

## EXAMPLES OF WHAT WE KNOW BASED ON ASSESSMENT

### Writing Center

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Freshmen participating in this program are substantially more likely to need English remediation than the general freshman population. Those who received help from the Writing Center (WC) improved their writing more over the course of a semester than students in the same class who did not seek WC assistance. Their writing improved most in clarity, development, and integration of material. Overall, with WC support, less prepared students learned to write as well as students who did not need remediation.

### Service Learning

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Service Learning (SL) positively influences student persistence, graduation, personal development and job skills, but has little or no effect on their course grade or passing or withdrawing from the course. For example, SL students report higher quality relationships with others, working more effectively with others, and having a better understanding of people from other racial and ethnic backgrounds than non-SL students. Additional assessment may help determine differing effects based on type of SL experience, major, and other factors. This information can be used to help shape the design of SL, possibly in different ways for various types of students or to emphasize particular learning outcomes.

### Academic Success Course

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New freshmen whose first-term GPA was less than 2.0 in fall semester were encouraged to participate in an academic support program, called the Academic Success Course (ASC), in spring semester. The options were a U20 course, a Maximizing Academic Potential (MAP) workshop, or SupportNet. On average, students who participated in one of these programs had a higher 2nd term GPA, greater GPA improvement, higher spring to fall retention rate, and a lower Probation/Disqualification rate at the end of their 2nd term compared to students who did not participate. For example, 69% of participants were retained into the following fall semester compared to 31% of non-participants. In addition, we know that students who participated in the U20 class *improved their grades more* than those in MAP. For students whose GPA was 1.5-1.99, retention rates were equivalent regardless of whether they participated in U20 or MAP. However, for students with a lower GPA (.50-1.49), those who participated in U20 had much higher retention rates than those in MAP. Students who participated in two interventions improved their term GPA the most. Such information can help decision makers design programs that are both efficient and effective in helping students learn and graduate.

### Smittcamp Honors Students

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Compared to a group of students who were equivalently prepared for college, Smittcamp Honors students (SH) persist through their first year at higher rates, graduate in 4 or 5 years at higher rates, and graduate with a higher cumulative GPA. SH students are more likely to continue their education after earning their bachelor's degree than were students in the control group and are less likely to do so at Fresno State. They are more likely to enroll at a UC or other research university. These findings suggest the beneficial influence of student participation in learning communities.

### Upper Division Writing Requirement

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The average GPA of students who take the UDWE is higher than for those who take a W class. Students are likely to pass the UDWE if they have earned at least a 3.0 cumulative GPA. The average cumulative GPA of students who fail the UDWE is high enough that they would be likely to pass a W course. The pass rate of W courses ranges from 73% to 91%. Some courses with the highest pass rates also had an average cumulative GPA of enrolled students that was among the lowest. These findings raise numerous questions about testing, grading, writing requirements, and academic rigor.