CONGRATULATIONS
You Are On
Academic Notice

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Program: Description of Session

Attendees will learn about a novel method designed to identify students at risk of failing their national licensing examinations (i.e., COMLEX) early in the curriculum. A group of administrators, faculty, and academic advisors designed a mandatory program: Academic Notice, that students participate in during their first three semesters in medical school. All students in the lowest quintile (i.e. at or below the 20th percentile) of their class must meet with an academic advisor at the end of each semester. Individualized interventions are designed for each student based upon his/her unique situation.
What is Academic Notice (AN)?

Key Components

- Population = At-Risk ($\leq$20th percentile)
- Participation = Mandatory Program
- Duration = First year (3 semesters)

Outcome

- Individualized Interventions
Where did the idea come from?

![Table 2: COMLEX-USA Level 1 Scores and Academic Performance Categories]

<table>
<thead>
<tr>
<th>School</th>
<th>Lowest 5% (N=105)</th>
<th>Next lowest 15% (N=299)</th>
<th>Middle 60% (N=1229)</th>
<th>Upper 20% (N=112)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean score</td>
<td>Passes (%)</td>
<td>Mean score</td>
<td>Passes (%)</td>
</tr>
<tr>
<td>1</td>
<td>405.4</td>
<td>42.9</td>
<td>480.2</td>
<td>100.0</td>
</tr>
<tr>
<td>2</td>
<td>414.0</td>
<td>60.0</td>
<td>453.3</td>
<td>92.3</td>
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<tr>
<td>3</td>
<td>428.0</td>
<td>100.0</td>
<td>464.0</td>
<td>100.0</td>
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<tr>
<td>4</td>
<td>383.0</td>
<td>66.7</td>
<td>348.6</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>442.0</td>
<td>100.0</td>
<td>431.2</td>
<td>88.2</td>
</tr>
<tr>
<td>6</td>
<td>441.2</td>
<td>60.0</td>
<td>462.0</td>
<td>78.6</td>
</tr>
<tr>
<td>7</td>
<td>424.1</td>
<td>63.6</td>
<td>449.0</td>
<td>80.0</td>
</tr>
<tr>
<td>8</td>
<td>448.0</td>
<td>0.00</td>
<td>486.5</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>406.5</td>
<td>50.0</td>
<td>457.2</td>
<td>93.8</td>
</tr>
<tr>
<td>10</td>
<td>434.9</td>
<td>77.8</td>
<td>451.0</td>
<td>90.0</td>
</tr>
<tr>
<td>11</td>
<td>387.2</td>
<td>50.0</td>
<td>441.9</td>
<td>76.5</td>
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<tr>
<td></td>
<td>380.0</td>
<td>66.7</td>
<td>383.2</td>
<td>22.2</td>
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<tr>
<td>13</td>
<td>420.0</td>
<td>77.8</td>
<td>450.4</td>
<td>95.2</td>
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<tr>
<td>14</td>
<td>329.6</td>
<td>0.00</td>
<td>456.7</td>
<td>0.00</td>
</tr>
<tr>
<td>15</td>
<td>391.5</td>
<td>36.4</td>
<td>440.2</td>
<td>75.0</td>
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<tr>
<td>16</td>
<td>437.0</td>
<td>66.7</td>
<td>441.9</td>
<td>88.2</td>
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<tr>
<td>17</td>
<td>417.6</td>
<td>57.1</td>
<td>472.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>416.3</td>
<td>63.5</td>
<td>449.6</td>
<td>84.6</td>
</tr>
</tbody>
</table>

*One school did not provide raw grade point average (GPA) or GPA category information.

< 20th percentile
84 of 404 = F (20.8%)

> 20th percentile
22 of 1342 = F (1.6%)
How was AN received by the students?

Semester 1

– 1\textsuperscript{st} Iteration \textit{(announced at Orientation)}
  • Impact on Future
  • Impact on Elective Options
How was **AN** received by the students?

Semester 2

– 2\textsuperscript{nd} Iteration

• Not Punitive
Has the program been “successful”? 
At-Risk students Identified = YES 
Resources Allocated = YES
What resources are critical?

People
- Lots of Work
- Lots of Follow-up
  - Monitoring Performance
  - Emails to “check-in” and “engage”
Academic Notice Meeting—Advisor Notes

Advisor name: ___________________________ Date: ___________________________

Student name: ___________________________

Student demonstrates deficits in
☐ Academic Performance
☐ Professional Behaviors (documented)

Student’s pre-medical academic performance is
☐ Below average
☐ Average
☐ Above average

Circle the appropriate response to each of the following statements.

Student responded promptly to AC Guidance emails / AN notice letter. Yes / No
Student arrived on time to AN meeting. Yes / No
Student displayed a positive attitude toward the AN meeting. Yes / No
Student exhibited a professional demeanor. Yes / No
Student appeared to understand the potential ramifications of poor academic performance. Yes / No
Student listened to / gave consideration to suggestions. Yes / No
<table>
<thead>
<tr>
<th>Relative to other medical students with whom I have interacted, I rate this student’s __________ as being:</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study / learning skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational / time management skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional maturity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal insight*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Examples of characteristics associated with poor “personal insight”

- Persistent strong self-belief in spite of performance deficits or contradictory evidence (“I can do this”)
- External locus of control / blames others or circumstances (“It was a bad test”)
- Lack of response to feedback (Does not seem to “get it”)
Student needs improvement in the following areas (check all that apply)

- Active learning methods
- Avoiding procrastination
- Goal-setting
- Organizing
- Prioritizing / Scheduling
- Professionalism
- Reading speed & comprehension / ESL
- Self-testing
- Stress management
- Test anxiety
- Test-taking skills

Student reports recently experiencing a major personal crisis

- Yes
- No

Referrals

- None
- Mental health assessment
- PEAK program
- Course faculty
- Other _________________________

Student appears to be in the following Stage of Change

- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance

Additional Comments:
What Lessons have we learned?

MUST BE an ACTIVE Process
Should other COMs consider AN?

YES
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