

Part I: Overview of Participating Students

SupportNet started in Fall 2008 as a program designed to help students succeed at CSU Fresno. Students at any point in their academic career can either self-refer or be referred by faculty and Advising Services to SupportNet. Typical reasons for a referral are:

- Needs academic coaching
- Poor academic performance
- Excessive class absences
- Inappropriate or disruptive class behavior
- Repeatedly submitting work late
- Apparent danger of not passing the course
- Not meeting classroom expectations
- Not achieving maximum potential

This analysis does not examine the reason for referrals, but does look at the source of referrals. Table 1 in Appendix A shows that the majority of Spring 2009 referrals are from professors of English courses. Table 2 in Appendix A, however, shows more Spring 2010 referrals are from Advising Services than from any other source. This is because, starting in Fall 2009, first-time freshmen with GPAs less than .50 were strongly encouraged by Advising Services to seek SupportNet help as part of the Academic Success Course (ASC). Advising Services, therefore, referred 81 students in Spring 2010 compared to only 3 in Spring 2009.

The following are summary tables of students referred to SupportNet in the spring of 2009 and the spring of 2010 respectively. The spring term is the focus of this study, because substantially more students are referred to SupportNet in the spring than in the fall.

Table 3

SupportNet Referred Students: Spring 2009							
		Preceding Term (Fall 2008)		Spring 2009 (Term Referred to SupportNet)		Following Term (Fall 2009)	
		N	Term GPA	N	Term GPA	N	Term GPA
New Undergraduate	First-Time Freshmen			1	0.00		
	Undergraduate Transfer			4	3.27	4	3.40
	<i>Total</i>			5	2.62	4	3.40
Continuing Undergraduate	Freshmen	96	1.91	96	1.63	54	2.14
	Sophomore	20	2.04	20	1.80	15	2.37
	Junior	11	2.48	12	2.34	9	2.57
	Senior	11	2.51	11	2.43	7	1.81
	<i>Total</i>	138	2.03	139	1.77	85	2.20
Continuing Pbacc		1	4.00	1	4.00	1	0.00
Grand Total		139	2.04	145	1.82	90	2.23

Table 4

SupportNet Referred Students: Spring 2010							
		Preceding Term (Fall 2009)		Spring 2010 (Term Referred to SupportNet)		Following Term (Fall 2010)	
		N	Term GPA	N	Term GPA	N	Term GPA
Continuing Undergraduate	Freshmen	115	1.03	116	1.48	53	2.24
	Sophomore	12	2.28	12	1.61	10	1.89
	Junior	7	1.61	7	1.53	6	2.21
	Senior	10	2.20	11	1.43	5	2.38
	<i>Total</i>	144	1.25	146	1.49	74	2.19
Continuing Pbacc		2	3.20	2	3.50		
Grand Total		146	1.27	148	1.52	74	2.19

The majority of students referred to SupportNet are freshmen for both Spring 2009 and Spring 2010. Trends for other student groups are difficult to identify due to small population sizes, so the remainder of this section is dedicated to comparing continuing freshmen. As shown in Tables 3 and 4, continuing freshmen referred in Spring 2010 have much lower 1st term GPAs compared to continuing freshmen referred in Spring 2009; 1.03 vs. 1.91 respectively. This is due to the use of SupportNet as part of the ASC starting in Fall 2009.

Because ASC students referred to SupportNet are strongly encouraged to use SupportNet services, the proportion of advised freshmen increased substantially. 52% of freshmen who were referred to SupportNet in Spring 2010 used SupportNet services compared to 37% in Spring 2009. Tables 5 and 6 show the differences between the two spring terms.

Table 5

SupportNet Referred Continuing Freshmen: Spring 2009							
	Preceding Term (Fall 2008)		Spring 2009 (Term Referred to SupportNet)		Following Term (Fall 2009)		
	N	Term GPA	N	Term GPA	N	% Retained 1 st Year	Term GPA
Advised	35	1.95	35	2.03	22	63%	2.29
Not Advised	61	1.89	61	1.38	32	52%	2.03

Table 6

SupportNet Referred Continuing Freshmen: Spring 2010							
	Preceding Term (Fall 2009)		Spring 2010 (Term Referred to SupportNet)		Following Term (Fall 2010)		
	N	Term GPA	N	Term GPA	N	% Retained 1 st Year	Term GPA
Advised	61	0.84	61	1.72	30	49%	2.33
Not Advised	54	1.25	55	1.21	23	43%	2.10

Tables 5 and 6 also show that those who do not follow through on a referral earn lower spring term GPAs than those who do.

First-year retention rates are better for those who use SupportNet. Table 5 shows that 63% of Spring 2009 advised freshmen are retained compared to 52% of freshmen who do not seek advising. Table 6 shows that 49% of Spring 2010 advised freshmen are retained compared to 43% who do not seek advising. For the Spring 2010 group, lower 1st year retention rates are most likely due to lower 1st term GPAs compared to the Spring 2009 group.

Part II: Full-Time First-Time Freshmen

In the annual report released by SupportNet for 2009-2010, a substantial focus is on full-time, first-time freshmen (FTFTF). As shown in Tables 7 and 8, few preparatory differences exist between those using SupportNet compared to those who are referred but do not to use the service; H.S. GPA, SAT, EPT, & ELM are all similar. One exception is with Fall 2009 FTFTF; those using SupportNet services have slightly lower SAT scores compared to those who do not use SupportNet.

Table 7

Fall 2008 FTFTF Referred to SupportNet Spring 2009								Retention 1 st year	
	N	H.S. GPA	SAT Composite	EPT	ELM	Fall 2008 GPA	Spring 2009 GPA	N	%
Advised	32	3.1	850	138	34	1.97	2.12	20	63%
Not Advised	56	3	850	137	37	1.98	1.45	30	54%

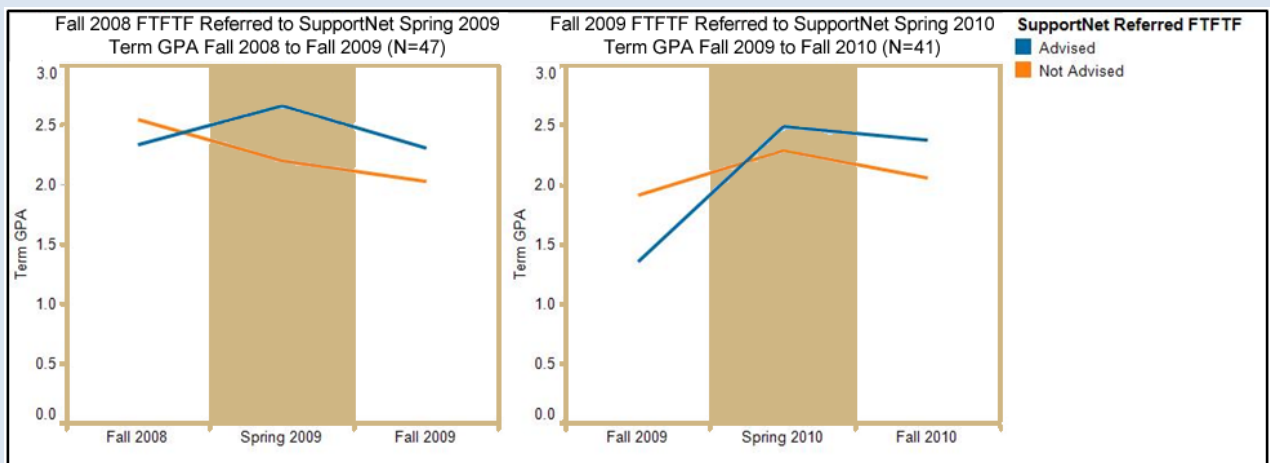
Table 8

Fall 2009 FTFTF Referred to SupportNet Spring 2010								Retention 1 st year	
	N	H.S. GPA	SAT Composite	EPT	ELM	Fall 2009 GPA	Spring 2010 GPA	N	%
Advised	55	3	854	139	30	0.94	1.77	27	49%
Not Advised	45	3	915	141	31	1.22	1.27	17	38%

Tables 7 and 8 also show that 1st year retention rates are considerably better for FTFTF using SupportNet services compared to those who do not. 63% of Fall 2008 FTFTF using SupportNet services return the next fall compared to 54% of FTFTF who do not. 49% of Fall 2009 FTFTF using SupportNet services return the next fall compared to 38% of FTFTF who do not use the service.

In addition to higher 1st year retention rates, FTFTF using SupportNet services have higher term GPAs in the fall term of their second year compared to those who opt not to use SupportNet services, as shown in Table 9.

Table 9



Conclusion

The data show that SupportNet advising has a positive effect on student performance. Even with program changes from 2008-2009 to 2009-2010, freshmen 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.

Appendix A

Table 1: Students* Referred to SupportNet Spring 2009			
Course/Office	Referred	Advised	% Advised
Advising Services	3	2	67%
CHEM1A	2	2	100%
CLAS170	3	1	33%
Dog Days	1	1	100%
ENGL Dept	1		0%
ENGL5A	26	7	27%
ENGL5B	18	7	39%
ENGL10	29	7	24%
EOP	4	4	100%
GD163	1	1	100%
HS91	1	1	100%
ISSP	1	1	100%
KINES35	1	1	100%
KINES111	1		0%
Learning Center	6	6	100%
LING6	11	5	45%
MATH1RB	11	3	27%
MATH172	1		0%
MUSIC153	2		0%
MUSIC169	1		0%
MUSIC187	1	1	100%
Peer	1	1	100%
PHIL1	2	2	100%
Psych Services	2	1	50%
PSYCH144	1		0%
PSYCH155	1		0%
PSYCH160T	2	1	50%
RLS73	3		0%
RLS101	1		0%
RLS125	1		0%
Self	8	3	38%
SSS	2		0%
Tosha's Former Student	1	1	100%
Grand Total	150	59	48%

*Count includes referrals by more than one course/office

Table 2: Students* Referred to SupportNet Spring 2010			
Course/Office	Referred	Advised	% Advised
Advising Services	81	51	63%
Center for Women and Culture	1	1	100%
CLAS114	2	1	50%
ENGL5A	15	3	20%
ENGL5B	7	3	43%
EOP	1	1	100%
Health Center	1	1	100%
Housing	1		0%
IS115	1	1	100%
Learning Center	1	1	100%
MATH1RB	1		0%
MATH4R	10	4	40%
NUTR53	20	5	25%
PSYCH177	1		0%
Renaissance Scholars	3		0%
Self	14	11	79%
SSD	2	1	50%
Grand Total	162	84	52%

*Count includes referrals by more than one course/office