

On-line Adult Success Coaching Report for The Davis Grant (pages 1-4)
eTutoring Student Use Report (page 5)

Originally submitted January, 2012 + **Additional information submitted January, 2013 (additions are in bold, italics, and underlined)** + student participation reports for 2012-13

1. Please list your original goals for this project and describe the extent to which the goals were achieved.

Goal 1: Increase persistence, by ensuring that adult learners have a clear pathway to success.

- CCSU students who used the service were able to get off of academic probation or raise their GPA's high enough to secure an appeal for dismissal
- **Preliminary analysis of participants who were on academic probation: Probationary students who completed this academic intervention were more successful at increasing their grade point averages than those who did not complete the requisite number of coaching sessions.**

Goal 2: Increase access to resources specifically designed to help adult learners understand the culture of post-secondary education, how it may differ from their previous experience with education and/or the world of work, and how to navigate within this cultures.

- CCSU students were able to find resources quickly, utilize on-line tools, and make face-to-face appointments with ease.
- **Many CCSU students combined their on-line adult success coaching with on-ground academic coaching. They reported feeling more confident seeking the face-to-face coaching based on positive experiences with their on-line coach. On-ground coaches made other successful referrals to other important campus resources.**

Goal 3: Increase access to academic support through a seamless and transparent connection to eTutoring.org (www.eTutoring.org)

- CCSU students could easily connect to eTutoring as a resource when it was appropriate.
- **Adult students took advantage of on-ground coaching as they were referred by their adult success coach.**

Goal 4: Increase adult learners' access to career resources and networking by adding an employment based network to the Adult Success Center.

2. To what extent did the project advance the foundation's objectives of strengthening teaching and learning practices and controlling costs?

Strengthening teaching and learning practices by:

- training coaches in the specifics of SMART goal setting
- training coaches to utilize the on line platform
- follow up on line conference meetings to review usage issues
- utilizing Success Plan document
- using students online e-sessions to instruct how to develop and write SMART goals
- determine student academic and personal strengths and weaknesses
- ongoing improvement of Success Coaching as a process
- focused CCSU staff on organizing resources in a helpful format based on students' needs
- **ongoing professional development included protocols for directed problem solving.**
- **The improvements made to the platform improved the flow of communication between the coaches and the students.**

COSTS

- Students who used the Adult Success Center as their required academic intervention saved time and money over commuting to campus to do their intervention.

- As many of the adult students had other commitments during the day, this saved the Learning Center from having to staff evening on-ground coaching sessions.

Specifically,

a. What methods were used to assess the project's impact on student learning?

- Reporting Tools on line
- Participation records
- Repeat participation
- Success Plan document utilization
- GPA improvement
- **Transcript analysis to determine retention to the next semester**

b. What were the results of that assessment?

Preliminary analysis of students who successfully completed the on-line coaching academic probation intervention:

39 CCSU probationary students completed 3-5 sessions of only coaching to meet the terms of their required intervention. Of these:

- ✓ **36 increased their grade point average (92%)**
- ✓ **23 reached good standing (59%)**
- ✓ **30 were eligible to return the next semester (77%)**
- ✓ **27 were retained and enrolled the next semester, 7 of them were granted another semester of probation based on improvement (3 more are eligible to return in good standing)(69%)**

3. What did you learn in the course of the project that might be beneficial to another college contemplating similar work? Please include challenges encountered and unanticipated outcomes.

- Tech issues may occur
- Students need reminders
- Training is required for coaches
- A planned format keeps the meetings focused with set desired outcomes
- Students may prefer txt/chat only
- Keeping notes both on line and at hand useful
- Can be used by both ongoing students and first time students

4. Please tell us how you are sharing information about your project within your department, college/university, regionally, and/or nationally.

- *Email announcements to faculty*
- *Retention and Graduation Council*
- *Informal conversations with professional colleagues*
- *Meetings with colleagues who are in a position to refer students to the service*
- **TLC identified all adult students and sent a postcard to invite their participation in the program. Although we only did this one semester, students continue to request participation 3 semesters later in response to the postcard.**

5. How do you intend to sustain and build upon, if appropriate, the outcomes of this project?

In the spring semester, 2013 we opened the service to all students on probation, regardless of age. Enrollment in the service doubled to the maximum of 50 students. We will assess the efficacy of on-line coaching with younger, at-risk students at the end of the semester.

As we learn more about the impact of on-line success coaching on student success, we will expand the numbers of students invited to participate. As appropriate, we will be referring students to the service who are taking advantage of on-ground coaching, but who might benefit by adding the on-line component. Next semester we are building targeted links in the resource sections based on the Model of Strategic Learning. As students identify their weaknesses, they will find it easy to navigate to the best resources to address their concerns.

CCSU eCoaching: On-line Success Coaching

Central CT State University - ASC Student Account Activity Summary

The following shows your institution's student activity for each interactive type for the given date range.

Date Range:	1/18/2013 - 06/25/2013
New Accounts Created This Period:	3
Total Active Accounts:	40
Total registered ASC Accounts:	154

Interaction Types			
	eQuestions	Posts	Time (hh:mm)
►	5	1:40	
	Total	5	1:40

	Synchronous eChat	Sessions	Time (hh:mm)
	Total	145	75:5

Overall Sessions: 150 76:45

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Central CT State University - ASC Student Account Activity Summary

The following shows your institution's student activity for each interactive type for the given date range.

Date Range:	01/18/2012 - 12/21/2012
New Accounts Created This Period:	49
Total Active Accounts:	28
Total registered ASC Accounts:	154

Interaction Types			
	eQuestions	Posts	Time (hh:mm)
►	0	0:00	
	Total	0	0:00

	Synchronous eChat	Sessions	Time (hh:mm)
	Total	114	62:5

Overall Sessions: 114 62:5

The following shows a summary of student activity for each interactive type for 9/1/12-6/25/13.

Date Range:	09/01/2012 - 06/25/2013
New Accounts Created This Period:	61
Total Active Accounts:	49

Interaction Types			
►	eQuestions	Posts	Time (hh:mm)
	5	1:40	
	TOTAL	5	1:40

►	Connect eChat	Sessions	Time (hh:mm)
	TOTAL	189	101:56

►	Success Plan Updates	
	TOTAL	684

Repeat Student Usage Activity - Report which shows student repeat usage by percentage:

Date Range:	09/01/2012 - 06/25/2013
Institutions:	Central CT State University

Frequency	eChat	eQuestion	Total
1x	1	4	5
2-3x	8	1	9
4-6x	3	0	3
7-9x	7	0	7
10x +	30	0	30

Etutoring Program

Date Range:	09/01/2012 - 06/25/2013
Time Zone:	Eastern Time
New Accounts Created This Period:	300
Total Active Accounts:	236

Interaction Types		
► eQuestions	Posts	Time (hh:mm)
Accounting	2	0:40
Biology	2	0:40
Calculus	2	0:40
Chemistry	2	0:40
Math	21	7:00
Research Methods and Information Literacy	1	0:20
Statistics	4	1:20
Writing (Asynchronous)	7	2:20
TOTAL	41	13:40

► Connect eChat	Sessions	Time (hh:mm)
TOTAL	113	74:59

► eWriting	Submissions	Time (hh:mm)
Writing (Asynchronous)	568	426:00
TOTAL	568	426:00
OVERALL SESSIONS:	722	514:39
