<table>
<thead>
<tr>
<th>Semester</th>
<th>Why we implemented the program or program changes? Conditions under which we implemented or made changes to the program.</th>
<th>What we did</th>
<th>What we learned</th>
<th>How we learned it (data, anecdotal)</th>
</tr>
</thead>
</table>
| Spring, 2010 | New Academic Standards were implemented. All students on academic probation required an intervention. Faculty Senate identified TLC to provide interventions. 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. 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. | 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 (1st year/1st time and 1st-time transfer)  
**ID 102 (Master Student with directed study hall)** 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.  
**Directed study hall:** 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:  
CRN # 42662  90 enrolled  
CRN # 42663  84 enrolled  
**ID 102-Master Student for TRANSFER students** 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.  
CRN 42664  54 enrolled  
**RDG 140 (Reading Efficiency)**  
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 (? Enrolled)  
4 sections: 01, 70, 71, 72 (Open to all students)  
*For students with cumulative GPAs below 2.00 who are continuing or readmitted students.* 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.  
318 of 395 Students participated | The 2 large sections of ID 102 – sessions were too long and too large. It was too loud to concentrate on studying anything difficult.  
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.  
The smaller seminar section for transfer students had better attendance. Students reported that they would have liked more individual coaching.  
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. | Academic Coach observations  
ID 102 Course Evaluation  
Preliminary Analysis of ID 102 participants from OIRA |
### WHY AND CONDITIONS

Prior semester assessment indicated that students valued one on-one contact. The prior study hall portion was not productive.

No assessment was conducted of the interventions offered to continuing students, as this population was an anomaly.

Conditions: Director was on sabbatical leave.

Of the 416 on probation, 107 were first time students in the spring.

There were far fewer students on probation, and significantly fewer who had only one prior CCSU semester.

### WHAT WE DID

Reduced the class size for ID 102. All interventions were facilitated by graduate students.

**ACADEMIC INTERVENTION FOR STUDENTS ON ACADEMIC PROBATION with only one semester completed at CCSU**

**ID 102: The Master Student (1 credit)**

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 **24 enrolled**
- CRN 15637-ID102 **15 enrolled**
- CRN 15638-ID102 **14 enrolled**

**RDG 140: Reading Efficiency (3 credits)**

- CRN 14868-RDG140 (? Enrolled)

**ACADEMIC INTERVENTION FOR STUDENTS with MORE than one semester completed at CCSU**

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:

1. Complete the Collegiate Learning Inventory during the Mandatory Probation Session held in June, 2010.
2. Call the Learning Center (860) 832-1900 by August 25 to make an appointment to meet with an Academic Coach.
3. Meet with an Academic Coach from the Learning Center during the first 3 weeks of classes to develop an Academic Recovery Plan (*1<sup>st</sup> meeting must take place between 8/30/10-9/17/10*).
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.
5. Attend 2<sup>nd</sup> required Coaching Session between **10/4/10 & 10/22**
6. Attend third required Coaching Session between **11/15/10 & 12/8/10**. Documentation of completion of the Academic Recovery Plan will be provided. **STUDENTS ARE REQUIRED TO SUBMIT DOCUMENTATION IF APPEALING A DISMISSAL.**

### WHAT WE LEARNED

Fewer students on probation who have completed only 1 CCSU semester.

Smaller sections enhanced the student’s experience.

We needed better outreach to engage students in their required interventions. Too many students did not enroll in their required academic intervention.

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.

More Academic Coaching hours (and Academic Coaches) are needed to meet the demand.

### HOW WE LEARNED IT

- Probation data from the registrar (Matthew’s probation list)
- Academic Coaches’ Data tracking sheets
**WHY & CONDITIONS**

Smaller sections seemed to increase attendance in ID 102 course.

Director could pilot new curriculum based on new learning during sabbatical leave.

Conditions: With the exception of the Graduate Intern, entire coaching staff was new. TLC services were disrupted by a midterm move to new space.

**WHAT WE DID**

- Modified curriculum for all interventions to incorporate the Model of Strategic Learning.  
- Added on-line coaching for students over 25.  
- Coaches work with ID102 students outside of class.  
- Eliminated study hall.

**ID 102: The Master Student (1 credit)**  
240 total enrolled

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.  

**Freshmen only:**

<table>
<thead>
<tr>
<th>CRN#</th>
<th>SUB</th>
<th>COURSE</th>
<th>SEC#</th>
<th>Enrolled</th>
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<tbody>
<tr>
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<td>ID</td>
<td>102</td>
<td>01</td>
<td>34</td>
</tr>
<tr>
<td>45595</td>
<td>ID</td>
<td>102</td>
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<td>35</td>
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<td>102</td>
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<tr>
<td>45599</td>
<td>ID</td>
<td>102</td>
<td>06</td>
<td>19</td>
</tr>
</tbody>
</table>

**Freshmen and Transfer:** 45603  
ID 102 07 37

**Transfer students only:** 45597  
ID 102 04 46

**RDG 140: Reading Efficiency (3 credits)**

*This option is available for students who have earned and/or transferred 45 credits or fewer.*

Sections 01, 70, 71, 72 (Enrolled)

Academic interventions for students who have completed more than one semester at CCSU must take the following steps to establish and participate in the prescribed academic intervention:

1. Complete the Collegiate Learning Inventory during the Mandatory Probation Session held in January, 2011.
2. Call the Learning Center (1/19/11-1/28/11) to make an appointment to meet with an Academic Coach.
3. Meet with a Coach the first 3 weeks of classes to develop an Academic Recovery Plan (1st meeting: 1/25/11-2/5/11).
4. Establish a contract of appropriate interventions
5. Attend 2nd required Academic Coaching Session 3/1 to 3/18
6. Attend 3rd required Academic Coaching Session 4/11-5/6

Documentation of completion of the Academic Recovery Plan will be provided at this meeting.  

61 Participants

**On-line Adult Success Coaching** as an option for students over 25 years old and on probation. 7 Participants

**WHAT WE LEARNED**

Students who resented being required to participate were disruptive and created a negative classroom climate.

Attendance was poor for ID102.

Students who successfully completed ID 102 were more likely to increase their GPA than students who failed.

Using the Director’s time and energy to teach 7 sections is not sustainable.

*Students who successfully completed an intervention were more likely to return to good standing or be granted an appeal for a 2nd semester of probation.***

289 students enrolled in an intervention. 211 passed the intervention. 66 failed the intervention.

146 achieved good standing  
Of those, -54% had PASSED intervention  
-35% had FAILED intervention

141 were dismissed  
Of those granted an appeal,  
-44% had PASSED intervention  
-12% had FAILED intervention

Our manual assessment strategy is inadequate.

**HOW WE LEARNED IT**

- Director and Academic Coach Observation
- Feedback from Course evaluation
- Registrar Probation list
- Student transcripts
- Registrar Dismissal List and TLC
- Preliminary analysis of the dismissal appeal results from the Deans’ Offices
- Research from Director’s Sabbatical
In response to negative student attitudes regarding required participation in an intervention, and 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.

**Conditions: New space allowed us to host seminar style intervention.**

### WHAT WE DID

**TLC 001**  
Academic Coaching  
12648  01 Individual meetings with an academic coach to: Set academic goals, develop an academic recovery plan, and track academic progress.  
77 enrolled

**TLC 004**  
Making the Dean’s List  
38 total enrolled

**TLC 005**  
Individual TLC Workshops  
(Each workshop offered weekly. See dates. Choose two sections to satisfy participation in a required academic intervention.)

<table>
<thead>
<tr>
<th>A: Academic Goals</th>
<th>B: Getting Organized for time management</th>
<th>C: Ace the Exam!</th>
<th>D: Study Smarter!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set academic goals and learn how your projected grades will change your cumulative GPA.</td>
<td>Apply proven time management principles to your personal schedule to reach your academic goals. (COUNTS FOR TWO WORKSHOPS)</td>
<td>Learn large amounts of information with proven memory strategies! Predict exam questions and use the right tools to prepare! (1 hour)</td>
<td>Study skills that work to maximize learning: classroom notes as a study guide, reading to learn, and building better study tools. (1 hour)</td>
</tr>
<tr>
<td>23 enrolled</td>
<td>11 enrolled</td>
<td>27 enrolled</td>
<td>26 enrolled</td>
</tr>
</tbody>
</table>

### WHAT WE LEARNED

Best participation in, and successful completion of, academic interventions to date.

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.

Students were confused by the requirement to register and attend 2 workshops (TLC 005), resulting in low completion rates (67%).

The shorter break between semesters did not allow time to look at academic performance of those participating in academic interventions.

Making the Dean’s List received very positive student feedback.

### HOW WE LEARNED IT

- Academic Coach Data Tracker
- Class lists and enrollment data and successful completion rates
- Student feedback
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.

### WHY & CONDITIONS

WHAT WE DID

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.

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.

(Descriptions only noted if change was made from prior semesters.)

<table>
<thead>
<tr>
<th>TLC 001 Academic Coaching</th>
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</thead>
<tbody>
<tr>
<td>CRN</td>
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<tr>
<td>42727</td>
</tr>
<tr>
<td>42728</td>
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</table>

#### TLC 004 Making the Dean’s List

(Limited to 8 students per group)

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<th>CRN</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>42751</td>
<td>15</td>
<td>4</td>
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</table>

#### ID 102 The Master Student

<table>
<thead>
<tr>
<th>CRN</th>
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</thead>
<tbody>
<tr>
<td>42753</td>
<td>70</td>
<td>29</td>
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</tbody>
</table>

#### TLC 003 Smart Start Workshop Bundle

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<th>CRN</th>
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<tbody>
<tr>
<td>42754</td>
<td>01</td>
<td>6</td>
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#### TLC 005 Individual TLC Workshop

<table>
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</thead>
<tbody>
<tr>
<td>42756</td>
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#### RDG 140 Reading Efficiency

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</thead>
<tbody>
<tr>
<td>40201</td>
<td>70</td>
<td>?</td>
</tr>
</tbody>
</table>

WHAT WE LEARNED

Enrollment of 8 students was too many for Dean’s List groups.

We could have met the demand for TLC 004 with 15 sessions.

HOW WE LEARNED IT

*Academic Coach observations*

*Enrollment and completion data*
**Fall, 2012**

**WHY & CONDITIONS**
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.

**WHAT WE DID**
Redesigned and renamed the Academic Success Plan (formerly the Ac. Recovery Plan) to address SAP Appeal and students who successfully appealed dismissal.

**TLC 001** Academic Coaching
- 12750 01 by appointment (in person) 79 enrolled
- 12751 C01 by appointment (on-line) 17 enrolled

**TLC 004** Making the Dean’s List 42 total enrolled
(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

**TLC 002** Jump Start to the Semester
- 12752 01 12 enrolled

**TLC 003** Smart Start Workshop Bundle
- 12759 01 2 enrolled

**TLC 005** Individual TLC Workshop
- 12760 01 12 enrolled

**WHAT WE LEARNED**
- 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.
- 75% of the students who successfully completed an intervention improved their GPA.

**Spring, 2013**

**WHY & CONDITIONS**
Extension of grant funding for online coaching allowed expansion of services to students under 25 years of age.

**WHAT WE DID**
- Increased TLC004 from 50 minutes to an hour.
- Reduced the number of TLC004 sections.
- Reduced the available number of workshops for TLC 005.
- Opened on-line coaching to all probationary students.

**TLC 001** Academic Coaching  Total enrolled 230
- 42700 01 by appointment (in person)* 180
- 42701 C01 by appointment (on-line)** 50

**TLC 004** Making the Dean’s List Total enrolled 91
- 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

**WHAT WE LEARNED**
*As of January 23rd. Many students were unable to register for their intervention due to Bursar holds. Enrollment numbers will increase.
<table>
<thead>
<tr>
<th>TLC 005</th>
<th>Individual TLC Workshop</th>
<th>18</th>
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</thead>
<tbody>
<tr>
<td>42720</td>
<td>(Attend only ONE workshop/offered: January 30, February 27, and April 10th)</td>
<td></td>
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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Total enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC 001</td>
<td>Academic Coaching</td>
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</tr>
<tr>
<td>42700 01</td>
<td>by appointment (in person)*</td>
<td>180</td>
</tr>
<tr>
<td>42701 C01</td>
<td>by appointment (on-line)**</td>
<td>50</td>
</tr>
<tr>
<td>TLC 004</td>
<td>Making the Dean’s List</td>
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<tr>
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<tr>
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