CALIFORNIA STATE UNIVERSITY, FRESNO

ASSESSMENT OF ACADEMIC SUCCESS COURSE

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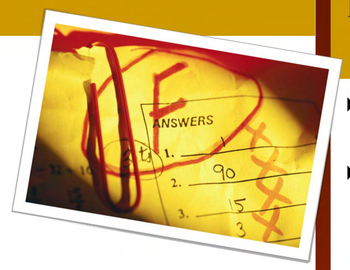
OFFICE OF INSTITUTIONAL EFFECTIVENESS

I. INTRODUCTION



PURPOSE:

Designed to improve the academic performance of first-time freshmen who are in academic trouble after their first term. Three Interventions:

1. **SupportNet (SN)**:

- An early warning referral program whereby faculty and staff can refer students who need academic and/ or personal assistance.
- Students are encouraged to meet with a SupportNet adviser who will provide the appropriate academic assistance and university resources.
- Provides one-student-at-a-time services including: Academic Counseling, Learning Style Assessment, Developing Study Skills, Time Management Techniques and Realistic Study Expectations.

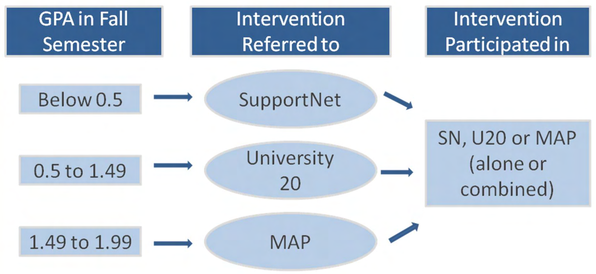
2. **University 20 (Academic Success Course, U20):**

- U20 is 1-unit, credit or no credit, semester long class designed to help students improve their academic performance.

3. **Maximizing Academic Potential (MAP):**

- Two-hour workshop that provides students with important academic policy information, relevant campus resources, and suggested steps for academic improvement.

HOW ASC INTERVENTIONS OPERATE:



II. SPRING 2011 ASC PARTICIPATION: AN OVERVIEW

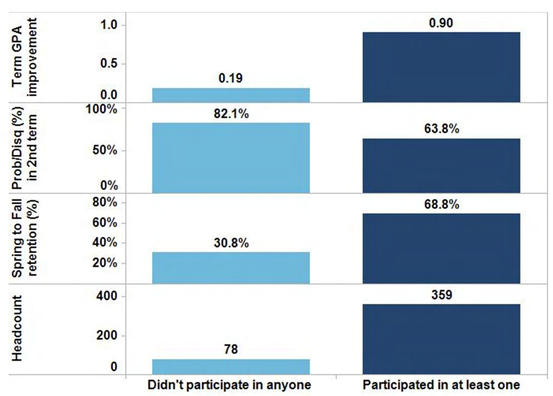
- 437 students who were in Fall 2010 FTF cohort and placed on probation or disqualification in Fall 2010
- excludes 37 students who did not return in Spring 2011

Table 1. Spring 2011 ASC Participation

GPA group in 1st term	Number of ASC interventions participated in	ASC participation type	HC	%
0.49 and below (SN)	0	NONE	9	14.3%
	1	MAP	2	3.2%
		SN	2	3.2%
		U20	8	12.7%
	2	SN/U20	42	66.7%
	Subtotal		63	100.0%
0.50 - 1.49 (U20)	0	NONE	33	16.3%
	1	MAP	11	5.4%
		U20	151	74.8%
	2	MAP/U20	2	1.0%
		SN/MAP	1	0.5%
		SN/U20	4	2.0%
	Subtotal		202	100.0%
1.50 - 1.99 (MAP)	0	NONE	36	20.9%
	1	MAP	91	52.9%
		U20	44	25.6%
	2	MAP/U20	1	0.6%
	Subtotal		172	100.0%

III. RESEARCH QUESTIONS & FINDINGS

Q1: DO ASC INTERVENTIONS, REGARDLESS OF INTERVENTION AMOUNTS AND TYPE, HAVE EFFECTS ON STUDENTS' PERFORMANCE?



FINDING:

- Overall, students who participated in at least one of three ASC interventions have larger GPA improvement, higher spring to fall retention rate and lower percentage of being on Probation or Disqualification at the end of their 2nd term compared to students who did not participate.

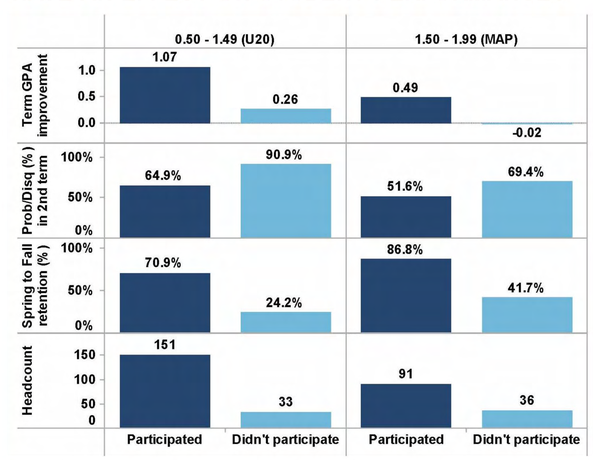
Q2: DOES THE NUMBER OF ASC INTERVENTIONS A STUDENT PARTICIPATES IN HAVE AN EFFECT ON THE STUDENTS' PERFORMANCE?

Note: Number of ASC interventions:
0 = did not participate; 1 = participated in one intervention;
2 = participated in 2 interventions in other ASC interventions.

FINDINGS:

- For students whose GPA is below 0.5 in the 1st term, there is no large difference between those who participated in only one of the ASC interventions and those who did not—for any of the performance measures. Students who participated in two ASC interventions performed better than the other groups.
- For students whose GPA is 0.5 or above in the 1st term, the more ASC interventions students participate in, the better their performance on most performance measures.

Q3A: DOES THE TYPE OF ASC INTERVENTION HAVE AN EFFECT ON STUDENT PERFORMANCE?



Note: "Participated" refers to students who only participated in the ASC intervention to which they were assigned based on their GPA in the 1st term. "Didn't participate" refers to students who didn't participate in any ASC intervention.

FINDING:

- Both U20 and MAP participants performed better academically and also returned at higher rates than students who did not participate.

Table 2. Spring 2011 ASC interventions by the intervention types

GPA group in 1st term	Number of ASC interventions participated in	ASC participation type	HC	Term GPA in 1st term	Term GPA in 2nd term	Improvement (2nd - 1st)	Prob/Disq (%) in 2nd term	Spring to Fall retention (%)
ASC participation types (detailed)								
0.49 and below (SN)	0	NONE	9	0.07	0.76	0.69	100.0%	11.1%
	1	MAP	2	0.00	2.22	2.22	100.0%	50.0%
		SN	2	0.00	0.00	0.00	100.0%	0.0%
		U20	8	0.14	0.29	0.15	100.0%	12.5%
	2	SN/U20	42	0.06	1.39	1.33	95.2%	26.2%
	Subtotal		63					
0.50 - 1.49 (U20)	0	NONE	33	1.01	1.27	0.26	90.9%	24.2%
	1	MAP	11	0.94	1.80	0.86	90.9%	45.5%
		U20	151	1.03	2.10	1.07	64.9%	70.9%
	2	MAP/U20	2	1.10	3.50	2.40	0.0%	50.0%
		SN/MAP	1	0.75	1.00	0.25	100.0%	0.0%
		SN/U20	4	0.55	1.98	1.42	50.0%	75.0%
	Subtotal		202					
1.50 - 1.99 (MAP)	0	NONE	36	1.58	1.56	-0.02	69.4%	41.7%
	1	MAP	91	1.69	2.17	0.49	51.6%	86.8%
		U20	44	1.57	2.30	0.74	43.2%	86.4%
	2	MAP/U20	1	1.67	3.12	1.45	0.0%	100.0%
	Subtotal		172					

FINDINGS:

- For students whose GPA is below 0.5 in the 1st term, those who combined SN and U20 did the best (except for the 2 students who took MAP only).
- For students whose GPA is 0.5-1.49 in the 1st term, most students participated in U20 only. Students who participated in U20 performed better than those who participated in MAP, in terms of all the performance measures.
- For students whose GPA is 1.5-1.99 in the 1st term, most students participated in MAP or U20 only. Students who participated in U20 performed better than those who participated in MAP, in terms of all the performance measures except in Spring to Fall retention, where the rates are equivalent.

IV. IMPLICATIONS

- Students in academic trouble perform better when they receive more than one type of intervention.
- U20 helps students improve their performance better than MAP.
- Still have a large group (N=138) that remains in academic trouble going into Fall 2011 though they are still enrolled. This group's GPA was too low to return to good standing in one semester. This is an at-risk group.

2011 CAIR CONFERENCE, NOVEMBER 9TH-11TH, ROHNERT PARK, CA