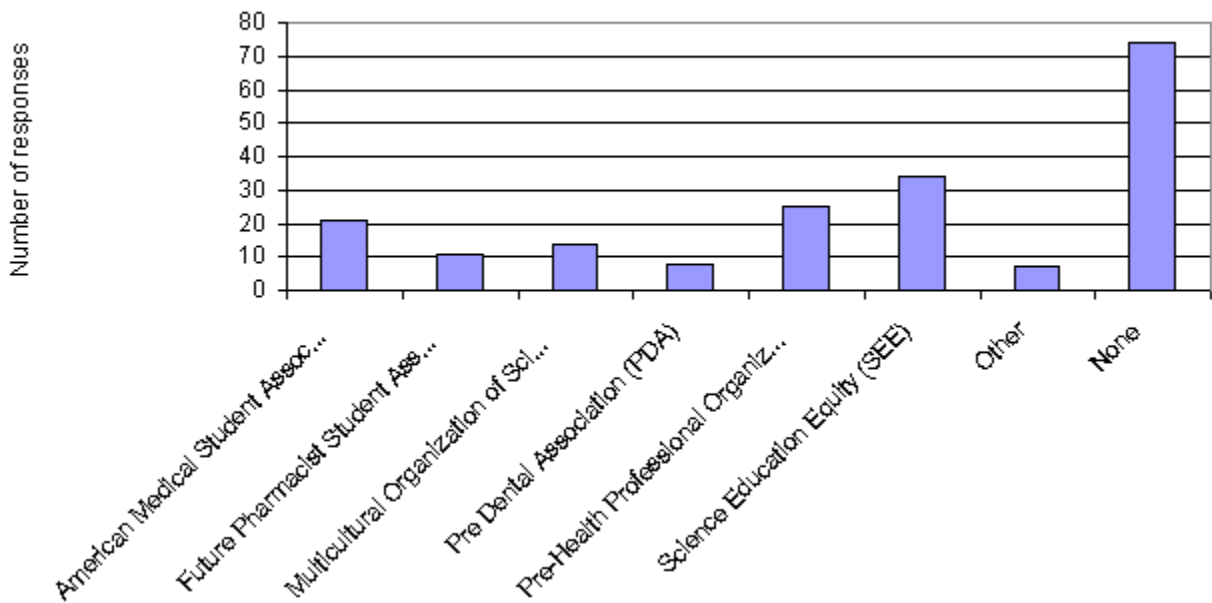
3. Have you used the CSUS Career Development Center to help choose or gain information about your intended profession?



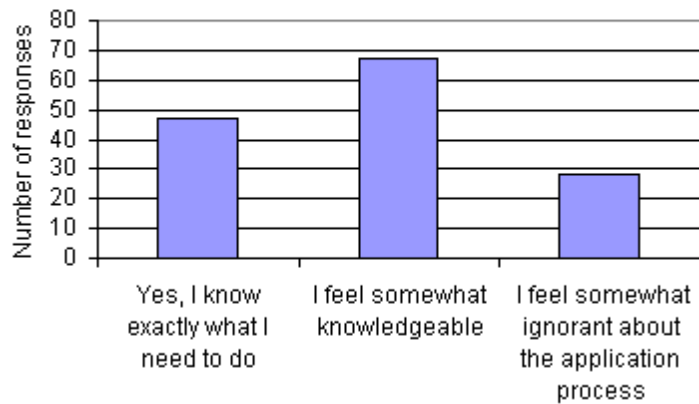
4. How many hours of volunteer service have you completed within your area of interest?



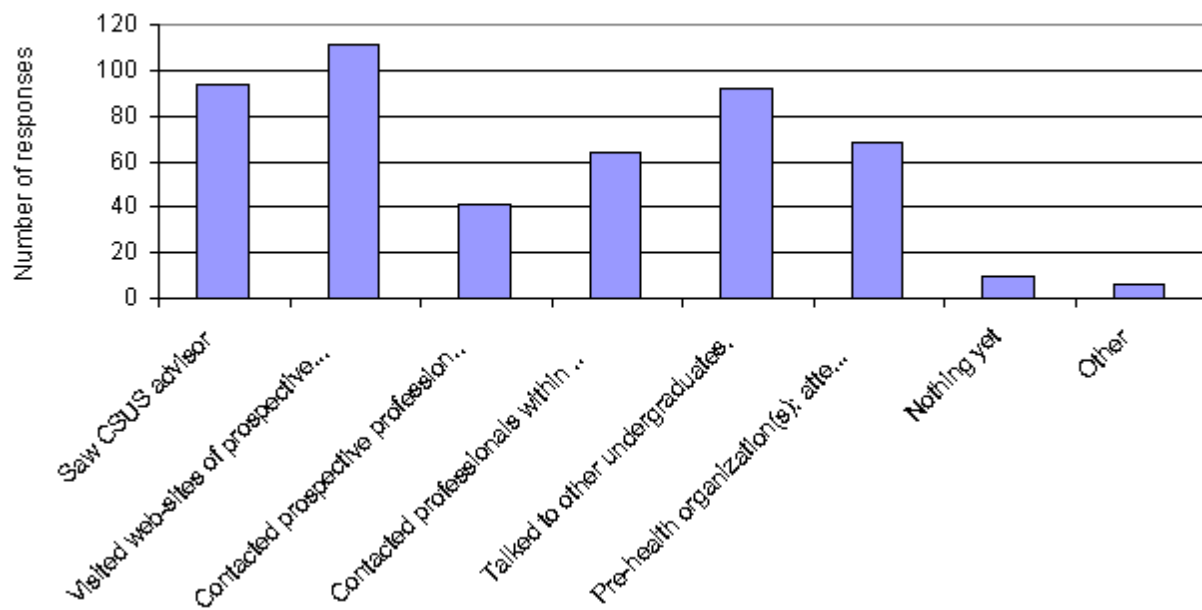
5. Do you participate in any of the following campus-affiliated organizations?



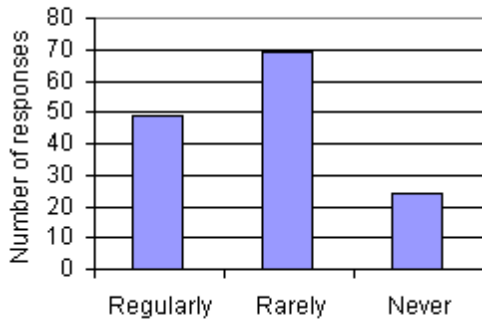
6. Do you know how to prepare an application to your professional program?



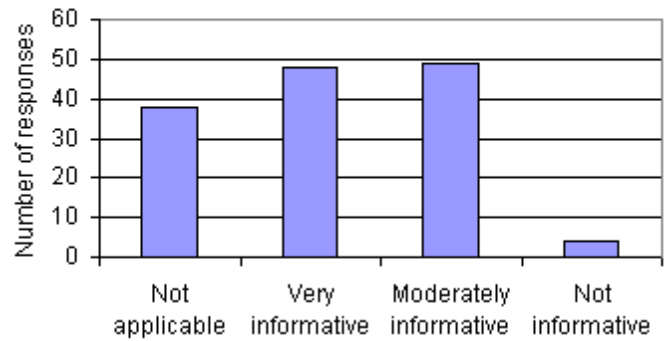
7. Which of the following have you done to prepare for your pre-health professional application?



8. Do you see an advisor regarding your plans to attend a health professional program:



9. How informative has been your pre-health advising?



Conclusions from the student survey

- I. Students are choosing popular, highly competitive professional programs in an experiential vacuum.
- II. Many related professions are available that are less competitive and probably more suitable for the many students who do not gain admission to their intended professional program.
- III. Periodic advising beginning early in their college career should alert students to these common problems.

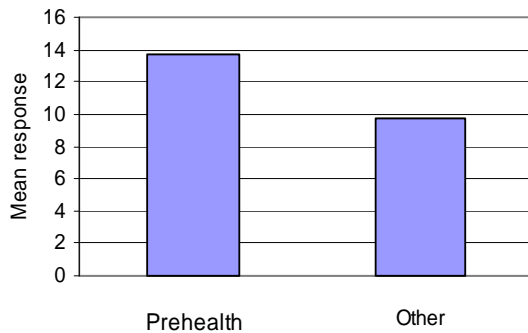
Faculty survey

This survey was conducted in January '06 and offered to the entire faculty of Biological Sciences, and those Chemistry faculty who advise pre-health students (n=22 respondents). Only those faculty who advise pre-health students were asked to return the survey.

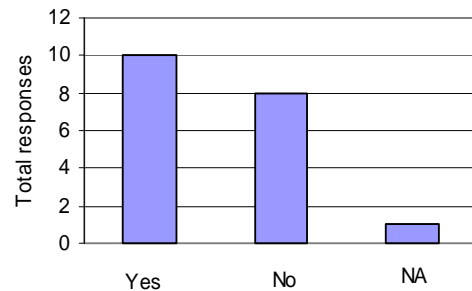
Results:

- A. Of those faculty who advise pre-health students, those students make up approximately 60% of their advisees (Fig., 1), yet, 45% of those faculty feel they do not know where to find resources for advising those students (Fig., 2). When rating their level of competence in advising various pre-health students the mean response fell between “somewhat knowledgeable” and “ignorant” (overall mean for all pre-health areas, 2.4 (See Fig., 3 for definitions).

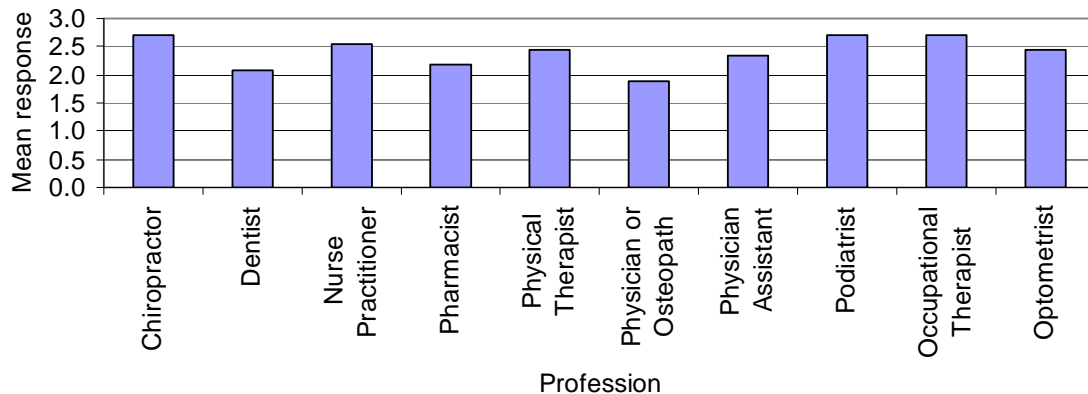
1. How many of the following types students do you advise per semester*?



2. Do you know where to find resources to improve your ability to serve as a pre-health advisor?

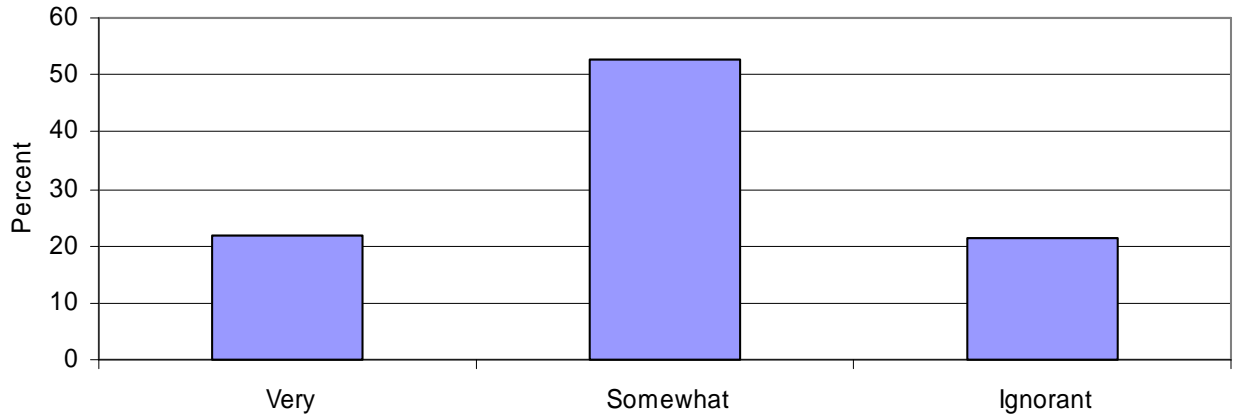


3. How knowledgeable are you regarding advising within the various pre-health (PH) specialties? 1 (very), 2 (somewhat), 3 (ignorant)



B. Faculty rate approximately 53% of their students as “somewhat knowledgeable” about preparing for their intended profession, with the remaining students equally divided between “ignorant and “very knowledgeable” (Fig. 4).

4. How knowledgeable are the pre-health students that you advise (what percent fall into each category)? 1) Very knowledgeable, 2) Somewhat knowledgeable, 3) Ignorant



The remaining questions were open-ended. When asked what printed resources would be most useful, most faculty asked for a summary of entrance requirements and a variety of other basic information regarding application processes (Question 5). Faculty also requested greater administrative support for common tasks and had basic questions and suggestions regarding supporting students (Question 6).

5. What types of handouts or other printed materials would be most useful to you?

Responses

- 5 Summary of entrance requirements for each program.
- 2 Names/locations of schools
- 2 Practices that take interns.
- 1 Is there a center on campus for PH advising?
- 1 GE suggestions.
- 1 List of faculty who can advise PH students.
- 1 Alternatives to the popular career choices.
- 1 Exam dates and descriptions.
- 1 Guide to application process (getting letters, etc.)
- 1 Websites for: American Medical College Application Service, the Associated American Dental Schools Application Service

6. What questions or suggestions do you have regarding pre-health advising?

Responses

- 2 Have dean's office (or other agency) process committee letters (copy, mail, and make available for signature).
- 1 Have cooperative ed person in dean's office develop a list of internship placements.
- 1 Provide Internship opportunity information.
- 1 What is the success of our students by profession?
- 1 Meetings to discuss "best practices".

Conclusions from the faculty survey

- I. The absence of consistent, comprehensive training and resources for pre-health advisors has resulted in faculty that are highly variable in their present ability to advise students.
- II. A centralized, actively maintained database of profession-specific information could address this (for example, a web site available to faculty and students, with downloadable answers to common questions, suggestions for all aspects of the application process, and links to relevant professional sites.