Rochester Institute of Technology

Impact of an Academic Success Class on Probationary Students

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Abstract

One of the primary the missions of colleges and universities is dedicated to student success. Traditionally, helping academically probationary students has been challenging for all educational institutions, because there are a multitude of factors involved for the schools and the students including, for example, demographics, socioeconomic issues, student motivation, and student time-management skills. The complexity introduced by these various factors creates obstacles in developing effective programs to aid and assist these students. At the Rochester Institute of Technology (RIT), there exists a course entitled *Insights on Success* that is designed as an intervention step to improve individual academic performance through self-discovery. The *Insights on Success* curriculum also works with students on several of the factors that are found in the current literature discussing academically probationary students and examining the factors that contribute to their poor performance, but this study focuses on the effectiveness of the *Insights on Success* course, itself. Effectiveness of the course for this study was determined by the improvement of the GPA scores of the probationary students who attended the class versus a control group of students who did not attend the class.

This research study evaluates the effectiveness of the *Insights on Success* course on the academic performance of probationary students attending baccalaureate degree programs within RIT's College of Applied Science & Technology. This study presents the research design, discusses strategies for engaging the students, and explains the metrics that were assessed to determine the success or failure of the intervention.

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Chapter 1

Introduction

Founded in 1829, the Rochester Institute of Technology (RIT) is a private university located just outside of Rochester, NY (RIT website, n.d.). RIT has grown significantly since the early days, and it currently offers students a variety of degree options such as Associate's, Bachelor's, Master's, and Doctoral degrees in a wide range of professional livelihoods. RIT currently has an enrollment of over 18,000 students, and it brands itself as a community in which the left and right brain meet. One of the many traditions that has set RIT apart from the majority of other universities is that the scheduling of classes for RIT has always been on a quarter system. During the time of this research, the Institute was moving from the final spring quarter system term to a semester-based schedule.

RIT has an organizational structure that is very common for a large institute in that it is composed of nine different colleges: the College of Applied Sciences and Technology, the Kate Gleason College of Engineering, the College of Imaging Arts and Sciences, the College of Liberal Arts, the College of Science, the College of Health Sciences, the National Technical Institute for the Deaf, the B. Thomas Golisano College of Computing Science, and the Saunders College of Business. The wide range of colleges allows for a broad base of majors from Engineering to Graphic Arts Design to Diagnostic Medical Sonography.

Description of the Problem

One consistent theme across all of RIT's colleges is identifying and helping academically probationary students. In the current process at RIT, the probationary students are identified

when the grades for each academic quarter are reported to the departments and colleges on the Monday after finals week. The RIT Registrar's Office provides each academic department with a list of students who, on the basis of their poor academic performance, are recommended for "Academic Action" (academic probation) The Academic Action list includes students who have earned a quarterly grade point average (GPA) below a 2.0 (on a 0.0-4.0 scale) and students who have a cumulative GPA below a 2.0. In either case, a student can be placed on academic probation, and in the case of a student earning a cumulative GPA below a 1.0, the student can be academically suspended from the Institute. An academic suspension can mean that the student is separated from the Institute for a specified period of time. The length of the academic suspension can range from a single semester to a much greater length of time for repeated interval of earning or maintaining a GPA below 1.0. The norm for an academic suspension is one year. Students who have been on academic probation for several (generally, three) consecutive quarters can be suspended. For many of the students who appear on the academic action list, this may be the first time their academic advisor or department chair has become aware that the student is having academic difficulty. This is not necessarily a reflection that the academic advisor or department chair are not in contact with the student or that they do not care about the student before this time, but students who achieve poor grades are less likely to search out help (Balduf, 2009).

RIT has introduced several classes, offered by the Academic Support Center, aimed at assisting students who are trending downward with their GPA. The Academic Support Center is a part of the Student Affairs Division of RIT, and its main mission is as follows, "Assist and empower students to achieve academic success" (RIT ASC, n.d.). There are two courses, in particular, which the Academic Support Center offers, that are directly aimed at probationary and pre-probationary students, but each of these classes has a significant difference in the overall

focus of the course. The first course is *Academic Study Strategies*. This course is focused on teaching new study strategies to students. It assists students by going over several different study strategy methods and then helps students identify an appropriate style for themselves. *Academic Study Strategies* has a component entitled, *Academic Coaching*. In the academic coaching component of the class, the student meets with the professor of the course twice in the term, and they discuss course content and how the student is performing or progressing. This check-in allows the student an extra opportunity to meet with the professor to discuss the student's current courses, but it also allows them to discuss life outside of academics in a more relaxed way than in a classroom setting.

The second course of action for these students is a class that was used in this research study, *Insights on Success.* It is a more involved course for students who are on academic probation. The *Insights on Success* course offers the academic coaching component used in *Academic Study Strategies*, but it focuses on three additional areas: organization, time management, and study skills. Balduf (2009) pointed to two of these three areas as key factors for student success. She identified "inadequate study skills, poor time management, and internal versus external motivation," as aspects of participants' experiences that contribute to their college underachievement.

Both of the classes are intended for students to improve their study and time-management skills, through self-reflection and awareness, and to impart other academic strategies in order for the students to be successful. This either helps them to avoid academic probation or to improve their skills, so they can be released from academic probation. The classes that are offered by the Academic Support Center have historically had low enrollment numbers, because registration has been generally voluntary. Students that have been referred by their academic advisor or

department chair to take the course and/or are advised that this course might be helpful in assisting them with improving their academic skills. Given that it is the student's decision whether or not to sign up for this course, many students who have been referred do not choose to sign up for the course. One of the service characteristics of this research is to recommend an easier registration process for these students. The goal is to remove the step of sending the student away to enroll on his or her own after being identified as potentially being eligible to take the *Insights on Success* course. Previously, there has been no personal connection with an advisor when a student was identified as one who should sign up for the *Insights on Success* class. In this research, there is a personal touch to enrolling the students, and the success of this personal touch is measured by the number of enrollments for the academic term in which this study was conducted versus the previous years' registrations. The personal touch that was changed in this process was to have the identified students personally work with someone (in this case the researcher) to help them enroll in the *Insights on Success* class. The idea was to change the process from the students being told about the course and then have them left to register on their own, to the students hearing about the course and then immediately being registered, once they agreed to take the course. The personal touch is being introduced as a new systems approach to increase the historically low enrollment issues, but it also to is being implemented to streamline the registration process.

This research study views the students as "patrons," as one might think of a customer in a service-oriented industry, and they are (as a customer pays for a service) paying for their education. These patrons could choose to go to any university in which they are qualified to attend, but they choose to be educated, here, at RIT. As in any other business, the supplier should to be proactive in meeting the needs of its consumer. Higher education is not any different than

any other business in this regard. The goal of this research was to determine the effectiveness of the course, but also, this course is a proactive measure to help students advance from an academic probationary status and successfully complete their desired degree. The personal-touch aspect that is being tested is one way in which the service is being examined to see if it improves the old process of registering students for the needed course.

Problem Statement

The Academic Support Center offers a multitude of courses, workshops, and helpful resources for students who may be struggling academically or are looking for ways to improve their academic performance. No previous formal comprehensive study has taken an in-depth look at the effectiveness of each of these courses. This research focused on the effectiveness of one particular intervention, the course entitled, *Insights on Success*. Gaining a better understanding of the effectiveness of this particular intervention should help RIT develop strategies for working with academically probationary students and students that are in danger of becoming probationary.

Research Questions

There are four major research questions within this study:

- Is the course *Insights on Success* effective in helping students raise their quarterly and cumulative GPA to achieve being removed from academic probation?
- Which is the most effective year level for a student attending *Insights on Success*?
- Does the personal touch of working with students to register for the intervention course, instead of leaving them to register of for the course on their own, increase the number of registrations for the course?

- Does the course *Insights on Success* have an impact on the retention of academic probationary students?

Theoretical Framework

There are many theories that address strategies and approaches for managing academically probationary students, and those theories take different views regarding who or what organization needs to change to see improvement. There are theories that propose the impact that the institutes have on the student (Engstrom & Tinto, 2008). Another that assesses the level of change in a student (Pascarelli & Terenzini, 1991). Most of these theories investigate only one aspect of the student experience. These theoretical frameworks either described the psychological aspects (thoughts) of the student, or the physiological aspects (feelings) a student may be experiencing, or the sociocultural aspects (behaviors and living environment) of the student. And, although all these theories have merit for describing philosophies and problem solutions, they fail to look at the student as a whole. They "dissect" the students and focus on only one particular impact and give little to no consideration to the other factors that may be at play in the student's life outside of that one particular slice. The theoretical framework for this study focuses on all of these aspects that make up students' academic success, and it is the main reason for selecting and evaluating this particular course because the course does not just focus on study skills (thoughts/behaviors), motivation (feelings), or time management (behaviors), but it includes those skill, along with Academic Coaching sessions that the incorporate sociocultural aspects (behaviors and living environment) of students' lives. With this aspect added, there is a great deal of overlap that many of the main philosophical pillars of higher education for student engagement and institutional impact do not cover in full detail. The entire student is impacted by

being on academic probation, and the entire student's life is impacted by the achievement of striving and attaining a GPA that relieves them of being on academic probation.

Chapter 2

Background/Literature Review

The issue of working with students who are on academic probation is certainly not a new one, and the challenge comes with many obstacles. Although many of the challenges are driven by students and their particular skill sets or demeanor, some of those challenges can be driven by the institutions. There are several key issues identified in the literature relating to factors of underperforming students or those earning a low GPA. As described by Cruise (2002), one of the reasons students earn a low GPA is, "Sometimes students fail courses because they are not interested in what is being taught" (p. 2). Students may not care for the content being taught, and they begin to loose motivation and interest. The idea of this need for motivation is backed up by Balduf (2009), who wrote about students' lack of motivation and goals, "Both motivation and goal valuation were likely factors in determining why students were not successful" (p. 278). Another reason for a low GPA is identified by Engstrom & Tinto (2008) as, "Low economic students are more likely to begin higher education academically under-prepared than those from affluent backgrounds" (p. 47). The theme of lower economic status is echoed in several other reports, and the common thread is that these students may be at a distinct disadvantage and a higher probability of being on academic probation (Engstrom & Tinto, 2008; Cruise, 2009).

Interestingly, Balduf (2009) stated that students who were academically active outside of class, were more likely to see an increase in their grade point averages: "Underachieving freshmen who spent their time outside of class in academically related extracurricular activities (e.g., attending non-required lectures, speaking with professor outside of class). . . ." (p. 277) vs.

those students who seek more social activities outside of their classes. Balduf (2009) posited that students need to be engaged in activities that are related, or are academically focused, to see an increase in their GPA.

Another point that was made in several articles is that many students with poor grades exhibited "poor time management skills" (Balduf, 2009; Kirk-Kuwaye & Nishada, 2001). Time management is a factor relating to underperformance and is addressed at great length with students who take the Academic Support Center courses. Many of the factors that have been addressed are covered in the *Insights on Success* course, which the experimental student group took as part of this research study.

In higher education, there is an area of emphasis on being *proactive* and not *reactive* to the needs of students. Although ideals may differ on how much is the responsibility of the student verses the institution, one can see an increased focus on student achievement when the institute engages with the student. The state of Minnesota created a dashboard guide to monitor student persistence and completion rates (Minnesota State, n.d.). There is increased scrutiny over the rise of costs for higher education and the rate at which college students are successfully persisting and completing their degrees (White House website, n.d.). When looking at the process of academic actions, these institutions have primarily been reactive and not proactive, because the trigger is that the student earns the probationary or suspension GPA, and *then* the institution acts and places the student either in a student success course or on one of the two academic action lists. Some schools, such as the University of Washington and Western Kentucky University, have become proactive in identifying students who are in danger of being on probation or suspension, and they have created an academic warning system (UW website, n.d. & WKU, n.d.). The students that earn a term GPA that falls in the range of academic

probation but has a cumulative GPA greater than a 2 GPA receive letters stating that they are in academic jeopardy of falling to the level of probationary or suspension status. This allows the students to be on an advisor or program chair's radar and allows for his or her intervening earlier rather than later on the students' behalf. The real focus is identifying the students before they are listed on the Academic Action List, giving the students who are in academic jeopardy the assistance before they are flagged for academic action. This, in turn, allows the student with the opportunity to receive the interventions and continue on without falling into the academic probation or suspension level.

Description of the Research

Do students need to be identified at an earlier stage in the process of their falling grade point averages, and in what year of their college education can be most effectively assisted by an academic success course? This study examined several of the factors mentioned in the issues surrounding how students earn a better GPA (Balduf, 2007), but it also looked at what students are currently doing to improve their academic standing. The principal objective of this research was to assess the efficacy of putting probationary students through RIT's *Insights on Success* course.

Chapter 3

Methodology

The students. The College of Applied Science and Technology students who participated in this study were identified by their academic advisor and program or department chairs from the academic departments of: Civil Engineering Technology, Environmental Management & Safety, Electrical Computer, Telecommunications Engineering Technology, Hospitality and Tourism Management, Packaging Sciences, and Mechanical Manufacturing Engineering Technology. These students were contacted by email and telephone by the researcher and were asked if they would be willing to take the Insights on Success course and participate in the research program. These students were placed in two dedicated sections of the Academic Support Center that offers of the Insights on Success class. The two different and dedicated sections were chosen to preserve the anonymity of the students who took the course with regard to this research project. The researcher worked with the different RIT departments to ensure that these classes did not hinder their students' class schedules.

The students were told that this course was optional, and they were once again told the same thing by their instructor on the first day of the *Insights on Success* class. The students were informed that the course *Insights on Success* was an academic class, and if they did not do the work or attend the class, they could fail the course. The students were also reminded that the class was a non-credit-bearing class, and it would have no impact on their financial standing.

There were a total of 69 students identified as potential participants. Out of those initial 69 students, 29 agreed to participate in the actual class. The other 39 students were contacted, and 30 agreed to let their grades be a part of this research, just as long as no identifying

information was given (name, phone number, etc.). A total of seven students stated that they did not want to participate in the study.

Data Collection Instrument

Procedures. The students who took *Insights on Success* were split into two groups, and both of those groups attended the classes for the complete 10 weeks of the quarter. To keep as much similarity as possible, one group's class ran from 9-9:50 am, Mondays and Wednesdays, while the other group's class ran from 9-9:50 am, Tuesdays and Thursdays. Both groups met in the same room, so as not to have any differences between the class locations. Until one of the groups was full and closed, the students were given the choice of the group they wanted to be in. All of the students who chose to participate did get into the group of their choice.

The students received an email from the teacher before the start of the first class, which requested that students log onto the Academic Support Center site and take the Learning and Study Strategies Inventory (LASSI) test prior to attending the first class. The LASSI is a self-assessment test that the students answer questions based on 10 specific scales. Those scales are:: Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self-Testing, and Test Strategies. Students take the LASSI at the beginning of the course, and then they test on the same instrument in the eighth week of the course to see if there is an improvement in the scales. The students received their scores, but this tool was not a part of the study. The only reason for them taking the LASSI was for them to have a self-assessment and for them to be aware of and be able to work on these areas in the class. The goal of the research was not to provide validity to the LASSI, but rather, the effectiveness of the course on the entire class on the intended student population.

During the first session in class, the students worked on going over the syllabus and working on the 5-star student outline (Appendix A). Students gave their impressions of what a 5-star (or "A" student) looks like. The students gave their myths (impressions or descriptions) of a 5-, 4-, 3-, 2-, and 1- star student's study habits, room appearance, and various aspects of the student's life. These sheets were used to break the myths down or unachievable notions that the students may have had with regard to seeing themselves as unsuccessful students.

The next session and each subsequent session were geared toward a completion of one of the 10 scales of the LASSI. Each week, each student was required to not only attend the course, but also to keep a journal, about their use of each study skill strategy or work that was within the scale they were working on that week. Students met with the professor to discuss their journaling and progress in the both the studying and the journaling activity.

Data Analysis

Several statistical analyses were run on the set of data that was retrieved from this study. Many of the facts were run to find the standard measures and find the probability that this study's outcomes where not due to chance. To find the probability, the means for each class was found first, for both the experimental group and the control group (see Table 4.1). Once a mean was established for each group for both the term and cumulative GPA for each category, other measures were defined. These measures included: mode, median, and standard deviation. A chi-squared test was then performed to find the probability for each category individually, as a group (control group or experimental group), and, finally, as a whole study. The probability is reported in Table 4.1 and shows the distribution that this study was not the result of chance. The chi-squared test was used to infer that the distribution of scores was accurate in the claim that the course positively affected the students GPA.

Chapter 4

Results

The results were broken down into several categories and tested between the control group and the experimental group. Although much of the data is centered on the school term GPA for all participants in this research study, the term *before* the course was offered, and the actual term that the course was offered within, is important to speak to the overall cumulative GPAs of both groups of students. The participants had an overall cumulative mean GPA of 2.31 for the winter quarter before taking the *Insights on Success* course. The control group had a cumulative mean GPA of 2.34 for that same period of time. The difference between the control group and the participant group was that the control group had a 0.03 higher mean cumulative GPA. There was a slight difference in the grades going into the term in which they were evaluated.

The following figure illustrates the term GPA for students both in the *Insights on Success* course and the control group.

Table 4.1

Term GPA for students in the control group and in the Insights on Success *course.*

		Avg term GPA			Probability of occurrence not due to chance		
	n	Before	After	Difference	By Year	Experimental/Control	Entire Study
Insights Freshman	10	1.57	1.78	0.21	49.2%	99.933%	99.944%
Insights Sophomores	11	1.61	2.47	0.86	61.3%		
Insights Juniors	5	1.69	2.39	0.75	70.9%		
Insights Seniors	3	1.85	2.70	0.86	62.2%		
Control Freshman	3	1.47	2.13	0.66	86.4%	99.988%	
Control Sophomores	2	1.52	1.84	0.32	89.1%		
Control Juniors	6	1.68	2.18	0.49	99.3%		
Control Seniors	13	1.49	2.66	0.77	99.1%		
	51						

After taking the course, the participant group had a term cumulative GPA of 2.33, representing an average GPA increase of 0.67 for the participant group, compared to 0.56 increase for the control group. There was a positive GPA increase for each of the four year groups (i.e., freshman, sophomore, junior, and senior). In only one of the year groups (i.e., the freshman group) did the average increase in the participant group not exceed the increase in the control group. This might be explained by the fact that a statistical analysis of the results indicated a greater than 50% probability that the results of the freshman participant groups was due to chance.

When delving into the numbers, it is important to note that the control-group freshman were retaking a higher number of courses from the previous term than the students that participated in the *Insights on Success* course. This dip in GPA of the first-year students in the class can also be attributed to the fact that two of the students in the participant group had earned term GPAs below a 1.0. No students in the control group earned a GPA below 1.5.

The mean cumulative GPA for the first-year participant students went from a 2.26 to 2.14 (Table 3.1) in the term of taking the course. This is compared to the first-year students in the control group whose mean cumulative GPA went from 1.47 to 2.13, which is an increase of 0.66 in GPA.

The largest increases in average term GPA were seen in the second- and third-year students that participated in the course. The sophomore participant group went from a mean term GPA of 1.61 to 2.47. This is a mean increase in GPA of 0.86. The students in the control group of the same year level went from a mean term GPA of 1.52 to 1.84. The second-year control group students increased by a mean term GPA of 0.32. The second-year students who participated in the course increased their term GPA by a total difference of 0.54. This shows that the sophomore participants outperformed the control group by a half of a full grade point

The second largest jump in term GPA was the fourth- and fifth-year students who participated in the class. Their jump in mean term GPA was from 1.85 in the winter term to 2.70 in the spring term. The overall difference in term GPA was 0.85. The fourth- and fifth-year students in the control group went from a mean term GPA of 1.49 to 2.26, which is an increase of 0.77. One reason that the term GPA is a good indicator of change with this group is that both groups' cumulative GPA rose during the spring term, but the large number of credits that the students had accumulated insulated them from the effect of the change by a one term increase.

Consequently, using the term GPA in which only the current credits for that term are counted, there was the ability to see the real improvement for this group for the specific terms.

One of the key areas of statistical analysis was in the number of students who registered for the *Insights on Success* course. The previous average for students registering for the class was four per semester. This number of registrants was consistent for six quarters. The total number of students that registered for the *Insights on Success* course for this study was 30. This is an increase exceeding 600% over the previous enrollments. The increase in enrollment can be attributed to the act of the researcher (academic advisor) reaching out personally and talking with students by email and telephone calls. This action created a high level response from students to the academic advisor. The high student response rate can be interpreted as creating a potential demand for the course.

Chapter 5

Study Limitations

This study was potentially hampered by the fact that RIT was moving from a quarter-term schedule to a semester-term schedule. The quarter system is set up in a manner that there are four distinct periods in which the students can attend classes. Each of the quarter terms lasts for 10 weeks of academic instruction. Since there was this shift in the schedule, all students across the Institute were guided by their academic advisors on the Individual Advising Plans (IAP), which assisted in guiding students through the Institute's change of schedules. It was imperative that students not only follow those guides, but it also imperative that they pass their required courses to stay on track. This term restructuring could have caused a situation known as "transfer shock." Transfer shock refers to students whose environment changes, and it causes a decrease in GPA (Thurmond, 2007). Although the term is designated transfer shock and appears to be intended for transfer students, the term actually refers to any large change in students' environment. One can argue that the impending switch from quarters to semesters was a stimulus that had an effect on each student and, thus, changed the learning environment, possibly implicating the transfer shock scenario.

Further Research

Additional research with a larger freshman group is recommended as a means to increase the statistical significance of the findings for this group.

Conclusions

The *Insights on Success* course was demonstrated to be successful based on the rise in GPAs of students who took the course, compared to those in the control group. This was demonstrated by the data for three of the four groups, including sophomores, juniors, and seniors. In the case of the freshman, the opposite effect was observed; however, a statistical analysis of the data indicated greater than a 50% probability that this anomaly was the result of chance.

Also, we can say that this course was effective by the fact that the GPAs of many of the participants in the class increased to a high enough level for them to be removed from academic probation in the subsequent term. Table B illustrates that 17 of the 29 participants in the experimental group earned term GPAs of higher than 2.2. Conversely, 12 of the 30 students in the control group earned a GPA above a 2.2.

One of the unexpected benefits of the course was the increased retention of the participating students. Out of the 30 who started in the control group, six students left the Institute. In stark contrast, none of the 29 students in the *Insights on Success* course left the Institute. This could be due to a larger opportunity for the students to interact with faculty members during the academic coaching sessions, but this aspect was beyond the scope of the study.

Recommendations

The findings of this research study conclude that the *Insights on Success* course has a significant impact on student's GPAs, and that the course should continue to be offered to students on academic probation. As the data has shown, the experimental group mean term GPA outperformed the control group mean term GPA in three out of the four year levels of schooling.

Appendix E shows the experimental group's mean-term GPA minus the control group's mean-term GPA. In every case, the experimental group gained and outperformed the control group, with the exception of the freshmen group, where the analysis indicates the increase has a greater than 50% chance of being the result of chance.

Another recommendation is to offer the Academic Support Center's courses as an earlier intervention. As stated previously, RIT's academic actions are reactive and not proactive; as the trigger for the intervention has been when a student earns a GPA in the range of probation or suspension. Students are then recommended by their academic advisor and department chair for academic action. The academic action is a reactive process, and therefore needs to be changed to proactive support for students as the student's GPA regresses. This allows the students to be on an advisor or department chair's radar and for that university employee to intervene early rather than after the fact.

The courses that are identified by the departments and the Academic Support Center offer a great support for the students—once they have been identified as being on academic probation. One recommendation is to start the identification process earlier. Just as the University of Washington has begun the process of identifying and communicating with students that are on a trajectory of being on academic probation and identifying students early, offering these courses may be a positive way to avoid students who are in jeopardy of dropping GPAs until they end up on the Academic Action List. The shift from being a reactive to a proactive stance would be a major shift in philosophy, and the change may need to go through many governance channels within RIT before coming into existence.

As stated earlier in this research, students who are not performing to their capabilities are less likely to reach out for assistance (Balduf, 2009). Because of this, RIT needs to change to

being proactive rather than reactive, and there needs to be active reaching out to students on the cusp of their GPA further falling toward an academic probationary status. It is clear that higher rates of contact with students in an academic context assist students in achieving their academic potential (Balduf, 2009). Balduf asserted that although outside activities are great at keeping students busy, for a real impact on GPAs and academic achievement, those activities need to be centered on academics.

A recommendation that can be made is to continue the personal touch of assisting students in the registration process until there can be an official process handed down from "management." The increased enrollment was a significant improvement over the past. As stated in the Statistical Analysis portion of this study, there was an increase in the average registrations from four students previous six times the course was offered to 29 students in this one term. The specific targeting of these students, which included working with the students to become registered immediately, had a significant impact on the process of registering students. Having advisors brought in to recommend that these students take the *Insights on Success* course allows for a relationship building that the student may need to be encouraged to enroll and attend.

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Appendix A

Table A

Personal success rubric.

Name:

Characteristics of Academic Success:	What would this student's room look like?	How does this student spend his/her time?	What types of organizational tools does this student use to stay on track?	What motivates this student?	How would this student cope with a challenge or set back?
5-Star Student					
4-Star Student					
3-Star Student					
2-Star Student					
1-Star Student					

Appendix B

Table B

Student term performance.

Participant Group	2122 GPA	2123 GPA	Pass/Fail	Year Level
S1	2.00	2.65	P	First
S2	2.00	2.57	P	First
S3	1.92	3.20	P	First
S4	1.88	1.00	P	First
S5	1.78	2.59	P	First
S6	1.50	0.08	F	First
S7	1.33	1.67	P	First
S8	1.25	2.46	P	First
S9	1.00	0.00	F	First
S10	1.00	1.53	P	First
S11	2.00	3.56	P	Second
S12	1.94	3.45	P	Second
S13	1.93	2.40	P	Second
S14	1.75	3.00	P	Second
S15	1.75	3.25	P	Second
S16	1.65	3.07	P	Second
S17	1.50	1.67	P	Second
S18	1.50	2.00	P	Second
S19	1.33	2.62	P	Second
S20	1.33	0.31	F	Second
S21	1.00	1.80	P	Second
S22	1.91	1.46	P	Third
S23	1.88	3.00	P	Third
S24	1.58	2.00	P	Third
S25	1.38	3.00	P	Third
S26	1.25	2.50	P	Third
S27	1.85	1.67	P	Fourth
S28	1.94	3.11	F	Fifth
S29	1.75	3.33	P	Fifth

Control Group	2122 GPA	2123 GPA		Year Level
S30	1.50	1.54		First
S31	1.25	1.54		First
S32	1.65	3.31		First
S33	1.33	1.67		Second
S34	1.71	2.00		Second
S35	1.86	1.40		Third
S36	1.22	2.00		Third
S37	2.00	2.00		Third
S38	1.75	2.33		Third
S39	2.00	2.33		Third
S40	1.00	3.00		Third
S41	1.40	1.17		Fourth
S42	1.60	1.78		Fourth
S43	2.00	2.00		Fourth
S44	1.69	2.25		Fourth
S45	1.00	2.33		Fourth
S46	1.67	2.44		Fourth
S47	1.67	2.50		Fourth
S48	1.00	1.53		Fifth
S49	2.00	2.00		Fifth
S50	1.78	2.58		Fifth
S51	1.00	2.67		Fifth
S52	1.75	2.71		Fifth
S53	1.67	3.50		Fifth
S54	1.00	Institute Withdrawal		First
S55	1.47	Institute Withdrawal		First
S56	1.50	Institute Withdrawal		Second
S57	1.67	Institute Withdrawal		Second
S58	1.75	Institute Withdrawal		Third
S59	1.00	Leave of Absence		Fifth

Appendix C

Table C

Cumulative GPA term before and at the conclusion of the Insights on Success *course.*

Participants	Cumulative Term GPA Prior to *Insights on Success*	Cumulative Term GPA at the End of the *Insights on Success* Course	Year Level
S1	3.20	2.93	First
S2	2.59	2.84	First
S3	2.53	2.00	First
S4	2.32	2.44	First
S5	2.31	2.48	First
S6	2.24	2.35	First
S7	2.09	1.46	First
S8	2.00	2.15	First
S9	1.96	1.90	First
S10	1.96	1.80	First
S11	1.64	1.20	First
S12	2.65	2.51	Second
S13	2.56	2.57	Second
S14	2.51	2.73	Second
S15	2.38	2.38	Second
S16	2.30	1.99	Second
S17	2.27	2.20	Second
S18	2.24	2.48	Second
S19	2.23	2.55	Second
S20	2.13	2.36	Second
S21	1.96	1.80	Second
S22	3.17	3.15	Third
S23	2.57	2.56	Third
S24	2.35	2.32	Third
S25	2.21	2.13	Third
S26	2.18	2.39	Third
S27	2.72	2.63	Fourth
S28	2.69	2.73	Fifth
S29	2.63	2.68	Fifth

Control Group	Cumulative Term GPA Prior to the Control Course	Cumulative Term GPA at the End of the Control Course	Year Level
S30	1.65	2.37	First
S31	2.18	2.00	First
S32	1.90	1.76	First
S33	2.43	2.31	Second
S34	2.14	2.12	Second
S35	2.38	2.38	Third
S36	2.39	2.34	Third
S37	2.43	2.31	Third
S38	2.25	2.26	Third
S39	1.80	2.25	Third
S40	2.18	2.15	Third
S41	2.81	2.71	Fourth
S42	2.69	2.62	Fourth
S43	2.37	2.38	Fourth
S44	2.37	2.36	Fourth
S45	2.30	2.30	Fourth
S46	2.27	2.29	Fourth
S47	2.22	2.14	Fourth
S48	2.88	2.86	Fifth
S49	2.71	2.70	Fifth
S50	2.55	2.56	Fifth
S51	2.32	2.51	Fifth
S52	2.37	2.39	Fifth
S53	2.43	2.28	Fifth
S54	1.75	Institute Withdrawal	Third
S55	2.41	Institute Withdrawal	Second
S56	2.03	Institute Withdrawal	Second
S57	2.04	Institute Withdrawal	First
S58	2.03	Institute Withdrawal	First
S59	2.46	Leave of Absence	Fifth

Appendix D

Table D

Table 4.1

Term GPA for students in the control group and in the Insights on Success *course.*

		Avg term GPA			Probability of occurrence not due to chance		
	n	Before	After	Difference	By Year	Experimental/Control	Entire Study
Insights Freshman	10	1.57	1.78	0.21	49.2%	99.933%	99.944%
Insights Sophomores	11	1.61	2.47	0.86	61.3%		
Insights Juniors	5	1.69	2.39	0.75	70.9%		
Insights Seniors	3	1.85	2.70	0.86	62.2%		
Control Freshman	3	1.47	2.13	0.66	86.4%	99.988%	
Control Sophomores	2	1.52	1.84	0.32	89.1%		
Control Juniors	6	1.68	2.18	0.49	99.3%		
Control Seniors	13	1.49	2.66	0.77	99.1%		
	51						

Appendix E

Table E

Difference in term GPA between participant and control groups in the second term.

Year Level	Difference in Participant Groups' Mean Term GPA	Difference in Control Groups' Mean Term GPA	Difference Between Participant and Control Groups' Mean Term GPA
Freshman	0.21	0.66	–0.45
Sophomore	0.86	0.32	0.54
Junior	0.75	0.49	0.25
Senior	0.86	0.77	0.08