Division of Student Academic Success
The Learning Center
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Fall 2019 and Spring 2020 Academic Coaching for Excellence (ACE) Program Report

Executive Summary

The Academic Coaching for Excellence (ACE) program is mandatory for suspension appeal approved students as part of their readmittance to the institution. Participants must attend bi-weekly one-hour sessions with an academic coach, who monitors their academic progress over the course of the semester. The benefit of academic coaching is an that it is an interactive process that focuses on the personal relationship created between the student and the coach. Academic coaches help students navigate obstacles during their academic career by using individualized and holistic approaches. They guide students in understanding and changing their learning behavior by challenging them to think about their personal and/or professional goals in order to relate them to their academic/education goals. Academic coaches help empower students to take responsibility for their own learning. Students participating in the program are required to attend bi-weekly coaching sessions during the semester in which they are enrolled.

PURPOSE
The purpose of this annual report is to share data related to the effectiveness of our academic coaching services on the suspension appeal approved students who participated in the Academic Coaching for Excellence (ACE) program in Fall 2019 and Spring 2020 semesters based on the ACE program outcomes.

Short-term outcomes:
1. The student will improve academic standing.
2. The student will demonstrate an increase in self-efficacy and self-regulation skills.
3. The student will demonstrate a shift toward an individual accountability for learning (locus of control).

Long-term outcomes:
1. The student will confirm or change program of study as appropriate and determine a parallel plan.
2. The student will be retained, demonstrate adequate progress, and eventual completion in program of study (tracked cohorts).

METHODS
Methods used to collect data include: (1) average current term, previous and current cumulative GPA; (2) average credit hours attempted and completed; (3) average PACE; (4) a comparison of the ACE participants versus non-participants using the aforementioned data; (5) analysis of pre- and post-assessments for self-efficacy, self-regulation, and locus of control; and (6) aggregated student satisfaction survey.

DISCUSSION
During the Fall 2019 and Spring 2020 semesters, the total number of unduplicated ACE participants was 148 (77 students in FA19 and 71 students in SP20). The duplicated student contacts for the ACE participants was 945 (FA19 = 507 and SP20 = 438). In Spring, the academic coaching sessions were transitioned to an online format (Blackboard Collaborate) due to the COVID 19 health crisis. Of the 438 student contacts in Spring, 125 of those were via online video sessions or via phone calls. The following discussion will address each short-term program outcome individually:

Short-term outcome 1: The student will improve academic standing.
ACE participants achieved a higher term pass rate (2.0+) for the Fall 2019 and Spring 2020 semesters when compared to the non-participants (57% vs. 39% in FA19 and 51% vs. 42% in SP20). They also achieved a higher term GPA for both semesters averaging half a point higher when compared to the non-participants (1.83 vs. 1.29 in FA19 and 1.91 vs. 1.45 in SP20). In addition, the ACE participants achieved a higher cumulative GPA for both semesters when compared to the non-participants (1.73 vs. 1.55 in FA19 and 1.71 vs. 1.56) in SP20). Their average overall PACE was also higher for both semesters when compared to the non-participants (68% vs. 48% in Fall 2019 and 68% vs. 54% in Spring 2020) and was slightly above the 67% standard set by the institution. Finally, the ACE participants enrolled in the subsequent semester(s) at a higher percentage when compared to the non-participants (77% vs. 42% from FA19 to SP20 and 79% vs. 38% from SP20 to Summer/FA20). A comparison of the participants within the ACE program revealed that those who attended six or more sessions outperformed those who attended five or less in the same categories mentioned previously.

Overall, the ACE program did help the ACE participants improve their academic standing at a higher rate when compared to the non-participants for both semesters. Even though the Spring 2020 semester was interrupted due to the COVID 19 health crisis, the academic coaches were able to retain most of the students and were able to help them successfully complete the program requirements for the semester.

Short-term outcome 2: The student will demonstrate an increase in self-efficacy and self-regulation skills.
During the Fall 2019 and Spring 2020 semesters, pre- and post-assessments were given to the ACE participants in order to analyze the effectiveness of the program in increasing their self-efficacy and self-regulation skills over the course of the semester. These skills are vital to helping students become independent thinkers and learners and in helping them achieve academic success.

A self-efficacy assessment consisting of 13 statements was given to ACE participants to determine if there was any growth in the students' ability to succeed based on two areas: "Belief that ability can grow with effort," which contained nine statements and "Belief in your own ability to meet goals/expectations," which contained four statements. In Fall 2019, the participants (n = 62) demonstrated growth in nine of the 13 statements about their self-efficacy or in 69% of the statements. Of the remaining four statements, there was no decline. In Spring 2020, the participants (n = 27) demonstrated growth in nine of the 13 statements about their self-efficacy or in 69% of the statements. Of the remaining four statements, there was a decline in three of them and one showed no growth. Most of the students did increase their self-efficacy skills during both semesters; however, the decline in select statements occurred during the Spring 2020, which was interrupted due to the COVID 19 health crisis. This may have been one contributing factor that affected how some of the participants responded to select self-efficacy statements.

A self-regulation assessment was also given to ACE participants to determine if there was any growth in the student's perceived level of proficiency in four essential components of self-regulation: 1. "PLAN" for and articulate what you want to accomplish (5 statements); 2. "MONITOR" progress and interference regarding your goal (6 statements); 3. "CONTROL" change by implementing specific strategies when things are not going as planned (6 statements); and 5. "REFLECT" on what worked and what you can do better next time (5 statements). In Fall 2019, the participants (n = 62) did demonstrate growth in 21 of the 22 statements about their self-regulation skills or in 95% of the statements. The remaining statement showed no growth. In Spring 2020, the participants (n = 26) did demonstrate growth in 19 of the 22 statements about their self-regulation skills or in 86% of the statements. Of the remaining statements, two showed no growth and one showed a decline. Most of the students did increase their self-regulation skills during both semesters; however, the lack of growth and decline in select statements occurred during the Spring 2020, which was interrupted due to the COVID 19 health crisis. This may have been one contributing factor that affected how some of the participants responded to select self-regulation statements.

Overall, the ACE participants who completed the pre- and post-assessments demonstrated an increase in their self-efficacy and self-regulation skills for both semesters. Even though the Spring 2020 semester was interrupted due to the COVID 19 health crisis, the results show that the ACE program can have a positive effect on helping the participants develop responsibility for their own learning.

Short-term outcome 3: The student will demonstrate a shift toward an individual accountability for learning (locus of control).

During the Fall 2019 and Spring 2020 semesters, pre- and post-assessments were given to the ACE participants in order to analyze the effectiveness of the program in helping participants move from an external locus of control to an internal locus of control with regard to their learning. Locus of control plays a mediating role in determining whether students get involved in the pursuit of achievement.

A locus of control assessment was given to ACE participants to measure the degree to which they can control their own achievement. If students believe events are controlled by luck, fate, chance, or powerful others, this is referred to as "external locus of control." If student believe events are contingent upon their own behavior, this is referred to as "internal locus of control." Students select "True" or "False" responses for 28 statements. Scores are based on the number of matched items. Scores range between 0-28 with 14 being the middle range. Low scores are associated with higher GPAs, and high scores are associated with lower GPAs.

In Fall 2019 and Spring 2020, the participants (FA19 - n = 62 and SP20 – n = 32) demonstrated a drop in the overall locus of control score by a difference of 1.85 (9.16 to 7.31) in Fall 2019 and .53 (9.56 to 9.03) in Spring 2020. The lower scores revealed that the participants had developed more internal locus of control than when they started the program; however, the pre-assessment scores were lower than the middle range score indicating that the participants entered the program with an overall strong internal locus of control. The correlation between lower internal locus of control and higher GPAs cannot be stated with certainty in that the ACE participants who completed both pre- and post-assessments did not achieve an overall GPA average of 2.0; however, these participants did increase their current GPA averages (1.67 to 1.75 in FA19 and 1.59 to 1.73 in SP20) when compared to their previous GPA averages. Overall, the ACE participants did demonstrate a shift toward an individual accountability for learning after participating in the ACE program during the Fall and Spring semesters.

ACE Participant Satisfaction Survey.

During the Fall 2019 and Spring 2020 semesters, the ACE participants who completed the satisfaction survey (FA19 - n = 29 and SP20 - n = 26) responded positively to the program and found that it helped them with their overall academic success. Positive comments were made regarding the helpfulness of the academic coaches, as well as about the positive impact participating in the program had on the participants and preparing them for the future studies.

RECOMMENDATIONS

Based on the results of the three short-term outcomes, the following are recommended:

1. The ACE program is more effective in helping students improve their academic standing if they attend six or more sessions in a semester.
2. It is recommended that participation in the ACE program continue to be a mandatory requirement for suspension appeal-approved students.
3. It is recommended that the ACE participants continue to have an academic hold in place to ensure completion of the program. Failure to complete the program will result in non-removal of the academic hold until final grades have been submitted, and the students have demonstrated academic good standing. Non-participants should continue to have an academic hold in place until final grades have been submitted and the students have demonstrated academic good standing.
4. Due to the COVID 19 health crisis, it is recommended that the ACE program continue to function in an online environment with the possibility of moving toward some face-to-face coaching sessions as determined by institutional social distancing guidelines.
5. Due to the COVID 19 health crisis, the ACE program will expand its services to students on probation (less than a 2.0 overall GPA) due to the suspension of the suspension appeal process for the Fall 2020 semester. Participants will NOT be required to attend sessions for the Summer and Fall 2020 semesters.
6. The ACE program will hire additional academic coaches in order to expand its services to the Nursing and Engineering programs, which are interested in using academic coaches to help their students. The ACE program will provide general training for these coaches, who will then be trained by the departments for specialized coaching duties.

LIMITATIONS

While the ACE Program does collect and analyze data related to our services, and we do disseminate the information to stakeholders for discussion and decision-making purposes, this report does have limitations. Some of the limitations include: the data does not control or take into consideration all factors that attribute to student success; therefore, the data cannot reveal causal relationships so direct impact cannot directly be attributed to the ACE program. Sample sizes are often small; therefore, they are not necessarily representative of all students. The student satisfaction survey is not representative of all suspension appeal approved students but only those who participated in the program and responded to the survey; therefore, the findings cannot be generalized to this student population. Finally, the purpose of this report is to begin a discussion of need and appropriate design. If the conversation to discuss the findings, conclusions, recommendations, and the next steps do not occur, the report has limited use.

CONCLUSION

Based on the overall results, the ACE program was successful in meeting its short-term outcomes based on the data and survey results. This is the first academic year that the program implemented a mandatory participation requirement for suspension appeal-approved students. Most of the data collected will serve as baseline information for upcoming semesters and for program evaluation going forward.

Please note that the number of participants who completed both the pre- and post-assessments were significantly less than the total number of participants in the program. This may be due to the COVID 19 health crisis and having to move the program online. In addition, the post-assessments were sent via a Qualtrics survey link. This may have contributed to the minimal number of post-assessment responses.

Fall 2019 & Spring 2020 ACE Program Report

In Fall 2019, the ACE program reached out to 141 suspension appeal approved students. Of the 141, 77 students participated in the ACE program. In Spring 2020, the ACE program reached out to 95 suspension appeal approved students. Of the 95, 71 students participated in the ACE program. Below are the overall results of a comparison between the ACE participants and non-participants. Please note that while they may have been a few more students who were suspension appeal approved in both semesters, some either did not return to the university or withdrew from their classes.

	FA19 ACE participants	FA19 Non-participants	SP20 ACE participants	SP20 Non-participants
(all students)	n = 77	n = 64	n = 71	n = 24
FA19/SP20 Pass Rate (2.0 +)	44/77 = 57%	25/64 = 39%	36/71 = 51%	10/24 = 42%
FA19/SP20 Term GPA Average	1.83	1.29	1.91	1.45
Previous Cumulative GPA Average	1.66	1.60	1.64	1.52
Current Cumulative GPA Average	1.73	1.55	1.71	1.56
Average GPA difference	0.07	-0.05	0.07	0.04
Average Credit Attempted	11.60	10.84	11.87	10.71
Average Credit Completed	8.13	5.08	8.00	6.13
Students w/67+ PACE	20 = 26%	7 = 11%	17 = 24%	3 = 13%
Students w/100 PACE	30 = 39%	18 = 28%	28 = 39%	9 = 38%
Average Overall PACE	68%	48%	68%	54%
Moved to Good Standing	23 = 30%	8 = 12%	n/a	n/a
Moved to Probation	25 = 32%	17 = 26%	n/a	n/a
Moved to Suspension	29 = 38%	39 = 61%	n/a	n/a
Enrolled SP20	59 = 77%	27 = 42%	-	-
Enrolled Summer/FA20	-	-	56 = 79%	9 = 38%

Analysis: In Fall 2019, 77 students participated in the ACE program. 57% of the participants achieved a 2.0 or better GPA at the end of the Fall 2019 semester compared to 39% of the non-participants who did the same. In addition, the participants achieved a higher percentage average (68%) for PACE when compared to the non-participants who achieved 48%. In addition, a higher percentage (77%) of ACE participants enrolled in Spring 2020 when compared to 42% of the non-participants who did the same.
In Spring 2020, 71 students participated in the ACE program. 51% of the participants achieved a 2.0 or better GPA at the end of the Spring 2020 semester compared to 42% of the non-participants. In addition, a significantly higher percentage (79%) of ACE participants enrolled in Summer and/or Fall 2020 when compared to 38% of the non-participants who did the same. the participants achieved a higher percentage average (68%) for PACE when compared to the non-participants who achieved 54%. Overall, the ACE participants outperformed the non-participants in all categories.

Fall 2019 ACE Participant Comparisons by Number of Sessions by Range				
	ACE Participants			**ACE Participants**
(2-5 sessions)	n = 27		**(6-9 sessions)**	n = 50
FA19 Pass Rate (2.0 +)	11/27 = 41%		FA19 Pass Rate (2.0 +)	33/50 = 66%
FA19 Term GPA Average	1.27		FA19 Term GPA Average	2.13
Previous Cumulative GPA Average	1.65		Previous Cumulative GPA Average	1.66
Current Cumulative GPA Average	1.59		Current Cumulative GPA Average	1.80
Average GPA difference	-0.06		Average GPA difference	0.14
Average Credit Attempted	10.78		Average Credit Attempted	12.04
Average Credit Completed	5.56		Average Credit Completed	9.52
Students w/67+ PACE	3 = 27%		Students w/67+ PACE	17 = 34%
Students w/100 PACE	8 = 30%		Students w/100 PACE	22 = 44%
Average Overall PACE	49%		Average Overall PACE	79%
Moved to Good Standing	5 = 18%		Moved to Good Standing	18 =36%
Moved to Probation	7 = 26%		Moved to Probation	18 = 36%
Moved to Suspension	15 = 55%		Moved to Suspension	14 = 28%
Enrolled SP20	16 = 59%		Enrolled SP20	43 = 86%

Analysis: In Fall 2019, a higher percentage of participants (66%) who attended between 6-9 sessions achieved a 2.0 or better GPA when compared to the participants who attended between 2-5 sessions (41%). Participants who attended 6-9 sessions also achieved a significantly higher PACE average (79%) when compared to the participants who attended 2-5 sessions (49%). In addition, a higher percentage (86%) of participants who attended 6-9 sessions enrolled in Spring 2020 when compared to 59% of those who attended 2-5 sessions. Overall, participants who attended more than 6 sessions outperformed participants who attended less than 6 sessions in all categories.

Spring 2020 ACE Participant Comparisons by Number of Sessions by Range				
	ACE Participants			**ACE Participants**
(2-5 sessions)	n = 16		**(6-9 sessions)**	n = 55
SP20 Pass Rate (2.0 +)	4/16 = 25%		**SP20 Pass Rate (2.0 +)**	32/55 = 58%
SP20 Term GPA Average	1.45		**SP20 Term GPA Average**	2.05
Previous Cumulative GPA Average	1.65		**Previous Cumulative GPA Average**	1.63
Current Cumulative GPA Average	1.60		**Current Cumulative GPA Average**	1.75
Average GPA difference	-0.05		**Average GPA difference**	0.12
Average Credit Attempted	12.81		**Average Credit Attempted**	11.60
Average Credit Completed	6.56		**Average Credit Completed**	8.42
Students w/67+ PACE	5 = 31%		**Students w/67+ PACE**	12 = 22%
Students w/100 PACE	4 = 25%		**Students w/100 PACE**	24 = 44%
Average Overall PACE	54%		**Average Overall PACE**	73%
Enrolled Summer/FA20	12 = 75%		**Enrolled Summer/FA20**	48 = 87%

Analysis: In Spring 2020, a higher percentage of participants (58%) who attended between 6-9 sessions achieved a 2.0 or better GPA when compared to the participants who attended between 2-5 sessions (25%). Participants who attended 6-9 sessions also achieved a significantly higher PACE average (73%) when compared to the participants who attended 2-5 sessions (54%). In addition, a higher percentage (87%) of participants who attended 6-9 sessions enrolled in Summer and/or Fall 2020 when compared to 54% of those who attended 2-5 sessions. Overall, participants who attended more than 6 sessions outperformed participants who attended less than 6 sessions in all categories.

Fall 2019 ACE Participant Comparisons by Number of Sessions					
N = 77	Number of sessions	FA19 Average GPA	Previous Cumulative Average GPA	Current Cumulative Average GPA	Enrolled SP20
1 student	2	2.00	1.85	1.89	1 = 100%
5 students	4	0.75	1.60	1.48	4 = 80%
21 students	5	1.36	1.66	1.60	15 = 71%
22 students	6	2.08	1.74	1.82	20 = 91%
12 students	7	2.05	1.46	1.63	8 = 67%
14 students	8	2.24	1.78	1.91	11 = 79%
2 students	9	2.50	1.24	1.74	0 = 0%

Analysis: In Fall 2019, the largest number of participants (n = 22) attended six sessions over the course of the semester and enrolled for the following semester at a higher percentage (91%). The two participants who attended nine sessions had the highest overall GPA for FA19 but did not enroll for the Spring semester for unknown reasons. Overall, participants who attended six or more sessions averaged a 2.0 GPA or higher for the Fall 2019 semester.

Spring 2020 ACE Participant Comparisons by Number of Sessions					
N = 71	Number of sessions	SP20 Average GPA	Previous Cumulative Average GPA	Current Cumulative Average GPA	Enrolled Summer/FA20
4 students	3	1.56	1.68	1.64	3 = 75%
6 students	4	1.05	1.55	1.44	3 = 50%
6 students	5	1.78	1.74	1.73	6 = 100%
31 students	6	1.82	1.58	1.66	24 = 77%
24 students	7	2.35	1.70	1.87	20 = 83%

Analysis: In Spring 2020, the largest number of participants (n = 31) attended six sessions over the course of the semester and 77% of them enrolled in Summer and/or Fall 2020. The second highest number of participants (n = 24) attended seven sessions over the course of the semester and 83% of them enrolled in Summer and/or Fall 2020. This group also had the highest average GPA (2.35). Overall, participants who attended six or more sessions averaged a 2.0 GPA or higher for the Fall 2019 semester.

Fall 2019 & Spring 2020 Self-Efficacy Pre- and Post-Assessment Results

A self-efficacy assessment was given to ACE participants to determine if there was any growth in the students' ability to succeed based on two areas: "Belief that ability can grow with effort," and "Belief in your own ability to meet goals/expectations." Participant responses were based on a Likert scale of 1 to 5 with 1 signifying "Not Very Like Me," 2 signifying "Not Like Me," 3 signifying "Neutral," 4 signifying "Like Me," and 5 signifying "Very Like Me." The average percentage of 4's and 5's was calculated to determine growth for each area. The aggregated results are based only on the number of participants who completed both the pre- and post-assessment.

PLEASE REFER TO THE FOLLOWING PAGES.

FA19 Self-Efficacy Pre and Post Results
"Belief that ability can grow with effort"
n = 62

Statement	Pre (Very Like Me/Like Me)	Post (Very Like Me/Like Me)
1. I can learn what is being taught in class this year.	89%	90%
2. I can figure out anything if I try hard enough.	94%	94%
3. If I practiced every day, I could develop just about any skill.	92%	92%
4. Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it…	81%	95%
5. I am confident that I will achieve the goals that I set for myself.	85%	87%
6. When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged.	65%	76%
7. I will succeed in whatever career path I choose.	81%	84%
8. I will succeed in whatever college major I choose.	79%	84%
9. I believe that hard work pays off.	97%	97%
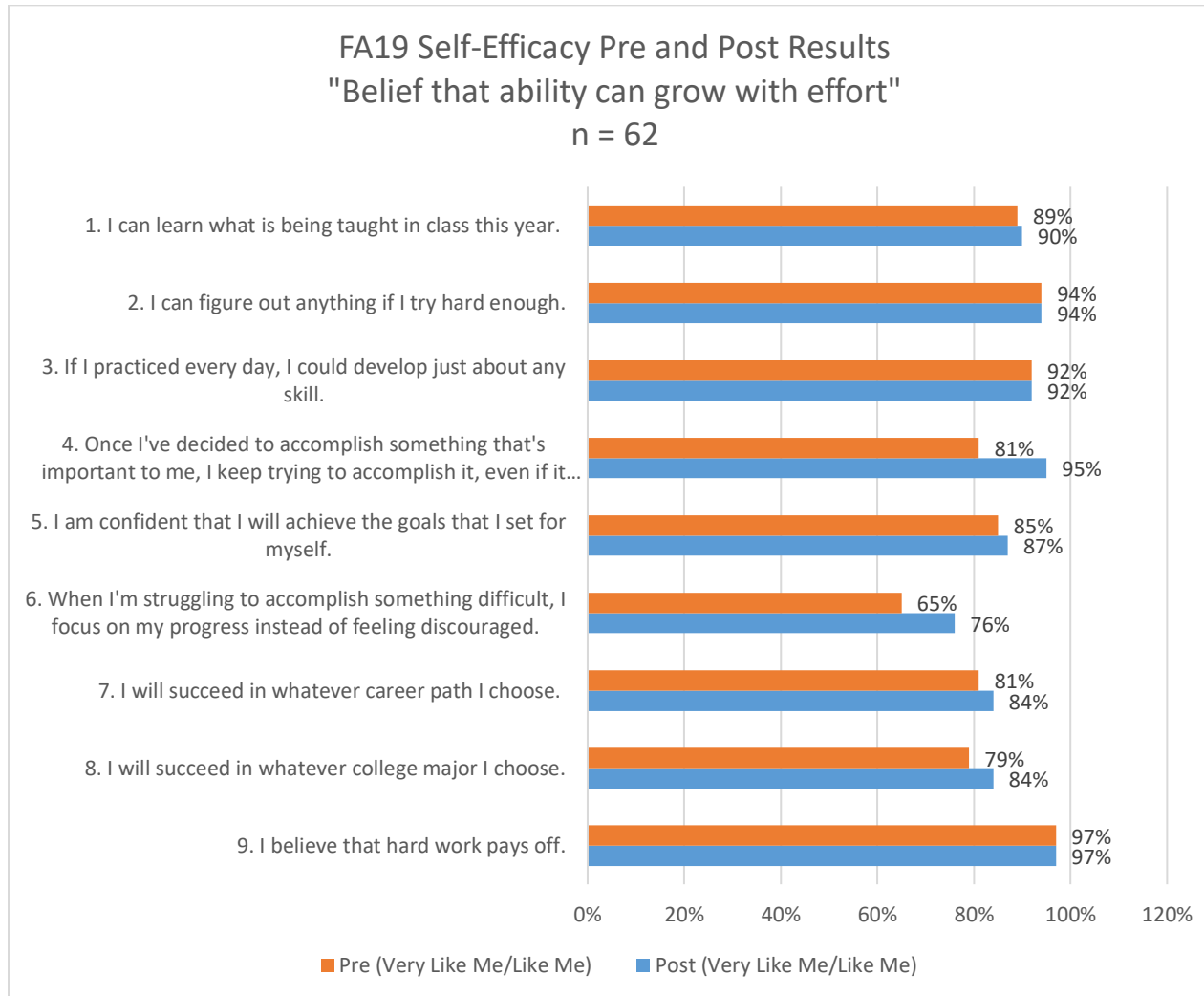
Analysis: In Fall 2019, the ACE participants demonstrated growth in six of the nine areas focused on the students' "belief that ability can grow with effort" or 67% growth in this area overall. Statement 4 demonstrated the largest percentage of growth (14 percentage points). No growth was demonstrated for Statements 2, 3, and 9. It is possible that the participants already felt strongly about these statements thus negating any improvement.

FA19 Self-Efficacy Pre and Post Results
"Belief in your own ability to meet goals/expectations"
n = 62

10. My ability grows with effort. — 97% / 98%

11. I believe that the brain can be developed like a muscle. — 97% / 94%

12. I think that no matter who you are, you can signficantly change your level of talent. — 94% / 98%

13. I can change my basic level of ability considerably. — 87% / 87%

Pre (Very Like Me/Like Me)   Post (Very Like Me/Like Me)
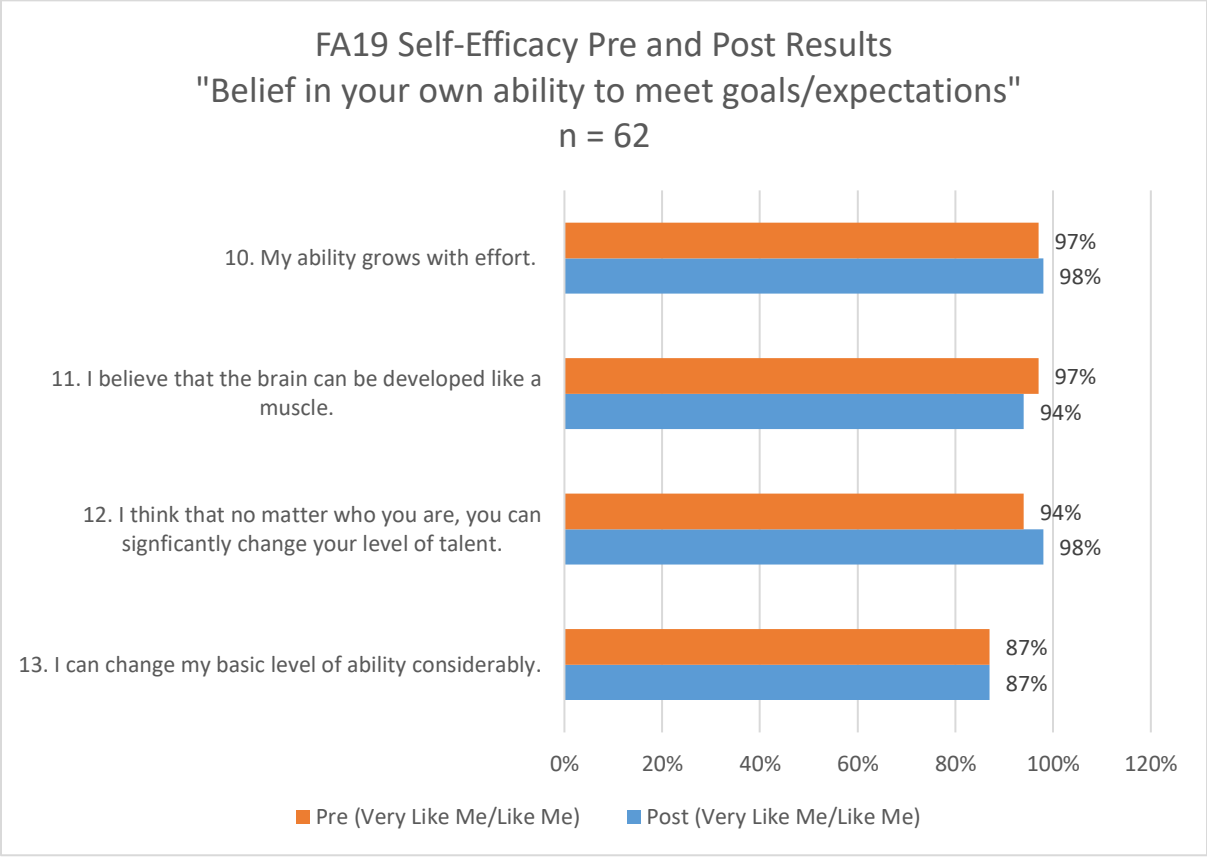
Analysis: In Fall 2019, the ACE participants demonstrated growth in three of the four areas focused on the students' "belief in your own ability to meet goals/expectations" or 75% growth in this area overall. Statements 10, 11, and 12 demonstrated slight growth. No growth was demonstrated for Statement 13. Again, it is possible that the participants already felt strongly about this statement thus negating any improvement. Overall, in Fall 2019, the participants did demonstrate growth in nine of the 13 statements about their self-efficacy or in 69% of the statements. There was no decline in any of the remaining four statements.

SP20 Self-Efficacy Pre and Post Results
"Belief that ability can grow with effort"
n = 27

1. I can learn what is being taught in class this year. — Pre 89%, Post 93%
2. I can figure out anything if I try hard enough. — Pre 85%, Post 93%
3. If I practiced every day, I could develop just about any skill. — Pre 74%, Post 85%
4. Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it… — Pre 74%, Post 85%
5. I am confident that I will achieve the goals that I set for myself. — Pre 81%, Post 89%
6. When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged. — Pre 52%, Post 70%
7. I will succeed in whatever career path I choose. — Pre 85%, Post 78%
8. I will succeed in whatever college major I choose. — Pre 78%, Post 74%
9. I believe that hard work pays off. — Pre 93%, Post 100%

■ Pre (Very Like Me/Like Me)   ■ Post (Very Like Me/Like Me)

Analysis: In Spring 2020, the ACE participants demonstrated growth in seven of the nine areas focused on the students' "belief that ability can grow with effort" or 78% growth in this area overall. Statement 6 demonstrated the largest percentage of growth (18 percentage points). A decline was demonstrated for Statements 7 and 8. While there may be a variety of factors that affected responses to these two statements, one major change in the semester was a transition from a face-to-face to online learning environment in the middle of the semester.

SP20 Self-Efficacy Pre and Post Results
"Belief in your own ability to meet goals/expectations"
n = 27
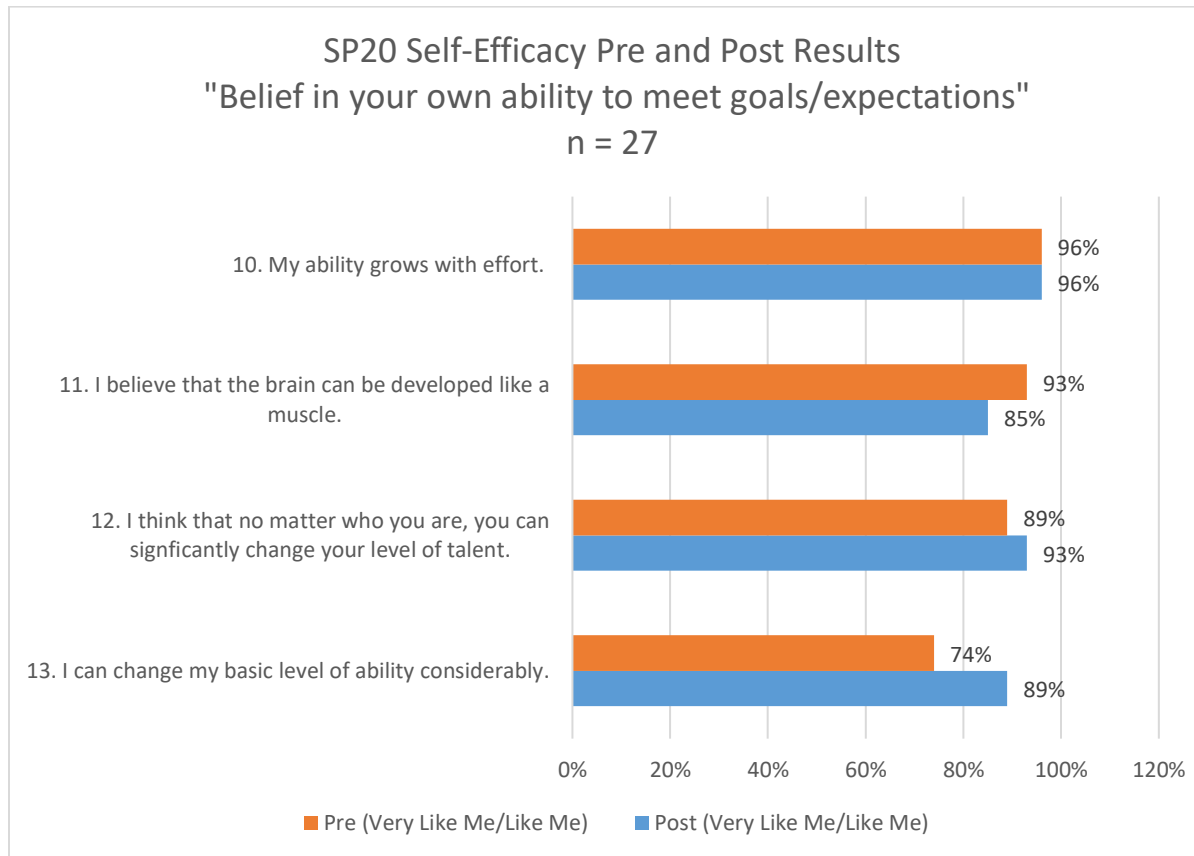
Analysis: In Spring 2020, the ACE participants demonstrated growth in two of the four areas focused on the students' "belief in your own ability to meet goals/expectations" or 50% growth in this area overall. Statement 13 demonstrated the largest percentage of growth (15 percentage points). No growth was demonstrated for Statement 10, and Statement 11 demonstrated a decline in growth. Again, while there may be a variety of factors that affected responses to the statements, one major change in the semester was a transition from a face-to-face to online learning environment in the middle of the semester. Overall, in Spring 2020, the participants did demonstrate growth in nine of the 13 statements about their self-efficacy or in 69% of the statements. Of the remaining four statements, there was a decline in three of them and one showed no growth.

Fall 2019 & Spring 2020 Self-Regulation Pre- and Post-Assessment Results

A self-regulation assessment was given to ACE participants to determine if there was any growth in the student's perceived level of proficiency in four essential components of self-regulation: 1. "PLAN" for and articulate what you want to accomplish; 2. "MONITOR" progress and interference regarding your goal; 3. "CONTROL" change by implementing specific strategies when things are not going as planned; and 5. "REFLECT" on what worked and what you can do better next time. Participant responses were based on a Likert scale of 1 to 5 with 1 signifying "Not Very Like Me," 2 signifying "Not Like Me," 3 signifying "Neutral," 4 signifying "Like Me," and 5 signifying "Very Like Me." The average percentage of 4's and 5's was calculated to determine growth for each area. The aggregated results are based only on the number of participants who completed both the pre- and post-assessment.

PLEASE REFER TO THE FOLLOWING PAGES.

FA19 Self-Regulation Pre and Post Results
"PLAN"
n = 62

1. I plan out projects that I want to complete.
56%
76%

2. If an important test is coming up, I create a study plan.
34%
77%

3. Before I do something fun, I consider all of the things that I need to get done.
53%
89%

4. I can usually estimate how much time my homework will take to complete.
44%
79%

5. I have trouble making plans to help me reach my goals.
39%
53%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Pre (Very Like Me/Like Me)   ■ Post (Very Like Me/Like Me)

Analysis: In Fall 2019, the ACE participants demonstrated growth in all five areas focused on the students' ability to "PLAN" or 100% growth in this area overall. Statement 2 demonstrated the largest percentage of growth (43 percentage points). Statement 3 (36 percentage points) and Statement 4 (35 percentage points) also demonstrated significant growth. Overall, the results reveal that most of the students demonstrated significant growth in all facets of the "PLAN" area in self-regulation.

FA19 Self-Regulation Pre and Post Results
"MONITOR"
n = 62

6. I keep track of how my projects are going
- 48%
- 82%

7. I know when I'm behind on a project.
- 84%
- 95%

8. I track my progress for reaching my goal.
- 42%
- 79%

9. I know what my grades are at any given time.
- 45%
- 50%

10. Daily, I identify things I need to get done and track what gets done.
- 44%
- 71%

11. I have trouble remembering all the things I need to accomplish.
- 26%
- 26%

Legend: ■ Pre (Very Like Me/Like Me) ■ Post (Very Like Me/Like Me)

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
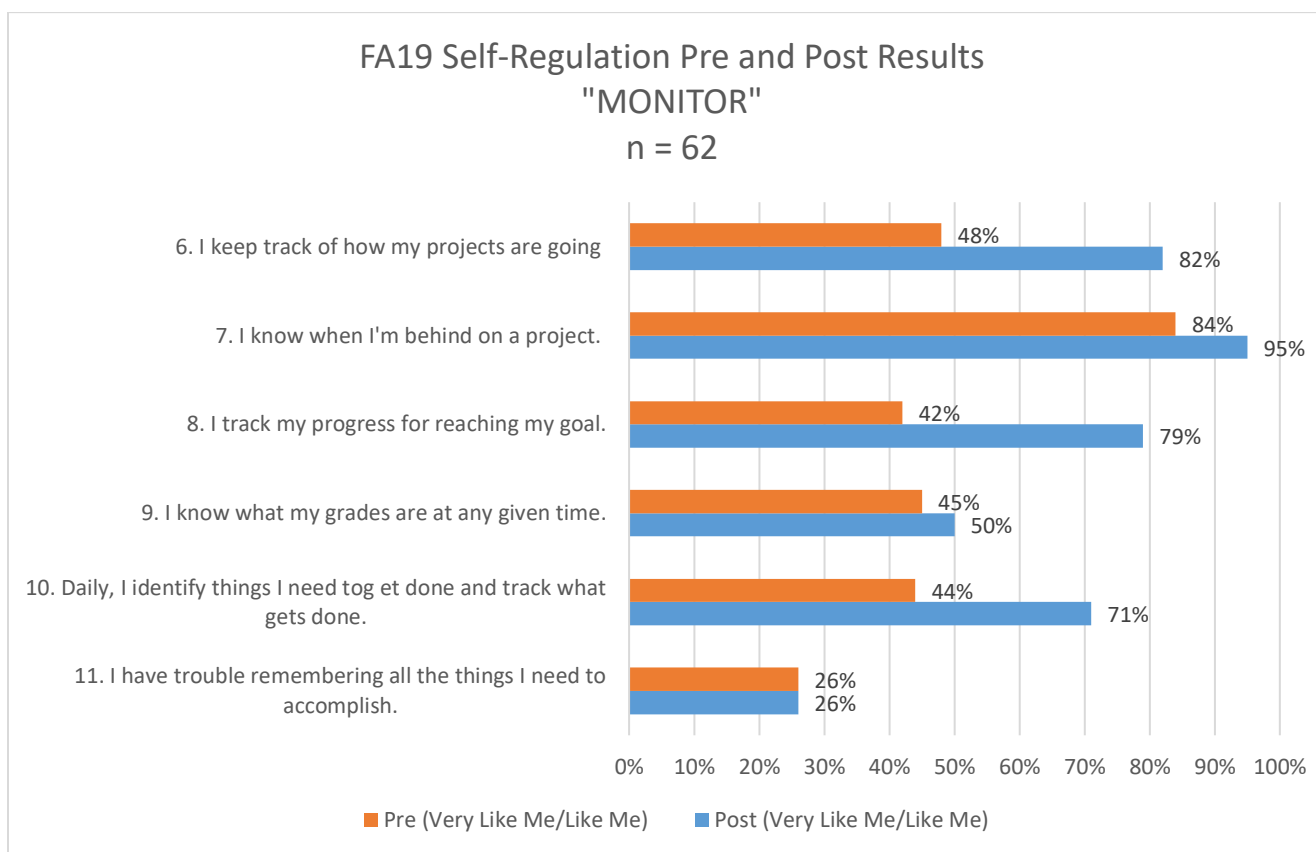
Analysis: In Fall 2019, the ACE participants demonstrated growth in five of the six areas focused on the students' ability to "MONITOR" or 83% growth in this area overall. Statement 8 demonstrated the largest percentage of growth (37 percentage points). Statement 6 (34 percentage points) and Statement 10 (27 percentage points) also demonstrated significant growth. Only Statement 11 showed no growth between pre- and post-assessment. This may be due to the students feeling confident about their ability to remember things from the beginning of the program thus negating any improvement. Overall, the results reveal that most of the students demonstrated significant growth in most facets of the "MONITOR" area in self-regulation.

FA19 Self-Regulation Pre and Post Results
"CONTROL"
n = 62

Statement	Pre (Very Like Me/Like Me)	Post (Very Like Me/Like Me)
12. I do what it takes to get my homework done on time.	44%	79%
13. I make choices to help me succeed, even when they aren't the most fun right now.	58%	90%
14. AS soon as I see things aren't going right, I want to do something about it.	63%	82%
15. I keep trying as many different possibilities as necessary to succeed.	65%	85%
16. I have difficulty maintaining my focus on projects that take a long time to complete.	34%	50%
17. When I get behind on my work, I often give up.	65%	76%

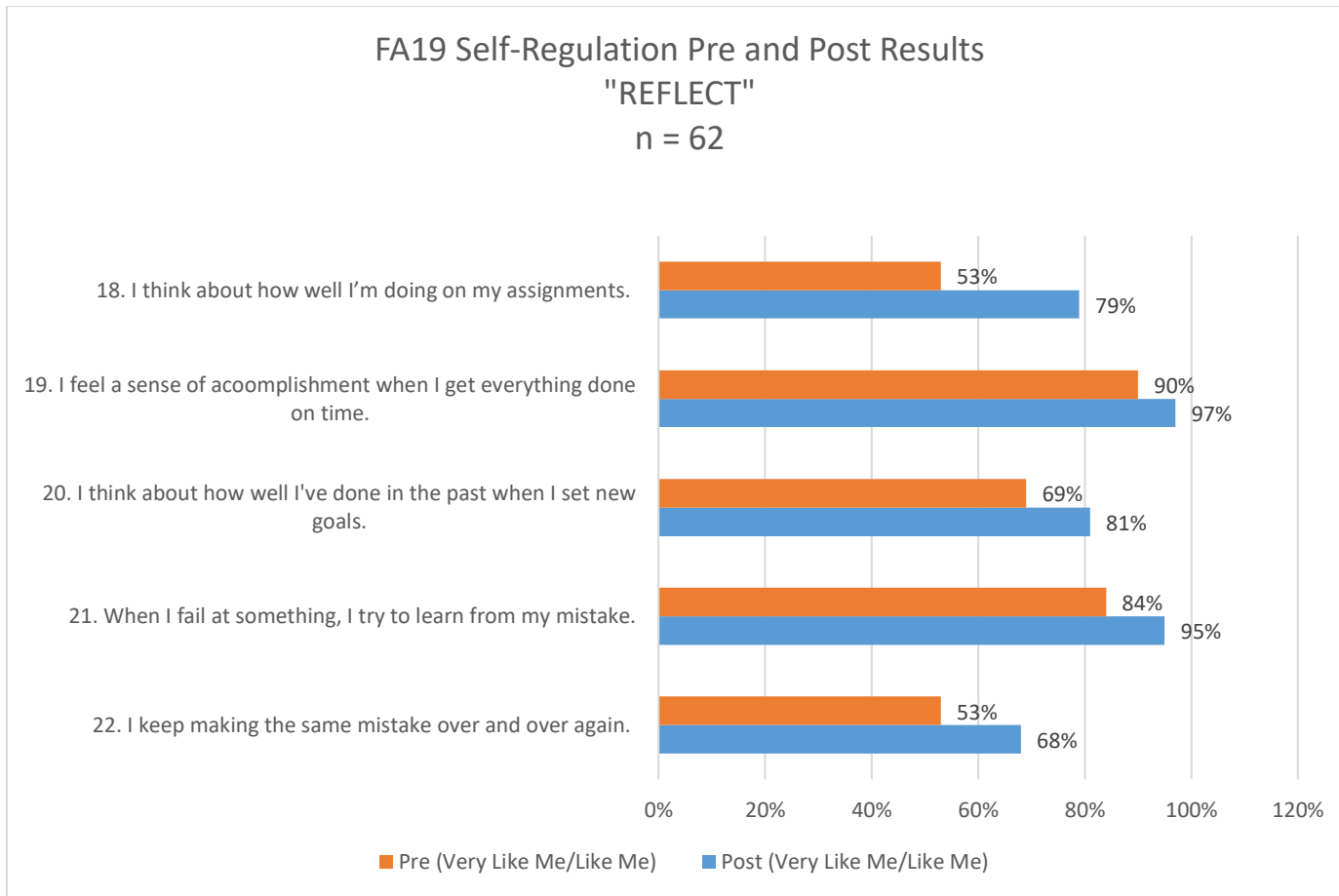*Analysis:* In Fall 2019, the ACE participants demonstrated growth in all six areas focused on the students' ability to "CONTROL" or 100% growth in this area overall. Statement 12 demonstrated the largest percentage of growth (35 percentage points). Statement 13 (32 percentage points) and Statement 15 (20 percentage points) also demonstrated significant growth. Overall, the results reveal that most of the students demonstrated significant growth in most facets of the "CONTROL" area in self-regulation.
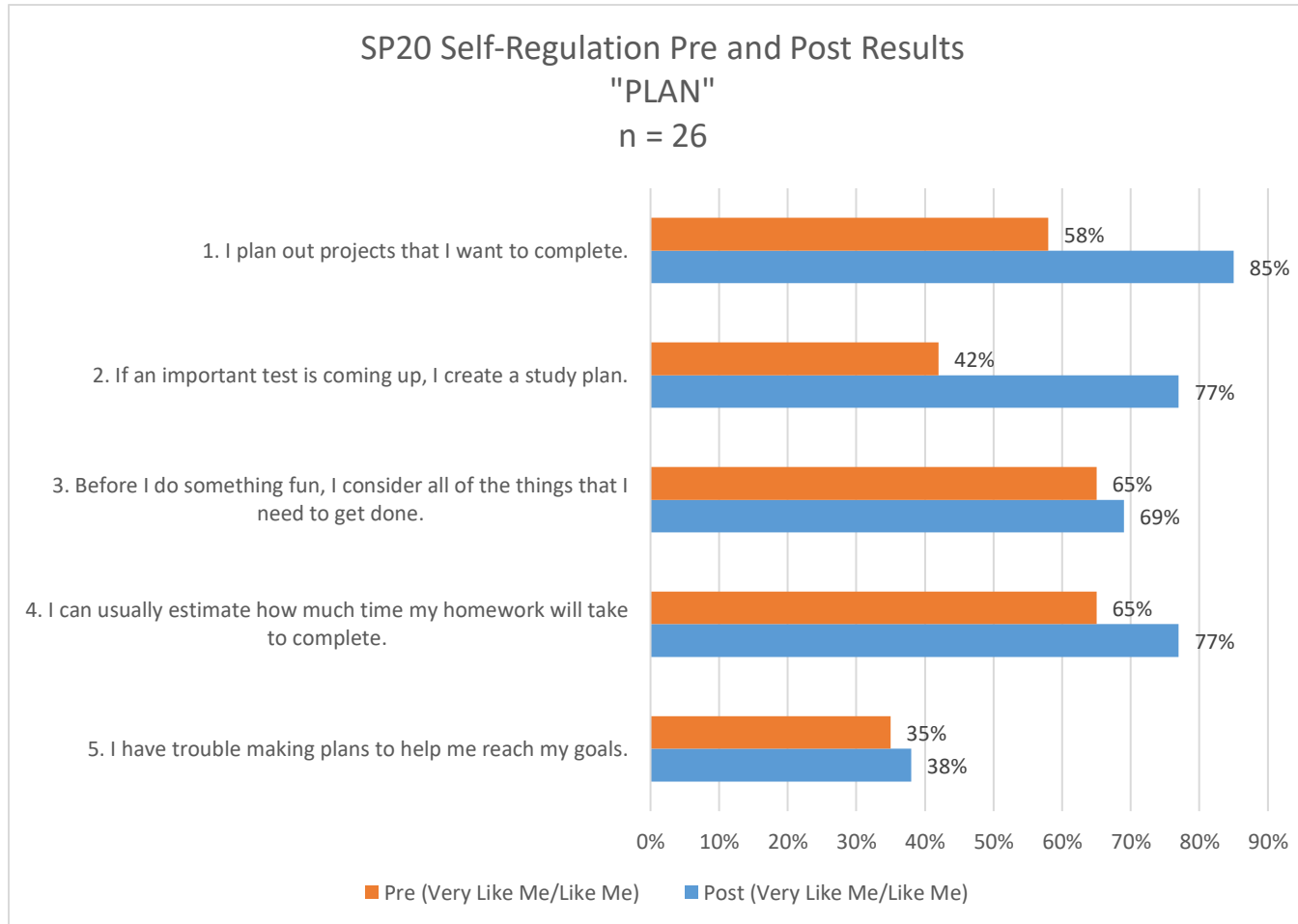
FA19 Self-Regulation Pre and Post Results
"REFLECT"
n = 62

18. I think about how well I'm doing on my assignments. — Pre 53%, Post 79%
19. I feel a sense of acoomplishment when I get everything done on time. — Pre 90%, Post 97%
20. I think about how well I've done in the past when I set new goals. — Pre 69%, Post 81%
21. When I fail at something, I try to learn from my mistake. — Pre 84%, Post 95%
22. I keep making the same mistake over and over again. — Pre 53%, Post 68%

■ Pre (Very Like Me/Like Me) ■ Post (Very Like Me/Like Me)

Analysis: In Fall 2019, the ACE participants demonstrated growth in all five areas focused on the students' ability to "REFLECT" or 100% growth in this area overall. Statement 18 demonstrated the largest percentage of growth (26 percentage points). Statement 20 (12 percentage points) and Statement 22 (15 percentage points) also demonstrated significant growth. The results reveal that most of the students demonstrated significant growth in all facets of the "REFLECT" area in self-regulation. Overall, in Fall 2019, the participants did demonstrate growth in 21 of the 22 statements about their self-regulation skills or in 95% of the statements. The remaining statement showed no growth.

SP20 Self-Regulation Pre and Post Results
"PLAN"
n = 26

Statement	Pre (Very Like Me/Like Me)	Post (Very Like Me/Like Me)
1. I plan out projects that I want to complete.	58%	85%
2. If an important test is coming up, I create a study plan.	42%	77%
3. Before I do something fun, I consider all of the things that I need to get done.	65%	69%
4. I can usually estimate how much time my homework will take to complete.	65%	77%
5. I have trouble making plans to help me reach my goals.	35%	38%

■ Pre (Very Like Me/Like Me)   ■ Post (Very Like Me/Like Me)

Analysis: In Spring 2020, the ACE participants demonstrated growth in all five areas focused on the students' ability to "PLAN" or 100% growth in this area overall. Statement 2 demonstrated the largest percentage of growth (35 percentage points). Statement 1 also demonstrated significant growth (27 percentage points). Overall, the results reveal that most of the students demonstrated significant growth in all facets of the "PLAN" area in self-regulation.
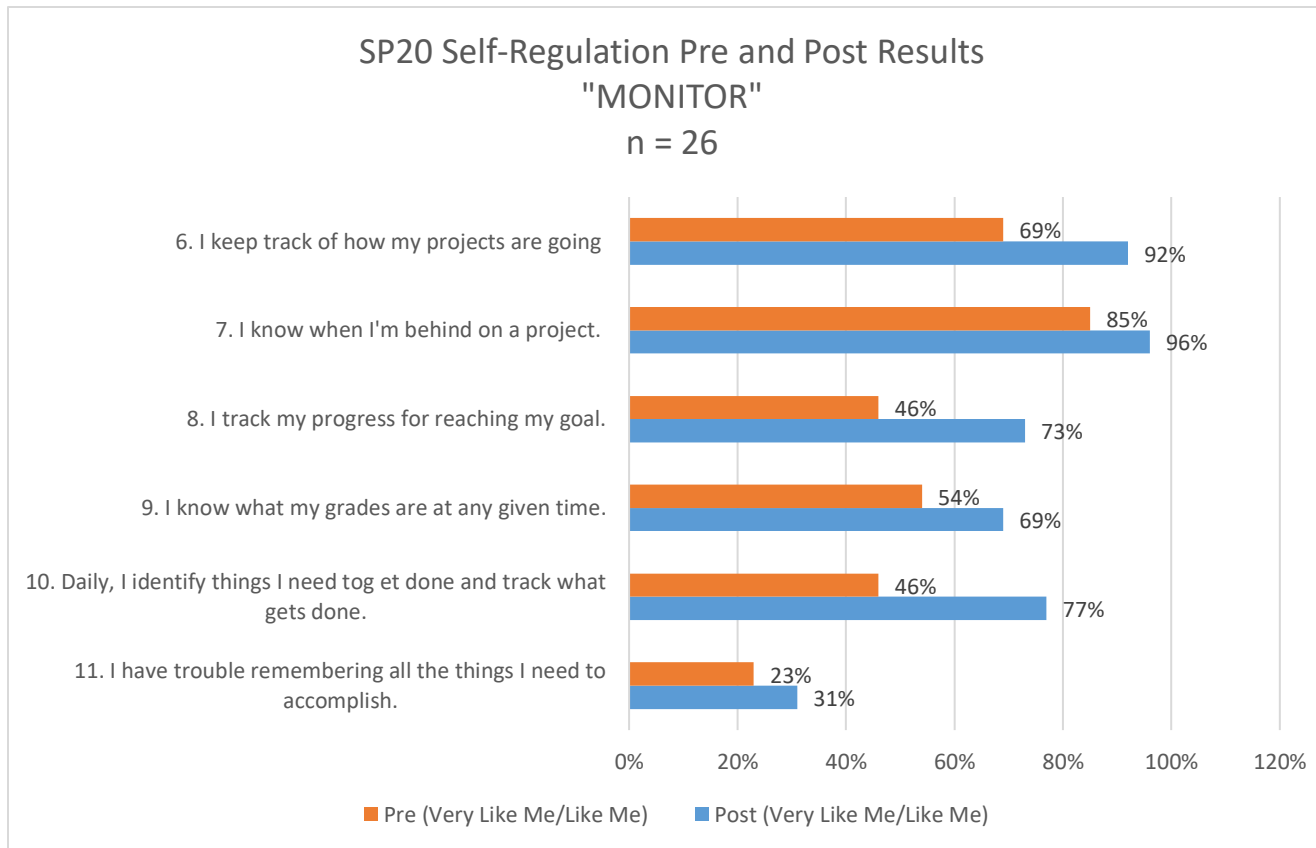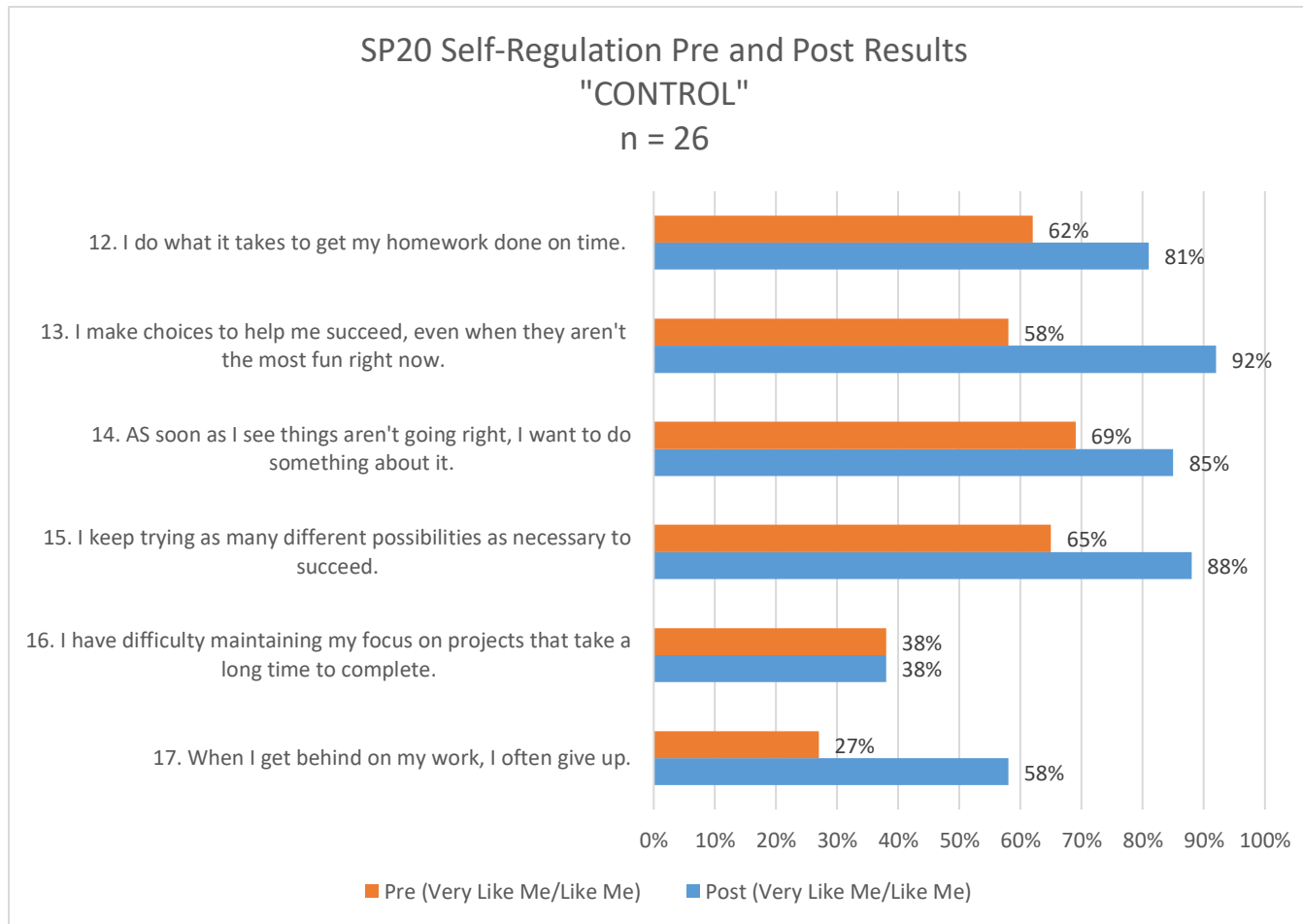
SP20 Self-Regulation Pre and Post Results
"MONITOR"
n = 26

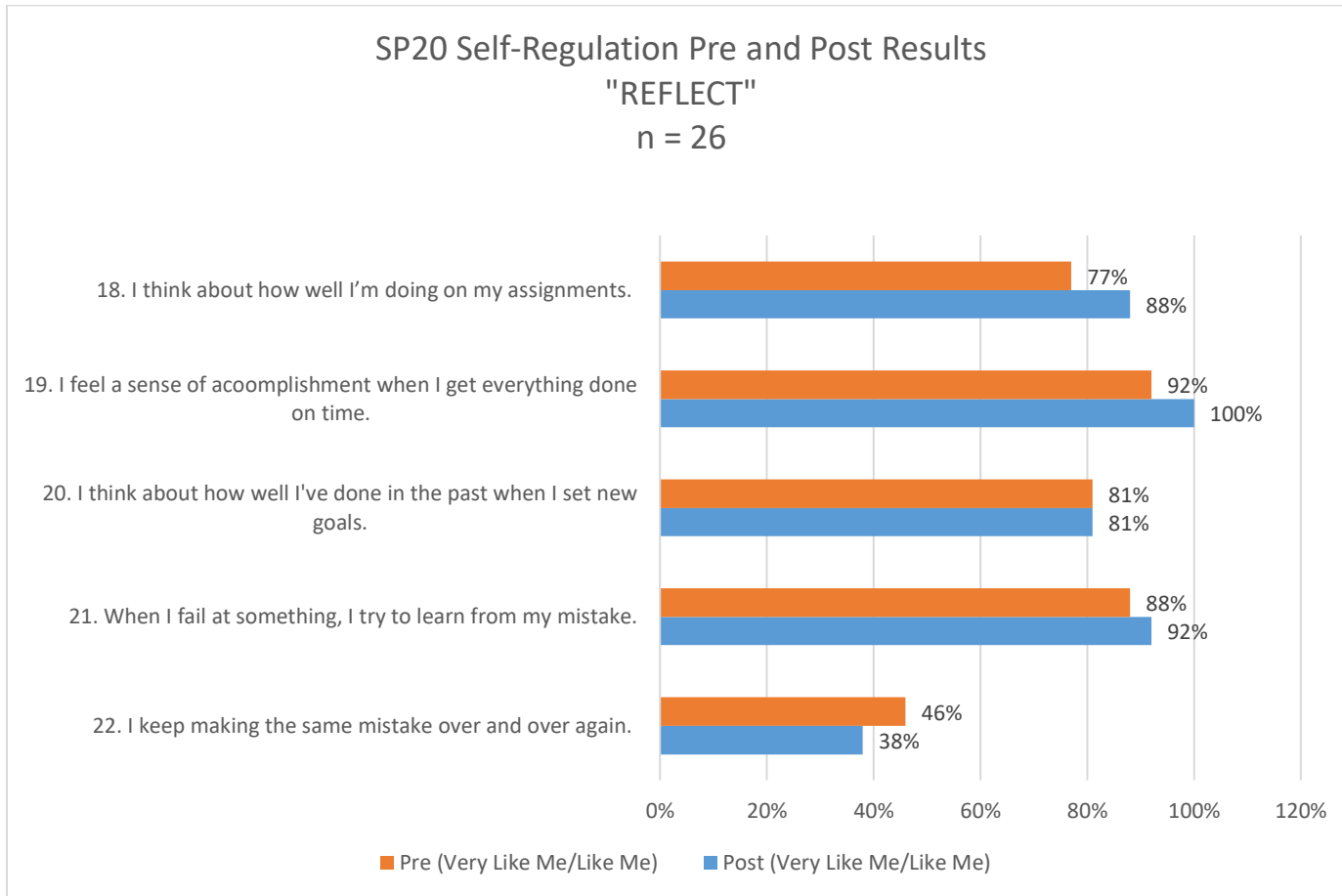| Statement	Pre (Very Like Me/Like Me)	Post (Very Like Me/Like Me)
6. I keep track of how my projects are going	69%	92%
7. I know when I'm behind on a project.	85%	96%
8. I track my progress for reaching my goal.	46%	73%
9. I know what my grades are at any given time.	54%	69%
10. Daily, I identify things I need tog et done and track what gets done.	46%	77%
11. I have trouble remembering all the things I need to accomplish.	23%	31%

Analysis: In Spring 2020, the ACE participants demonstrated growth in all six areas focused on the students' ability to "MONITOR" or 100% growth in this area overall. Statement 10 demonstrated the largest percentage of growth (31 percentage points). Statement 6 (23 percentage points) and Statement 8 (27 percentage points) also demonstrated significant growth. Overall, the results reveal that most of the students demonstrated significant growth in all facets of the "MONITOR" area in self-regulation.

SP20 Self-Regulation Pre and Post Results
"CONTROL"
n = 26

Statement	Pre (Very Like Me/Like Me)	Post (Very Like Me/Like Me)
12. I do what it takes to get my homework done on time.	62%	81%
13. I make choices to help me succeed, even when they aren't the most fun right now.	58%	92%
14. AS soon as I see things aren't going right, I want to do something about it.	69%	85%
15. I keep trying as many different possibilities as necessary to succeed.	65%	88%
16. I have difficulty maintaining my focus on projects that take a long time to complete.	38%	38%
17. When I get behind on my work, I often give up.	27%	58%

■ Pre (Very Like Me/Like Me) ■ Post (Very Like Me/Like Me)

Analysis: In Spring 2020, the ACE participants demonstrated growth in five of the six areas focused on the students' ability to "CONTROL" or 83% growth in this area overall. Statement 13 demonstrated the largest percentage of growth (34 percentage points). Statement 15 (23 percentage points) and Statement 17 (31 percentage points) also demonstrated significant growth. Only Statement 16 showed no growth between pre- and post-assessment. Overall, the results reveal that most of the students demonstrated significant growth in most facets of the "CONTROL" area in self-regulation.

SP20 Self-Regulation Pre and Post Results
"REFLECT"
n = 26

Statement	Pre (Very Like Me/Like Me)	Post (Very Like Me/Like Me)
18. I think about how well I'm doing on my assignments.	77%	88%
19. I feel a sense of acoomplishment when I get everything done on time.	92%	100%
20. I think about how well I've done in the past when I set new goals.	81%	81%
21. When I fail at something, I try to learn from my mistake.	88%	92%
22. I keep making the same mistake over and over again.	46%	38%

■ Pre (Very Like Me/Like Me) ■ Post (Very Like Me/Like Me)

Analysis: In Spring 2020, the ACE participants demonstrated growth in three of the five areas focused on the students' ability to "REFLECT" or 60% growth in this area overall. Statement 18 demonstrated the largest percentage of growth (11 percentage points). Statement 20 showed no growth between pre- and post-assessments and Statement 22 revealed a decline in growth between pre- and post-assessments. While there may be a variety of factors that affected responses to the statements, one major change in the semester was a transition from a face-to-face to online learning environment in the middle of the semester. Overall, the results reveal that most of the students demonstrated growth in some of the facets of the "REFLECT" area in self-regulation. Overall, in Spring 2020, the participants did demonstrate growth in 19 of the 22 statements about their self-regulation skills or in 86% of the statements. Of the remaining statements, two showed no growth and one showed a decline.

Fall 2019 & Spring 2020 Locus of Control Pre- and Post-Assessment Results

Locus of control plays a mediating role in determining whether students get involved in the pursuit of achievement.

A locus of control assessment was given to ACE participants to measure the degree to which they can control their own achievement. If students believe events are controlled by luck, fate, chance, or powerful others, this is referred to as "external locus of control." If student believe events are contingent upon their own behavior, this is referred to as "internal locus of control." Students select "True" or "False" responses for 28 statements. Scores are based on the number of matched items. Scores range between 0-28. Low scores are associated with higher GPAs, and high scores are associated with lower GPAs. The aggregated results are based only on the number of participants who completed both the pre- and post-assessment.

Locus of Control Scoring		
Internal LOC	Middle	External LOC
0	14	28
4.0	2.0	0.0

Fall 2019 ACE Participant Locus of Control Survey Results (n = 62)				
Pre-LOC score	Post-LOC score	FA19 GPA Average	Previous GPA average	Current GPA average
9.16	7.31	1.90	1.67	1.75

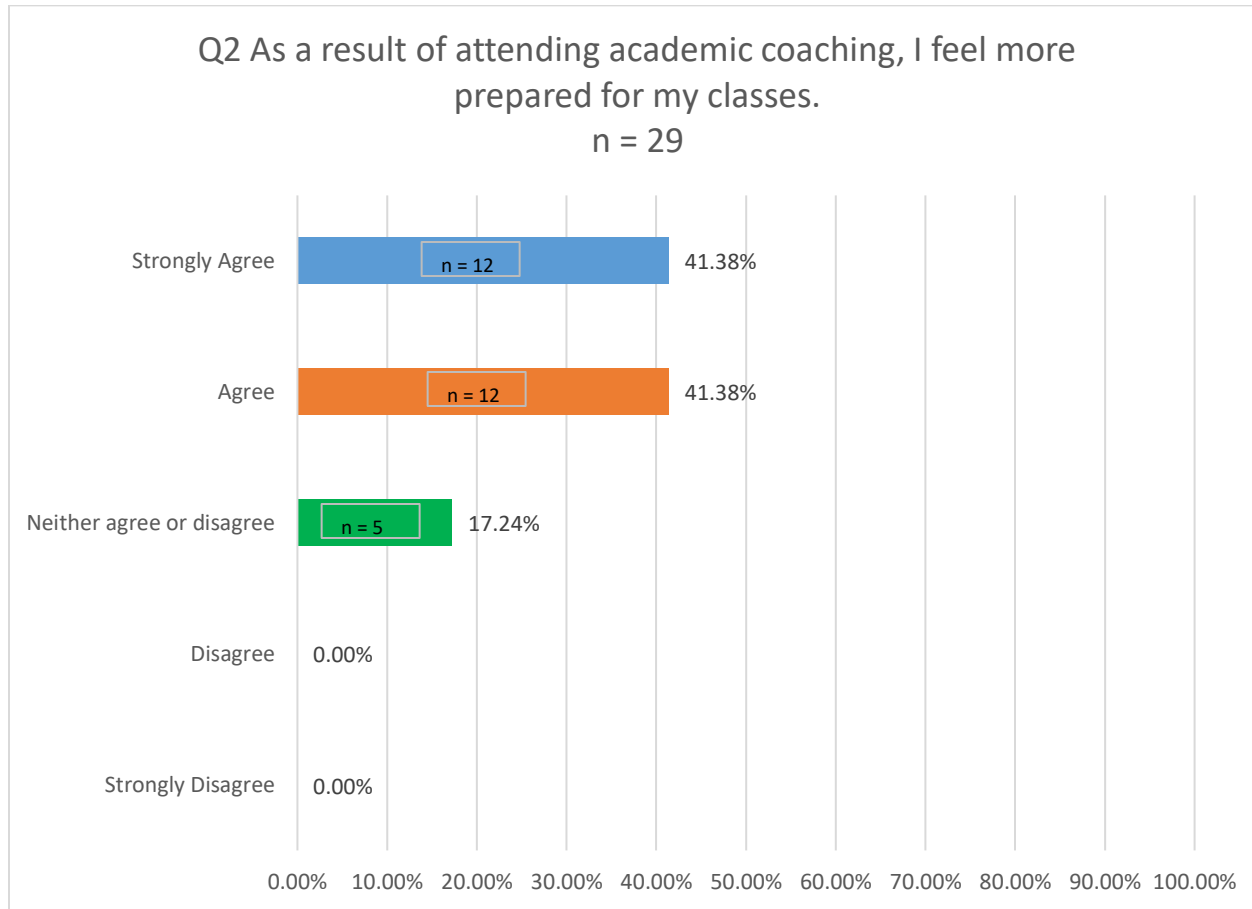| Spring 2020 ACE Participant Locus of Control Survey Results (n = 32)				
Pre-LOC score	Post-LOC score	SP20 GPA Average	Previous GPA average	Current GPA average
9.56	9.03	2.12	1.59	1.73

Analysis: In Fall 2019, the ACE participants demonstrated a significant drop in the overall locus of control score by a difference of 1.85. The lower score revealed that the participants had developed more internal locus of control than when they started the program; however, the pre-assessment score was lower than the middle range score based on the assessment scoring guide indicating that the participants entered the program with an overall strong internal locus of control. The correlation between lower internal locus of control and higher GPA cannot be stated with certainty in that the ACE participants who completed both assessments did not achieve an overall GPA average of 2.0; however, these participants did increase their current GPA average (1.75) when compared to their previous GPA average (1.67). In Spring 2020, the ACE participants demonstrated a slight drop in the overall locus of control score by a difference of .53. The pre-assessment score was lower than the middle range score based on the assessment scoring guide indicating that the participants entered the program with an overall strong locus of control. The correlation between lower internal locus of control and higher GPA cannot be stated with certainty in that the ACE participants who completed both assessments did not achieve an overall GPA average of 2.0; however, these participants did increase their current GPA average (1.73) when compared to their previous GPA average (1.59).

Fall 2019 & Spring 2020 ACE Participant Satisfaction Survey Results
Below are the aggregate results of the ACE participant satisfaction survey which includes students' declared majors and overall ratings for the program's effectiveness in helping participants feel more confident about their academic goals and success.

FALL 2019

Q1 What is your major?
n = 29

Major	Count
Undeclared	1
Marketing	1
Chemistry	1
Computer Science	2
Computer Engineering	1
Dance Education	2
Biology	3
Social Studies Composite	2
Pre-Nursing	2
Rehabilitation Services	2
Music Education	1
Business Managemen	2
Psychology	3
Kinesiology	1
Nutritional Science	2
Mechanical Engineering	2
Communication Sciences and Disorders	1

Q2 As a result of attending academic coaching, I feel more prepared for my classes.
n = 29

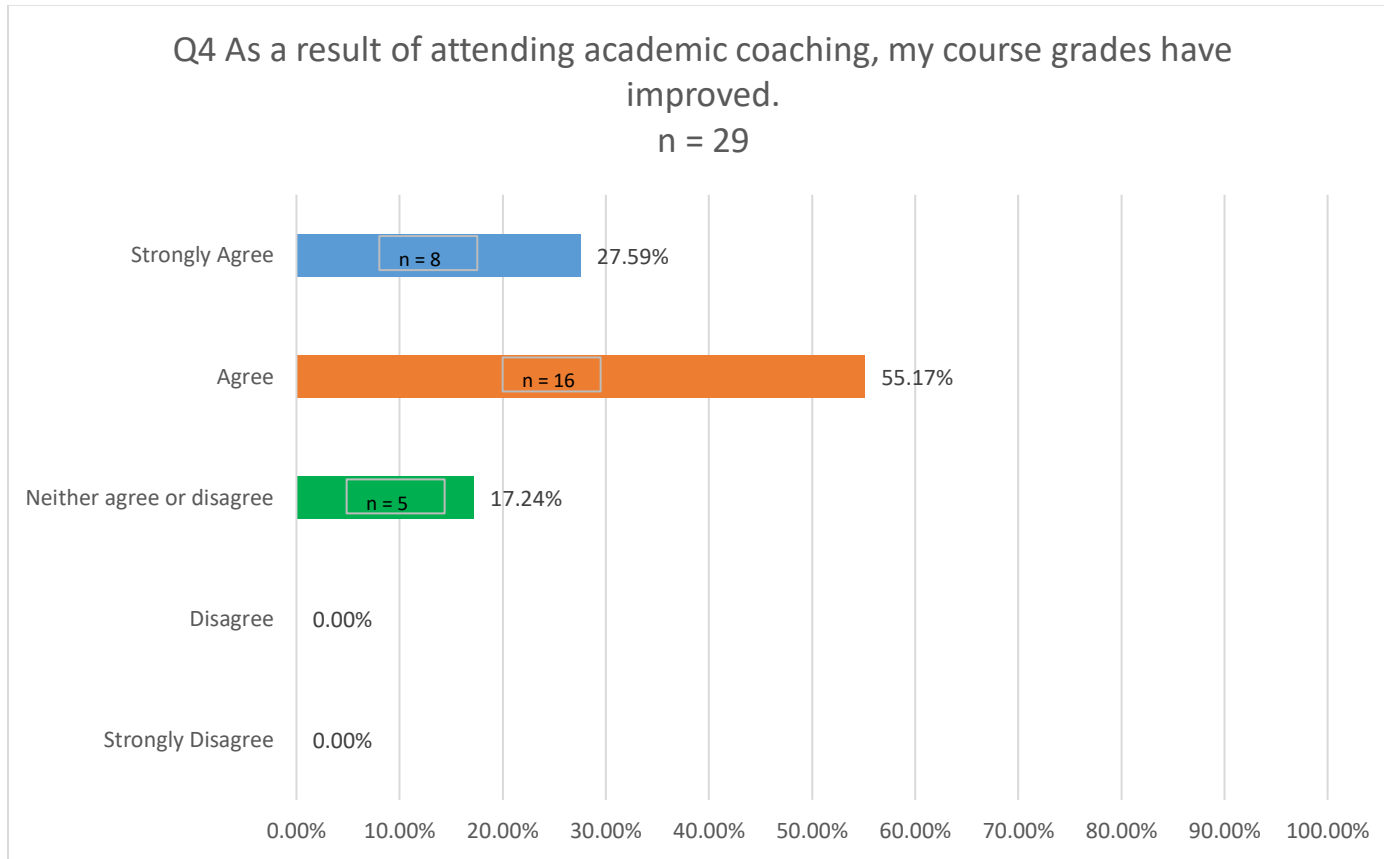|	
Strongly Agree	n = 12 — 41.38%
Agree	n = 12 — 41.38%
Neither agree or disagree	n = 5 — 17.24%
Disagree	0.00%
Strongly Disagree	0.00%

Analysis: In Fall 2019, 83% of the participants felt more prepared for their classes after attending academic coaching, while 17% were undecided.

Q3 As a result of academic coaching, I am more likely to ask my professor questions before, during, or outside of class.

n = 29

Response	n	%
Strongly Agree	n = 12	41.38%
Agree	n = 12	41.38%
Neither agree or disagree	n = 4	13.79%
Disagree	n = 1	3.45%
Strongly Disagree		0.00%

Analysis: In Fall 2019, 83% of the participants felt more likely to ask the professor questions after attending academic coaching, while 14% were undecided and 3% disagreed.

Q4 As a result of attending academic coaching, my course grades have improved.
n = 29

Strongly Agree	n = 8 27.59%
Agree	n = 16 55.17%
Neither agree or disagree	n = 5 17.24%
Disagree	0.00%
Strongly Disagree	0.00%

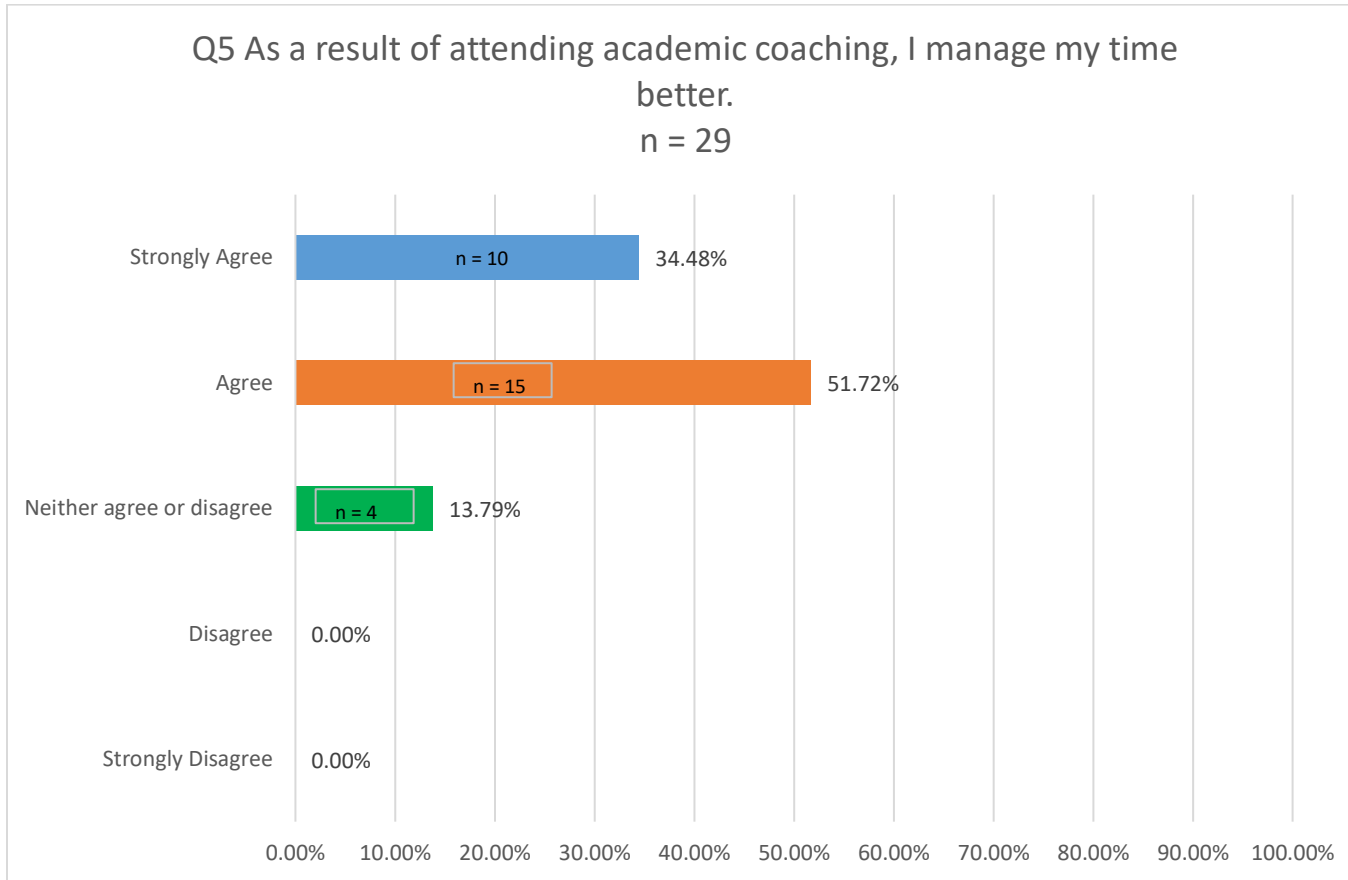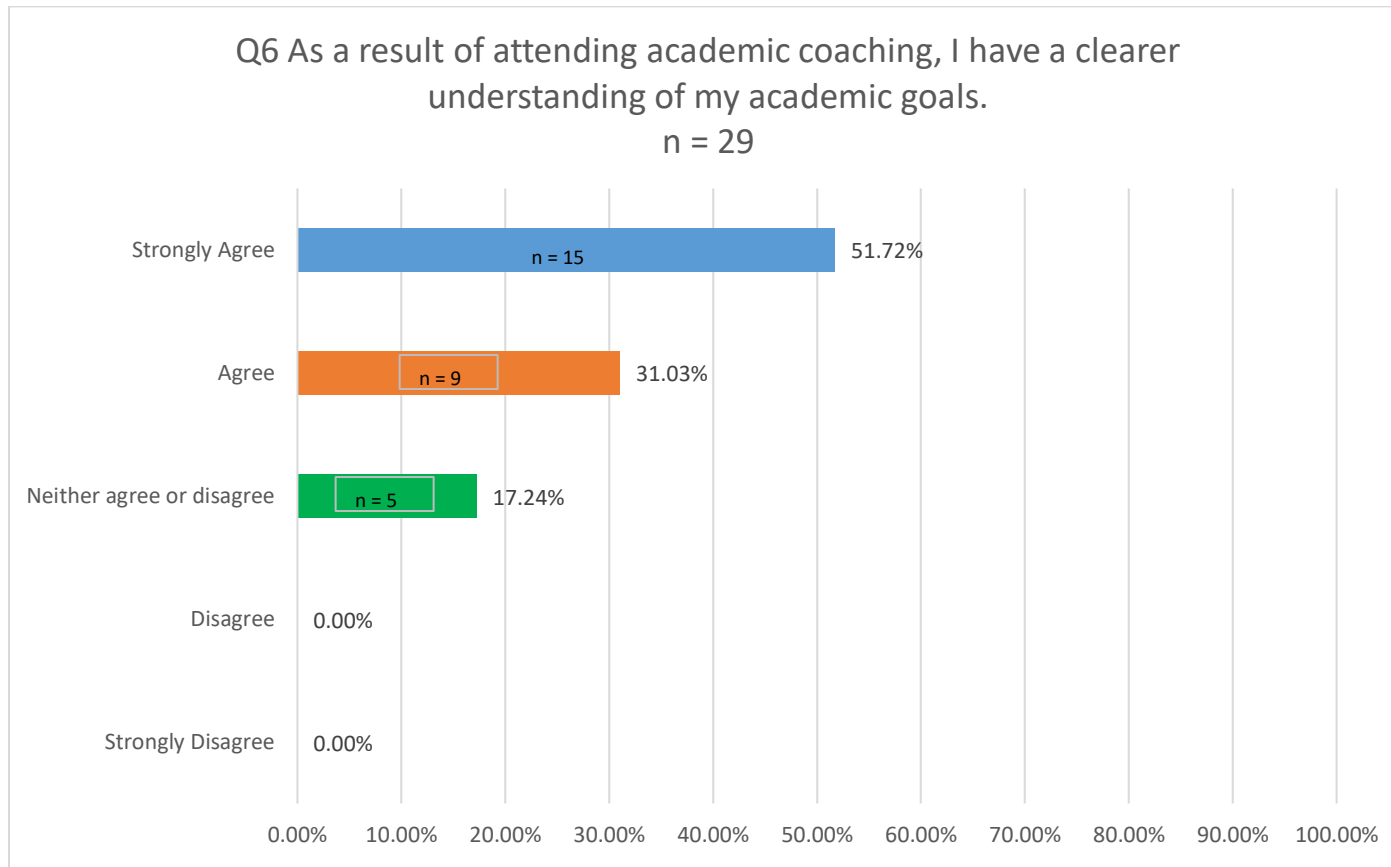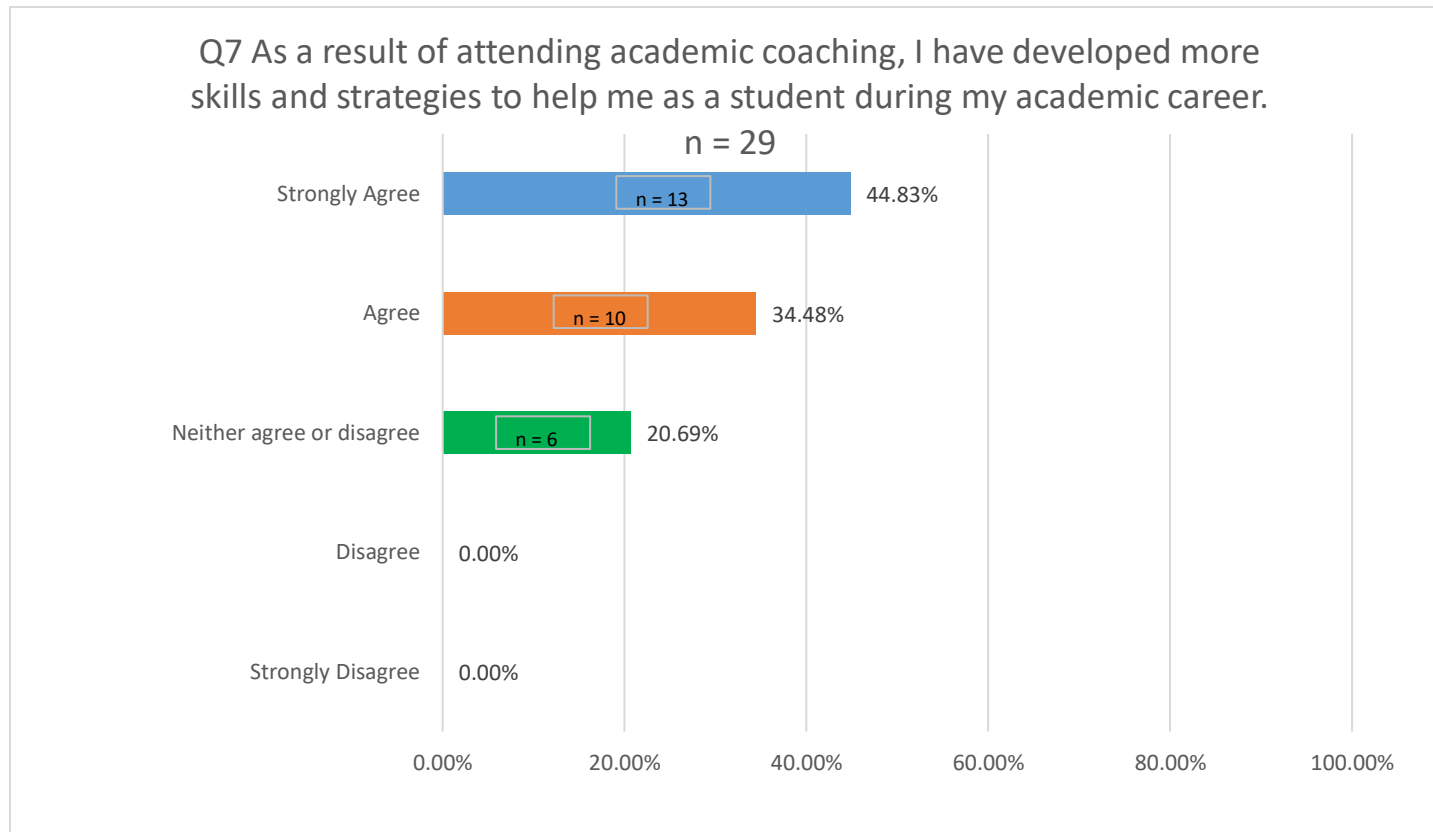0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

Analysis: In Fall 2019, 83% of the participants felt their course grades improved after attending academic coaching, while 17% were undecided.

Q5 As a result of attending academic coaching, I manage my time better.
n = 29

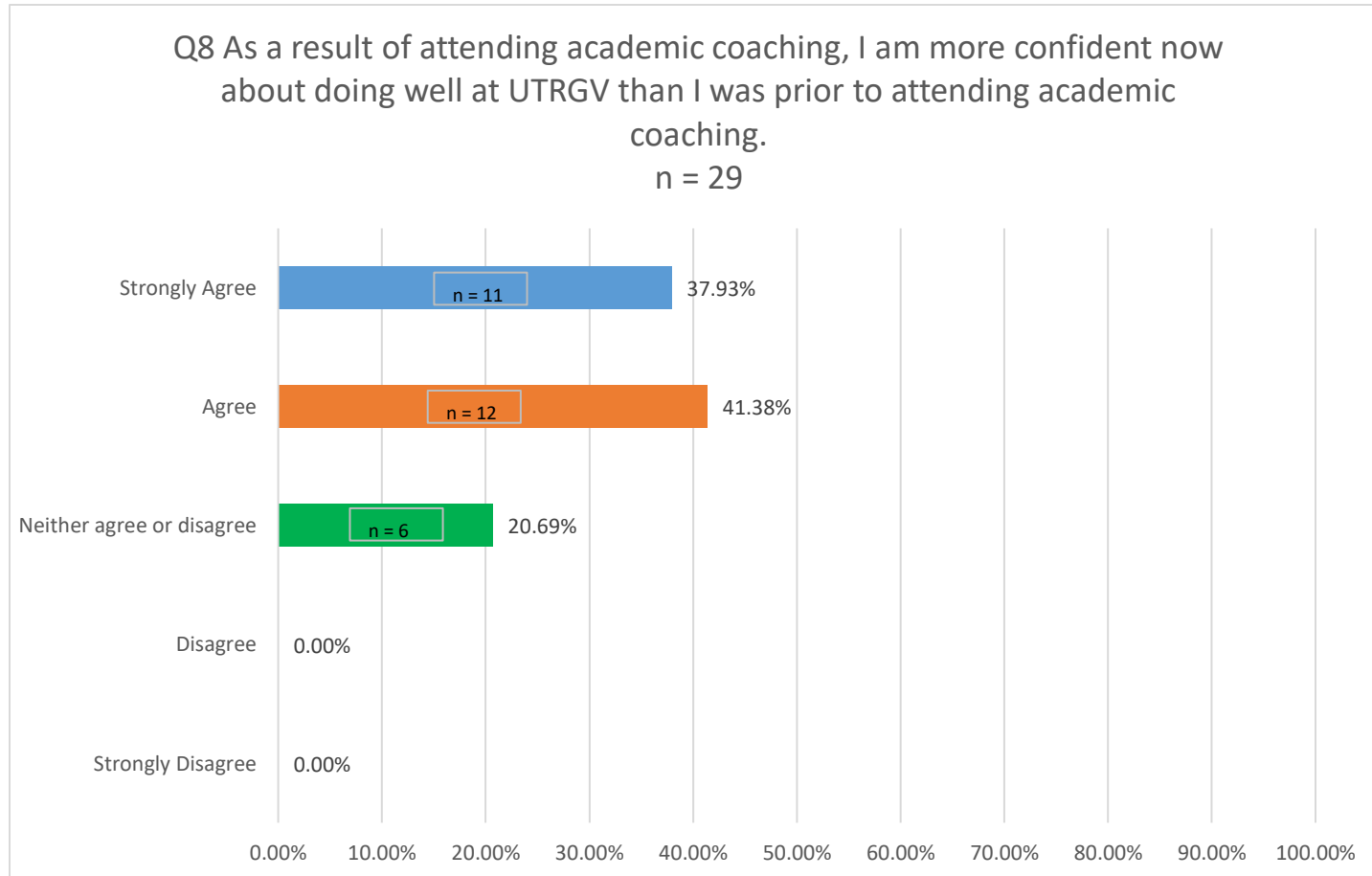| Category	n	Percentage
Strongly Agree	n = 10	34.48%
Agree	n = 15	51.72%
Neither agree or disagree	n = 4	13.79%
Disagree		0.00%
Strongly Disagree		0.00%

Analysis: In Fall 2019, 86% of the participants feel they can manage their time better after attending academic coaching, while 14% were undecided.

Q6 As a result of attending academic coaching, I have a clearer understanding of my academic goals.
n = 29

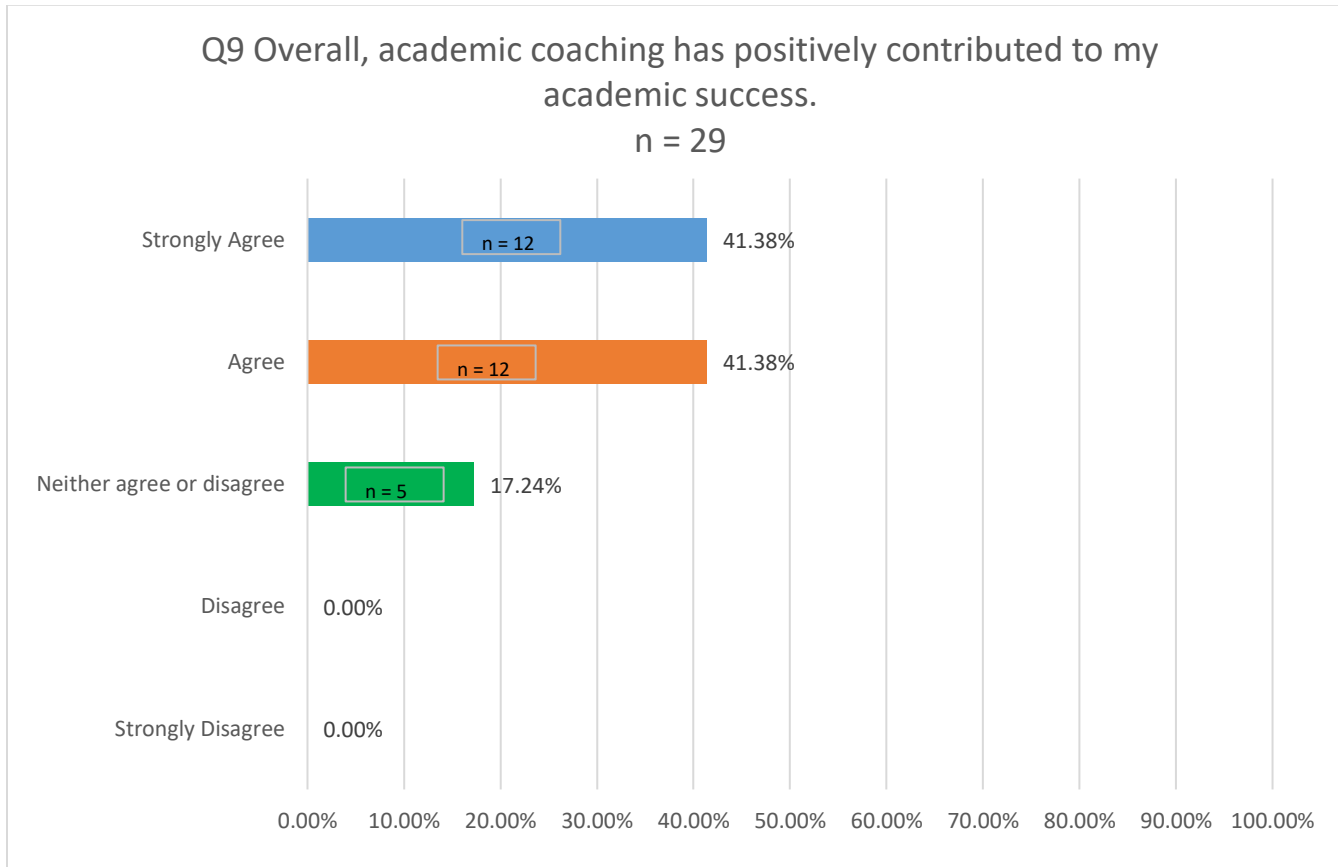|	
Strongly Agree	n = 15 — 51.72%
Agree	n = 9 — 31.03%
Neither agree or disagree	n = 5 — 17.24%
Disagree	0.00%
Strongly Disagree	0.00%

Analysis: In Fall 2019, 83% of the participants have a clearer understanding of their academic goals after attending academic coaching, while 17% were undecided.

Q7 As a result of attending academic coaching, I have developed more skills and strategies to help me as a student during my academic career.

n = 29

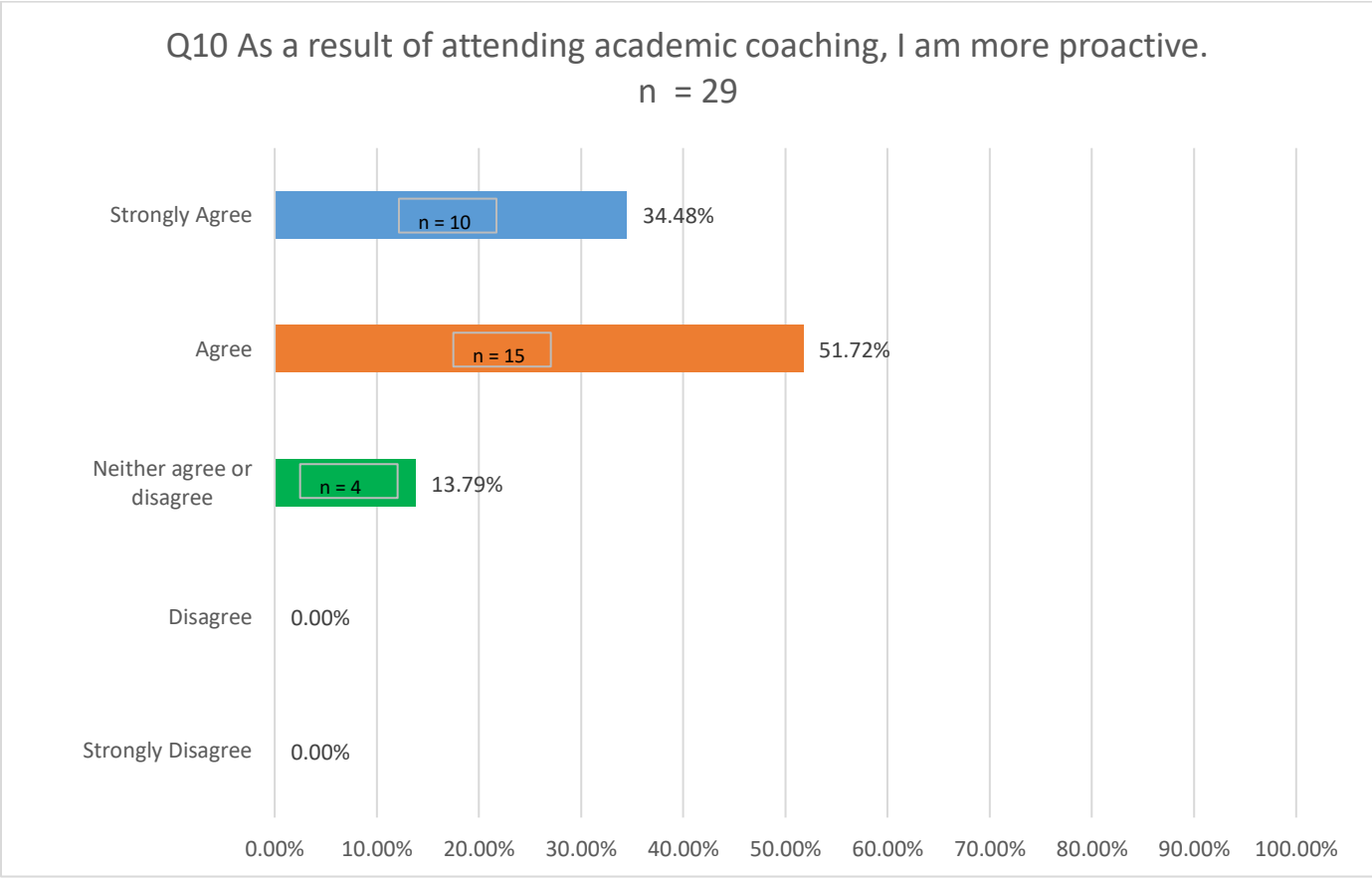| Response		Percentage
Strongly Agree	n = 13	44.83%
Agree	n = 10	34.48%
Neither agree or disagree	n = 6	20.69%
Disagree		0.00%
Strongly Disagree		0.00%

Analysis: In Fall 2019, 79% of the participants developed more skills and strategies to help them as a student during their academic career after attending academic coaching, while 21% were undecided.

Q8 As a result of attending academic coaching, I am more confident now about doing well at UTRGV than I was prior to attending academic coaching.
n = 29

Category	Value
Strongly Agree	n = 11, 37.93%
Agree	n = 12, 41.38%
Neither agree or disagree	n = 6, 20.69%
Disagree	0.00%
Strongly Disagree	0.00%

Analysis: In Fall 2019, 79% of the participants feel more confident about doing well at UTRGV after attending academic coaching, while 21% were undecided.

Q9 Overall, academic coaching has positively contributed to my academic success.
n = 29

Strongly Agree	n = 12 — 41.38%
Agree	n = 12 — 41.38%
Neither agree or disagree	n = 5 — 17.24%
Disagree	0.00%
Strongly Disagree	0.00%

Analysis: In Fall 2019, 83% of the participants feel academic coaching has positively contributed to their academic success, while 17% were undecided.
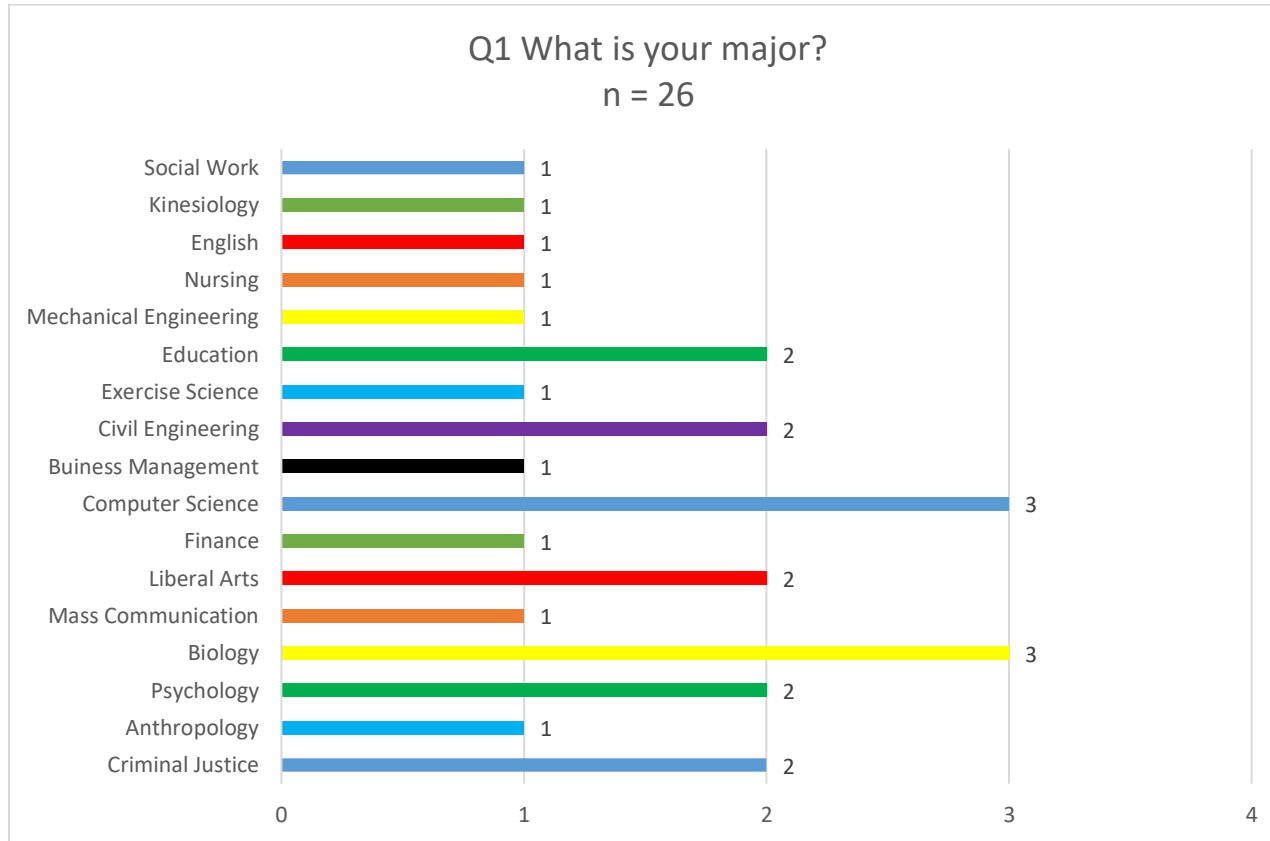
Q10 As a result of attending academic coaching, I am more proactive.
n = 29

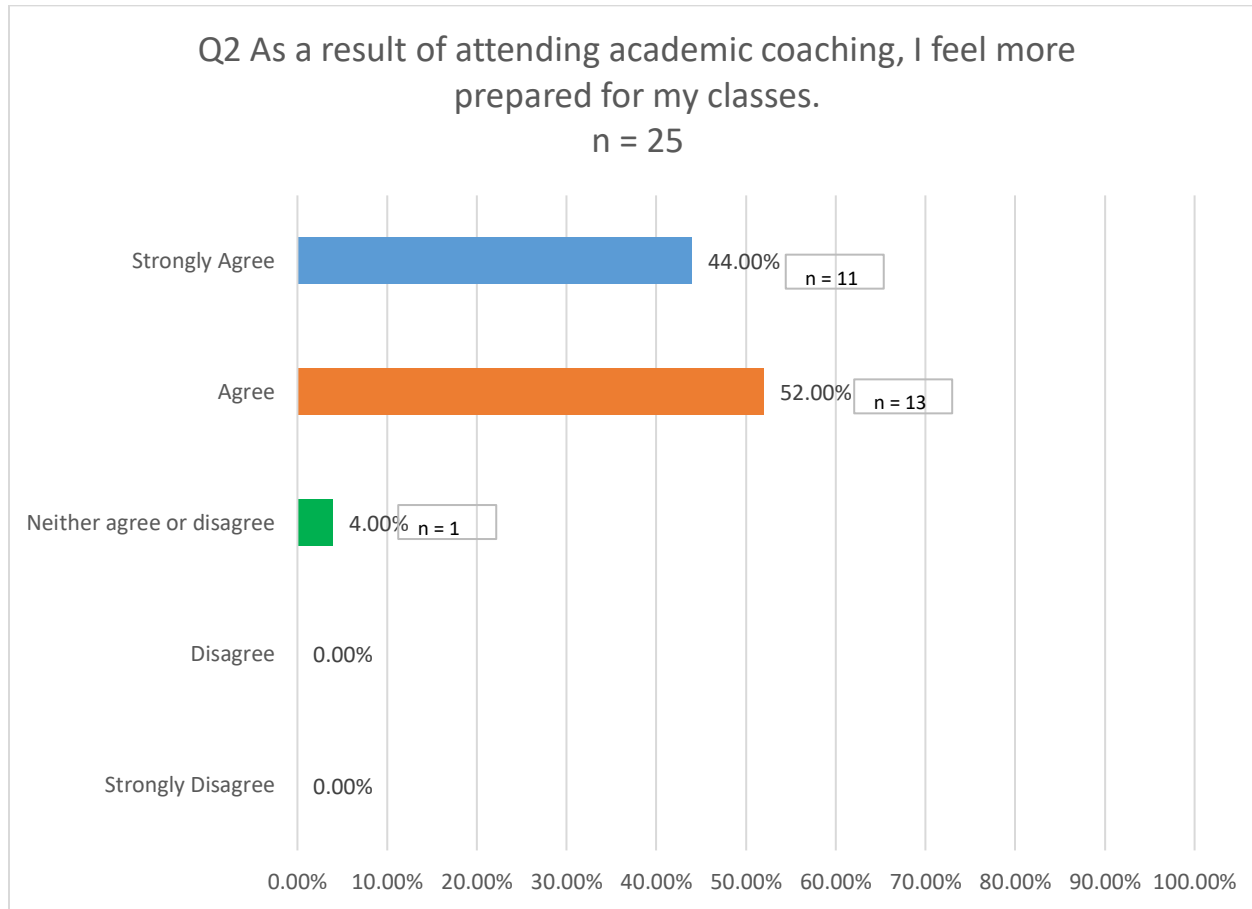|	
Strongly Agree	n = 10, 34.48%
Agree	n = 15, 51.72%
Neither agree or disagree	n = 4, 13.79%
Disagree	0.00%
Strongly Disagree	0.00%

Analysis: In Fall 2019, 86% of the participants feel academic coaching has positively contributed to their academic success, while 14% were undecided.

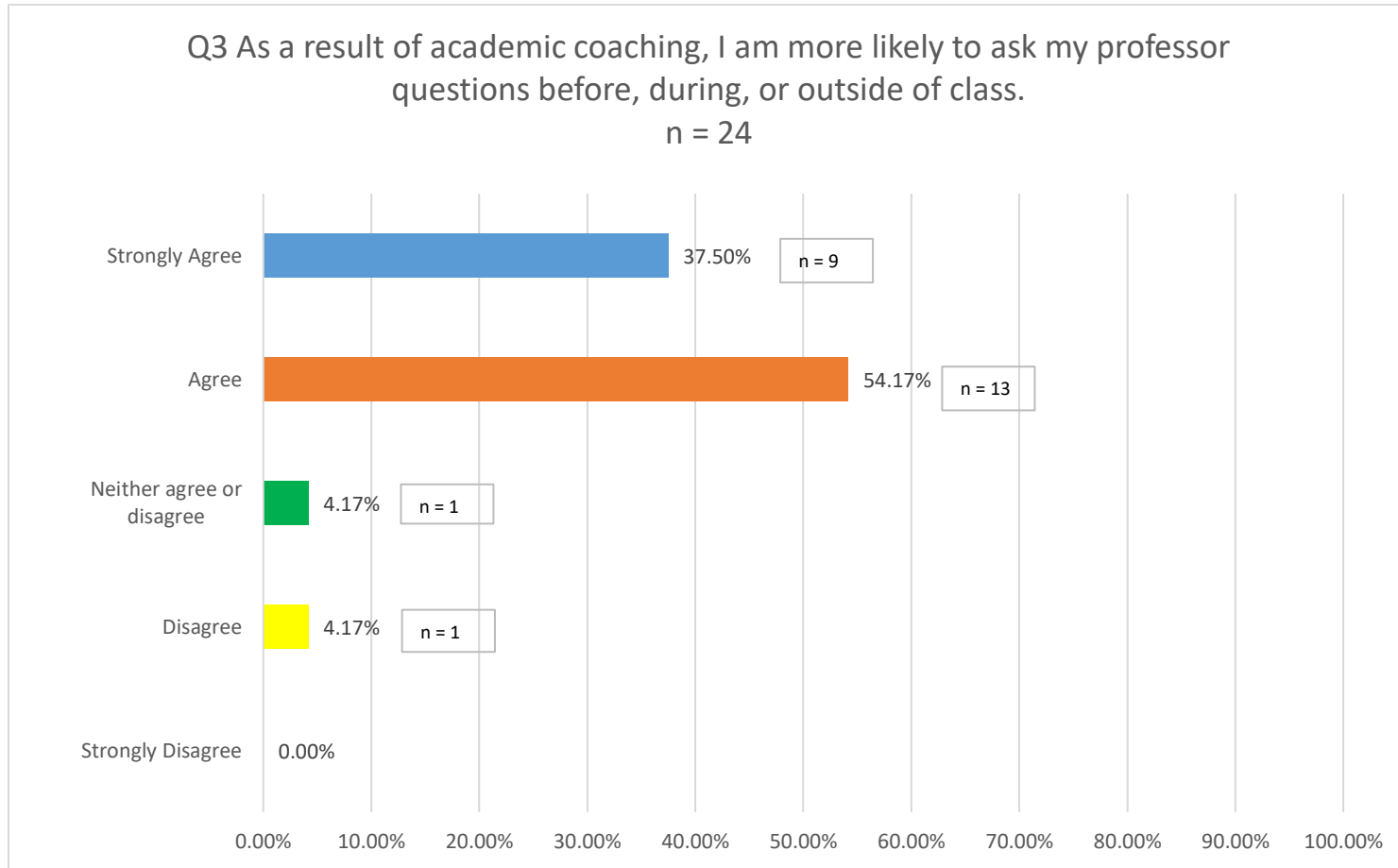# Fall 2019: Any comments or suggestions? (verbatim)

- I would have never thought that I would be doing so much better in my classes but I am. I really enjoy the meetings I went to and how much I learned about myself and how I could apply myself into my studies.
- The academic coach was very helpful and always offered a hand in help when he noticed students struggling. Awesome experience!
- It was helpful to be on this sessions over the semester.
- This has helped me stay organized.
- Peer coach was helpful and he gave me great strategies for my future career path.
- To be set up every 2 weeks was very annoying, especially when it takes time from my day to do something for class. I already had 4 hard classes I didn't need an extra one to add. It's time consuming to go to these meetings when they really don't do anything for me.
- The people employed for academic coaching are very nice, informative, and helpful and is a well designed program to keep students struggling on track and I appreciate the program for helping me this semester.
- The coaching could have different meetin times not solely during a 8-5pm work day. Most students are also full time employees like myself and it is difficult to ask for additional time off when you are already taking the time to go to your classes on campus. There should be different strategies that are in place to accommodate the every day student.
- I really enjoy my meetings with the coach, they help you stay on track and find the help you need. Also I liked that you guys really care for each one of us as an individual as well as a student, making sure that everything is well in the classroom and outside of it.
- I was hesitant going in to sessions, but the sessions have had a positive impact on my studies. I would recommend anyone who is in college to take these sessions.

Q1 What is your major?
n = 26

Major	Count
Social Work	1
Kinesiology	1
English	1
Nursing	1
Mechanical Engineering	1
Education	2
Exercise Science	1
Civil Engineering	2
Buiness Management	1
Computer Science	3
Finance	1
Liberal Arts	2
Mass Communication	1
Biology	3
Psychology	2
Anthropology	1
Criminal Justice	2

Q2 As a result of attending academic coaching, I feel more prepared for my classes.
n = 25

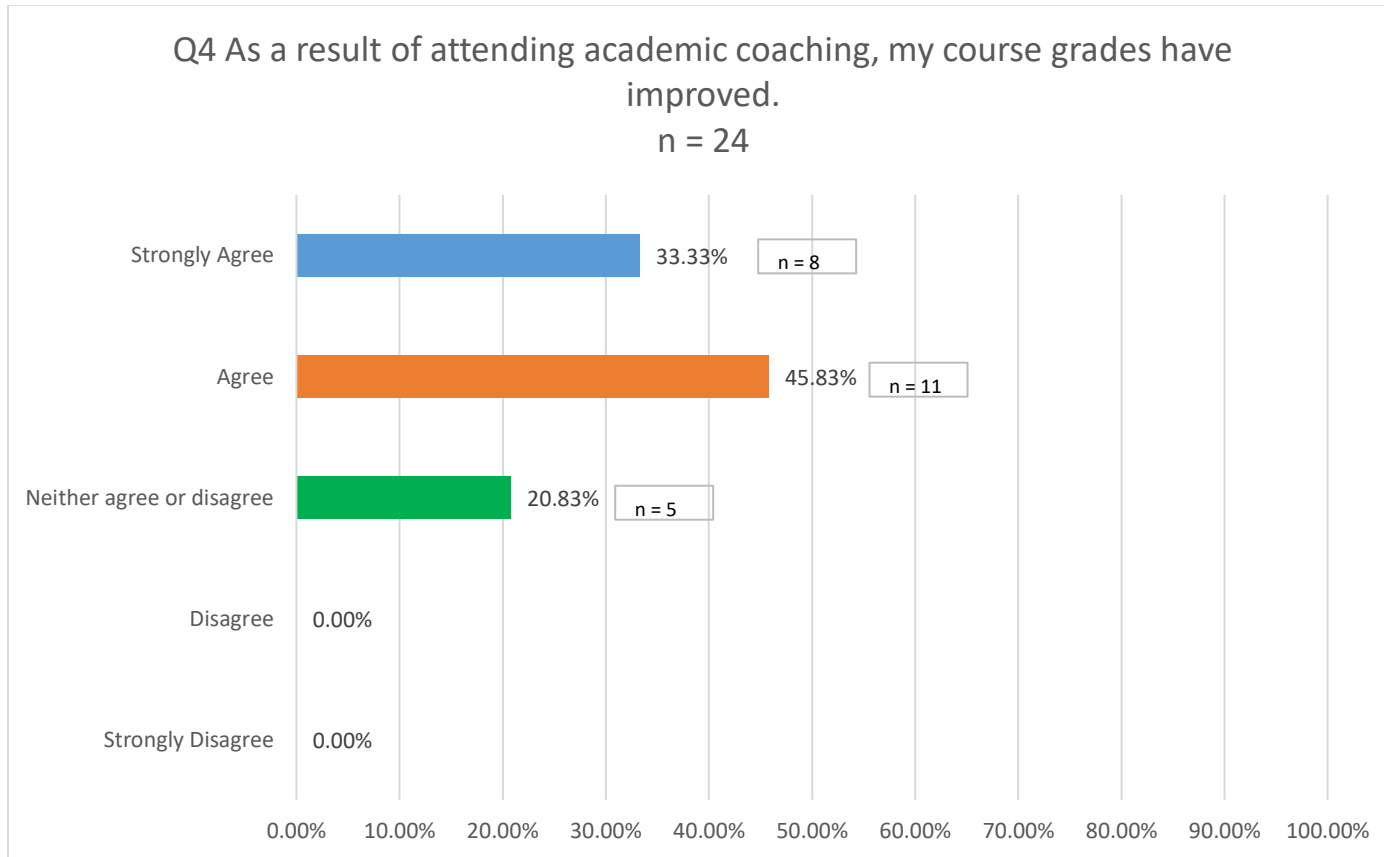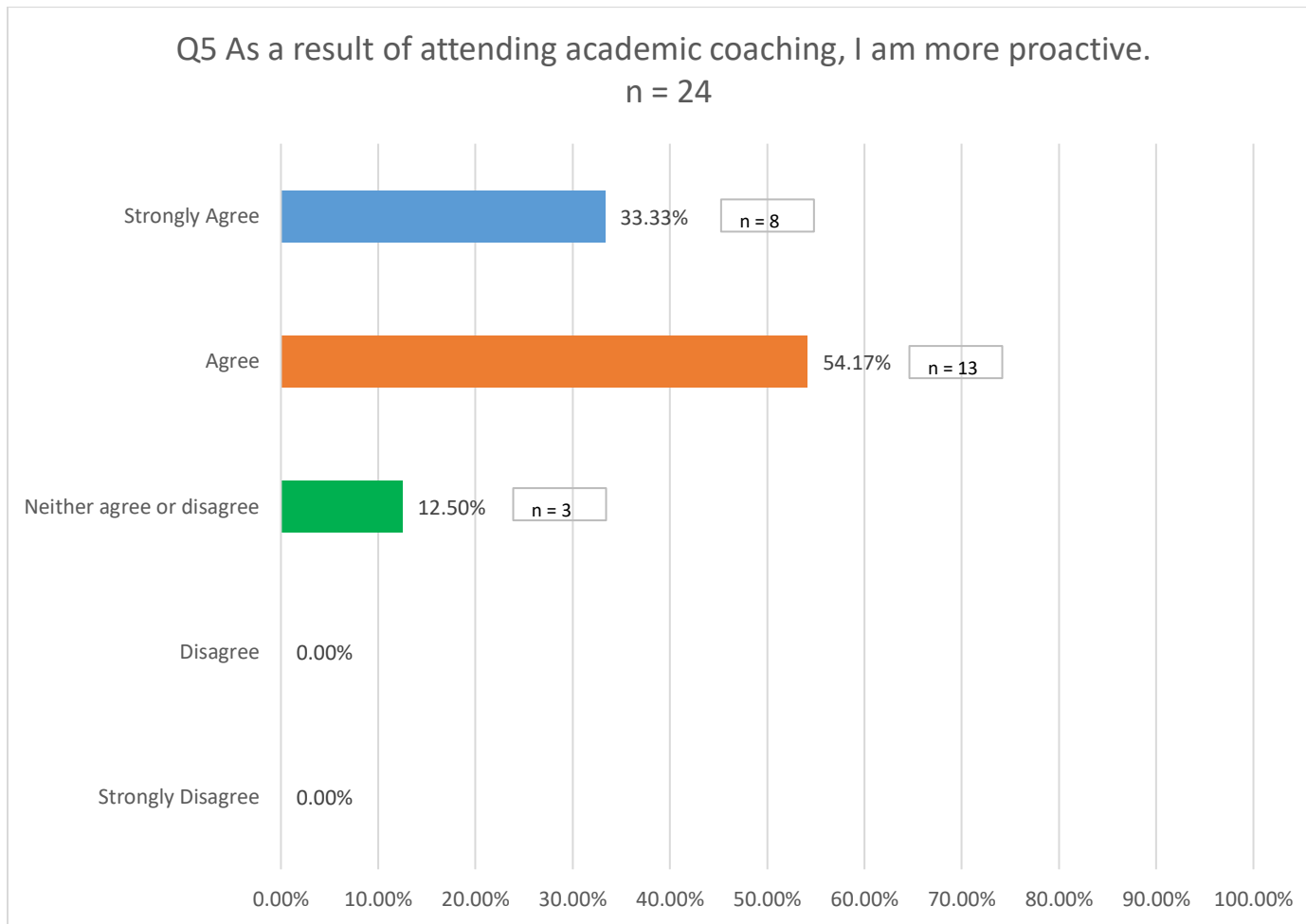|	
Strongly Agree	44.00% n = 11
Agree	52.00% n = 13
Neither agree or disagree	4.00% n = 1
Disagree	0.00%
Strongly Disagree	0.00%

Analysis: In Spring 2020, 96% of the participants felt more prepared for their classes after attending academic coaching, while 4% were undecided.

Q3 As a result of academic coaching, I am more likely to ask my professor questions before, during, or outside of class.
n = 24

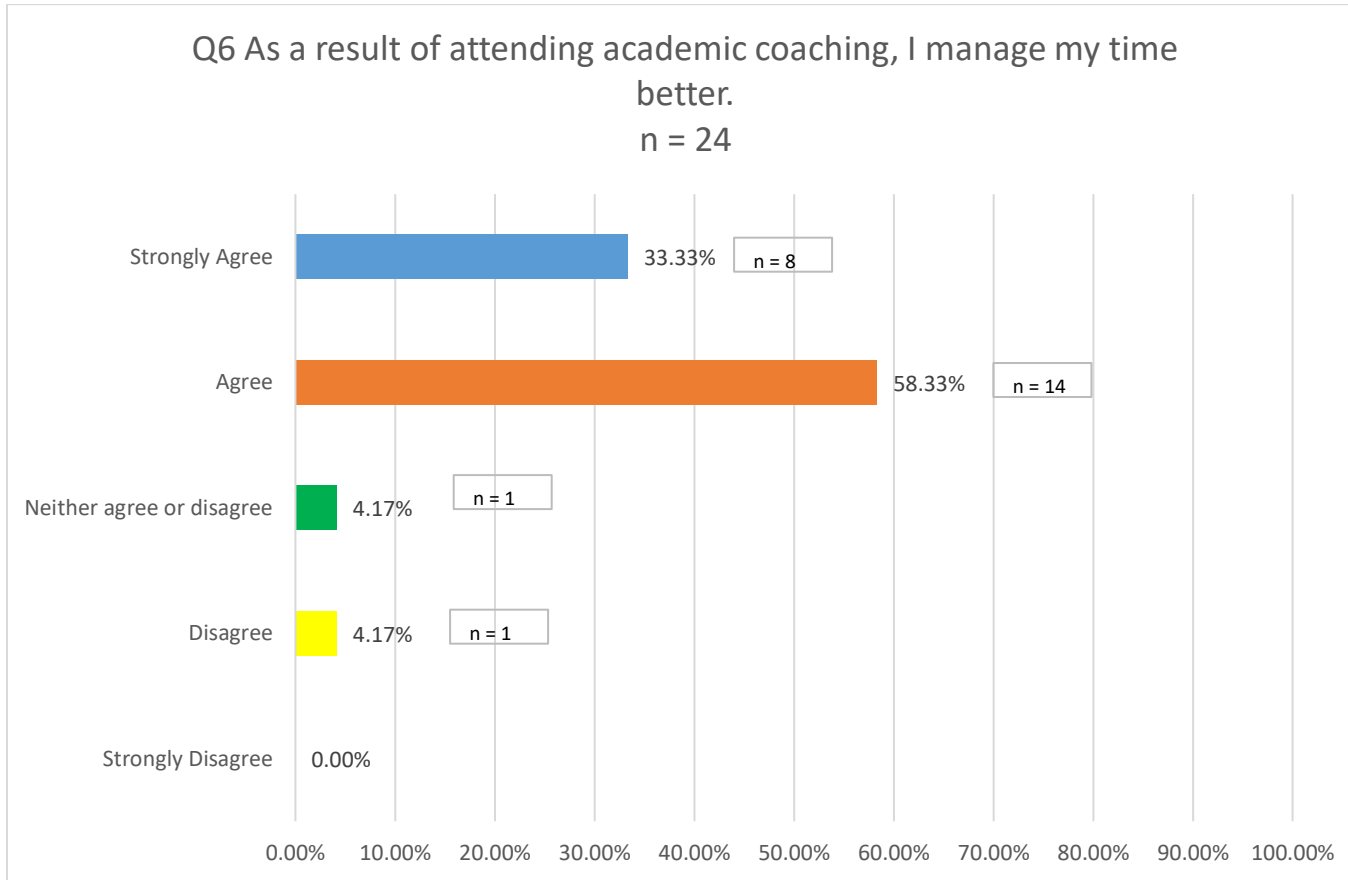| Response	Percentage	n
Strongly Agree	37.50%	n = 9
Agree	54.17%	n = 13
Neither agree or disagree	4.17%	n = 1
Disagree	4.17%	n = 1
Strongly Disagree	0.00%	

Analysis: In Spring 2020, 92% of the participants felt more likely to ask the professor questions after attending academic coaching, while 4% were undecided and 4% disagreed.

Q4 As a result of attending academic coaching, my course grades have improved.
n = 24

Strongly Agree — 33.33% — n = 8
Agree — 45.83% — n = 11
Neither agree or disagree — 20.83% — n = 5
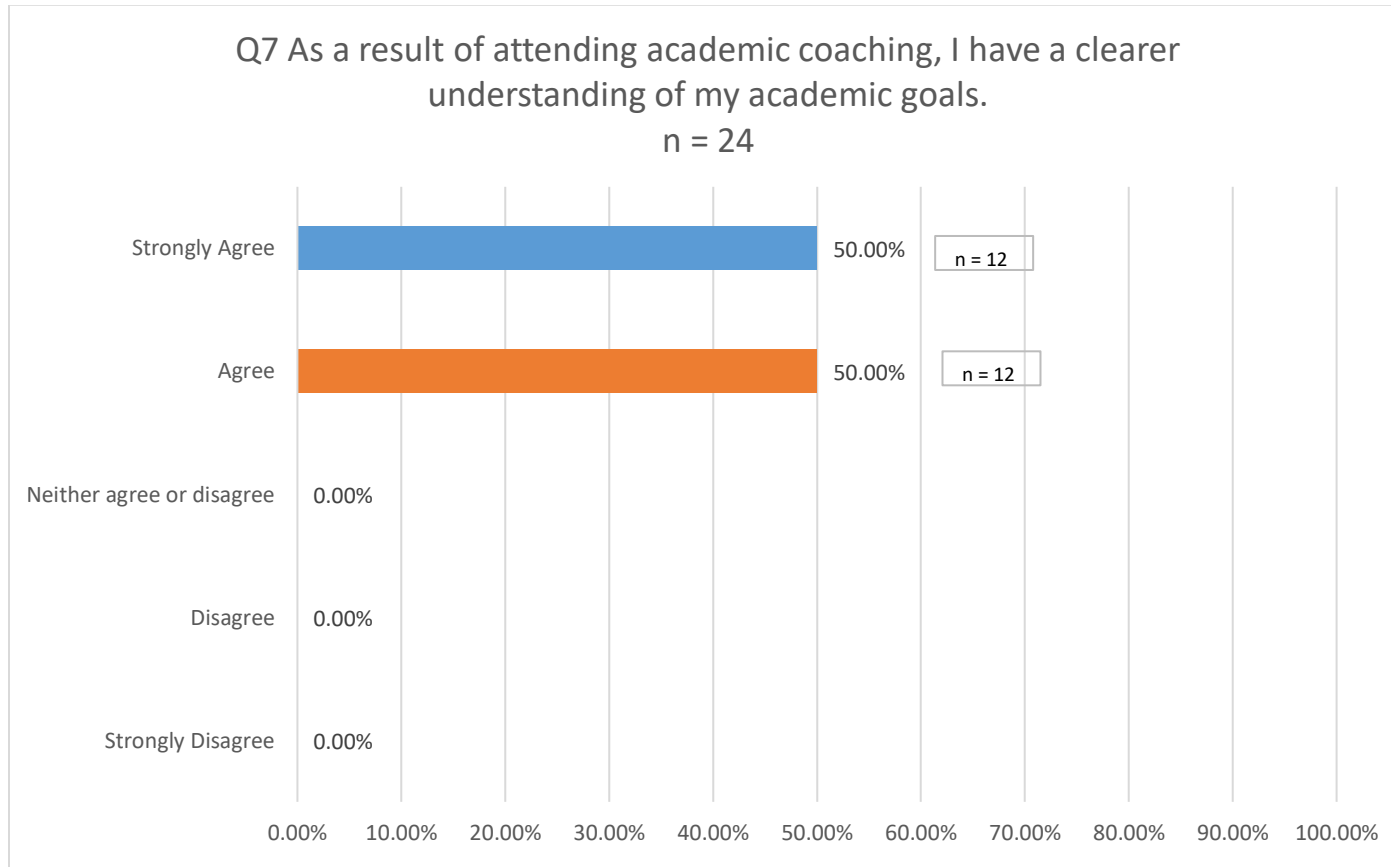Disagree — 0.00%
Strongly Disagree — 0.00%

Analysis: In Spring 2020, 79% of the participants felt their course grades improved after attending academic coaching, while 21% were undecided.

Q5 As a result of attending academic coaching, I am more proactive.
n = 24

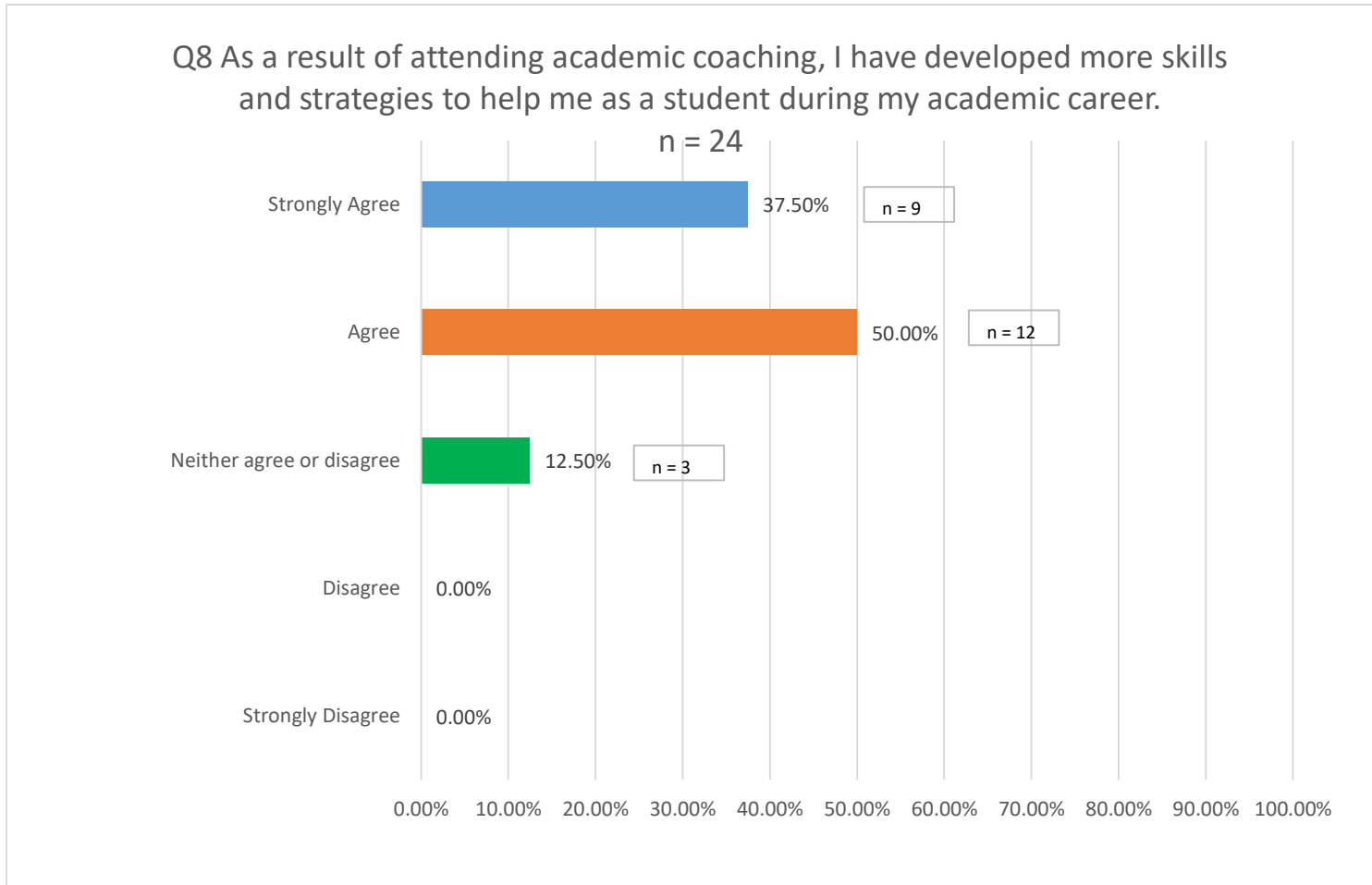| Response	Percentage	n
Strongly Agree	33.33%	n = 8
Agree	54.17%	n = 13
Neither agree or disagree	12.50%	n = 3
Disagree	0.00%	
Strongly Disagree	0.00%	

Analysis: In Spring 2020, 88% of the participants feel academic coaching has positively contributed to their academic success, while 12% were undecided.

Q6 As a result of attending academic coaching, I manage my time better.
n = 24

Strongly Agree: 33.33% n = 8
Agree: 58.33% n = 14
Neither agree or disagree: 4.17% n = 1
Disagree: 4.17% n = 1
Strongly Disagree: 0.00%

Analysis: In Spring 2020, 92% of the participants feel they can manage their time better after attending academic coaching, while 4% were undecided and 4% disagreed.
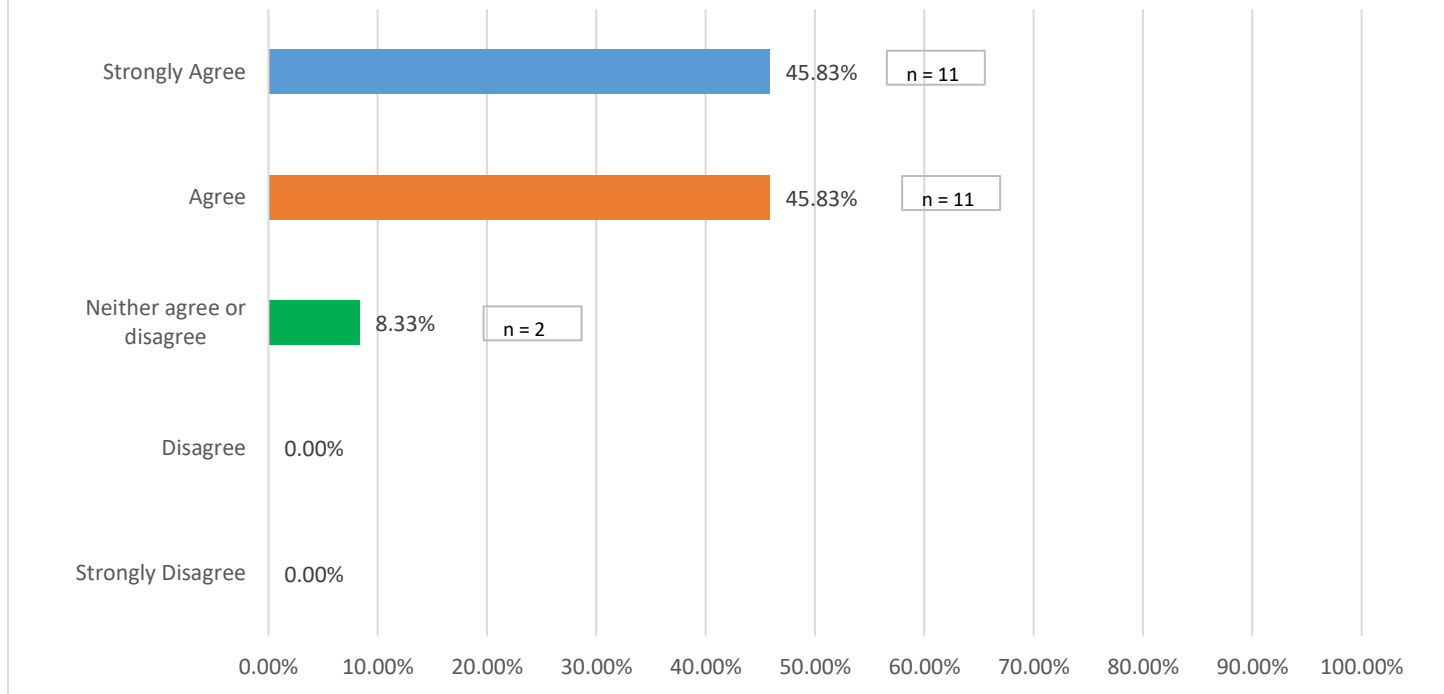
Q7 As a result of attending academic coaching, I have a clearer understanding of my academic goals.
n = 24

Strongly Agree	50.00% n = 12
Agree	50.00% n = 12
Neither agree or disagree	0.00%
Disagree	0.00%
Strongly Disagree	0.00%

Analysis: In Spring 2020, 100% of the participants have a clearer understanding of their academic goals after attending academic coaching.

Q8 As a result of attending academic coaching, I have developed more skills and strategies to help me as a student during my academic career.

n = 24

| Response	Percentage	n
Strongly Agree	37.50%	n = 9
Agree	50.00%	n = 12
Neither agree or disagree	12.50%	n = 3
Disagree	0.00%	
Strongly Disagree	0.00%	

Analysis: In Spring 2020, 88% of the participants developed more skills and strategies to help them as a student during their academic career after attending academic coaching, while 12% were undecided.

Q9 As a result of attending academic coaching, I am more confident now about doing well at UTRGV than I was prior to attending academic coaching.
n = 24

Strongly Agree — 45.83% — n = 11
Agree — 45.83% — n = 11
Neither agree or disagree — 8.33% — n = 2
Disagree — 0.00%
Strongly Disagree — 0.00%

Analysis: In Spring 2020, 92% of the participants feel more confident about doing well at UTRGV after attending academic coaching, while 8% were undecided.
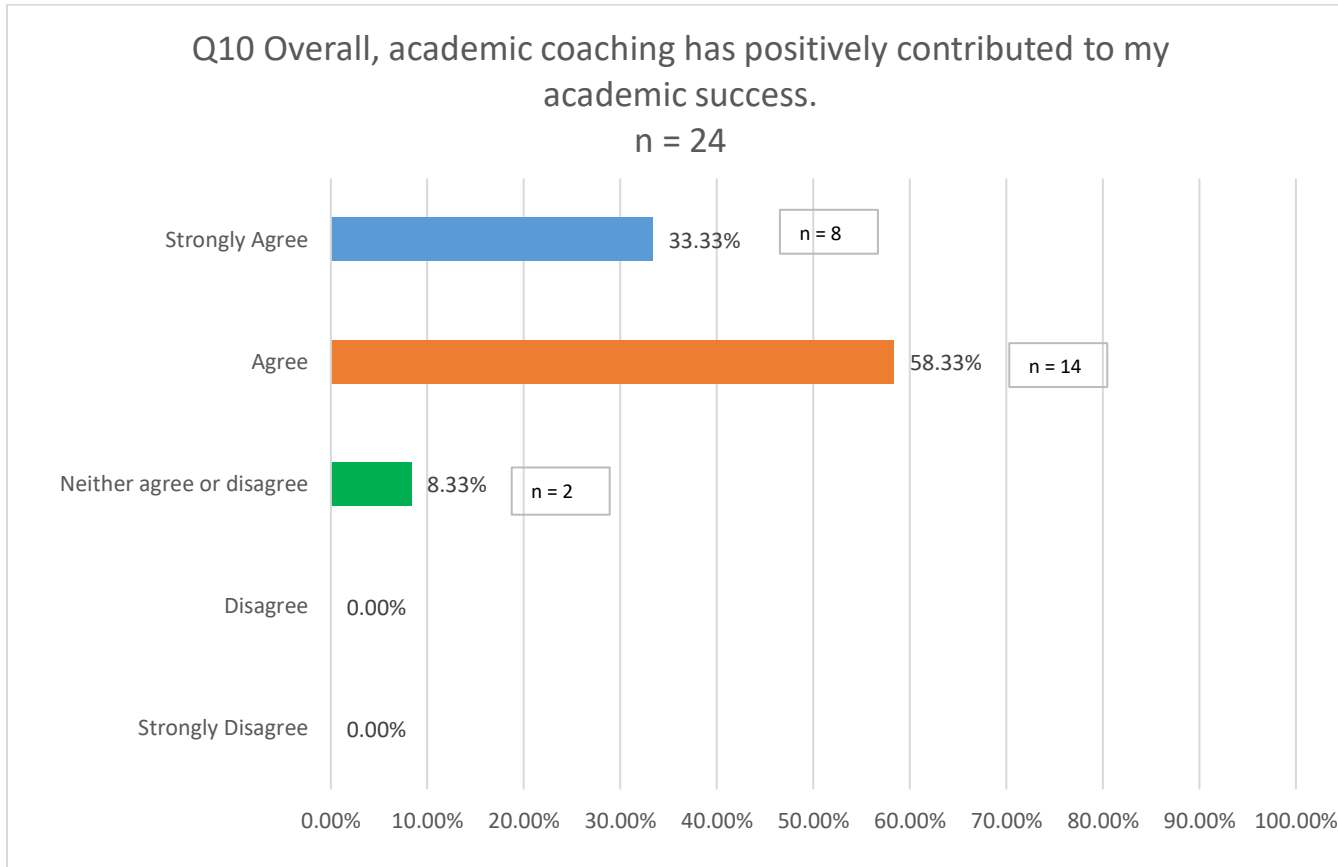
Q10 Overall, academic coaching has positively contributed to my academic success.
n = 24

Analysis: In Spring 2020, 92% of the participants feel academic coaching has positively contributed to their academic success, while 8% were undecided.

Spring 2020: Any comments or suggestions? (verbatim)

"I appreciate the valuable information and knowledge I have gained from this program."
"I got really help from my advisor."
"No suggestions, just coming out of this feeling empowered and ready to take on the future semesters."
"Excellent counseling sessions helped me focus and understand how to deal with classes."
"Carolina was a great help and really helped me to get more into having a more efficient way of taking my notes."