

MEMORANDUM

TO: Faculty Senators
FROM: Retention Steering Committee
DATE: 3 April 2019
RE: Student Progress Reports – Results from Fall 2018 and Winter 2019 and Request for Faculty Colleagues’ Participation

On April 5, we will invite faculty members teaching 100- and 200-level courses to volunteer to complete Student Progress Reports for about 350 first-year students who may be at risk for poor academic performance this term. We know faculty members’ time is valuable – and limited – and we are most grateful for colleagues’ participation.

Additional information is below (background; highlights from the Fall 2018 and Winter 2019 Student Progress Reports; progress report questions; and information about going forward). A summary of all results to date from the Fall 2018 and Winter 2019 Student Progress Reports is below.

If you have any questions, we hope you will not hesitate to call extension 1413 or email associateprovost@cwu.edu.

I. Background:

CWU’s first-year retention rate has decreased from 78% for the Fall 2014 first-time, full-time freshmen cohort to 69.3% for the Fall 2017 cohort. In Fall 2018, in collaboration with Institutional Effectiveness (IE), we identified a subset of 2018 first-year students who were at risk for poor academic performance. We developed a short progress report Qualtrics questionnaire to gather information concerning the progress of these students in their fall courses. We asked faculty teaching 100- and 200-level General Education courses to complete these progress reports during the 6th and 7th weeks of the term. The information we received was shared with students’ advisors during advising for winter quarter. Advisors had the opportunity to connect with those students in need of additional support and encouragement and direct them to the resources their instructors had recommended.

In Winter 2019, we asked 259 instructors of 348 students in 100- and 200- level classes to report on student progress, again in the 6th and 7th weeks of the term. The change from just Gen Ed courses to all lower-level courses ensured that data captured gave a holistic snapshot of the student’s academic progress within the survey period. The communication process to advisors remained the same. Additionally, two questions for instructors were added to the SPR to assess the level of ease and the time commitment experienced in completing the SPR surveys.

IIA. Results from Fall 2018 Student Progress Reports:

In brief, of the 383 students for whom we requested progress reports in Fall 2018:

- These at-risk students were retained at nearly the same rate as their peers: 90.1% were retained to Winter 2019. The fall to winter retention rate for the students in the 2018 Cohort but not included in this survey project was 90.9%.

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- 33.7% of these students with a HS GPA less than 3.0 completed the Fall 2018 term with a GPA of 3.0 or higher (compared to 56.1% of students with a HS GPA of 3.0 or greater).
- 67.9% completed the Fall 2018 term in good academic standing (compared to 80.1% for students with a HS GPA of 3.0 or greater).
- 20 of the 41 students enrolled in the UNIV 102 Academic Skills/Peer Coaching program offered in Winter 2019 were from the targeted student progress report project. These students received high intensity peer coaching. Results from the UNIV 102 Academic Skills/Peer Coaching program indicate that the average increase in GPA from Fall 2018 to Winter 2019 was roughly 0.5.

When interpreting these results, it is important to think about the counterfactual: what would the term GPAs, academic standing, and retention to winter term of these at-risk, with-need students have been without this intervention? To try to answer that question, we are continuing to analyze the Fall 2018 data by comparing term GPAs, academic standing, and retention to the winter term of these 383 students to similar students from the Fall 2017 cohort. We are also comparing the Fall 2018 students for whom Student Progress Reports were completed to those Fall 2018 students for whom these reports were not completed. We will share these results with the Faculty Senate as soon as they are available.

IIB. Results from Winter 2019 Student Progress Reports:

At this time, we do not have official academic standing or retention information from Winter 2019 to Spring 2019. However, we do have the following data on the results of the SPR survey for the 348 students in the project.

Current Status in Course	Count	Percentage
Is doing well in my course and on track to pass	255	52%
Is on track to pass but could benefit from some additional academic support	123	25%
Is in jeopardy of failing the course	86	17%
Never attended class and should be recorded as a No-Show (NS grade in the system)	4	<1%
Stopped attending classes	24	5%

Student Progress Reports Summary	Count	Completion Rate
Completed Student Progress Reports	492	34%
Not Completed	969	66%
Number of Students in Survey Project	348	
Number of students who received feedback from at least one instructor	281	81%
Number of Instructors Invited to Participate	259	
Number of Instructors Who Participated	108	42%

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Student Progress Report Instructor Questions	The process of creating Student Progress Reports is easy to understand.	The time commitment to create Student Progress Reports is reasonable.
Strongly Agree	67 (67%)	65 (66%)
Somewhat Agree	22 (22%)	24 (24%)
Neither Agree nor Disagree	9 (9%)	6 (6%)
Somewhat Disagree	1 (1%)	3 (3%)
Strongly Disagree	1 (1%)	1 (1%)
Total	100	99

III. Student Progress Report Questions:

1. Current status in course – This student:

- a) Is doing well in my course and on track to pass
- b) Is on track to pass but could benefit from some additional academic support
- c) Is in jeopardy of failing the course
- d) Stopped attending classes
- e) Never attended class and should be recorded as a “No Show”

If 1a or 1e is selected, the questionnaire ends. If 1b or 1c is selected, there are two additional questions:

2. From the list below, please indicate which resource(s) would benefit this student. Please check all that apply.

- a) Better class attendance
- b) Meeting with the instructor
- c) Tutoring from Learning Commons
- d) Tutoring offered by my department
- e) Participating in a study group
- f) Developing better study skills
- g) Improving note-taking skills
- h) Other: _____

3. Are you aware of any non-academic factors that may be affecting this student’s performance in your course?

No

Yes: _____

If 1d is selected, there is one additional question:

When did the student last attend? [drop-down menu for week of the term or “I don’t know”]

IV. Going Forward:

The Faculty Senate Academic Affairs Committee (AAC) has been charged with developing policy and procedure for a student progress report process. Working closely with the AAC, the Faculty Senate Executive Committee, and the Faculty Senate as a whole will enable CWU collectively and collaboratively to create a meaningful, reasonable student progress report process.

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