

Draft: Evolution of required Academic Interventions provided by The Learning Center for students on Academic Probation

Semester	Why we implemented the program or program changes? Conditions under which we implemented or made changes to the program.	What we did	What we learned	How we learned it (data, anecdotal)
<p><b>Spring, 2010</b></p>	<p>New Academic Standards were implemented. All students on academic probation required an intervention. Faculty Senate identified TLC to provide interventions.</p> <p>Conditions: No students were dismissed. All students were granted probation, even if they would have been dismissed under the old policy. Of the 919 students on probation, 423 were first time students in the fall.</p> <p>Staff levels had to remain the same, but practicum students in the higher education master degree program could be utilized, as well as a volunteer from the same program.</p>	<p><b>Required all students on probation (919) to participate in an academic intervention provided by TLC. The following was offered for probation students w/1 CCSU semester (1<sup>st</sup> year/1<sup>st</sup> time and 1<sup>st</sup>-time transfer)</b></p> <p><b>ID 102(Master Student with directed study hall)</b>            Students will learn techniques for taking notes, reading, preparing for and taking tests, using a university library, task management, awareness and application of learning preferences; developing group supports and positive self-concepts. 1 credit hour,P/F.  <b>Directed study hall:</b> Students will apply learning strategies to their enrolled courses during the directed study hall with Academic Coaches on hand to provide support and guidance. Sections offered:  <b>CRN # 42662 90 enrolled</b>  <b>CRN # 42663 84 enrolled</b></p> <hr/> <p><b>ID 102-Master Student for TRANSFER students</b> This course will address issues most relevant to the transition to CCSU. It will serve as a support group for transfer students who struggled academically, help them build relationships with one another, provide opportunities to share with us their concerns, and connect them to the university. <b>CRN 42664 54 enrolled</b></p> <p><b>RDG 140 (Reading Efficiency)</b>            Student's reading is analyzed and training is provided to improve vocabulary, comprehension, and rate. Study skills needed in college work are given attention. 3 Credit Hours (<b>? Enrolled</b>)  <b>4 sections: 01, 70, 71, 72 (Open to all students)</b></p> <hr/> <p><b>For students with cumulative GPAs below 2.00 who are continuing or readmitted students.</b> Make an appointment with an Academic Coach from The Learning Center, to take place within the first 3 weeks of the spring semester. Student needs will be assessed, recommendations will be based on student' needs. Workshops, continued coaching, goal setting.  <b>318 of 395 Students participated</b></p>	<p>The 2 large sections of ID 102 – sessions were too long and too large. It was too loud to concentrate on studying anything difficult.</p> <p>Attendance at the Friday section was lower than the Tuesday evening section. Students reported that they valued the work with a coach during the study hall, and that the weekly meetings kept them on track with their homework. Students liked the short burst of instruction. The quick quiz taken at the start of class kept students from arriving late and reinforced prior learning.</p> <p>The smaller seminar section for transfer students had better attendance. Students reported that they would have liked more individual coaching.</p> <p>While preliminary analysis of students' grade point average changes shows a slight improvement by those who successfully completed ID102, it did not reveal any significant patterns that we could address with program changes.</p>	<p>Academic Coach observations</p> <p>ID 102 Course Evaluation</p> <p>Preliminary Analysis of ID 102 participants from OIRA</p>

	<b>WHY AND CONDITIONS</b>	<b>WHAT WE DID</b>	<b>WHAT WE LEARNED</b>	<b>HOW WE LEARNED IT</b>
<b>Fall, 2010</b>	<p>Prior semester assessment indicated that students valued one on-one contact. The prior study hall portion was not productive.</p> <p>No assessment was conducted of the interventions offered to continuing students, as this population was an anomaly.</p> <p>Conditions: Director was on sabbatical leave. Of the 416 on probation, 107 were first time students in the spring.</p> <p>There were far fewer students on probation, and significantly fewer who had only one prior CCSU semester.</p>	<p><b>Reduced the class size for ID 102. All interventions were facilitated by graduate students.</b></p> <p><b>ACADEMIC INTERVENTION FOR STUDENTS ON ACADEMIC PROBATION with only one semester completed at CCSU</b>  <b>ID 102: The Master Student (1 credit)</b>  These sections of ID 102 with directed study hall are for students who are not in good academic standing at CCSU. The course introduces students to academic success strategies including, study skills techniques, time management, and learning styles to increase grade point averages and achieve academic good standing. Academic Coaches monitor progress during the second hour of each class meeting and meet with students periodically outside of class to support student progress.  CRN 15636-ID102 <b>24 enrolled</b>  CRN 15637-ID102 <b>15 enrolled</b>  CRN 15638-ID102 <b>14 enrolled</b>  <b>RDG 140: Reading Efficiency (3 credits)</b>  CRN 14868-RDG140 <b>(? Enrolled)</b></p> <p><b>ACADEMIC INTERVENTION FOR STUDENTS with MORE than one semester completed at CCSU</b>-tailored to address individual student characteristics and academic support needs. The student must take the following steps to establish and participate in the prescribed academic intervention:</p> <ol style="list-style-type: none"> <li>1. Complete the Collegiate Learning Inventory during the Mandatory Probation Session held in June, 2010.</li> <li>2. Call the Learning Center (860) 832-1900 by <b>August 25<sup>TH</sup></b> to make an appointment to meet with an Academic Coach.</li> <li>3. Meet with an Academic Coach from the Learning Center during the first 3 weeks of classes to develop an Academic Recovery Plan (<b>1<sup>st</sup> meeting must take place between 8/30/10-9/17/10</b>).</li> <li>4. Establish a contract of appropriate interventions that may include: attendance of specific learning strategy workshops, individual academic coaching sessions, meeting(s) with major/school advisors, meeting(s) activities to determine or confirm choice of major with advisors from CACE, and other appropriate referrals as deemed warranted.</li> <li>5. Attend 2<sup>nd</sup> required Coaching Session between <b>10/4/10 &amp; 10/22</b></li> <li>6. Attend third required Coaching Session between <b>11/15/10 &amp; 12/8/10</b>. Documentation of completion of the Academic Recovery Plan will be provided. <i>STUDENTS ARE REQUIRED TO SUBMIT DOCUMENTATION IF APPEALING A DISMISSAL.</i></li> </ol> <p><b>103 students participated</b></p>	<p>Fewer students on probation who have completed only 1 CCSU semester.</p> <p>Smaller sections enhanced the student's experience.</p> <p>We needed better outreach to engage students in their required interventions. Too many students did not enroll in their required academic intervention.</p> <p>Almost half of the students who participated in Academic Coaching were not on probation, but participated voluntarily. Student demand for one-on-one Academic Coaching continues to grow.</p> <p>More Academic Coaching hours (and Academic Coaches) are needed to meet the demand.</p>	<p>Probation data from the registrar (Matthew's probation list)</p> <p>Academic Coaches' Data tracking sheets</p>

Spring, 2011	WHY & CONDITIONS	WHAT WE DID	WHAT WE LEARNED	HOW WE LEARNED IT																														
	<p>Smaller sections seemed to increase attendance in ID 102 course.</p> <p>Director could pilot new curriculum based on new learning during sabbatical leave.</p> <p>Conditions: With the exception of the Graduate Intern, entire coaching staff was new. TLC services were disrupted by a midterm move to new space.</p>	<p><b>Modified curriculum for all interventions to incorporate the Model of Strategic Learning.</b></p> <p><b>Added on-line coaching for students over 25.</b></p> <p><b>Coaches work with ID102 students outside of class.</b></p> <p><b>Eliminated study hall.</b></p> <p><b>ID 102: The Master Student (1 credit) 240 total enrolled</b></p> <p>The course introduces students to academic success strategies including: goal setting, study skills techniques, and time management to increase grade point averages and achieve academic good standing. Academic Coaches monitor student progress and meet with students periodically outside of class to support student progress. <i>Freshmen only:</i></p> <table border="1" data-bbox="667 548 1165 738"> <thead> <tr> <th>CRN#</th> <th>SUB</th> <th>COURSE</th> <th>SEC#</th> <th>Enrolled</th> </tr> </thead> <tbody> <tr> <td>45594</td> <td>ID</td> <td>102</td> <td>01</td> <td><b>34</b></td> </tr> <tr> <td>45595</td> <td>ID</td> <td>102</td> <td>02</td> <td><b>35</b></td> </tr> <tr> <td>45596</td> <td>ID</td> <td>102</td> <td>03</td> <td><b>35</b></td> </tr> <tr> <td>45598</td> <td>ID</td> <td>102</td> <td>05</td> <td><b>34</b></td> </tr> <tr> <td>45599</td> <td>ID</td> <td>102</td> <td>06</td> <td><b>19</b></td> </tr> </tbody> </table> <p><b>Freshmen and Transfer:</b> 45603 ID 102 07 <b>37</b></p> <p><b>Transfer students only:</b> 45597 ID 102 04 <b>46</b></p> <p><b>RDG 140: Reading Efficiency (3 credits)</b>  <i>THIS OPTION IS AVAILABLE FOR STUDENTS WHO HAVE EARNED AND/OR TRANSFERRED 45 CREDITS OR FEWER.</i>            Sections 01, 70, 71, 72 <b>(? Enrolled)</b></p> <p><b>Academic interventions for students who have completed more than one semester at CCSU</b> must take the following steps to establish and participate in the prescribed academic intervention:</p> <ol style="list-style-type: none"> <li>1. Complete the Collegiate Learning Inventory during the Mandatory Probation Session held in January, 2011.</li> <li>2. Call the Learning Center <b>(1/19/11-1/28/11)</b> to make an appointment to meet with an Academic Coach.</li> <li>3. Meet with a Coach the first 3 weeks of classes to develop an Academic Recovery Plan <b>(1<sup>st</sup> meeting: 1/25/11-2/25/11.</b></li> <li>4. Establish a contract of appropriate interventions</li> <li>5. Attend 2<sup>nd</sup> required Academic Coaching Session 3/1 to 3/18</li> <li>6. Attend 3<sup>rd</sup> required Academic Coaching Session 4/11-5/6</li> </ol> <p>Documentation of completion of the Academic Recovery Plan will be provided at this meeting. <b>61 Participants</b></p> <p><i>On-line Adult Success Coaching as an option for students over 25 years old and on probation. 7 Participants</i></p>	CRN#	SUB	COURSE	SEC#	Enrolled	45594	ID	102	01	<b>34</b>	45595	ID	102	02	<b>35</b>	45596	ID	102	03	<b>35</b>	45598	ID	102	05	<b>34</b>	45599	ID	102	06	<b>19</b>	<p>Students who resented being required to participate were disruptive and created a negative classroom climate. Attendance was poor for ID102.</p> <p>Students who successfully completed ID 102 were more likely to increase their GPA than students who failed.</p> <p>Using the Director's time and energy to teach 7 sections is not sustainable.</p> <p><b>Students who successfully completed an intervention were more likely to return to good standing or be granted an appeal for a 2<sup>nd</sup> semester of probation.</b></p> <p>289 students enrolled in an intervention. 211 passed the intervention. 66 failed the intervention.</p> <p>146 achieved good standing            Of those,            -54% had PASSED intervention            -35% had FAILED intervention</p> <p>141 were dismissed            Of those granted an appeal,            -44% had PASSED intervention            -12% had FAILED intervention</p> <p>Our manual assessment strategy is inadequate.</p>	<p>Director and Academic Coach Observation</p> <p>Feedback from Course evaluation</p> <p>Registrar Probation list</p> <p>Student transcripts</p> <p>Registrar Dismissal List and TLC</p> <p>Preliminary analysis of the dismissal appeal results from the Deans' Offices</p> <p>Research from Director's Sabbatical</p>
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	<p>In response to,            -negative student attitudes regarding required participation in an intervention,            -the need to capture the students' intervention experiences in banner, and            in order to allow trained graduate students to deliver the intervention, we designed multiple '0' credit options, each requiring varying degrees of student time and commitment.</p> <p>Conditions: New space allowed us to host seminar style intervention.</p>	<p><b>Offered a menu of '0' credit experiences available in banner. Allowed students to choose. Coaching (TLC001) and Dean's List (TLC004) were available to all probationary students.</b></p> <p><b>TLC 001 Academic Coaching 98 total enrolled</b>  <b>12648</b> 01 Individual meetings with an academic coach to: Set academic goals, develop an academic recovery plan, and track academic progress. <b>77 enrolled</b>  <b>12649</b> C01 Individual meetings with a success coach for adults to set goals, and identify strengths and barriers to success. (Must be 25 years or older or have adult responsibilities such as child or parent care, full time employment, or home ownership.) <b>21 enrolled</b></p> <p><b>TLC 002 Jump Start to the Semester</b>            During the clinic students will set academic goals, learn how to get organized, make a plan that includes strategies to succeed in their courses, and identify helpful follow-up workshops. (4 hour clinic prior to the semester) <b>12650</b> 01 <b>16 enrolled</b>  <b>12651</b> 02 <b>2 enrolled</b></p> <p><b>TLC003 Smart Start Workshop Bundle</b>            Use the syllabi and materials from all of your courses to analyze, organize and plan for a successful semester. (Combines Workshops 1, 2 and 4) (4 one hour sessions) <b>12652</b> 01 <b>18 enrolled</b></p> <p><b>TLC 004 Making the Dean's List 38 total enrolled</b>            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. (Limited to 7 students per group)  <b>12653</b> 01 <b>7 enrolled</b> <b>12654</b> 02 <b>5 enrolled</b>  <b>12655</b> 03 <b>6 enrolled</b> <b>12656</b> 04 <b>7 enrolled</b>  <b>12657</b> 05 <b>7 enrolled</b> <b>12713</b> 06 <b>6 enrolled</b></p> <p><b>TLC 005 Individual TLC Workshops</b>            (Each workshop offered weekly. See dates. <b>Choose two sections</b> to satisfy participation in a required academic intervention.)  <b>12724</b> A:<i>Academic Goals</i>: Set academic goals and learn how your projected grades will change your cumulative GPA. <b>23 enrolled</b>  <b>12725</b> B:<i>Getting Organized for time management</i>: Apply proven time management principles to your personal schedule to reach your academic goals. (COUNTS FOR TWO WORKSHOPS) <b>11 enrolled</b>  <b>12726</b> C:<i>Ace the Exam!</i> Learn large amounts of information with proven memory strategies! Predict exam questions and use the right tools to prepare! (1 hour) <b>27 enrolled</b>  <b>12727</b> D:<i>Study Smarter!</i> Study skills that work to maximize learning: classroom notes as a study guide, reading to learn, and building better study tools. (1 hour) <b>26 enrolled</b></p>	<p>Best participation in, and successful completion of, academic interventions to date.</p> <p>3 Academic Coaching meetings for students on probation did not allow enough contact to address concerns as they arose, especially for first year students who opted for this intervention.</p> <p>Students were confused by the requirement to register and attend 2 workshops (TLC 005), resulting in low completion rates (67%).</p> <p>The shorter break between semesters did not allow time to look at academic performance of those participating in academic interventions.</p> <p>Making the Dean's List received very positive student feedback.</p>	<p>Academic Coach Data Tracker</p> <p>Class lists and enrollment data and successful completion rates</p> <p>Student feedback</p>

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	<p>In order to provide more frequent contact with students who opted for academic coaching we increased the number of coaching meetings from 3 one hour meetings to 5 meetings. To balance the demand on staff time, the first meeting was an hour, followed by 4 half hour meetings.</p>	<p><b>Modified: TLC1-increased required meetings to 5. TLC4-increased enrollment limit to 8. TLC5-increased workshop time to 2 hours and required only 1 session.</b>  <b>Offered ID 102 and added multiple sessions of TLC 004 to provide graduate students in higher education graduate program a supervised practicum experience, and more options for students. Added a coaching session for students who were granted an appeal.</b></p> <p>(Descriptions only noted if change was made from prior semesters.)</p> <p><b>TLC 001 Academic Coaching</b>  42727 01 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>220 enrolled</b>  42728 C01 Requires 5 individual on-line meetings with a success coach for adults to set goals, and identify strengths and barriers to success. (Must be 24 years or older or have adult responsibilities such as child or parent care, full time employment, or home ownership.) <b>24 enrolled</b></p> <p><b>TLC 004 Making the Dean's List 102 TOTAL ENROLLED</b>  (Limited to 8 students per group)</p> <table border="1" data-bbox="653 824 1407 1214"> <thead> <tr> <th>CRN</th> <th>SEC</th> <th>Enrolled</th> <th>CRN</th> <th>SEC</th> <th>Enrolled</th> </tr> </thead> <tbody> <tr><td>42731</td><td>01</td><td>5</td><td>42732</td><td>02</td><td>8</td></tr> <tr><td>42733</td><td>03</td><td>6</td><td>42734</td><td>04</td><td>8</td></tr> <tr><td>42735</td><td>70</td><td>2</td><td>42736</td><td>06</td><td>5</td></tr> <tr><td>42737</td><td>07</td><td>8</td><td>42738</td><td>08</td><td>8</td></tr> <tr><td>42739</td><td>09</td><td>8</td><td>42740</td><td>10</td><td>2</td></tr> <tr><td>42741</td><td>11</td><td>3</td><td>42742</td><td>12</td><td>3</td></tr> <tr><td>42743</td><td>13</td><td>3</td><td>42744</td><td>14</td><td>4</td></tr> <tr><td>42745</td><td>71</td><td>5</td><td>42746</td><td>16</td><td>1</td></tr> <tr><td>42747</td><td>17</td><td>5</td><td><del>42748</del></td><td><del>18</del></td><td></td></tr> <tr><td>42749</td><td>19</td><td>4</td><td>42750</td><td>72</td><td>4</td></tr> <tr><td>42751</td><td>15</td><td>4</td><td>42752</td><td>05</td><td>6</td></tr> </tbody> </table> <p><b>ID 102 The Master Student</b>  42753 70 <b>29 enrolled</b></p> <p><b>TLC 003 Smart Start Workshop Bundle</b>  42754 01 <b>6 enrolled</b></p> <p><b>TLC 005 Individual TLC Workshop</b>  42756 01 <b>26 enrolled</b></p> <p><b>RDG 140 Reading Efficiency</b>  40201 70 <b>? enrolled</b>      40202 71 <b>? enrolled</b></p>	CRN	SEC	Enrolled	CRN	SEC	Enrolled	42731	01	5	42732	02	8	42733	03	6	42734	04	8	42735	70	2	42736	06	5	42737	07	8	42738	08	8	42739	09	8	42740	10	2	42741	11	3	42742	12	3	42743	13	3	42744	14	4	42745	71	5	42746	16	1	42747	17	5	<del>42748</del>	<del>18</del>		42749	19	4	42750	72	4	42751	15	4	42752	05	6	<p>Enrollment of 8 students was too many for Dean's List groups.</p> <p>We could have met the demand for TLC 004 with 15 sessions.</p>	<p>Academic Coach observations</p> <p>Enrollment and completion data</p>
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**\*We are in the process of analyzing 2012/13**

<b>Fall, 2012</b>	<b><u>WHY &amp; CONDITIONS</u></b>	<b><u>WHAT WE DID</u></b>	<b><u>WHAT WE LEARNED</u></b>	<b><u>HOW WE LEARNED IT</u></b>																																																																				
<b>Spring, 2013</b>	<p><b><u>WHY &amp; CONDITIONS</u></b></p> <p>Extension of grant funding for on-line coaching allowed expansion of services to students under 25 years of age.</p>	<p><b><u>WHAT WE DID</u></b></p> <ul style="list-style-type: none"> <li>• Increased TLC004 from 50 minutes to an hour.</li> <li>• Reduced the number of TLC004 sections.</li> <li>• Reduced the available number of workshops for TLC 005.</li> <li>• Opened on-line coaching to all probationary students.</li> </ul> <table border="0"> <tr> <td colspan="2"><b>TLC 001</b></td> <td><b>Academic Coaching</b></td> <td><b>Total enrolled</b></td> <td><b>230</b></td> </tr> <tr> <td>42700</td> <td>01</td> <td>by appointment (in person)*</td> <td>180</td> <td></td> </tr> <tr> <td>42701</td> <td>C01</td> <td>by appointment (on-line)**</td> <td>50</td> <td></td> </tr> <tr> <td colspan="2"><b>TLC 004</b></td> <td><b>Making the Dean's List</b></td> <td><b>Total enrolled</b></td> <td><b>91</b></td> </tr> <tr> <td>42705</td> <td>01</td> <td>5</td> <td>42706</td> <td>02 7</td> </tr> <tr> <td>42707</td> <td>04</td> <td>7</td> <td>42708</td> <td>06 3</td> </tr> <tr> <td>42709</td> <td>07</td> <td>7</td> <td>42710</td> <td>08 7</td> </tr> <tr> <td>42711</td> <td>09</td> <td>7</td> <td>42712</td> <td>11 5</td> </tr> <tr> <td>42713</td> <td>12</td> <td>7</td> <td>42714</td> <td>03 7</td> </tr> <tr> <td>42715</td> <td>70</td> <td>5</td> <td>42716</td> <td>10 3</td> </tr> </table>	<b>TLC 001</b>		<b>Academic Coaching</b>	<b>Total enrolled</b>	<b>230</b>	42700	01	by appointment (in person)*	180		42701	C01	by appointment (on-line)**	50		<b>TLC 004</b>		<b>Making the Dean's List</b>	<b>Total enrolled</b>	<b>91</b>	42705	01	5	42706	02 7	42707	04	7	42708	06 3	42709	07	7	42710	08 7	42711	09	7	42712	11 5	42713	12	7	42714	03 7	42715	70	5	42716	10 3	<p><b><u>WHAT WE LEARNED</u></b></p> <p>*As of January 23<sup>rd</sup>. Many students were unable to register for their intervention due to Bursar holds. Enrollment numbers will increase.</p>	<p><b><u>HOW WE LEARNED IT</u></b></p>																		
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	<p><b><u>WHY &amp; CONDITIONS</u></b></p> <p>The Registrar was using the Academic Recovery Plan as documentation for SAP appeals. The Asst/Assoc. Deans required students whose dismissal appeals were granted to participate in a coaching session to develop a plan for success.</p>	<p><b><u>WHAT WE DID</u></b></p> <p><b>Redesigned and renamed the Academic Success Plan (formerly the Ac. Recovery Plan) to address SAP Appeal and students who successfully appealed dismissal.</b></p> <table border="0"> <tr> <td colspan="2"><b>TLC 001</b></td> <td colspan="2"><b>Academic Coaching</b></td> </tr> <tr> <td>12750</td> <td>01</td> <td>by appointment (in person)</td> <td>79 enrolled</td> </tr> <tr> <td>12751</td> <td>C01</td> <td>by appointment (on-line)</td> <td>17 enrolled</td> </tr> <tr> <td colspan="2"><b>TLC 004</b></td> <td><b>Making the Dean's List</b></td> <td><b>42 total enrolled</b></td> </tr> <tr> <td colspan="4">(Limited to 7 students per group)</td> </tr> <tr> <td>12753</td> <td>01</td> <td>7 enrolled</td> <td></td> </tr> <tr> <td>12754</td> <td>02</td> <td>7 enrolled</td> <td></td> </tr> <tr> <td>12755</td> <td>03</td> <td>7 enrolled</td> <td></td> </tr> <tr> <td>12756</td> <td>04</td> <td>8 enrolled</td> <td></td> </tr> <tr> <td>12757</td> <td>05</td> <td>7 enrolled</td> <td></td> </tr> <tr> <td>12758</td> <td>06</td> <td>6 enrolled</td> <td></td> </tr> <tr> <td colspan="2"><b>TLC 002</b></td> <td colspan="2"><b>Jump Start to the Semester</b></td> </tr> <tr> <td>12752</td> <td>01</td> <td>12 enrolled</td> <td></td> </tr> <tr> <td colspan="2"><b>TLC003</b></td> <td colspan="2"><b>Smart Start Workshop Bundle</b></td> </tr> <tr> <td>12759</td> <td>01</td> <td>2 enrolled</td> <td></td> </tr> <tr> <td colspan="2"><b>TLC 005</b></td> <td colspan="2"><b>Individual TLC Workshop</b></td> </tr> <tr> <td>12760</td> <td>01</td> <td>12 enrolled</td> <td></td> </tr> </table>	<b>TLC 001</b>		<b>Academic Coaching</b>		12750	01	by appointment (in person)	79 enrolled	12751	C01	by appointment (on-line)	17 enrolled	<b>TLC 004</b>		<b>Making the Dean's List</b>	<b>42 total enrolled</b>	(Limited to 7 students per group)				12753	01	7 enrolled		12754	02	7 enrolled		12755	03	7 enrolled		12756	04	8 enrolled		12757	05	7 enrolled		12758	06	6 enrolled		<b>TLC 002</b>		<b>Jump Start to the Semester</b>		12752	01	12 enrolled		<b>TLC003</b>		<b>Smart Start Workshop Bundle</b>		12759	01	2 enrolled		<b>TLC 005</b>		<b>Individual TLC Workshop</b>		12760	01	12 enrolled		<p><b><u>WHAT WE LEARNED</u></b></p> <p>We had several workshops with only one student attending. The bulk of participation in the workshops was by freshmen as an FYE assignment. They were not on probation.</p> <p>75% of the students who successfully completed an intervention improved their GPA.</p>	<p><b><u>HOW WE LEARNED IT</u></b></p> <p>Academic Coaches' Data Tracker</p> <p>Preliminary analysis of academic transcripts</p>
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<b>Spring, 2013</b>	Extension of grant funding for on-line coaching allowed expansion of services to students under 25 years of age.	<ul style="list-style-type: none"> <li>• <b>Increased TLC004 from 50 minutes to an hour.</b></li> <li>• <b>Reduced the number of TLC004 sections.</b></li> <li>• <b>Reduced the available number of workshops for TLC 005.</b></li> <li>• <b>Opened on-line coaching to all probationary students.</b></li> </ul> <table border="0" data-bbox="653 386 1407 922"> <tr> <td colspan="2"><b>TLC 001</b></td> <td><b>Academic Coaching</b></td> <td colspan="2"><b>Total enrolled 230</b></td> </tr> <tr> <td>42700</td> <td>01</td> <td>by appointment (in person)*</td> <td>180</td> <td></td> </tr> <tr> <td>42701</td> <td>C01</td> <td>by appointment (on-line)**</td> <td>50</td> <td></td> </tr> <tr> <td colspan="2"><b>TLC 004</b></td> <td><b>Making the Dean's List</b></td> <td colspan="2"><b>Total enrolled 91</b></td> </tr> <tr> <td>42705</td> <td>01</td> <td>5</td> <td>42706</td> <td>02 7</td> </tr> <tr> <td>42707</td> <td>04</td> <td>7</td> <td>42708</td> <td>06 3</td> </tr> <tr> <td>42709</td> <td>07</td> <td>7</td> <td>42710</td> <td>08 7</td> </tr> <tr> <td>42711</td> <td>09</td> <td>7</td> <td>42712</td> <td>11 5</td> </tr> <tr> <td>42713</td> <td>12</td> <td>7</td> <td>42714</td> <td>03 7</td> </tr> <tr> <td>42715</td> <td>70</td> <td>5</td> <td>42716</td> <td>10 3</td> </tr> <tr> <td>42717</td> <td>05</td> <td>7</td> <td>42718</td> <td>13 7</td> </tr> <tr> <td>42719</td> <td>14</td> <td>7</td> <td></td> <td></td> </tr> <tr> <td colspan="2"><b>TLC 005</b></td> <td><b>Individual TLC Workshop</b></td> <td colspan="2"><b>18</b></td> </tr> <tr> <td colspan="5">42720 01(*Attend only ONE workshop/offered: January 30, February 27, and April 10th)</td> </tr> </table>	<b>TLC 001</b>		<b>Academic Coaching</b>	<b>Total enrolled 230</b>		42700	01	by appointment (in person)*	180		42701	C01	by appointment (on-line)**	50		<b>TLC 004</b>		<b>Making the Dean's List</b>	<b>Total enrolled 91</b>		42705	01	5	42706	02 7	42707	04	7	42708	06 3	42709	07	7	42710	08 7	42711	09	7	42712	11 5	42713	12	7	42714	03 7	42715	70	5	42716	10 3	42717	05	7	42718	13 7	42719	14	7			<b>TLC 005</b>		<b>Individual TLC Workshop</b>	<b>18</b>		42720 01(*Attend only ONE workshop/offered: January 30, February 27, and April 10th)					*As of January 23 <sup>rd</sup> . Many students were unable to register for their intervention due to Bursar holds. Enrollment numbers will increase.	
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