



2009-10



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

Major Accomplishments

- Received \$30,000 in Federal Stimulus Funding
- Teamed with Advising Services to assist with the Graduation Initiative
- 91% of contacted students made an appointment with a SupportNet Adviser (original goal of 70%)
- Collaborated with Kremen School of Education to receive over 500 volunteer internship counseling hours

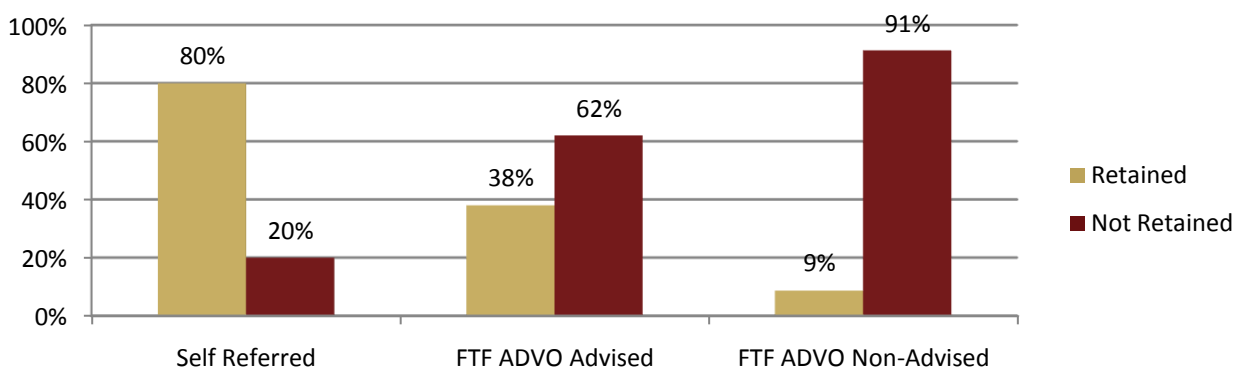
Fresno State's first early alert (early warning) program, SupportNet, offers academic or personal support to help ensure their success. Referred students receive academic coaching and personal assistance tailored to their unique needs based on scores on the Learning And Study Strategy Inventory (LASSI) (implemented in spring).

The 2009-10 SupportNet cohort consisted of a total 233 referred students (totaling 221 unduplicated student referrals), with the majority of referrals being from various departments within the Division of Student Affairs (n=110). 89 of the referrals (40%) were directly referred from academic courses across the disciplines.

There was a notable difference in comparing retention rates of full-time, first-time freshmen (FTFTF) with first-term GPAs < .5 (FTF ADVO) to those students who self-referred as noted in figure 1 below. Further details regarding these two groups are noted within the report.

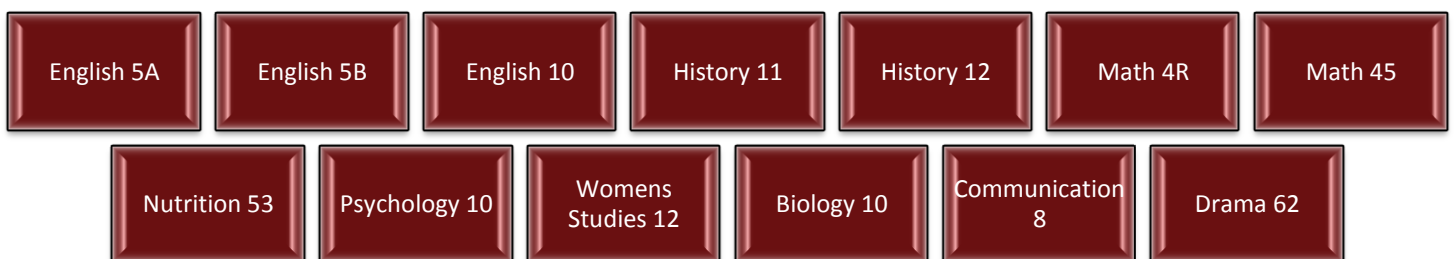
This program supports the Strategic Plan for Excellence III: 2006-2011 in providing an outlet to promote the success of all students.

Figure 1: Retention Rates of FTF ADVO vs Self Referrals



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

SupportNet worked with the scheduling coordinator to obtain the courses with the largest enrollment of FTFTF students during the spring 2010 semester. These courses all had the ability to refer students to SupportNet resulting in 54 referrals. We did get feedback that since many of these classes had large class sizes, it was not effective to refer students using the current “one-at-a-time” method. This sparked a collaboration with ITS to obtain a more efficient way of referring students, which will be offered to faculty starting in fall 2010.



The following report will demonstrate the measurable impact SupportNet has had with the faculty, students, and programs it has worked with during 2009-10.

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.

Areas of Emphasis (SupportNet Goals 2009-10)

- Manage growth while expanding to at least 5 additional courses
- Work with Kremen School of Education to develop a SupportNet Graduate Internship Program
- Receive referrals from at least 15 instructors, including at least 5 new instructors
- Meet with at least 70% of the students referred to SupportNet (same goal as 2008-09)
- Obtain post-analysis from 70% of the students advised

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.

The 2009-10 cohort (n=89) had a reduced number of faculty referrals compared to 2008-09 (n=191). Due to a reduced staff and furlough schedule adjustments, SupportNet was not able to target their outreach services directly to faculty. Lower numbers were expected.

Figure 2: Referral Sources

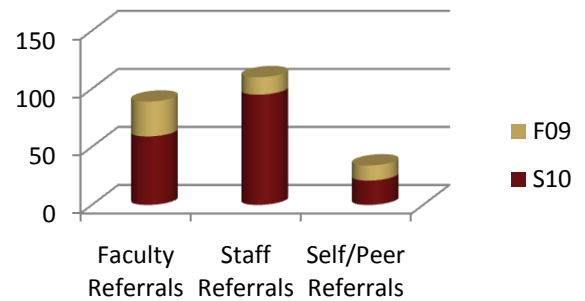
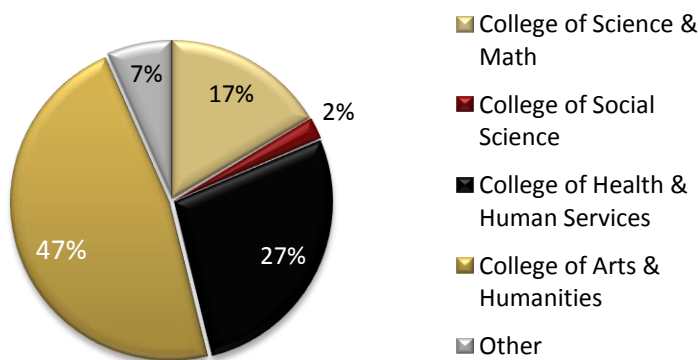


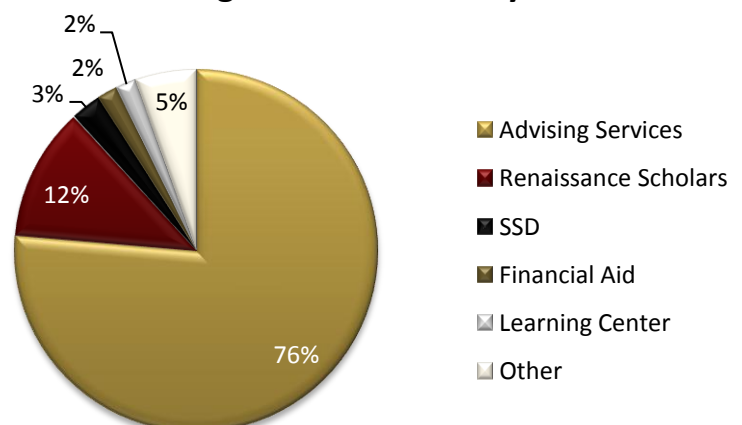
Figure 3: Faculty Referrals Tied to a Course (n=89)



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=43), (see figure 3). We received greater numbers from the College of Health & Human Services due to an increase in the freshman target course, NUTR 53.

The Six-in-Six Graduation Plan Initiative required first-time full-time freshmen who were placed on academic disqualification after the Fall 2009 semester and whose GPA < .5 were asked to meet regularly with a SupportNet Adviser during the Spring 2010 semester. This resulted in an increase of referrals from Advising Services (n=83). The remaining referrals were received from various staff such as Renaissance Scholars, Services for Students with Disabilities, Financial Aid, Learning Center, Health Center, Psychological Services, Center for Women and Culture and Housing, as illustrated in figure 4.

Figure 4: Referrals by Staff (n=110)



The SupportNet Student

"I just wanted to thank you for the help this semester and I wanted to let you know that was able to get the GPA that I set out to get. My goal was a 2.0 and I actually received a 3.3!

Thanks again! If it wasn't for you I would have not been as successful this semester!"

Edgar G., (So.)

"Thank you for all of your help last semester!" **Rebekah, (Fr.)**

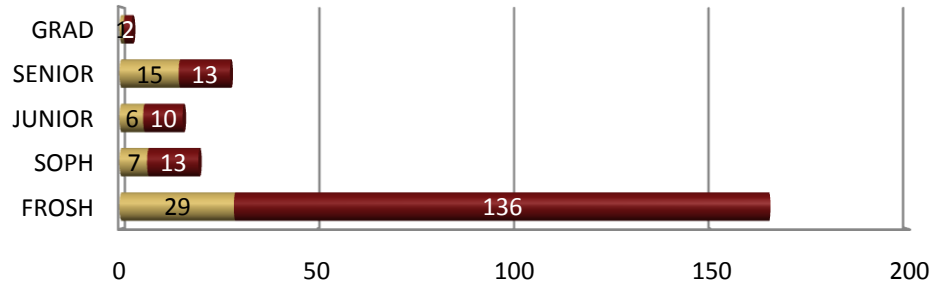
"...I also wanted to thank you for the handouts I received when we met. I've been using a couple of those study techniques and I've noticed a definite improvement. I'm definitely having an easier time retaining information."
Javier, (Jr.)

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

Analysis based off of uniquely referred students (n=232)

SupportNet received referrals from freshmen through graduate students, with the overwhelming majority underclassmen (80%) as illustrated in figure 5.

Figure 5: Breakdown by Class

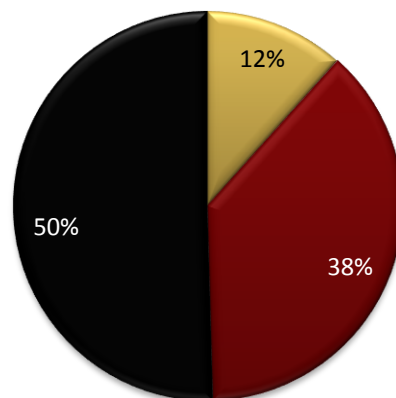


Academic Information

Half of the students referred were in on Probation or Academic Disqualification (50%), followed by Good Standing (38%), then no academic history (12%). This is different from the 2008-09 cohort, in which the majority of the referrals received were in Good Standing (46%). This shift in student referrals is due to the high number of FTFTF with GPAs < .5.

Figure 6: Breakdown by Academic Standing

■ No Academic History ■ Good Standing ■ PDQ



Learning And Study Skills Inventory (LASSI)

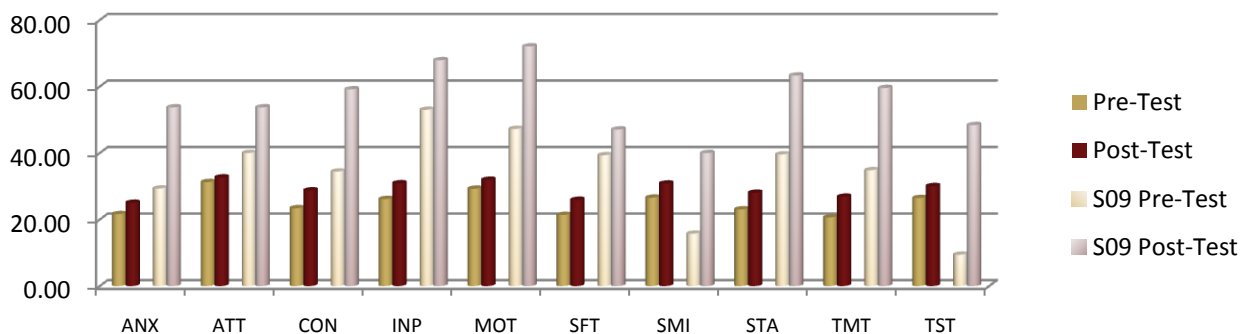
Students referred to SupportNet were administered the LASSI prior to their participation in the program. After a period of four to six weeks, this same cohort of students was asked to re-take the LASSI. This pre- and post-test design was utilized as a means to determine how their scores had changed after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

Also for 2009-10, LASSI results indicate that **this particular cohort of students showed significant lower results** (both pre- and post-LASSI) than the S09 cohort. This indicates that they had a much greater learning curve than previously referred students.

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



The LASSI Scales (H&H Publishing)

Anxiety Scale (ANX)

- The **Anxiety Scale** assesses the degree to which students worry about school and their academic performance. Students who score low on this scale are experiencing high levels of anxiety associated with school (note that this scale is reverse scored). High levels of anxiety can help direct attention away from completing academic tasks (sample item: Worrying about doing poorly interferes with my concentration on tests). Students who score low on this scale may need to develop techniques for coping with anxiety and reducing worry so that attention can be focused on the task at hand.

Attitude (ATT)

- The **Attitude Scale** assesses students' attitudes and interest in college and academic success. It examines how facilitative or debilitating their approach to college and academics is for helping them get their work done and succeeding in college (sample item: I feel confused and undecided as to what my educational goals should be). Students who score low on this scale may not believe college is relevant or important to them and may need to develop a better understanding of how college and their academic performance relates to their future life goals.

Concentration (CON)

- The **Concentration Scale** assesses students' ability to direct and maintain attention on academic tasks (sample item: I find that during lectures I think of other things and don't really listen to what is being said). Low scoring students may need to learn to monitor their level of concentration and develop techniques to redirect attention and eliminate interfering thoughts or feelings so that they can be more effective and efficient learners.

Information Processing (INP)

- The **Information Processing Scale** assesses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help build bridges between what they already know and what they are trying to learn and remember, i.e., knowledge acquisition, retention and future application (sample item: I translate what I am studying into my own words). Students who score low on this scale may have difficulty making information meaningful and storing it in memory in a way that will help them recall it in the future.

Motivation (MOT)

- The **Motivation Scale** assesses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements (sample item: When work is difficult I either give up or study only the easy parts). Students who score low on this scale need to accept more responsibility for their academic outcomes and learn how to set and use goals to help accomplish specific tasks.

Self-Testing (SFT)

- The **Self-Testing Scale** assesses students' use of reviewing and comprehension monitoring techniques to determine their level of understanding of the information to be learned (sample item: I stop periodically while reading and mentally go over or review what was said). Low scoring students may need to develop an appreciation for the importance of self-testing, and learn effective techniques for reviewing information and monitoring their level of understanding or ability to apply what they are learning.

Selecting Main Ideas (SMI)

- The **Selecting Main Ideas Scale** assesses students' skill at identifying important information for further study from among less important information and supporting details (sample item: Often when studying I seem to get lost in details and can't see the forest for the trees). Students who score low on this scale may need to develop their skill at separating out critical information on which to focus their attention. Tasks such as reading a textbook can be overwhelming if students focus on every detail presented.

Study Aids (STA)

- The **Study Aids Scale** assesses students' use of supports or resources to help them learn or retain information (sample item: I use special helps, such as italics and headings, that are in my textbooks). Students with low scores may need to develop a better understanding of the resources available to them and how to use of these resources to help them be more effective and efficient learners.

Time Management (TMT)

- The **Time Management Scale** assesses students' application of time management principles to academic situations (sample item: I only study when there is the pressure of a test). Students who score low on this scale may need to develop effective scheduling and monitoring techniques in order to assure timely completion of academic tasks and to avoid procrastination while realistically including non-academic activities in their schedule.

Test Strategies (TST)

- The **Test Strategies Scale** assesses students' use of test preparation and test taking strategies (sample item: In taking tests, writing themes, etc., I find I have misunderstood what is wanted and lose points because of it). Low scoring students may need to learn more effective techniques for preparing for and taking tests so that they are able to effectively demonstrate their knowledge of the subject matter.

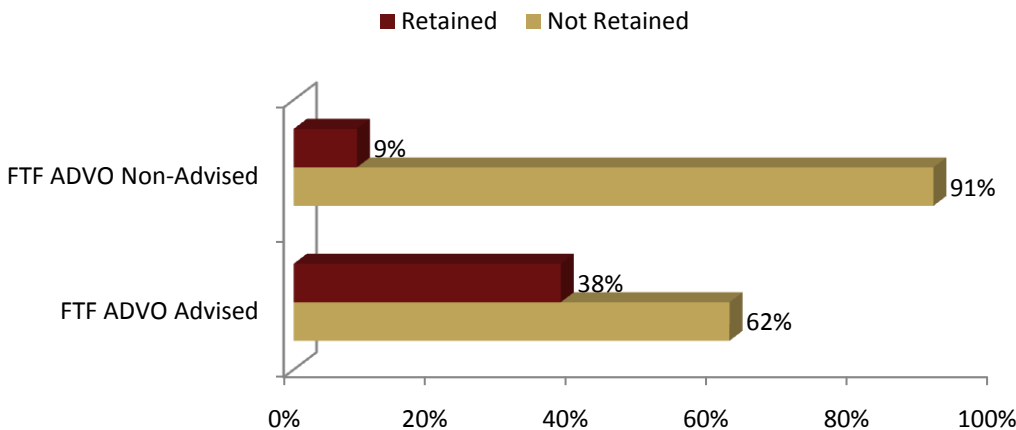
SupportNet Advising Sessions for FTF ADVO

Each individual student was advised based on their own personal need and situation. However, the following topics were recommended to address for each student.

- University policy on Probation and Disqualification
- Administer the LASSI to determine the greatest need
- Study expectations and established a weekly schedule to include a 2:1 study-to-class ratio
- Study skills and techniques specific to each student
- Recommend at least 3 campus resources
- Encourage appropriate advising source during registration
- Promote faculty-student communication

Although the initial retention rates of the FTF ADVO cohort that worked with SupportNet were not as strong as we had hoped (only 38% of FTF ADVO Advised students retained), there was **29.3% increase in retained students** when comparing FTF ADVO students who met with a SupportNet Adviser to those who did not meet with a SupportNet Adviser as displayed in figure 8.

Figure 8: Retention Rates of FTF ADVO



More success was found with students who referred themselves to SupportNet, seeking academic assistance on their own, thus showing self-motivation.

Self-Referred students had an 80% retention rate

Six-n-Six Graduation Initiative:

As part of the system “Raising Overall Achievement and Closing Gaps: Delivering the Access to Excellence Goals” project, the campus has been asked to develop a plan for increasing the six year graduation rate for first time full time freshmen and for transfer students by 6 points by 2015.

FTTF with first-term GPAs < .5 were required to see a SupportNet Adviser on a consistent basis and show a good-faith effort in making academic progress.

A total of 83 students (FTF ADVO) were referred to SupportNet from Advising Services during the fourth week of the semester. A timeline summarizing outreach to this group is as follows:

Week 4: Students were notified by email to see a SupportNet Adviser

Week 6: Students had to have made an appointment or seen a SupportNet Adviser by this date.

Week 13: Students had to have seen a SupportNet Adviser at least 3 times by this date.

Holds were lifted for students meeting expectations and were allowed to register.

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.

Overall students referred to SupportNet and advised had a **retention rate 20.8% higher** than those referred but not advised as illustrated in figure 11. This was true across all classes, with the exception of seniors (n=8).

Figure 11: Retention Rates

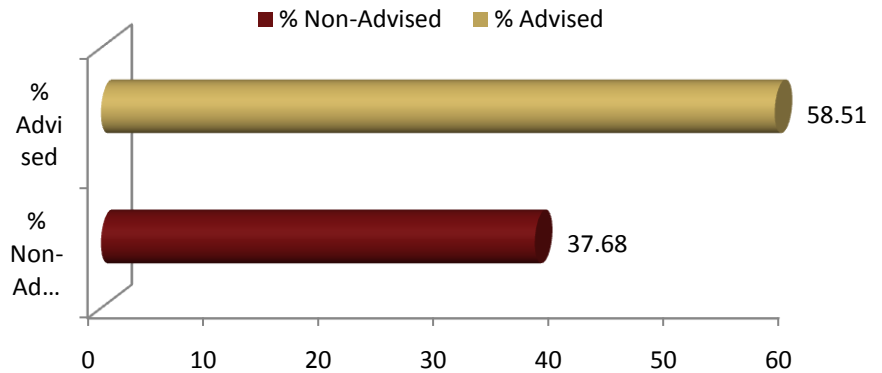
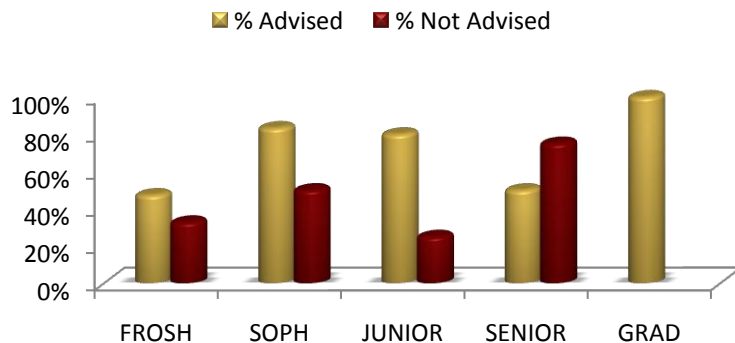


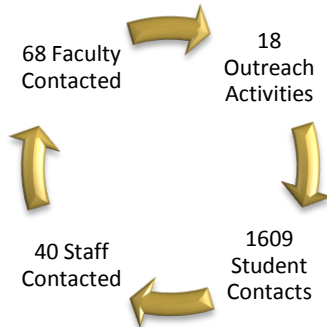
Figure 12: Retention Rates by Class Standing



Efforts are underway to collaborate with Fresno State's Institutional Research, Assessment and Planning office to institutionalize data analysis as well as with Digital Campus to be able to record all statistical data directly from PeopleSoft.

Outreach & Future Goals and Development for 2010-11

Outreach Fast Facts



SupportNet Outreach

- 75% of referred students have been contacted
- 91% of contacted students set an appointment
- 85% of students who set an appointment have been advised
- 57% of unique student referrals are “case closed”*

* FTF ADVO students were required to meet with a SupportNet at least 3 times during the semester and show progress towards obtaining their goals.

SupportNet has continued to improve outreach numbers and have **increased percentages of contacting students, appointment rate and show rate**. There was a shift in the outreach processes during the spring 2010 semester.

Future Goals and Development for 2010 - 11



Program Sustainability

- Continue to work to obtain permanent funding
- Secure a permanent SupportNet Adviser position
- Collaborate with outside funding sources, including grants



Enhance the Graduate Internship Program

- Collaborate with the Kremen School of Education to find internship placements for COUN 219 students
- Develop an electronic Intern Training Manual to be used as an assistive device for new interns as well as reducing the time needed for one-on-one training



Increase Faculty Referrals

- Work with high-risk, freshmen intensive courses
- Obtain a more effective method of referring students in large class courses



External Administrative Review

- Self Study report in summer 2010
- Site team visit in fall 2010



Increase the Confidentiality of Advising

- Construction slated to start summer 2010

2009 – 10 Brief

Challenges

- Vacant SupportNet Adviser position for nearly 4 months
- Campus furloughs
- Lack of confidential space

The academic year 2009-10 brought many challenges to SupportNet. In August 2009, SupportNet lost its only full-time SupportNet Adviser and was unable to replace the position until mid-November 2009. The effect on outreach and referrals during the fall 2009 semester was profound because there was a significant reduction in direct outreach to faculty. Like other support offices across campus, referrals received from faculty, specifically from the English department, were drastically reduced. Assumedly, this reduction was due to the reduction of staff among Adjunct Faculty as well as furloughs since historically faculty

were extremely pleased with the services provided by SupportNet.

In August 2009, SupportNet was moved from the Peters Building Annex Trailers to its new home on the Collection Level of the Henry Madden Library. This welcomed new space is still in transition in providing an appropriate confidential space for advising. The location within the Library is currently open floor space, with partitions that divide the space from a public student study area. It is anticipated that a wall will be constructed to separate the SupportNet area from the public space during summer 2010.



This year, SupportNet collaborated with the Kremen School of Education to provide guidance, training and hands-on experience to students working towards their Masters in Counseling emphasizing in Higher Education. This yielded over 500 of volunteer counseling hours which also yielded a cost savings of approximately \$5,000. This collaboration will continue 2010-11, with the addition of including other departments within the Division of Student Affairs to broaden the experience of future interns.

It was learned that the FTF ADVO students referred to SupportNet due to the *Six-n-Six Graduation Initiative* had a much steeper learning curve than previously referred students. Indeed, results from the LASSI verified that FTFTF with first term GPA's < .5 were greatly in need of learning and study strategies and have a significantly reduced retention rates. However, consistent with previous cohorts, ***advised SupportNet students have a higher retention rate*** than those referred, but did not receive academic coaching, contributing to

SupportNet – “Making a difference, one student at a time.”

Acknowledgments

This report was compiled by Tosha Giuffrida, SupportNet Coordinator with the assistance of data gathered from Janene Avedisian, SupportNet Adviser and Mai Kou Vang, SupportNet Graduate Intern.