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 a 1-credit, no 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:

GPA in Fall Semester | Intervention Referred to | Intervention Participated in
--- | --- | ---
Below 0.5 | SupportNet | SupportNet, U20 or MAP (alone or combined)
0.5 to 1.49 | University 20 | SupportNet, U20 or MAP (alone or combined)
1.49 to 1.99 | MAP | SupportNet, U20 or MAP (alone or combined)

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

<table>
<thead>
<tr>
<th>GPA group</th>
<th>Number of ASC intervention participated in</th>
<th>ASC participation %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 0.5</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>0.5 - 1.49</td>
<td>2</td>
<td>45%</td>
</tr>
<tr>
<td>1.5 - 1.99</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>2.0 and above (MAP)</td>
<td>4</td>
<td>75%</td>
</tr>
</tbody>
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III. RESEARCH QUESTIONS & FINDINGS

Q1: Do ASC interventions, regardless of intervention amounts and type, have effects on students’ performance?

- 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?

- Table 2. Spring 2011 ASC interventions by the intervention types

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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.

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.

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