Overview

Our goal in the Academic Coaching lab in The Learning Center is to provide the highest quality academic support services to the greatest number of students possible, so that they may achieve the highest level of academic success at CCSU. Additionally, we strive to make all of our services extremely accessible and fully utilized by all of CCSU's students. The Academic Coaching program (including one-on-one Academic Coaching, academic probation interventions, FYE and classroom presentations) served 1,715 individual students in the 2012-2013 Academic Year.

1. Past Year Activity: 2012-13

Description of Academic Interventions provided by Academic Coaches

A. **TLC 001 – One-on-One Academic Coaching: Is a unique specialized service, geared towards helping individuals reach their educational potential providing new study strategies, better organization and time management skills, and general moral support for students. The TLC 001 requires at least 5 individual meetings (3 must be completed by midterm) with an academic coach to set academic goals, develop an academic recovery plan, learn strategies for success and track academic progress.**

B. **TLC 001-C01 Online Adult Success Coaching: 5 individual on-line meetings with a success coach for adults to set goals, and identify strengths and barriers to success. (Fall prerequisite: Must be 24 years or older or have adult responsibilities such as child or parent care, full time employment, or home ownership. Spring Prerequisite: None)**

C. **TLC 002 Jump Start to the Semester Workshop: 3 hour pre-semester clinic to set academic goals, get organized, plan for a successful semester, and identify helpful follow-up workshops. (only offered in the fall)**

D. **TLC 003 Smart Start Workshop Bundle: (4) one hour workshop sessions on how to use the syllabi and materials from all of your courses to analyze, organize and plan for a successful semester. (only offered in the fall)**

E. **TLC 004 Making the Dean's List: Receive weekly academic support, direction and feedback on academic progress in a small group led by an Academic Coach. Intended for any student whose goal is to achieve a 3.5 or better for the semester**

F. **TLC 005 Individual TLC Workshops: Attend one (2) hour workshop during the semester to satisfy your academic intervention. Topics in the second hour vary, but academic goals are presented for the first hour of each workshop. Topics include: Academic Goals Setting, Time Management, Ace the Exam!, and Study Smarter!**

Level of Academic Coaching activity

Academic Coaching activity (including prior semester and academic year)						
	Fall 2011	Fall 2012	Spring 2012	Spring 2013	AY total 11/12	AY Total 12/13
Total Number of students served (excluding FYE & Classroom presentations)	1106	1279	1463	1071	2569	2350
Total number of Academic Coaching appointments	466	744	1533	1302	1999	2046
Academic Coaching						
Total Individual students who received Academic Coaching	200	228	444	342	644	570
Total Academic Probation (Enrolled TLC 001-001, c01)	75	93	207	256	282	349
Total 2nd semester academic probation	n/a	45	46	36	46	81
Total Non-Academic probation (Walk-ins)	124	90	191	50	315	140
TLC Individual, Jump Start, and Smart Start Workshop*						
Total students who attended a TLC Workshop	134	43	43	21	177	64
Total who attended academic integrity workshops	14	14	9	15	23	29
Making the Dean's List						
Total who regularly attended Making the Dean's List	34	37	87	79	121	116
Master Student: ID 102	N/A	N/A	31	N/A	31	N/A
FYE and Classroom Presentations						
Total individual students in presentations (avg. class =18)	744	859	90	77	834	936
Early Alert Program						
Total number of Individual Students Contacted	724	957	858	613	1582	1570
Total of EAW one-on-one meetings	N/A	122	N/A	94	189	216
Total number of outreach attempts (email/phone)	N/A	4667	N/A	3678	1114	8345

- Options for Academic Interventions for students on probation were first offered in the fall of 2011
- This was the first year the ID 102 intervention was not offered
- There has been an increase in both individual student appointments and classroom presentations in the last year

Annual Academic Coaching Activity from 05/06-12/13-Year to Year								
Activity/Student Service	Total Number of Sessions							
	05/06	06/07	07/08	08/09	09/10*	10/11	11/12	12/13
Academic Coaching (1 to 1)	343 coaching sessions	175 coaching sessions	627 coaching sessions	803 coaching sessions (209 individual students)	2,394* coaching sessions (666 individual students) *Probation policy changed spring 2010	1,959 coaching sessions (574 individual Students)	1,999 coaching sessions (644 individual students)	2,046 Coaching sessions (570 individual students)
Making the Dean's List	n/a	n/a	n/a	n/a	n/a	n/a	321	212
Workshops (including TLC 002, TLC 003, & TLC 005)	n/a	n/a	n/a	n/a	17	26	81	26
Classroom presentations & Workshops (FYE, Prob. Workshop, etc.)	63	49	57	66	73	86	57	67
ID 102/RDG 140 (# of students enrollment)	282	205	98	60	252	243	31*	N/A

Progress towards Annual Goals:

Goal #1	Replace old website with engaging, useful, cutting edge, and user friendly content.
Progress Summary	A new website for The Learning Center was published online. The website delivers timely and useful information about placement testing registration, tutoring schedules and Academic Coaching interventions. We will continue to make the website more engaging in the upcoming year.
What we did to achieve the goal	• Worked with Marketing and Communications to design a new website shell. Redesigned the layout and presentation of current website's information in a much more user-friendly and readable manner • New TLC logo designed. • Quick links feature provides students with fast and easy access to needed information and just-on-time resources • Top page navigation links to important TLC services designed to help students quickly and easily navigate the website • Worked with Marketing and Communications to bring in campus photographer to take updated, representative photos of the center and the students who utilize TLC services • Information presented on website rewritten to be mission-driven and focused on student needs • Utilized Facebook to encourage student usage of TLC services and website

What we learned	• The website provided accurate and timely information to students • The inclusion of drop down menus created a more user friendly format
Future Action	• Use TLC logo on future advertising material • Create a just in time resource guide with updated materials located on the center page • Include more user friendly format for viewing our tutors, and their availability
Goal #2	**Expand the "circle of care collaboration" initiative to include more partners.**
Progress Summary	Select faculty and the Edge Scholar program joined the circle of care. The center for student athlete support and CACE continued their participation in the program. In the future the new swipe card technology can be used to share information about students within the circle of care.
What we did to achieve the goal	• Brainstorming processes to identify each student before the beginning of the semester • Developed a FYE specific coaching curriculum, and have partnered with certain FYE Professors to explore First Year Experience Academic Coaching • Contacted professors on a case by case basis to follow up on students submitted to early alert • Followed up with faculty that have referred individual students to coaching • Followed up with faculty who have required students to participate in Academic Integrity Workshops • Worked with faculty to discuss the benefit of Academic Coaching for FYE students • Developed an Academic Coaching evaluation to be administered by FYE faculty to FYE students • Corresponded with CACE and Academic Center for Student Athletes • Worked with the EDGE Travelers Scholarship Program
What we learned	• There is not set of protocols to determine what the responsibility of parties involved is.
Future action	• A section of TLC 004 Making the Dean's List will be created for first year EDGE scholars in Fall 13 • A section of TLC 001 Academic Coaching will be created specifically for first-year, first-time freshmen who are classified as at risk in Fall13
Goal #3	**Develop and host a password protected web space for on-line staff development materials.**
Progress Summary	The password protected web space was created and used during academic coach training. It consolidated training videos, articles and links to helpful web sources. In the future we will use the web space as a way to build foundational knowledge prior to training.
What we did to achieve the goal	• Password protected resource page created summer '12 with collected links, references, in-service training reading materials, and foundational videos • Distributed to newly hired Academic Coaches prior to training to provide important background information • Future goals = expand scope of resource page as TLC develops new training materials and to host the page on the new TLC website once launched
What we	• More structure is needed to make the portal a self-guided entity

	learned
Future Action	• Create a syllabus for incoming coaches to follow as a guide for understanding the sources • Include more resources to enable staff to enter training with a foundational knowledge of coaching concepts

Administration:

Academic Coaches Activity: Fall 2012 – Spring 2013	Fall 2012	Spring 2013	AY Totals
Total Hours Worked (NOT including Practicum or Internship)	2478.5	1796.5	**4275**
Total Hours Spent Doing Prep Time and Student Follow-Ups	345.75	233.25	**579**
Total Hours of Professional Development (including staff meetings)	284.25	115	**399.25**
Total Hours of TLC Initiatives/Projects	446	135	**581**
Total Practicum or Internship Hours	145	140	**285**
Total Hours eTutoring/ Adult Success Coaching:	65.5	0	**65.5**
Total Number of Completed Coaching Sessions	744	1302	**2046**
Total Number of Academic Integrity Workshops:	14	15	**29**
Total Number of Early Alert Meetings:	122	93	**215**
Total Number of Classroom Presentations:	61	6	**67**
Total Number of Workshops Presented/Attended:	23	4	**27**
Total Number of Observations (Dean's List, ID 102):	20	6	**26**
Total Number of Dean's List Sessions	85	126	**211**

- **There were fewer total hours worked in the spring, despite having an additional Academic Coach.**
  This may mean a different distribution of hours in the upcoming year, and clearer explanation of the expectations for graduate assistants
- **Of the 26 observations 13 were reported by one coach.**
  Observations need to be better incorporated into the professional development experiences of all coaches.

Staffing Changes:
- **One additional Full-time graduate intern (BDA Coordinator & Full time Academic Coach)**
  In the Fall the additional graduate intern acted as the Blue Devil Advocate Coordinator, and transitioned in the spring to the role of a full time academic coach, also in charge of social media. The coach was able to take on a larger case load of coaching students than her graduate assistant counterparts. She also acted as the secretary to the FYE committee. In the fall the BDA coordinator was responsible for one Dean's list section and three sections in the spring.
- **Reduced staff to two Academic Coaches**
  The coaches were responsible for a case load ranging from 45-65 students depending on semester. Both coaches were responsible for one section of Making the Dean's List in the fall and three sections in the spring.

- **One undergraduate, peer coach**
  During the spring semester, there was one undergraduate, Peer Coach. He was responsible for a case load of 19 students, and took on the special initiative to create a video database to help enhance current

lesson plans presented by Academic Coaches. The peer coach had prior experience in the coaching lab. However, more regular feedback and evaluation for peer coaches is needed.

- **The position of Early Alert Coordinator was created for managing the Early Alert Program**
  The creation of the Early Alert Coordinator allowed both of the lead Academic Coaches to work on other TLC projects and initiatives. The position is a twenty hour a week graduate assistantship. In order to meet faculty response demands the hours of the Early Alert Coordinator would need to double. Emphasis on the transferrable skill between Academic Coach and Early Alert Coordinator is needed in trainings.

  With the exception of the peer coach rejoining the staff in the spring the minimal staffing changes from fall to spring created a strong transition to the spring semester, and did not require a full training over the winter break

Completion Rates of Academic Interventions: 2012-2013

Fall Enrollment: 154	Spring Enrollment: 364	Academic Year Total: 518

TLC 001 Academic Coaching

Fall 2012	Spring 2013
Total Enrolled: 72	Total Enrolled: 209
Successful Completion Rate: 69%	Successful completion rate: 74%
Total Passed:50	Total Passed: 154
Total Failed: 22	Total Failed: 33

TLC 001 Academic Coaching C01

Fall 2012	Spring 2013
Total Enrolled: 14	Total Enrolled: 47
Successful Completion Rate: 42%	Successful Completion Rate: 62%
Total Passed:6	Total Passed: 34
Total Failed: 8	Total Failed: 12

TLC 004 Making the Dean's List

Fall 2012	Spring 2013
Total Enrolled: 40	Total Enrolled: 87
Successful Completion Rate: 92%	Successful Completion Rate: 90%
Total Passed:37	Total Passed: 69
Total Failed:3	Total Failed: 14

TLC 005 Individual TLC Workshops

Fall 2012	Spring 2013
Total Enrolled: 12	Total Enrolled: 21
Successful Completion Rate:75%	Successful Completion Rate: 86%
Total Passed: 9	Total Passed: 16
Total Failed:3	Total Failed: 4

TLC 002 Jump Start to the Semester

Fall 2012	Spring 2013
Total Enrolled: 14 Successful Completion Rate: 85% **Total Passed:12** **Total Failed:2 (Never Attended)**	* Due to the shortened winter break, we did not run the Jump Start to the Semester intervention in the Spring 2013 semester

TLC 003 Smart Start Workshop Bundle

Fall 2012	Spring 2013
Total Enrolled: 2 Successful Completion Rate: 100% **Total Passed:2** **Total Failed: 0**	*was not offered in the spring semester due to low enrollment in the fall

Preliminary analysis of academic intervention completion rates and change in cumulative GPA

Spring 2013

TLC 001 Academic Coaching (On-Ground)

GPA Change	Passed	Failed	Withdrew	Overall
Increase	131 (85%)	23 (53%)	n/a	154 (74%)
Decrease	18 (12%)	15 (35%)	n/a	33 (16%)
No Change	6 (3%)	5 (12%)	n/a	11 (5%)
Total students	155	43	11	209

Successful intervention completion rate: 74%

TLC 001 Academic Coaching C01 (On-line)

GPA Change	Passed	Failed	Withdrew	Overall
Increase	25 (86%)	9 (53%)	n/a	34 (73%)
Decrease	4 (14%)	8 (47%)	n/a	12 (2 6%)
No Change	0	0	n/a	0
Total students	29	17	1	47

Successful intervention completion rate: 62%

TLC 004 Making the Dean's List

GPA Change	Passed	Failed	Withdrew	Overall
Increase	66 (85%)	3 (43%)	n/a	69 (79%)
Decrease	10 (13%)	4 (57%)	n/a	14 (16%)
No Change	2 (2%)	0	n/a	2 (2%)
Total students	78	7	2	87

Successful intervention completion rate: 90%

TLC 005 Individual TLC Workshops

GPA Change	Passed	Failed	Withdrew	Overall
Increase	15 (83%)	1 (50%)	n/a	16 (76%)
Decrease	3 (16%)	1 (50%)	n/a	4 (19%)
No Change	0	0	n/a	0
Total students	18	2	1	21

Successful intervention completion rate: 86%

Observations about the Academic Interventions offered in 2012-2013:

- **In the spring semester the age requirement for on-line coaching was removed.**
  In the spring 71% of first year students who participated in on-line coaching increased their GPAs, and as a response future online coaching initiatives students will have preliminary on ground meeting, but will not be restricted based on age or lifestyle.
- **85% of students who passed their interventions in the Spring 2013 semester raised their GPA**
- **Second semester students were required to meet for at least one coaching session to create an Academic Success Plan with a coach**
  A common critique from coaches was that the requirement did not do enough to support student success. As an attempt to improve student success, all second semester probation students (students who were readmitted after being academically dismissed) will now be required to register for TLC 001 Academic Coaching requiring students to meet with a coach 5 times.

- **Academic Coaching remains the most popular intervention for students, the Making the Dean's list intervention has remained the second most popular intervention**
- **In the spring fewer workshops were offered in order to increase meeting availability in the office for individual coaching and increase the number of participants in each workshop.**
  More students completed the workshops even though fewer opportunities were offered.
  Workshops will continue to be offered three times throughout the semester.
- **In the 2012-2013 there was an overall successful completion rate of 76.4% for students enrolled in an Academic Intervention (see chart)**
- **Students who participated in interventions other than coaching were in need of better documentation for a dismissal appeal.**
  The Making the Dean's List intervention added an individual meeting component, for coaches and students to work on an Academic Success Plan that can be used for documentation in the appeal process.
- **Coaches utilized Google Text and students responded positively to this communication method.**
  All coaches will set up a Google voice account following training.
- **Utilizing the Early Alert system to flag students with poor participation in interventions enabled TLC to reach out to students in an effort to prompt better participation.**
  This increased the communication between some students and the Academic Coaching staff.

Initiatives and special projects

The Academic Coaching staff continued work on the following projects and initiatives:

- **New initiative to work with a class of FYE students to give preventative coaching (Findings below)**
  - o New tools were created to identify study locations, and goal setting for first year students

GPA Fall 2012	Number of appointments	Notes	
3.76	4		
3.73	5		
3.68	5		
3.6	4		
3.48	4		
3.2	2		
3.14	6		
2.99	4		
2.97	1		
2.66	4		
2.34	2		
2.22	3		
Students that were on probation following Fall 2012			
		Spring 2013 Intervention	Grade
1.86	0	Academic Coaching	P
1.6	0	none	none
0.95	1	Making the Dean's List	P
0.94	1	none	none
0.7	0	Making the Dean's List	F

  - o The students who chose to attend Academic Coaching meeting appear to have a higher GPA than the students who did not attend meetings
  - o As a result the FYE coaching initiative was offered to the new FYE faculty for the 2013-14 Academic Year

- **Published new user friendly website**
  The website offers viewers with relevant and fast information about services that are offered by TLC
- **Launched a social media page**
  The Facebook page allowed Academic Coaches to relay important TLC information to students. Information about other departments was also linked to the page in an effort to deliver timely and relevant information. The Learning Center Facebook page quickly and efficiently delivered daily information including:

  - o Success tips
  - o Academic integrity information
  - o Informational videos
  - o Motivational quotes
  - o Important campus dates and deadlines

The establishment of The Learning Center Facebook page also created an additional line of communication between Academic Coaches and students after our hours of operation.

- **Updated the Academic Coach manual:**
  This reduced the size and created a manageable medium to utilize with coaches and staff who participate in training.
- **Edited, updated, and condensed the materials the Making the Dean's intervention**
- **Created PowerPoint presentations for learning strategies**
- **The Circle of Care initiative continued throughout the 12-13 AY**
  The Coaches provided updates to advisors in athletics, the EDGE scholarship program, faculty and CACE advisors about the progress of students
- **Continuation of the Peer Coaching program:**
  Given its success as a pilot program in the Spring 2011 semester, The Learning Center continued the Peer Coaching Program in the Spring 2013 semester. The Peer Coach took on an additional project creating a video data base for visual aids with lesson plans.
- **A new documentation form was created to provide a success plan specifically for Satisfactory Academic Performance (SAP) appeal students and second semester probation students**
- **Mid-term grades were entered for all students on Academic Probation**

Professional Development:

In addition to the activities mentioned below, the coaching staff is also encouraged to seek out and share their own professional development experiences.

- **Academic Coaching Training**
  One 30 hour pre-service training session in 2012-2013 completed
  - The fall training was the first time the password protected web space was utilized

- **The staff meetings included professional development**
  Topics covered: How to best refer students to CACE, effective interview and coaching techniques, motivational YouTube videos, reinforcement of good study strategies

- **CRLA regional conference**

Space

- The use of soft walls was implemented to create a larger sense of privacy for coaching students
- The entrance of the coaching office was pushed forward to increase space
- The remodel of the office created one additional working station for an Academic Coach in 2013-2014. Even with the creation of an additional station there is still room needed to accommodate the staff and students

Challenges

Concerns that continue to arise in for the Academic Coaching program:

- **Space, volume, and privacy**
  The Learning Center's Coaching Lab has limited space and inadequate privacy for one-on-one coaching meetings. 6+ Academic Coaches share the space meaning that desks and computers must be shared. This leads to scheduling difficulties and to some coaches having to run coaching sessions in the Tutor

Lab or testing room which lacks quiet and privacy. In the future as the center continues to grow a bigger space will be crucial to the effectiveness of services provided.

- **Scheduling/Student Follow Ups**
  The Academic Coaching office only has one phone line which makes it difficult to schedule Academic Coaching appointments and follow-up with students. To address this issue, we transitioned to having the TLC information specialists (undergraduate student workers responsible for manning the front desk and tutor lab sign in) assume the role of making student appointments for Academic Coaches. A new set of phone protocols will also be created to lessen the type of calls that go directly to the line in the coaching office, and for the phone to be used primarily for the Early Alert Program. However, an additional line for the Early Alert Coordinator would be the most effective solution.

Progress with Assessment

Methods used to conduct assessment of the effectiveness of Academic Coaching initiatives include:
  - o Analysis of final grades from Banner for TLC intervention (P/F/W)
  - o Academic Coaches' observations and recommendations
  - o Transcript analysis to determine cumulative GPA change following participation in an academic intervention

II. Planning for 2013-2014

Goals for the 2013-2014 AY:

In the upcoming academic year our goals are to:

- Create and utilize a method of gathering program evaluations from students that can be replicated each semester.
- Establish a peer review process in Fall 2013 to use in Spring 2014
- Increase social media influence of The Learning Center for greater reach to students.
  Establishing a TLC Twitter account that provides information is needed to keep up with the changing social media usage of students.

Collaboration:

- TLC will be working with CACE to provide Academic Coaching to incoming first year students who have been identified as "at risk."
- Continue to work with FYE professors in order to schedule classroom presentations
- Continue to collaborate with advisors in Athletics, CACE and Edge to update them on the progress of Academic Coaching students
- Continue to represent the Learning Center at the Advising Days in the summer
- Work with other departments across campus on special initiatives such as the Freshmen Academy, Open Houses through Admissions, and Transfer Tuesdays
- Continue to work closely with Student Affairs, and Registrars on the Early Alert program (as well as Athletics and EOP)
- Establish a stronger connection with the Student Information Specialists in the Learning Center in order to increase communication
- Utilize swipe technology to track student resource usage.
- Work with residence life to make a positive contribution to YOLO housing.

Needs:

- The Academic Coaching office continues to need two Lead Academic Coaches to share responsibilities for managing the office

- Software to ensure the Early Alert program can function at a level to meet both student and staff needs

    o A full time position may be required in the future if software is not purchased.

- Staffing
  As we take on more collaborative initiatives the number of students we have will also increase, and the need for more Academic Coaches will be crucial to accommodate all of our students, and initiatives.

Assessment:

Plans to improve Academic Coaching assessment activities in the future:
- Working with the Registrar's office to create more efficient standards of data collection.
- Qualitative data from the Academic Coaches to provide a narrative of the positive and negative aspects of each academic intervention in the Learning Center needs to be collected in a more standardized and continual manner.

- It is our goal to send out a student survey to students on academic probation every semester as well as distributing surveys after TLC workshops

- Further research to determine the percentage of students who are able to raise GPA above 2.0 following a probationary semester is necessary.
    o swipe technology in order to count and categorize student usage of coaching services

    o Plans to collaborate with Institutional Research to assess the effectiveness of TLC interventions

Submitted by Shayne Koplowitz, Lead Academic Coach, on June 17, 2013