

Academic Affairs Committee
Washburn University
4/22/2019
Minutes

Present: Grenus, Hickman, Jones, Juma, Morse, Tate
Staff: Aileen Ball

1. Morse called to order at 3:30 pm
2. Meeting minutes: Quorum not present
3. Old business
 - a. none
4. New Business
 - a. None
5. Discussion item
 - a. Alan Bearman presented to the committee the STAR program end of term report, Fall 2018 (appended)
6. Meeting adjourned at 4:00 pm.



STAR End of Term Report Fall 2018

Drew P. Burks, Ph.D.
STAR Program Coordinator
January 2, 2019

PART 1: FALL 2018

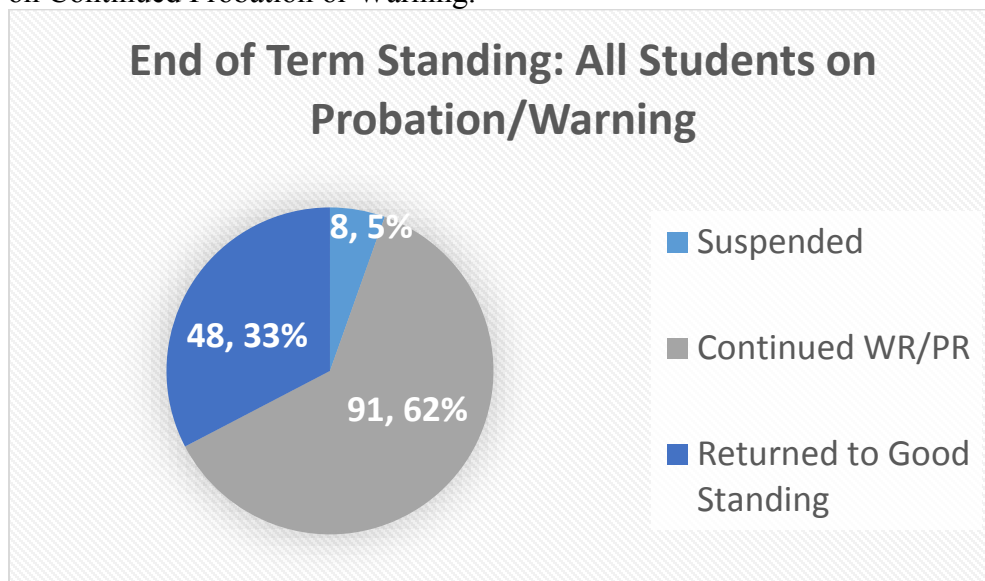
Student Participation

Between August 18 and December 14, 194 students were eligible to participate in the STAR Program based on their GPA and attempted hours. Of these, 147 students persisted to the end of the term on Academic Warning or Probation.

Among those who persisted, 94 students (64%) participated in the STAR program. I have defined “participants” as students who met with me or a member of the Center for Student Success or attended STAR programming at least once, and “active participants” as students who met with me or another member of the CSSR three or more times (47 students). Of those that were active, 28 students met with CSSR staff 5 or more times. This represents a 10% increase in the number of students that attended 5 or more meetings from the Spring 2018 semester. This is due in large part to the use of the scheduling and reminder capabilities within the EAB Navigate software, which Washburn began using this semester.

End of Term Standing

Among all students on Academic Warning or Probation (including STAR non-participants), 32.6%, or 48 students, returned to Good Academic Standing after the Spring semester. The Suspension Committee only separated 8 students from the university, and 91 students (62%) remained on Continued Probation or Warning.



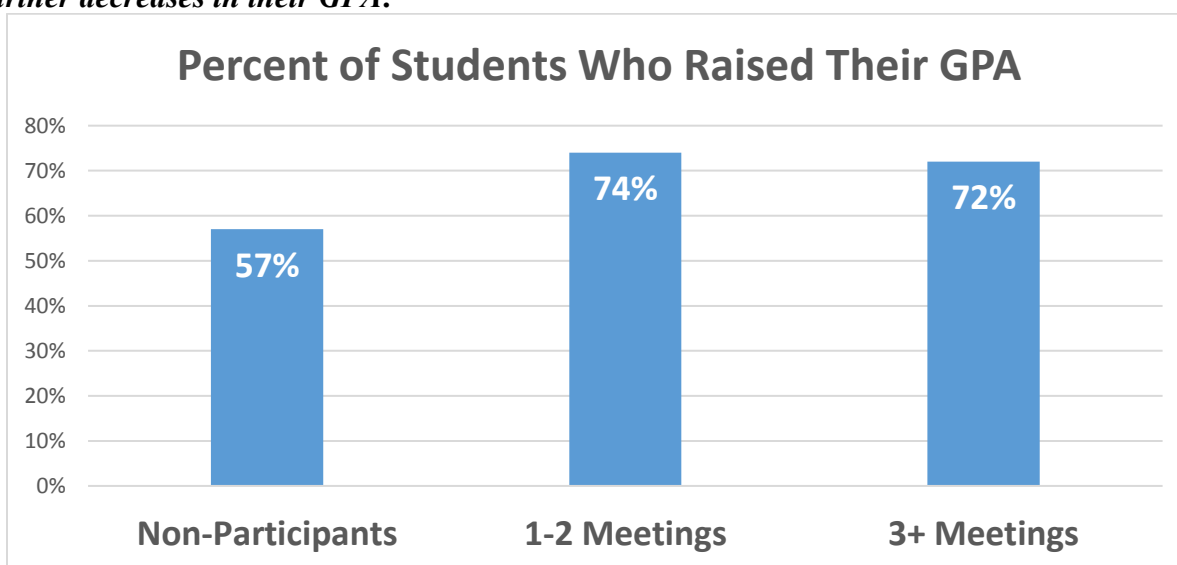
Amongst STAR participants, 31 (33%) returned to Good Standing. While these numbers are roughly the same as the overall percentages of students on Academic Warning or Probation returning to good standing, the impact of the STAR Program can be felt more in the area of GPA increases.

Increases in Student GPAs

Because many students come to the STAR Program with GPAs that cannot be repaired in one semester, return to Good Standing should not be the only measure of success. Rather, students' ability to improve their GPA, and the rate of improvement, should also be considered.

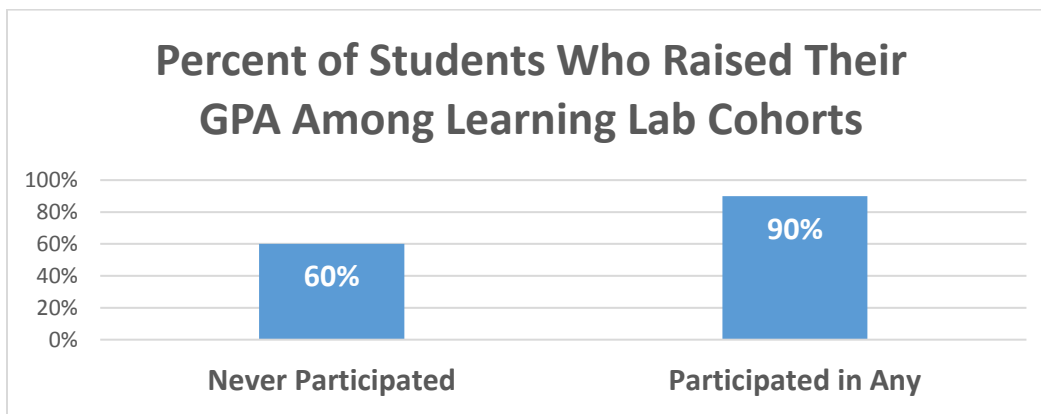
This semester, students who participated in STAR were 15% more likely than non-participants to raise their GPA. Among active participants (students who met with me 3 or more times) 72% raised their GPA, and 73% of students who attended 1-2 meetings improved their GPA.

Compare these results to students on Academic Warning or Probation who did not participate in the STAR program: **only 57% of them were able to raise their GPA on their own, and 35% saw further decreases in their GPA.**



In the Spring 2017 semester, the STAR Program added another layer of academic support for students on Probation called Learning Labs. These weekly workshops/ study halls help students build the skills they need to succeed in college, and they continue to be highly effective in helping students raise their GPA.

Among students who attended any of the Learning Labs this semester, 90% raised their GPA and only two of them saw a decrease, both less than 0.06 points.



During the course of this semester, voluntary study hall hours (using the new EAB system) were instituted as a way for students wishing to improve their GPAs to show effort and to document their time in the library. Of the students eligible for the STAR Program, 30 logged hours in the study hall tracking system. Students that participated in study hall hours in the library were able to raise their GPAs 0.70 points on average. One student completed nearly 30 hours, which is all the more impressive considering he was not a student athlete, and did not have to complete mandatory study hall hours. The use of the study hall hours function in the EAB Navigate system will continue to evolve as a part of the STAR Program in future semesters.

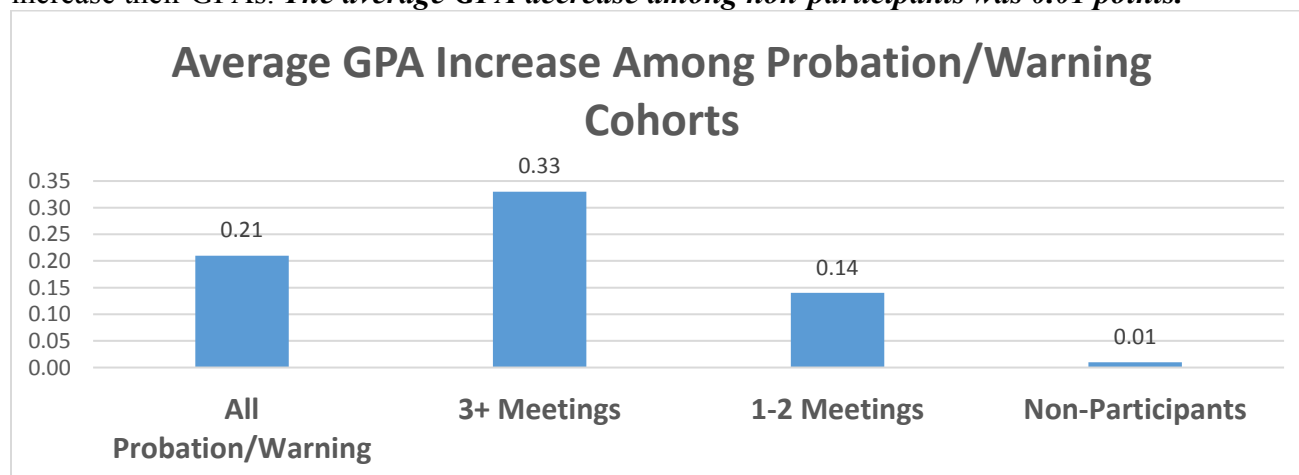
Average GPA Increase

Not only did STAR participants improve their GPAs, the rate of increase was proportional to their level of participation in the program.

Among STAR participants who attended three or more individual meetings, the average GPA increase was 0.33 points, **more than 10% higher** than all students on Warning or Probation (.21).

The most impressive data came from our Learning Lab cohorts. **Students who attended Learning Labs this semester increased their GPA by an average of 0.76 points**, more than double the average for all students on Warning or Probation.

This semester provided further evidence that non-participants, as a whole, do not significantly increase their GPAs. ***The average GPA decrease among non-participants was 0.01 points.***



Summary of Fall 2018 Results

The success of the STAR Program is measured by the overall student participation rate, the number of students who returned to Good Standing, and students' average GPA increase. Our rate of participation for the Fall 2018 term was 64%. **STAR returned 33% of its participants to Good Standing and helped 72% of them raise their GPA.** Among students who fully completed the program (attending 3 or more individual meetings), students on Academic Warning raised their GPA 0.13 points, and students on Academic Probation increased their GPA by 0.50 points. Students in the lowest academic standing category (on academic probation and subject to immediate dismissal, below a 1.00 GPA) increased their overall GPA an (astounding) average of **1.32 points!**

This provides further evidence that the interventions of the STAR Program are not only effective; they are crucial for helping academically distressed students persist at the university and achieve academic success.

This semester **the STAR Program saw a record number of eligible students for a Fall semester and only a slight decrease in participants.** The continued overall high number of participants without a proportional increase in resources, however, meant that students were only able to meet with the STAR Coordinator around once a month instead of the consensus best practice of every other week. To address these conditions for our most vulnerable students, those on Probation, we maintained weekly Learning Labs to give them regular contact with the STAR Coordinator. Additionally, as mentioned above, STAR students had the option of participating in study hall hours, which the program coordinator monitored.

This highlights both the innovation of the STAR Program, but also its changing needs in the future. Larger freshmen classes combined with our open access mission means that the number of eligible students and participants in Washburn's STAR Program will only continue to grow.

The use of the EAB Navigate system this semester has decreased the number of missed meetings by STAR participants due to the students' ability to schedule their own meetings and the number of automated reminders the students get prior to the scheduled meeting time. The added efficiency of the EAB scheduling system resulted in a 32% increase in the number of students attending more than 3 scheduled STAR meetings from Spring 2018 to Fall 2018 semesters. Additionally, the added level of feedback provided within the EAB system after quarterly grade checks and whenever an instructor submits an alert also results in a higher level of student awareness of where they stand throughout the semester. While these types of notifications were previously handled through email and by phone by the STAR Program Coordinator, the EAB notifications are less likely to be ignored/deleted by the students receiving them, thus resulting in more awareness. This benefits all students on Academic Warning or Probation, whether or not they choose to participate in the STAR Program, and it streamlines some of the duties of the STAR Program Coordinator.

PART 2: SEVEN SEMESTER PROGRAM REVIEW

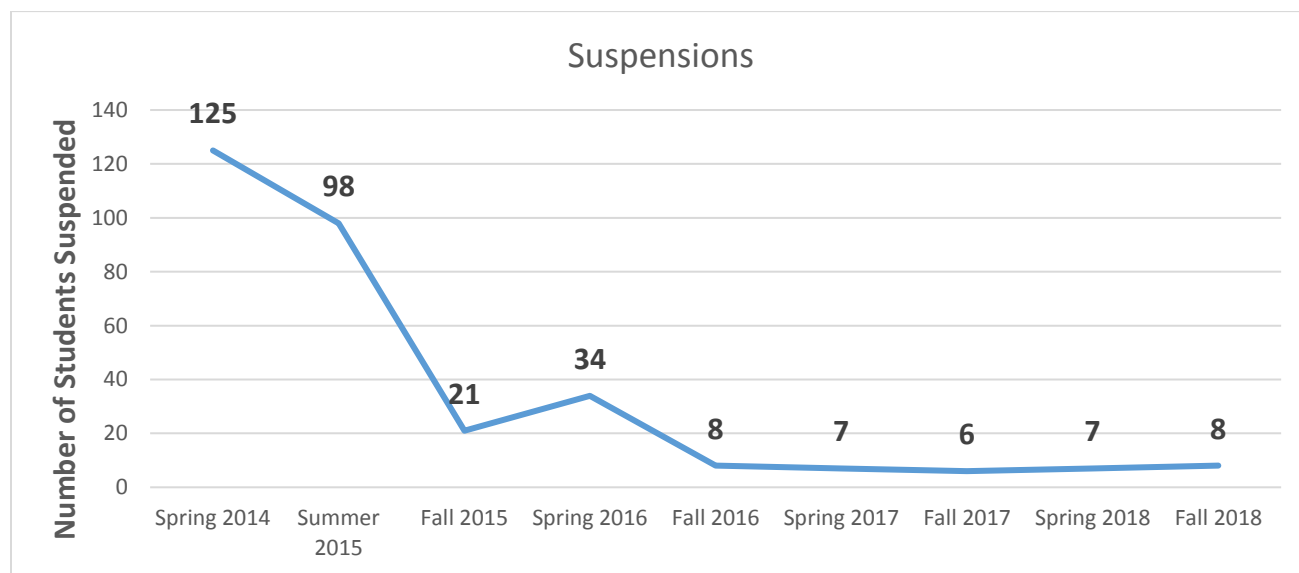
Progress Since Fall 2015

Since its inception after the revision to the Academic Standing Policy in June 2015, STAR has been under the leadership of three different coordinators. Because of inconsistencies in evaluating STAR's results, the best measures to track STAR's progress over time are the number of suspensions, the rate of participation, the number of students STAR is returning to Good Standing, and the percentage of students who increased their GPA.

Suspension Numbers

The number of suspensions has continued to decline since Spring 2014. That semester, 125 students were separated from the university, or **38.46%** of all students on Academic Warning or Probation.

After the inception of the new academic standing policy in June 2015, suspensions dropped to 21 students at the end of the Fall 2015 semester—the first semester of the STAR Program. Since Spring 2016, these numbers have continued to dramatically decline. This semester, only 8 students were separated from the university, 5% of all students on Academic Warning or Probation.

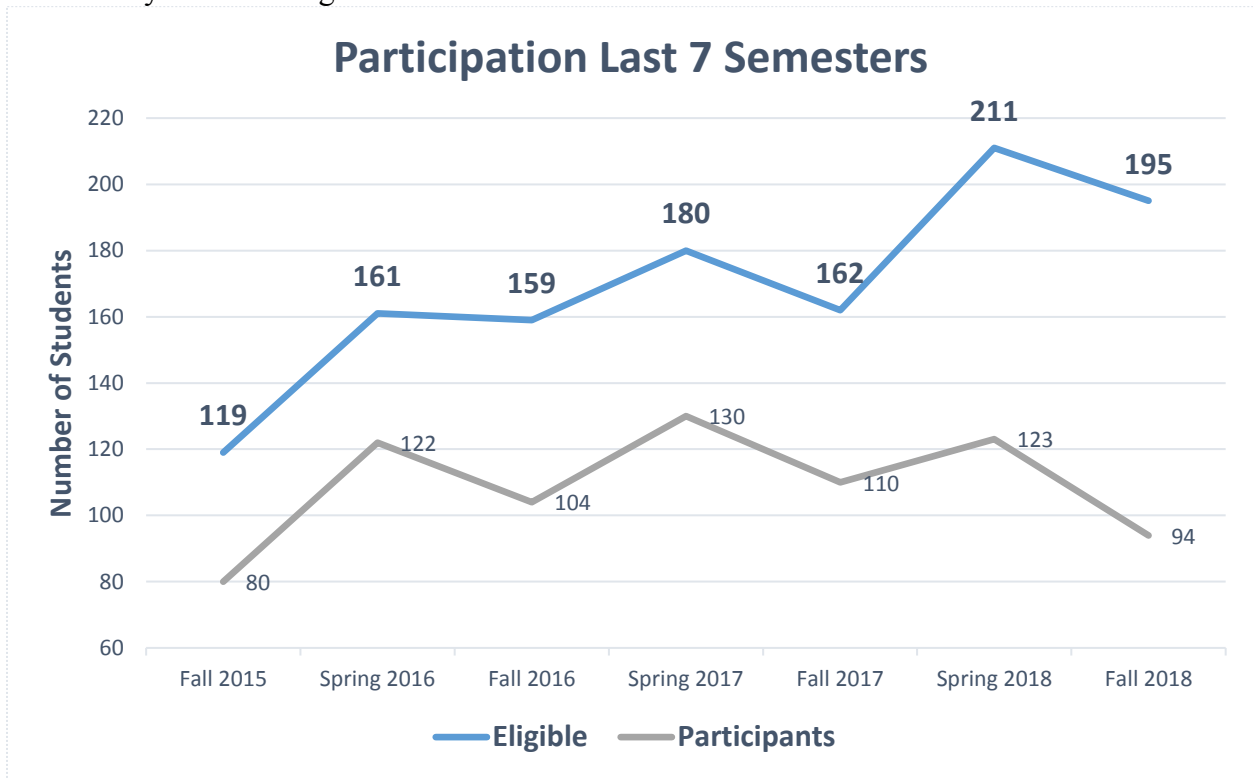


Participation Rates

Participation rates in STAR have held steady around 60-80% for the life of the program. However, several patterns have emerged over the past four semesters.

- 1) First, there are always more students eligible for STAR in the Spring semester, as many first-time freshmen go on Academic Warning or Probation.
- 2) Second, Spring participation is always higher than Fall, perhaps because many of these first-time freshmen are eager to repair their GPAs.

- 3) Third, the number of eligible participants has **exploded** since the inception of the STAR Program, growing from 119 in Fall 2015 to an all time high for a fall semester of 195 in Fall 2018. **Despite this 64% growth rate, participation rates have not faltered.**
- 4) Finally, if the past seven semesters are any predictor, the number of eligible students will only continue to grow.

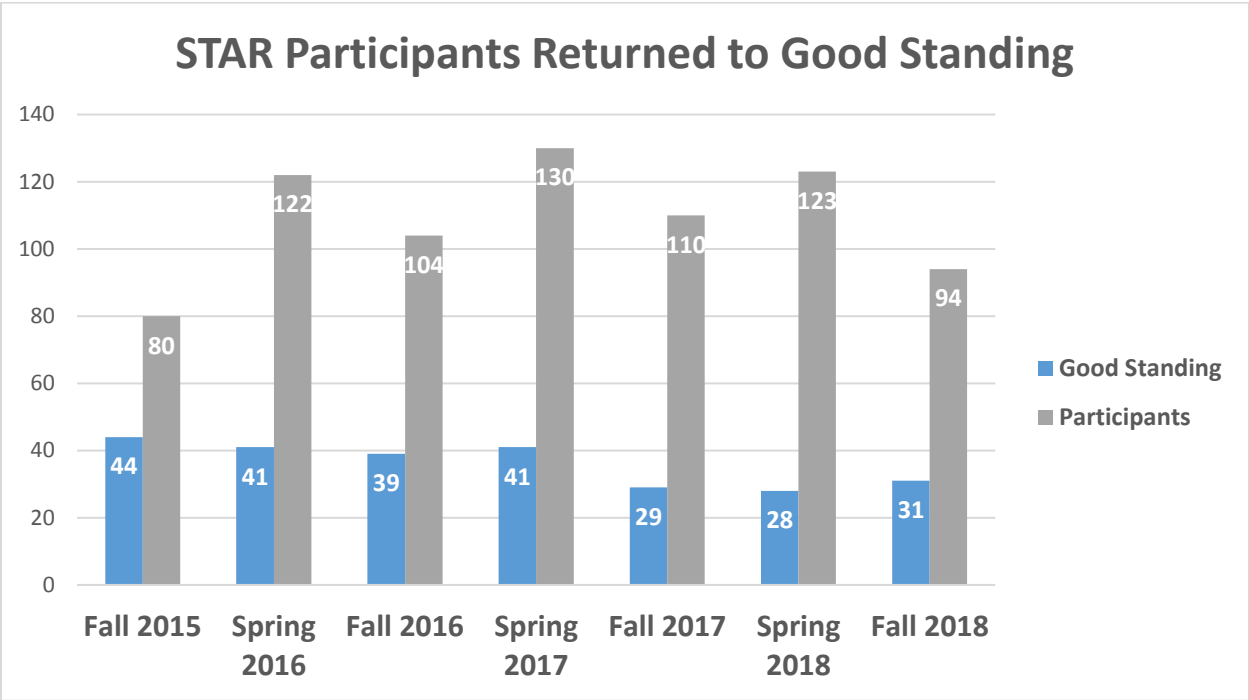


This means that STAR is serving more students than ever without an increase in fiscal or personnel resources.

Academic Standing

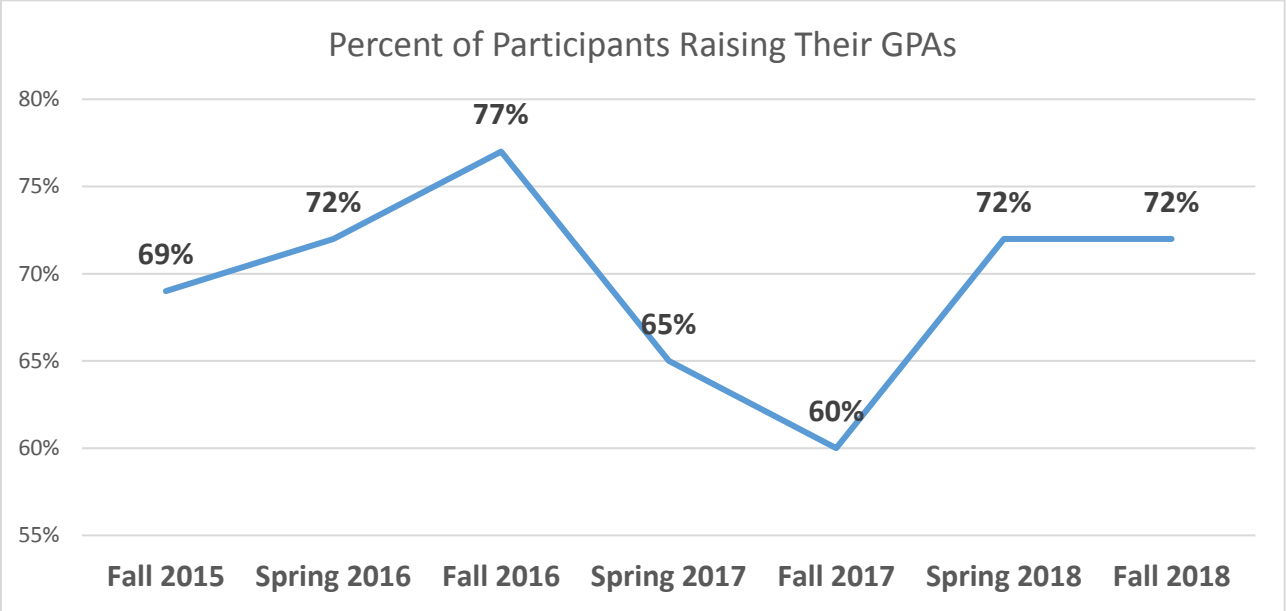
The data from the past four semesters suggests that the STAR Program in its current structure and resources may be running at maximum capacity in terms of the number of students it can serve well.

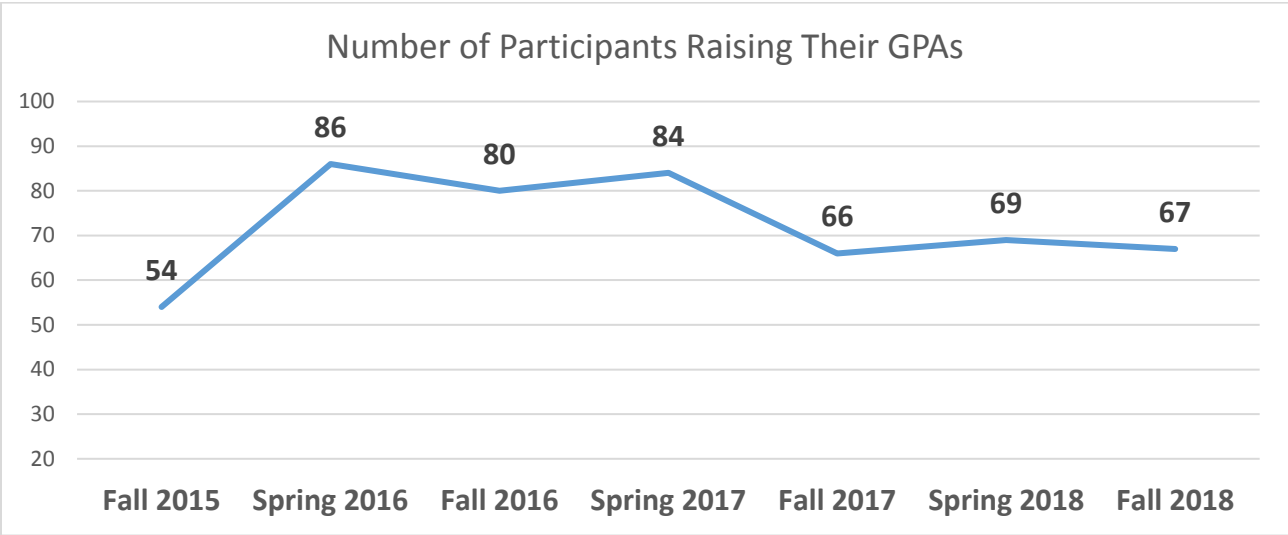
One of the most interesting data trends that has emerged is how many students are returning to Good Academic Standing each semester. Despite the increased number of eligible students and with only a slight decrease in participants in the Fall 2018 term, STAR returned three more participants to Good Standing this semester compared to the Spring 2018 semester. This meant that the proportion of participants who returned to Good Standing has increased slightly after decreasing in both the Fall 2017 and Spring 2018 semesters. The data from the 2015-16 academic year also bears out this trend. Together, the past seven semesters of data suggest that **one Coordinator can only help a maximum of 40 participants return to Good Academic Standing each semester.**



GPA Increase

The percentage of students increasing their GPAs mirrors this pattern. While the proportion of students increasing their GPA in the STAR Program has seen modest growth over the initial three semesters, that proportion shrank across the Spring and Fall 2017 semesters. This semester the percentage of students who raised their GPAs was 72%. However, when measured by the raw number of students increasing their GPAs, those numbers continue to hold steady between 65-80 students. Again, **this suggests that one STAR Coordinator can only realistically help between 65 and 80 students increase their GPA each semester.**





Summary

In sum, suspensions have declined to less than 10 per semester, and are holding steady. Our participation rates are holding strong, even while the number of eligible students continues to hit new highs and the number of STAR participants continues to hold steady. Over the last seven terms, STAR has succeeded tremendously in getting more and more students back on track. Without our help, almost 40% of students on Warning or Probation were being suspended before Fall 2015. Further evidence of the efficacy of the STAR Program is that non-participants continue to see GPA declines and get suspended at higher rates.

However, the STAR Program’s capacity appears to continue to plateau in terms of the raw number of students that one Coordinator can help. As we anticipate growing numbers of STAR-eligible students in the future, increasing the proportion of students who return to Good Academic Standing and raise their GPA may require additional personnel.