

Annual Report



Dr. Charles Schroeder
"SupportNet holds the greatest potential for rapidly and substantially improving student success rates ..."

Students may be referred to SupportNet for academic or personal support to help ensure their success at Fresno State. Referred students receive academic coaching and personal assistance tailored to their unique needs based on scores on the Learning And Study Strategy Inventory (LASSI) (implemented in spring).

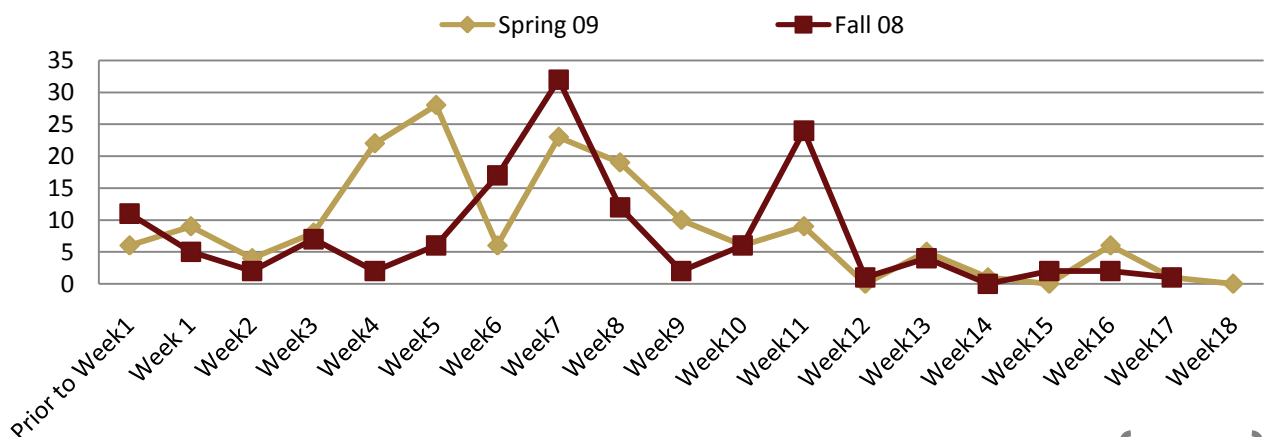
The 2008-09 SupportNet cohort consisted of a total 300 referred students (totaling 294 unduplicated student referrals with the semester), 191 of which were directly referred from academic courses across the disciplines. In comparing the timing of referrals between the Fall 2008 (n=136) and Spring 2009 (n = 164) cohorts, as illustrated in figure 1 below, it appears that faculty and staff are referring students earlier in the semester, thus improving the likelihood that students may be able to improve significantly during the semester of their referral.

Major Accomplishments

- Received referrals from 42 unique faculty members (*original goal of 15*)
- 80% of contacted students made an appointment with a SupportNet Adviser (*original goal of 70%*)
- 100% of faculty respondents "Would refer students to SupportNet again."
- Masters Project in process of publication "SupportNet at Fresno State: Examining the Impact of Early Warning" (Homburg)

This program supports the Strategic Plan for Excellence III: 2006-2011 in providing an outlet to promote the success of all students.

Figure 1: SupportNet Referrals by Week of Semester



Productivity • Implementation of a new activity, program or service which has had some kind of measurable impact

SupportNet successfully launched its first stage of implementing an early alert (early-warning) program at Fresno State! The initial focus was on select courses that previously worked with the Intensive Learning Experience (ILE) program including the first-year writing courses (English 5A, 5B, 10); language development courses (Linguistics 5, 6); remedial math courses (MATH 1RA, 1RB, 4R); and additional freshmen intensive courses. Over the course of the year, there were referrals received from many disciplines and interest sparked across the campus to include:



The following report will demonstrate the measurable impact SupportNet has had with the faculty, students, and programs it has worked with during 2008-09.

Assessment Activities

- Identify the referral source, which courses/offices generate referrals, and when and how referrals are made.
- Identify the “SupportNet student”: GPA, class standing, academic standing, and remediation requirements.
- Identify outreach: how much and what type of outreach is being made, how many students came in to meet with an adviser, how long did the outreach-advising process take.

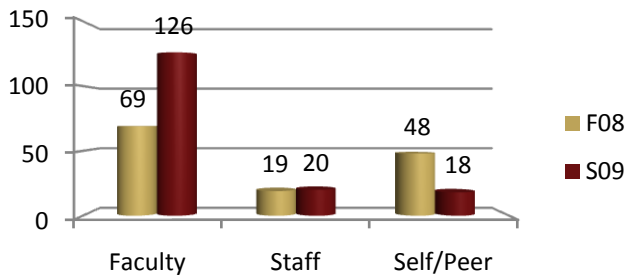
Learning Outcomes

- At least 80% of SupportNet students who meet with a SupportNet Adviser will be able to identify their personal learning style and at least 3 study skills techniques as demonstrated by a post-survey.
- At least 85% of SupportNet students who meet with a SupportNet Adviser will be able to identify at least 3 student support programs or services on campus as demonstrated by a post-survey.

Referrals

Students can be referred to SupportNet directly from faculty (via the Online Referrals System in PeopleSoft), from staff (via e-mail or phone), or they can also self-refer (via e-mail or phone), as illustrated in figure 2 below.

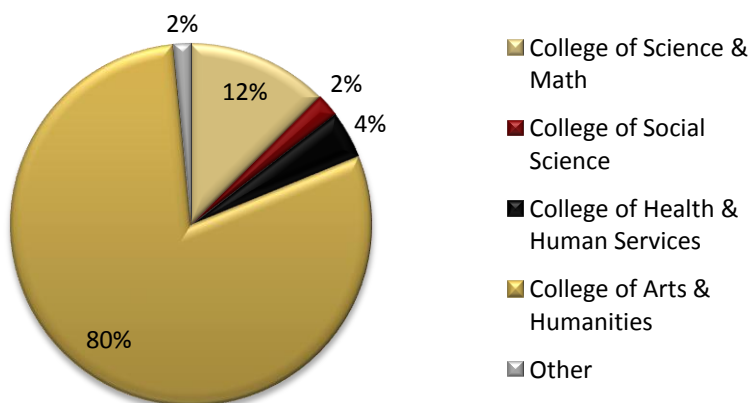
Figure 2: Source of Referrals



The data supports efforts of targeting faculty and academic courses as the primarily referral source. During the summer prior to the fall semester, SupportNet had a concentrated effort to also target new students during the DOG DAYS Orientation, which resulted in a greater number of self referrals during the subsequent semester.

Most of the SupportNet referrals by faculty tied to a course were generated by the College of Arts & Humanities with the greatest referrals from the English Department (n=145), (see figure 3). Again, this is consistent with the specific courses targeted to launch the SupportNet program.

Figure 3: Faculty Referrals Tied to a Course (n=191)



"I feel confident referring my students to SupportNet. SupportNet responds quickly and with concern to the needs of my students. Knowing that the resources of the University will be brought to bear to address what are often complicated issues is a great relief to me as a faculty advisor." Doug Hansen - Department of Art and Design

"I had a student come by my office just to tell me "thank you for connecting me with SupportNet. I was really lost and they helped me to get organized and back on track, to figure out some goals, and I really feel motivated to do a better job now." This was after I had to drop the student from the class for lack of attendance and completed work, etc. He was very excited and felt like the university system cared about his future. Thank you!!" Gail Gelegan - English 5A/5B Instructor

"SupportNet Services were always prompt in responding to my referrals and I've personally seen many students benefit from their assistance." Travis Koll, Adjunct Lecturer, English Department

The SupportNet Student

"...I also wanted to thank you for the handouts I received when we met. I've been using a couple of those study techniques and I've noticed a definite improvement. I'm definitely having an easier time retaining information."

Javier, (Jr.)

"My advisor and I really connected; she always knew exactly my problems because she too was a first generation attending college." **Josie, (Fr.)**

"SupportNet has helped me a lot. I am thankful that Support Net can help me." **Bao, (Fr.)**

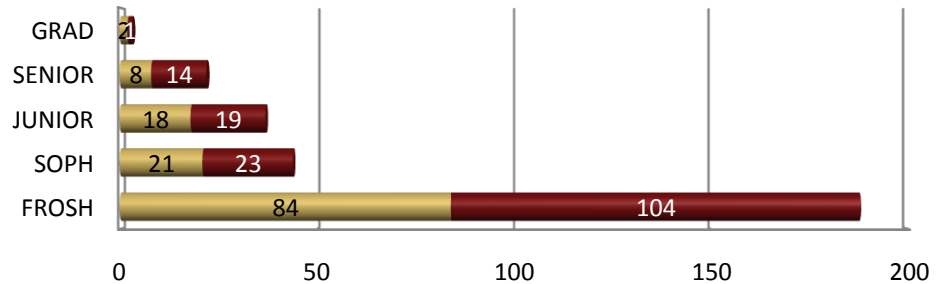
"I don't know where I would have ended up this semester if it wasn't for SupportNet." **Jacob, (Fr.)**

"I'd give your program 20 out of 10! The help here has been wonderful and has made a huge difference in my academic progress so far." **Mary Alice, (Sr.)**

Analysis based off of uniquely referred students (n=294)

SupportNet received referrals from freshmen through graduate students, with the overwhelming majority underclassmen (80%) as illustrated in figure 4.

Figure 4: Breakdown by Class



Academic Information

The majority of students referred were in Good Standing (46%), followed by Probation or Academically Disqualified (30%), then no academic history (24%). The majority of students referred were required to remediate in English and in math as illustrated in figure 6 below.

Figure 5: Breakdown by Academic Standing

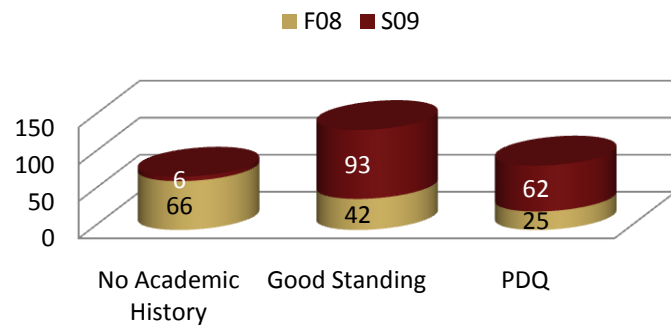
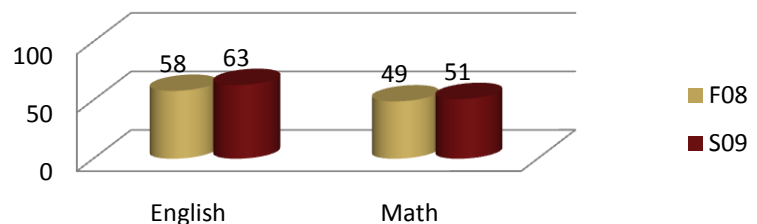


Figure 6: Percentage of Referrals Requiring Remediation



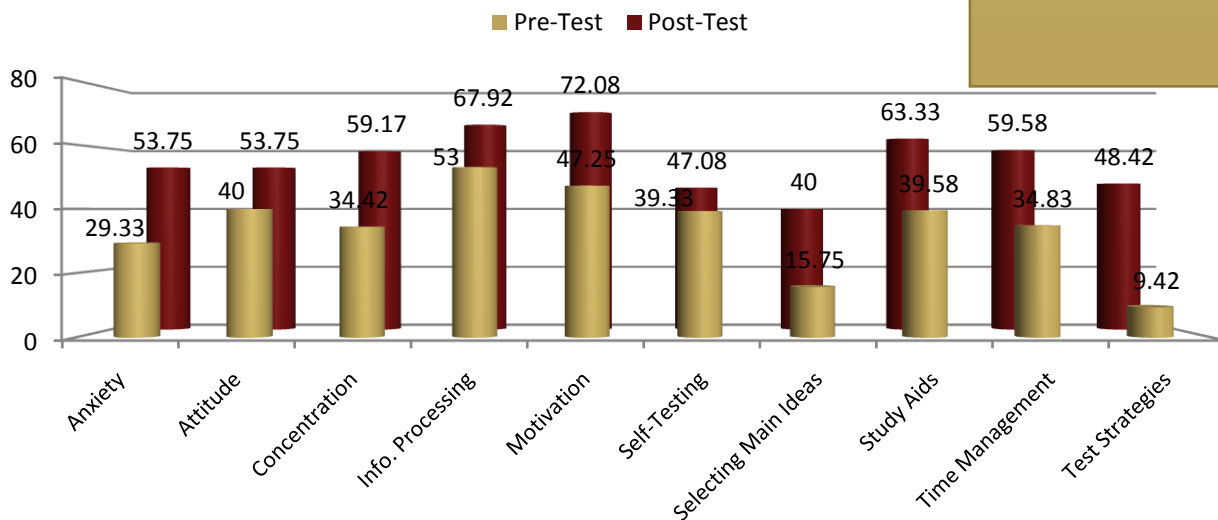
Learning And Study Skills Inventory (LASSI)

During the spring 2009 semester, SupportNet also piloted use of the LASSI. Students referred to SupportNet were administered the LASSI prior to their participation in the program. After a period of four to six weeks, this same cohort of students was asked to re-take the LASSI. This pre- and post-test design was utilized as a means to determine how their scores had changed after working with their SupportNet Adviser. Preliminary data from the Spring 2009 semester show that students have demonstrated gains in all 10 areas examined by the LASSI, as illustrated by figure 7, suggesting significant improvement in academic study skills in relatively short time.

The LASSI is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions such as learning and study skills courses. (H&H Publishing)



Figure 7: Pre- & Post-LASSI Mean Raw Scores (n=13)



Looking at the GPA

The SupportNet Adviser acts as an “academic coach”, teaching students how to be students. Therefore, the skills reviewed or learned in a session apply to the overall student and can be applicable to all academic coursework. In looking at the overall GPA for referred students who were advised versus those referred students who were not advised, the advised student had a **.53 higher mean GPA**. In determining if those skills acquired can be applicable to future academic semesters, the fall 2008 cohort continued to have a **.57 higher GPA** than those referred, but not advised, as illustrated in figure 8 to the right.

Figure 8: GPA Comparisons

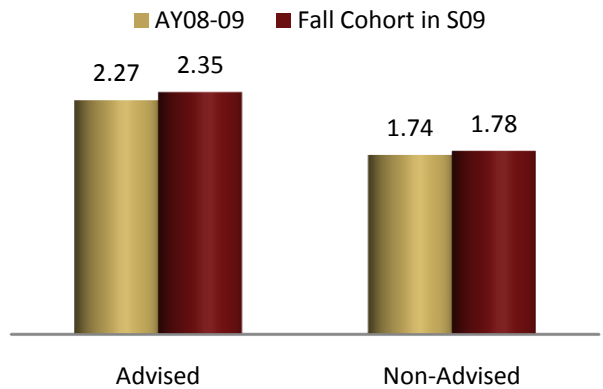
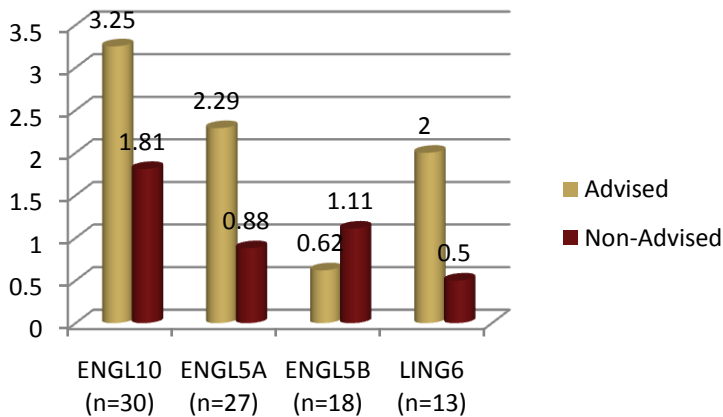


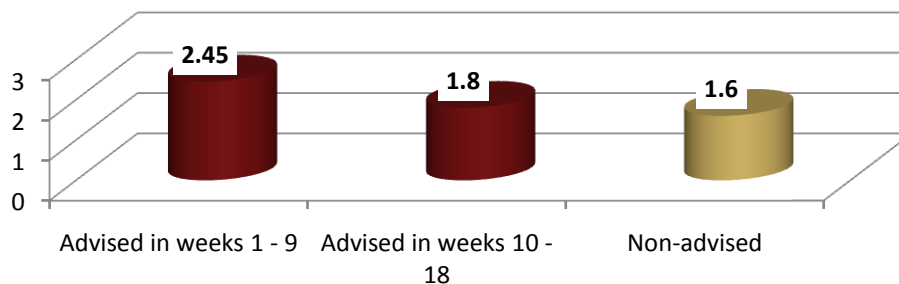
Figure 9: GPA by High Referral Course



With referrals tied to a specific course, mean GPAs were examined as indicators continue to support the effectiveness of SupportNet. When looking at the courses with the most referrals, mean GPAs continued to be higher for students referred and advised versus those referred but not advised. Information gathered in figure 9 is based off of spring 2009 cohort.

The spring 2009 cohort was also examined to determine if the timing of meeting with the student has an impact on GPA. Students who were advised prior to the 10th week of the semester had a higher overall GPA than those who met with a SupportNet adviser in the latter part of the semester as illustrated in figure 10.

Figure 10: Comparison of GPA Based on Point of Intervention



Retention

Data indicates that students who meet with a SupportNet Adviser have a **higher retention rate** than those who do not meet with a SupportNet Adviser and those of the university overall.

Information gathered based on the first year of this program being launched also indicates that students referred to SupportNet and advised had a **retention rate 16.2% higher** than those referred but not advised. Students who were referred and met with a SupportNet Adviser even saw a higher retention rate than students overall at the university (“How do we compare? Retention and Graduation Rates at Fresno State” IRAP Brief, 2009.) Further retention detail is illustrated in figures 11 and 12 below.

Figure 11: Retention Rates Compared to University Overall

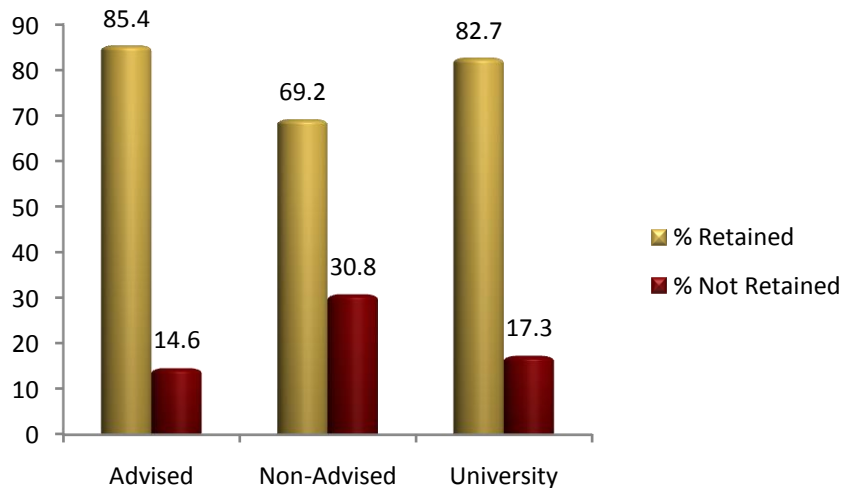
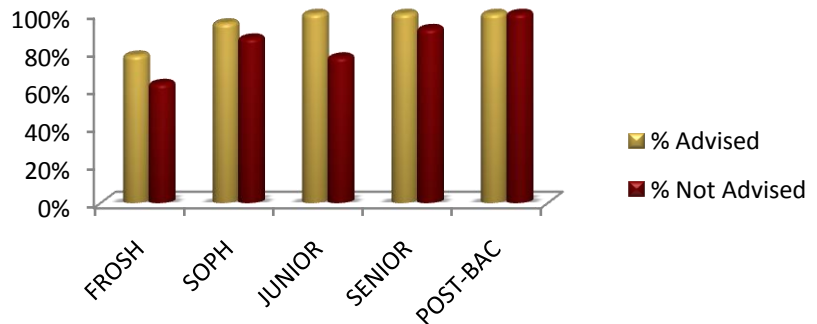


Figure 12: Retention Rates by Class Standing



Efforts are underway to collaborate with Fresno State’s Institutional Research, Assessment and Planning office to institutionalize data analysis.

Outreach & Future Goals and Development for 2009-10

Outreach Fast Facts

- 71% of referred students have been contacted
- 80% of contacted students set an appointment
- 83% of students who set an appointment have been advised
- 70% of advised students have been referred out*
- 60% of unique student referrals are “case closed”

* Excludes general referrals to additional programs or offices

Outreach processes are constantly being evaluated and improvements made based on the needs of the student. Collaboration with special programs is underway to improve the number of students contacted. Additional training in outreach techniques is also planned for future development.

Future Goals and Development for 2009-10



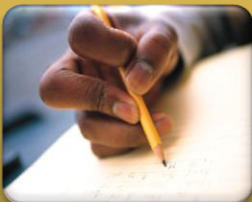
Program Sustainability

- Continue to work to obtain permanent funding
- Collaborate with outside funding sources, including grants



Collaborate Training with Special Programs

- Cross-train with special programs to learn more about services offered at Fresno State
- Educate special programs with resources and training tools so that they can work with their own students, without having to refer them to SupportNet



Obtain Training for Learning, Physical and Mental Disorders as it Pertains to Academic Learning

- Collaborate with Services for Students with Disabilities
- Collaborate with Veterans Services

Acknowledgments & Disclaimer

This report was compiled by Tosha Giuffrida, SupportNet Coordinator and Marissa Homburg, SupportNet Adviser. Advised student data excluded students who did not intend to return to the university upon initial advising session.