



# SUPPORTNet

## Annual Report



### 2010-11

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

#### Major Accomplishments

- All student referrals and advising information tracked through PeopleSoft
- Ability to accept batch referrals and direct referrals from Blackboard
- Collaborate with Institutional Research, Assessment and Planning (IRAP) to analyze effectiveness
- Received nearly \$50,000 in Federal Stimulus and Title V Funding
- Record number of referrals exceeded previous year by over 400%

SupportNet, offers academic or personal support to students 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).

The 2010-11 SupportNet cohort consisted of a total 1180 referred students (totaling 1137 unduplicated student referrals), with the majority of referrals being from Academic Affairs (82%), which was notably different from 2009-10, in which only 40% of the referrals were tied to the classroom.

This year SupportNet was able to collaborate with Technology Services to provide faculty an opportunity to refer students in batch, or for the same reason as well as access the Online Referral System directly from Blackboard. SupportNet also presented at the Technology Innovations for Learning & Teaching (TILT) Conference.

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

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

This year, SupportNet worked with Technology Services to consolidate the tracking of data all under PeopleSoft. All referrals (from faculty, staff, or self), advising activity and contact activity are now recorded in one location to allow better access of information and more accurate data tracking. SupportNet also collaborated with Institutional Research to gather information retention data on previous cohorts to conclude that **1<sup>st</sup> year retention rates are better, referred term GPA and subsequent term GPA for those students who use SupportNet.**

**The following report will demonstrate the measurable impact SupportNet has had with the faculty, students, and programs it has worked with during 2010-11.**

#### **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 2010-11)**

- Program sustainability
- Enhance the Graduate Internship Program
- Increase faculty referrals
- Complete External Administrative Review
- Increase the confidentiality of advising

## Student Success Services – Report on 2010-11 Goals as they relate to SupportNet

Develop an assessment/evaluation plan for SupportNet to determine its impact on student success.

- SupportNet worked with IRAP review SupportNet and concluded that SupportNet advising has a **positive effect on student performance**. Students who **gains in term GPAs** and are **more likely to be retained**

Implement programs and activities to enhance the transition and integration of entering student into the campus community.

- SupportNet targets courses with high freshmen enrollment
- Involved with Dog Days New Student Orientation during the summer

Continue to explore the most effective ways to communicate with students in order to engage them in services which support their academic and personal development.

- SupportNet is now on facebook
- Taken the lead on exploring GradesFirst as an additional communication tool for the campus

Continue to explore ways to provide high quality student service to meet the diverse needs of students.

- Offered Academic Success Workshops (ASW) to entire campus
- Explored additional ASW topics for future semesters
- Direct outreach to the classroom

# 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 1.

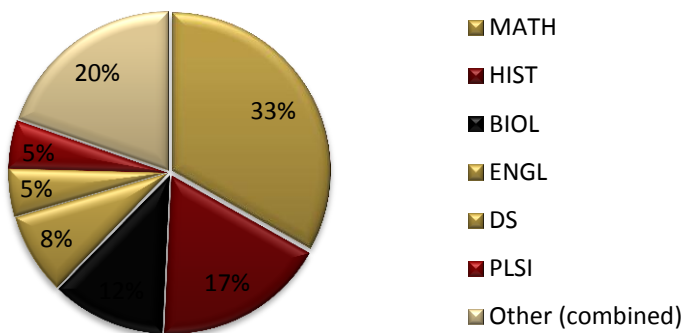
The record number of referrals received from faculty can be attributed to the ability to receive batch referrals (multiple referrals simultaneously for the same reason) and targeted outreach through Blackboard and other campus outlets.

**Figure 1: Referral Sources**



- Faculty Referrals
- Staff Referrals
- Self/Peer Referrals

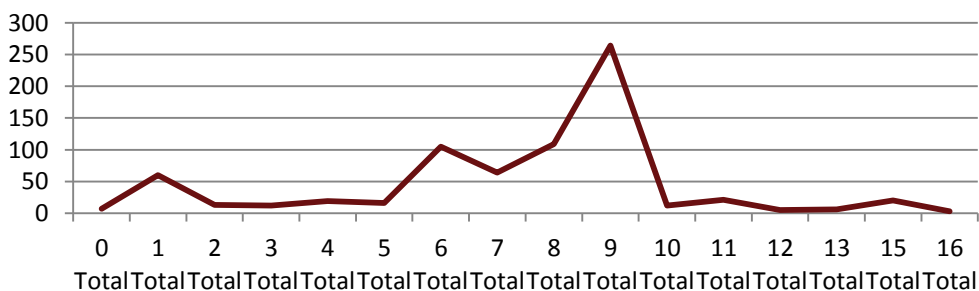
**Figure 2: Faculty Referrals Tied to a Course (n=968)**



Most of the SupportNet referrals by faculty tied to a course were from Math, History, Biology, English, Decision Sciences and Political Science, (see figure 2). These courses were also targeted because of their high enrollment of freshmen.

SupportNet received 64% of referrals during weeks 7 – 11 of the semester (see figure 3), most with the intent to provide the students with strategies so that they could successfully pass the referred course. Unfortunately, since students are not usually seen until 1 – 2 weeks after the referral, it did not provide adequate amount of time to be able to apply the intervention in the referred term.

**Figure 3: Referrals by Week of Semester**



### ***Straight from Our Students:***

*“Getting referred to SupportNet was shocking. I did not think my professor would even care to refer his students, but he did with me. He referred me here because I was not doing so well in his class. Being referred to SupportNet was a wakeup call to stop procrastinating and make up a study schedule. Thank you for helping me with your self-tests and schedule formats to aid me in my studying habits.”*

*“I went to SupportNet feeling very down and ashamed of myself....when I was done with the meeting I felt that I do have what it takes to succeed in life....”*

*“They listened, examined, and ultimately helped me when I didn't know how to help myself.”*

*“SupportNet has been excellent for me because it helps realize my potential and help me motivate myself to succeed...”*

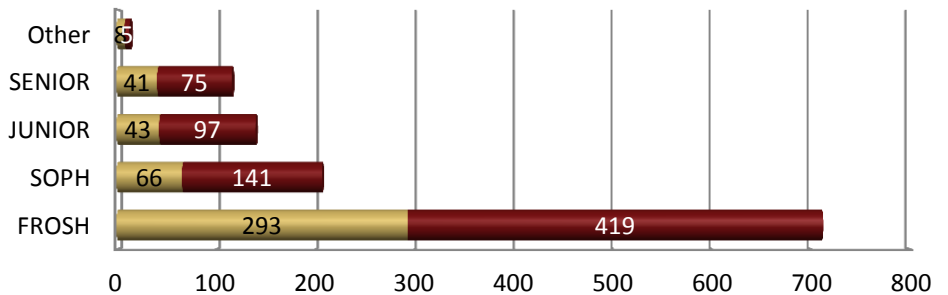
*“I liked the way all the staff there is so helpful and nice.”*

## **The SupportNet Student**

*Analysis based off of uniquely referred students (n=1180)*

SupportNet received referrals from freshmen through graduate students, with the majority underclassmen (77%) as illustrated in figure 4.

**Figure 4: Breakdown by Class**

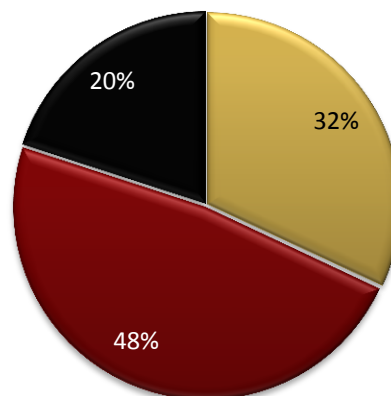


### **Academic Information**

Nearly half of the students referred were in Good Standing entering the semester, in which they were referred (48%), followed by no academic history (32%), then Probation or Disqualified-Readmitted (20%) as displayed in Figure 5 below.

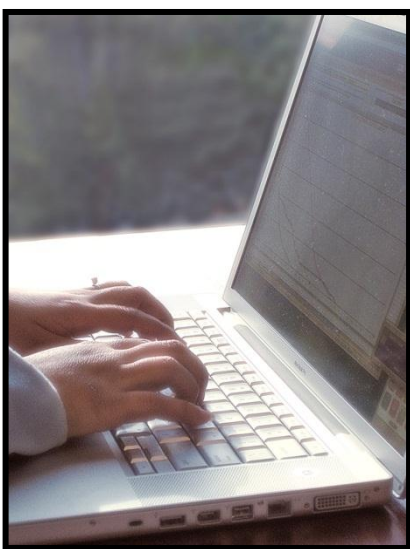
**Figure 5: Breakdown by Academic Standing**

■ No Academic History ■ Good Standing ■ PDQ



## Learning and Study Skills Inventory (LASSI)

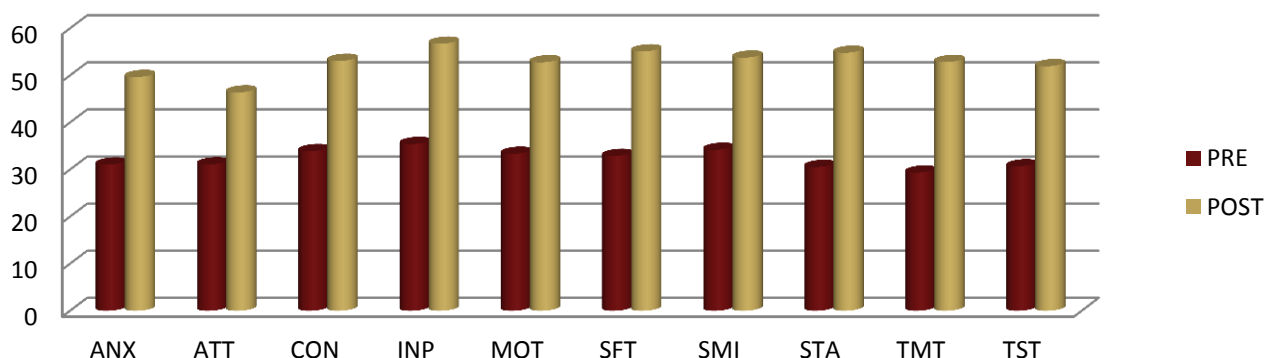
Students referred to SupportNet were administered the LASSI prior to their participation in the program. After a period of four to six weeks, this same cohort of students was asked to re-take the LASSI. This pre- and post-test design was utilized as a means to determine how their scores had changed after working with their SupportNet Adviser. Preliminary data from 2010-11 show that students have demonstrated gains in all 10 areas examined by the LASSI, as illustrated by figure 6, suggesting improvement in academic study skills in relatively short time.



Students appreciate the assessment which is used as a tool to prioritize what study skills area the student needs assistance in. Their response is generally, "Yes, that sound just like me." The LASSI provides SupportNet Advisers a mean to validate that the student needs to make changes and strive for improvement.

*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 6: Pre- & Post-LASSI Average Percentile**



### 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.

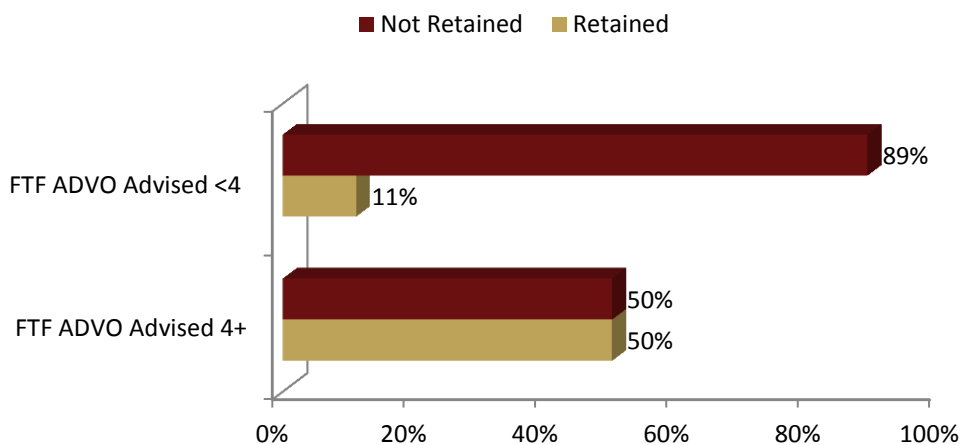
## SupportNet Advising Sessions for FTF ADVO

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

A total of 65 students FTF ADVO students were referred to SupportNet prior to the start of the semester. This allowed for the earliest intervention as with most students were contacted prior to the first day of instruction. It is believed that this allowed for a 12% increase in retention over the FTF ADVO Advised 2009 Cohort, with **50% of FTF ADVO students who met with a SupportNet Adviser at least 4 times were retained**. Further retention breakdown is noted in figure 7.

**Figure 7: Retention Rates of FTF ADVO**



Students who saw an adviser at least 4 times had a **higher retention rate** than those who saw an adviser less.

### 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.

FTFTF 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 65 students (FTF ADVO) were referred to SupportNet from Advising Services. A timeline summarizing outreach to this group is as follows:

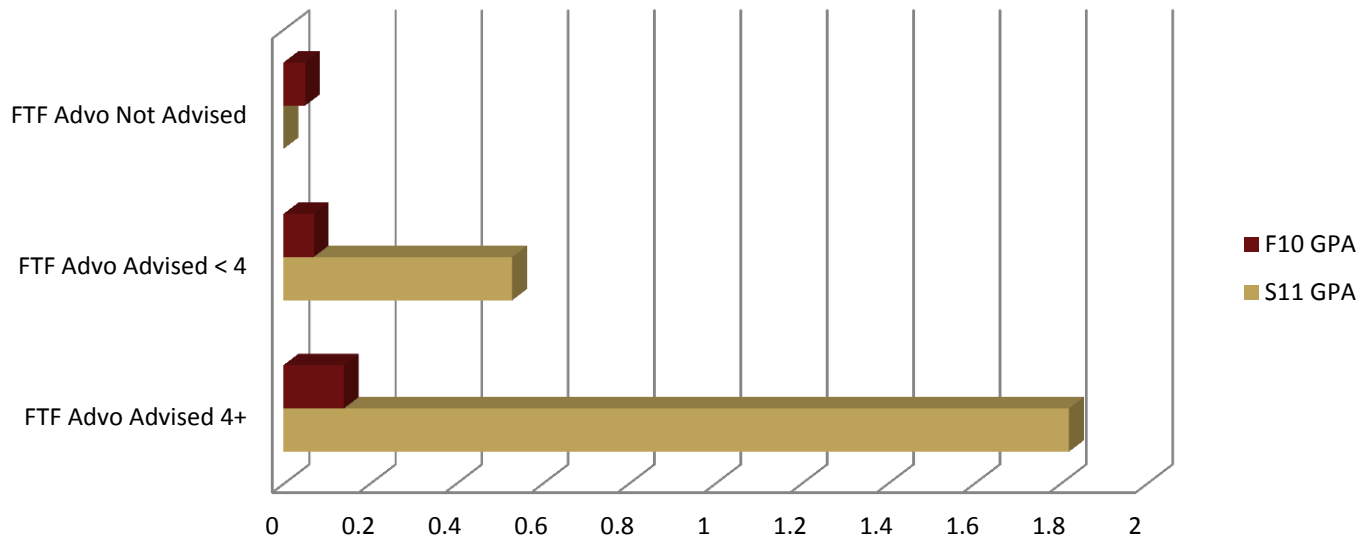
*Prior to S11: Students were notified by email to see a SupportNet Adviser*

*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 4 times by this date.*

## SupportNet FTF ADVO – Referred Term GPA Analysis

**Figure 8: F10 GPA vs. S11 GPA of FTF ADVO**



As noted in figure 8, FTF ADVO students who were advised 4+ times had a **higher term GPA** of more than one letter grade. Unfortunately, this gain did not return them to good academic standing. In comparing students who saw an adviser 4+ times to students who saw an adviser 1-3 times, the GPA gain was doubly noted (.53 vs. 1.82) and even more so compared to those who did not meet with an adviser at all (.00 vs. 1.82).

*Effects of SupportNet Advising on Academically Disqualified Special Re-admits*

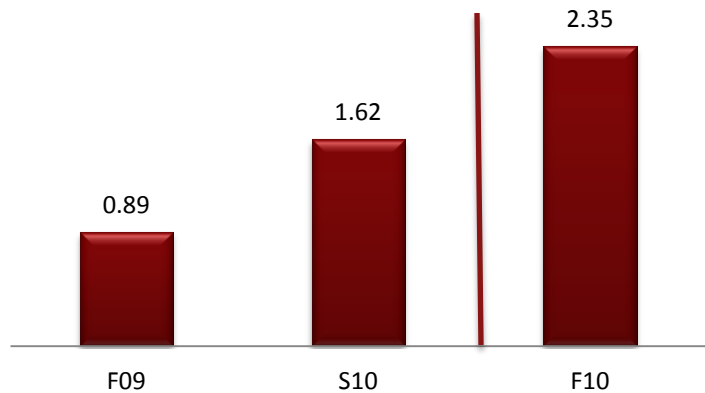
SupportNet provided intensive intervention and advising to a select group of FTFTF (F09 cohort) (n=20). Based on campus Academic Disqualification Policy, these students were Academically Disqualified during F09 and S10. They were only allowed to return in F10 if they met regularly with a SupportNet Adviser during the summer of 2010 and throughout F10.

Topics covered by the SupportNet Adviser included:

- Time Management
- Goal Setting
- Academic Policies & Expectations
- Learning & Study Strategies

The data shows that SupportNet has a positive effect on student performance. Students were retained at 78% by their 4th semester (figure 10), with an average term GPA of 2.35 (figure 9). 25% of the students even scored a term GPA of 3.5 or higher for F10.

**Figure 9: Average Term GPA**



F09: Average Term GPA = .89

- 1 (5%) student obtained a retroactive withdrawal for F09

S10: Average Term GPA = 1.62

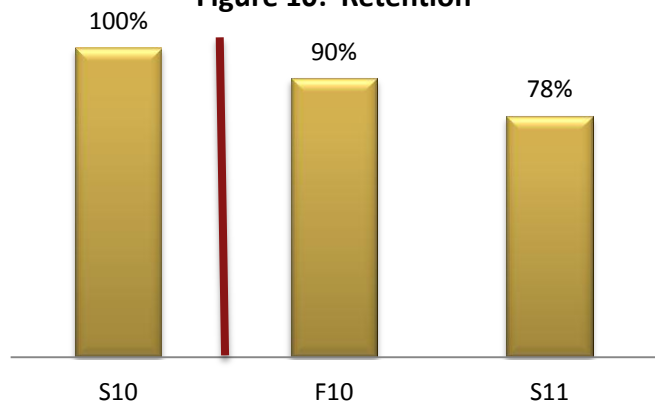
- 2 (10%) students were required to meet with SupportNet during S10 (GPA <.50)
- 17 (85%) students were required to enroll in U20 during S10 (GPA .5 > 1.5)

**Summer 2010: Intervention with SupportNet**

F10: Average Term GPA = 2.35

- 2 (10%) students were not enrolled
- 4 (20%) students obtained a GPA <2.0 and were not allowed to continue S11
- 14 (70%) students obtained a GPA >=2.0:
  - 5 (25%) 2.0 – 2.49, 4 (20%) 2.5 – 2.99, and 5 (25%) >3.5

**Figure 10: Retention**



### Outreach Fast Facts

26 Outreach Activities

2078 Student Contacts

654 Community Contacts

113 Faculty Contacts

58 Staff Contacts

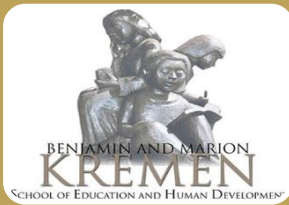
- 100% of referred students were attempted to contact at least 2 times by phone and/or email (n=1149)
- 57% of referred students were contacted (n=660)
- Nearly 70% of contacts students were advised (n=456)

### Future Goals and Development for 2011 - 12

**SUPPORTNet**  
CALIFORNIA STATE UNIVERSITY, FRESNO

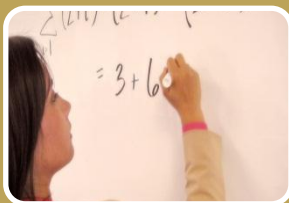
#### Program Sustainability

- Continue to work to obtain permanent funding through the newly approved increase in the Instructionally Related Activity (IRA) fee
- Secure a permanent SupportNet Adviser position
- Collaborate with outside funding sources, including grants



#### Expand Training for the Graduate Internship Program

- Collaborate with the Kremen School of Education to find internship placements for COUN 219 students
- Develop an Intern Training Manual on Blackboard to be used as an assistive device for new interns as well as reducing the time needed for one-on-one training in conjunction with Advising Services and Craig School of Business



#### Encourage Referrals Early in the Semester

- Sustain a strong working relationship with faculty to encourage early semester referrals



#### Increase Communication Tools

- Seek additional ways to reach students including direct outreach, facebook and GradesFirst

## 2010-11 Brief

SupportNet had a remarkable year with record number of referrals and significant gains in the referral process, with the addition of batch referrals, which allows faculty to refer students for the same reason. This stemmed from a request of faculty from large lecture courses. With funding from Title V, SupportNet was able to hire graduate advising interns to meet the demand of the referrals.

### Challenges

- Obtaining timely referrals
- Ability to contact students

Institutional Research, Assessment and Planning (IRAP) also conducted a study of the program’s effectiveness and showed that **SupportNet advising has a positive effect on student performance**. Students who use SupportNet services show **gains in term GPAs** and are **more likely to be retained** in their second year than those who are referred and opt not to use the service. Specific details can be found on [IRAP’s website \(www.csufresno.edu/irap\)](http://www.csufresno.edu/irap).

In an environment of dire fiscal constraints, SupportNet has been able to obtain nearly \$50,000 in outside funding to include Stimulus funds and Title V funding to be able to provide quality advising to students referred and to first-time, full-time freshmen who obtained a first-term GPA of <.5. SupportNet is also slated to benefit from the proposed Instructionally Related Activity (IRA) fee starting in the fall 2011 semester.



In the spring, SupportNet began an online publication of *Profiles of Student Success* which highlights a student who was able to benefit from the services provided. Hannah Moston-Liligren was recognized for going from “lost and confused” to Dean’s List. Hannah continues to meet with SupportNet Graduate Advisor, Mai Kou Vang and is a strong advocate for students to seek student support services.

A couple of the challenges faced this year include receiving referrals in a timely manner. With 64% of referrals received in weeks 7-12 of the semester, it made it challenging to provide adequate advising to students to provide results in the referred course. More outreach will

be done next semester to the instructors to provide this feedback.

Another challenge is reaching students. Although SupportNet attempts to contact the student via email and telephone, we were unable to connect with 43% of the students referred to the program. This data supports the University’s efforts to look towards a system that provides additional communication tools such as text messaging and social networking.

**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.