West Virginia UniversityThe Student Assembly - Student Government Association

Assembly Resolution: AR-2024-02-01

**AN ASSEMBLY RESOLUTION FOR INCREASED GRADUATE SCHOOL STANDARDIZED ADMISSIONS TEST PREPARATION RESOURCES**

| **Short Title:**  | **Increase Graduate Exam Prep Resources** |
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| **Sponsor(s):** | **Matthew Olivero, Senator****Logan Lipkovitch, College Senator (CAHS)****Olivia Schmieder, College Senator (Davis)****Susie Risk, President Pro Tempore****Joanna Switala, College Senator (Eberly)****Lilly Henson, College Senator (Eberly)****Catherine Magrogan, College Senator (HSC)****Caitlin Shiels, College Senator (Eberly)** |
| **Contributor(s):** |  |
| **Committee Endorsement:** | **Academic Affairs** |
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| **Presidential Signature:** |  |

**Whereas,** the WVU Student Government Association’s mission statement reads, “We,

the students of West Virginia University, desire to preserve within our University and

the Student Government Association, an atmosphere that helps to... ensure that the

personal freedoms and general welfare of the students within our University are

protected...”; and,

**Whereas,** the WVU Mission Statement reads, “As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity…”; and,

**Whereas,** there are several standardized tests students must take to be admitted to certain graduate and professional programs, including but not limited to the GRE, MCAT, LSAT, GMAT, and DAT; and,

**Whereas,** compared to WVU, other member institutions of the Big 12 Conference provide students with more resources for preparing for graduate school standardized admissions tests[[1]](#footnote-0); and,

**Whereas,** acquiring preparation materials and resources for these exams, especially for the LSAT and MCAT, commonly costs students hundreds to thousands of dollars[[2]](#footnote-1); and,

**Whereas,** making use of preparation materials for standardized tests has been demonstrated to boost scores for test-takers[[3]](#footnote-2); and,

**Whereas,** increasing test scores on these exams could have marked benefits for the University, including increased applications to the University’s graduate programs and better outcomes for alumni;

***Therefore, be it resolved by the Student Assembly of West Virginia University:***

**Section 1:** We encourage the university to develop more resources for students studying for and taking graduate school standardized admissions tests, in the form of classes, webinars, tutoring, workshops, resource databases, and/or cohort programs[[4]](#footnote-3);

**Section 2:** We encourage the university to make these resources available to students at little to no cost, comparable to the resources offered by other Big 12 member institutions;

**Mandates:**

Maryanne Reed, Provost and Vice President for Academic Affairs

Dr. Evan Widders, Associate Provost for Undergraduate Education

Dr. Mark Gavin, Associate Provost for Academic, Budget, Facilities, and Strategic

Initiatives

G. Corey Farris, Dean of Students

Madison Santmyer, Student Body President

Frankie Tack, Faculty Senate Chair

Dr. Autumn Tooms Cyprés, Dean of the College of Applied Human Sciences

Dr. Darrell Donahue, Dean of the Davis College of Agriculture, Natural Resources and

Design

Dr. Gregory Dunaway, Dean of the Eberly College of Arts and Sciences

Dr. Tara Hulsey, Dean of the School of Nursing

Dr. Keith Jackson, Dean of the College of Creative Arts

Dr. Pedro J. Mago, Dean of the Benjamin M. Statler College of Engineering and Mineral

Resources

Dr. Clay Marsh, Dean of the School of Medicine, and Executive Dean for Health

Sciences

Dr. Diana Martinelli, Dean of the Reed College of Media

Dr. Stephen Pachuta, Dean of the School of Dentistry

Dr. Bill Petros, Dean of the School of Pharmacy

Amelia Smith Rinehart, Dean of the College of Law

Dr. Thanh Le, Director, Student Engagement and Leadership (Advisor)

Karsey Prichard, Executive Secretary

Daily Athenaeum

**APPENDIX A - EXAMPLE LIST OF RESOURCES OFFERED BY BIG 12 MEMBER INSTITUTIONS**

Iowa State University: PrepSTEP <https://www.lib.iastate.edu/news/new-test-prep-database>

University of Texas at Austin: The Cohort Program <https://law.utexas.edu/pipeline-program/cohort-program/>

Texas Christian University: LSAT Prep Courses

<https://www.ed2go.com/tcu/online-courses/lsat-preparation-1/>

Texas Tech University: Graduate Exam Preparation Courses <https://www.depts.ttu.edu/continuingeducation/testPrep/>

University of Oklahoma: OU Med REV UP <https://medicine.ouhsc.edu/about/office-of-diversity-inclusion-and-community-engagement/ou-med-rev-up->

University of Central Florida: MCAT Prep Program

<https://www.ce.ucf.edu/ucf/course/course.aspx?C=22&pc=6&mc=0&sc=0>

University of Cincinnati: LSAT Prep Courses

<https://www.uc.edu/about/continuing-ed/test-prep/lsat.html>

1. See Appendix A. [↑](#footnote-ref-0)
2. <https://www.usnews.com/education/best-graduate-schools/top-medical-schools/slideshows/10-costs-to-expect-when-applying-to-medical-school?slide=3> <https://www.intelligent.com/best-lsat-prep-courses-and-classes/> [↑](#footnote-ref-1)
3. <https://www.act.org/content/dam/act/unsecured/documents/R1710-investigating-test-prep-impact-2018-07.pdf> [↑](#footnote-ref-2)
4. See Appendix A for examples of such materials. [↑](#footnote-ref-3)