

Leading the Way

Division of Student Academic Success

The Learning Center

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Fall 2020 and Spring 2021 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 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 2020 and Spring 2021 semesters based on the ACE program outcomes.

It should be noted that due to the COVID 19 pandemic that began in the Spring 2020 semester, no students were placed on probation or suspension for the Fall 2020 semester. For the Fall 2020 semester, the ACE program was opened to the general student population on a voluntary basis. There were no assessments administered during the Fall 2020 semester; however, term and cumulative GPAs, attempted and completed hours, average PACE, and academic standing information was collected for the students who did participate.

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. *It should be noted that the pre- and post-assessments were only implemented in Spring 2021.*

DISCUSSION

During the Fall 2020 and Spring 2021 semesters, the ACE program academic coaching sessions were moved to an online format due to the pandemic. In Fall 2020, the ACE program was offered to the general student population since no students were placed on suspension. In Spring 2021, the program resumed working with the targeted population of suspension-appeal approved students and included a small number of non-participants (n = 8) and probation students (n = 5). The following information is based on student participation in a 100% online learning environment which is atypical of how this program is implemented during the semester. The total number of unduplicated ACE participants was 126 (103 students in FA20 (non-mandatory) and 23 students in SP21 (mandatory)). The duplicated student contacts for the ACE participants was 414 (FA20 = 274 contacts and SP21 = 140 contacts).

In addition, in Spring 2021, the ACE program also targeted probation students due to the low number of suspension appeal-approved students participating in the program. A total of 13 students voluntarily participated in the ACE program. Eight were non-probation students who attended a total of 37 academic coaching sessions, and five were probation students who attended a total of 14 academic coaching sessions.

The following discussion will address each short-term program outcome individually:

Short-term outcome 1: The student will improve academic standing.

In Fall 2020, the 103 students who VOLUNTARILY participated in the ACE program achieved a higher term GPA average when compared to the students who registered for a session but did not participate (2.68 vs. 2.41). In addition, the ACE participants achieved a higher cumulative GPA when compared to the non-participants (2.86 vs. 2.60). Their average overall PACE was also higher when compared to the non-participants (76% vs. 72%), which was 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 (89% vs. 77%). A comparison of the participants within the ACE program revealed that those who attended six or more sessions outperformed those who attended five, seven, or eight sessions in the same categories mentioned previously.

In the Spring 2021 semester, the ACE program resumed servicing the suspension-appeal approved students. The ACE participants (n = 23) achieved a lower term GPA average when compared to the non-participants (1.33 vs. 1.48 in SP21). However, the ACE participants did achieve a slightly higher cumulative GPA when compared to the non-participants (1.54 vs. 1.50 in SP21). Their average overall PACE was the same when compared to the non-participants (53% vs. 53% in SP21), which was below the 67% standard set by the institution. Finally, the ACE participants enrolled in the Fall 2021 semester at a slightly higher percentage when compared to the non-participants (17% vs. 14%). Unfortunately, a large percentage of the ACE participants were suspended (15/23 = 65%) at the end of the Spring 2021 semester. It is possible that more of these students will enroll in Fall providing they seek an appeal, and it is approved.

With regard to the non-probation and probation students who participated in the program in Spring 2021, 75% of the non-probation students who attended coaching sessions achieved a 2.0+ term GPA, while only 40% of the probation students achieved a 2.0+ term GPA. Non-probation students (n = 4) who attended 7-8 sessions successfully increased their cumulative GPA (+.15) when compared to those (n = 4) who attended 1-4 sessions. Conversely, the probation students (n = 3) who attended 1-2 sessions increased their cumulative GPA (+.11) when compared to those (n = 2) who attended 4-6 sessions. It should be noted that the students who attended 4-6 sessions entered the Spring 2021 with a low cumulative GPA average indicating that the students were already struggling. Unfortunately, for this group, there are not enough data to identify trends or patterns we can be used to determine the effectiveness of the ACE program on the students' academic progress. It has been recommended that additional academic coaches be hired to better serve probation and general population students going forward.

Overall, the results for both semesters reveal that academic coaching can be beneficial for students who seek assistance whether they are general population or suspension-appeal approved students. Based on the previous success rates of the ACE program prior to the pandemic, we can conclude that the online coaching and online learning environments are not best suited for most “at-risk” students. However, it should be noted that a small number of these students (n = 8) were successful despite the change in the learning environment. Even though most of the ACE participants struggled academically, the academic coaches retained and helped them complete the program requirements.

Short-term outcome 2: The student will demonstrate an increase in self-efficacy and self-regulation skills.

During the Spring 2021 semester, 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 Spring 2021, the participants (n = 9) demonstrated growth in four of the 13 statements about their self-efficacy or in 31% of the statements. There was a decline in five of the 13 statements about their self-efficacy or 38% of the statements. There was no growth in four of the 13 statements about their self-efficacy or 31% of the 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 Spring 2021, the participants (n = 11) did demonstrate growth in 11 of the 22 statements about their self-regulation skills or in 50% of the statements. There was a decline in five of the 22 statements about their self-regulation or 23% of the statements. There was no growth in six of the 22 statements about their self-regulation or 27% of the statements. It possible that the transition to an online learning environment due to the pandemic affected the participants’ overall self-efficacy and self-regulation skill development even with the academic coaching support, which was also conducted in an online environment.

Overall, the ACE participants who completed the pre- and post-assessments demonstrated minor growth in their self-efficacy and self-regulation skills for the Spring 2021 semester. The results demonstrate that the ACE program may not be as effective for some participants when it is offered online compared to when it is offered in person.

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

During the Spring 2021, 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 Spring 2021, the ACE participants who completed the pre- and post-assessment for locus of control (n = 13) demonstrated a very slight increase in the overall locus of control score by a difference of .62 (10.46 to 11.08). While there was a very slight increase in the locus of control score by the end of the semester, both the pre-assessment and post-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 cumulative GPA averages (1.46 to 1.56) when compared to their previous cumulative GPA averages. Overall, the ACE participants maintained a strong sense of individual accountability for learning after participating in the ACE program during the Spring semester.

ACE Participant Satisfaction Survey.

During the Spring 2021 semester, the ACE participants who completed the satisfaction survey (FA20 – (n = 7) and SP21 – (n = 25)) 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 their future studies.

RECOMMENDATIONS

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

1. The ACE program academic coaching sessions should offer more in-person sessions to participants and leave online sessions as an option.
2. The ACE program should continue to focus on suspension-appeal approved students over the next academic year.
3. It is recommended to conduct a student and academic coach focus groups in addition to the satisfaction survey to obtain additional feedback on the program's effectiveness.
4. The ACE program should hire an additional academic coach in the following academic year to expand the program to probation students and the general student population with a focus on the adult learners.

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 providing academic support to the general student population and a few of the suspension-appeal approved students despite the pandemic. In Spring 2021, most of the ACE program students struggled with their academic progress even though they completed the program requirements. It is possible that the online learning environment played a factor in the students overall academic success, which also appears to be a common factor among students in the general population. Even though the Spring 2021 semester was not as successful for the ACE participants as previous semesters, the satisfaction survey revealed that the participants were satisfied with the program and academic coaches and found the program to beneficial to their academic success.

Fall 2020 & Spring 2021 ACE Program Report

Below are the overall results of a comparison between the ACE participants and non-participants for the Fall 2020 and Spring 2021 semesters.

	FA20 ACE participants (voluntary)	FA20 Non- participants	SP21 ACE participants (mandatory)	SP21 Non-participants
(all students)	n = 103	n = 142	n = 23	n = 7
Pass Rate (2.0 +)	80/103 = 78%	103/142 = 73%	8/23 = 35%	3/7 = 43%
Term GPA Average	2.68	2.41	1.33	1.48
Previous Cumulative GPA Average	2.88	2.70	1.55	1.57
Current Cumulative GPA Average	2.86	2.60	1.54	1.50
Average GPA difference	-.02	-.10	-.01	-.07
Average Credit Attempted	13.64	12.91	11.57	8.29
Average Credit Completed	10.61	9.48	6.09	3.14
Students w/67+ PACE	75 = 73%	95 = 67%	11 = 48%	3 = 43%
Students w/100 PACE	56 = 54%	75 = 53%	6 = 26%	3 = 43%
Average Overall PACE	76%	72%	53%	53%
Moved to Good Standing	90 = 87%	115 = 81%	3 = 13%	1 = 14%
Moved to Probation	10 = 10%	22 = 15%	5 = 22%	2 = 29%
Moved to Suspension	3 = 3%	5 = 4%	15 = 65%	4 = 57%
Enrolled Spring 2021	92 = 89%	109 = 77%	-	-
Enrolled in Fall 2021	-	-	6 = 26%*	1 = 14%*

Analysis: In Fall 2020, 103 students voluntarily participated in the ACE program. 78% of the participants achieved a 2.0 or better GPA at the end of the semester compared to 73% of students who registered for a session but did not participate. In addition, the participants achieved a higher percentage average (76%) for PACE when compared to the non-participants who achieved 72%; however, both groups achieved a higher percentage than the institutional standard of 67%. In addition, a higher percentage (89%) of ACE participants enrolled in Spring 2021 when compared to 77% of the non-participants.

In Spring 2021, 23 suspension-appeal approved students participated in the ACE program. Only 35% of the participants achieved a 2.0 or better GPA at the end of the semester compared to 43% of the non-participants who achieved a 2.0 or better GPA. In addition, both groups achieved a 53% PACE average which is below the 67% institutional standard. Unfortunately, a large percentage of the ACE participants (65%) will remain on suspension compared to the non-participants (57%).

Fall 2020 ACE Participant (Voluntary) Comparisons by Range of Sessions			
	ACE Participants		ACE Participants
(1-5 sessions)	n = 92	(6 or more sessions)	n = 11
FA20 Pass Rate (2.0 +)	69/92 = 75%	FA20 Pass Rate (2.0 +)	11/11 = 100%
FA20 Term GPA Average	2.64	FA20 Term GPA Average	3.06
Previous Cumulative GPA Average	2.82	Previous Cumulative GPA Average	3.47
Current Cumulative GPA Average	2.85	Current Cumulative GPA Average	2.89
Average GPA difference	+0.03	Average GPA difference	-.58
Average Credit Attempted	13.52	Average Credit Attempted	14.64
Average Credit Completed	10.30	Average Credit Completed	13.18
Students w/67+ PACE	64 = 70%	Students w/67+ PACE	11 = 100%
Students w/100 PACE	49 = 53%	Students w/100 PACE	11 = 100%
Average Overall PACE	74%	Average Overall PACE	91%
Moved to Good Standing	80 = 87%	Moved to Good Standing	10 = 91%
Moved to Probation	9 = 10%	Moved to Probation	1 = 9%
Moved to Suspension	3 = 3%	Moved to Suspension	0 = 0%
Enrolled SP21*	82 = 89%	Enrolled SP21	10 = 91%

Analysis: In Fall 2020, a higher percentage of participants (100%) who attended six or more sessions achieved a 2.0 or better GPA when compared to the participants who attended between 1-5 sessions (75%). Participants who attended six or more sessions also achieved a significantly higher PACE average (91%) when compared to the participants who attended 1-5 sessions (74%). In addition, a higher percentage (91%) of participants who attended six or more sessions enrolled in Spring 2021 when compared to 89% of those who attended 1-5 sessions. Overall, participants who attended more than 6 sessions outperformed participants who attended less than six sessions in all categories.

**It should be noted that students who are suspended will be able to enroll in Spring 2021 if suspension appeal is approved.*

Spring 2021 ACE Participant Comparisons by Range of Sessions						
	ACE Participants		ACE Participants		ACE Participants	
(5 sessions)	n = 5		(6 sessions)	n = 12	(7-8 sessions)	n = 6
SP21 Pass Rate (2.0 +)	0/5 = 0%		SP21 Pass Rate (2.0 +)	6/12 = 50%	SP21 Pass Rate (2.0 +)	2/6 = 33%
SP21 Term GPA Average	0.40		SP21 Term GPA Average	1.74	SP21 Term GPA Average	1.31
Previous Cumulative GPA Average	1.10		Previous Cumulative GPA Average	1.67	Previous Cumulative GPA Average	1.70
Current Cumulative GPA Average	0.89		Current Cumulative GPA Average	1.76	Current Cumulative GPA Average	1.64
Average GPA difference	-.21		Average GPA difference	+.09	Average GPA difference	-.06
Average Credit Attempted	11		Average Credit Attempted	12	Average Credit Attempted	11
Average Credit Completed	2		Average Credit Completed	8	Average Credit Completed	5
Students w/67+ PACE	n/a		Students w/67+ PACE	8 = 67%	Students w/67+ PACE	2 = 33%
Students w/100 PACE	1 = 20%		Students w/100 PACE	5 = 63%	Students w/100 PACE	1 = 17%
Average Overall PACE	20%		Average Overall PACE	66%	Average Overall PACE	53%
Moved to Good Standing	0 = 0%		Moved to Good Standing	2 = 17%	Moved to Good Standing	1 = 17%
Moved to Probation	0 = 0%		Moved to Probation	4 = 33%	Moved to Probation	1 = 17%
Moved to Suspension	5 = 100%		Moved to Suspension	6 = 50%	Moved to Suspension	4 = 67%
Enrolled Summer 2021	1 = 20%		Enrolled Summer 2021	4 = 33%	Enrolled Summer 2021	1 = 17%
Enrolled Fall 2021*	0 = 0%		Enrolled Fall 2021*	3 = 25%	Enrolled Fall 2021*	2 = 33%

Analysis: In Spring 2021, a higher percentage of participants (50%) who attended between 6 sessions achieved a 2.0 or better GPA when compared to the participants who attended 5 sessions (0%) or 7-8 sessions (33%). Participants who attended 6 sessions also achieved a significantly higher PACE average (66%) when compared to the participants who attended 5 sessions (20%) or 7-8 sessions (53%). In addition, a higher percentage (25%) of participants who attended 6 sessions enrolled in Fall 2021 when compared to those who attended 5 sessions or 7-8 sessions.

**It should be noted that students who were suspended will be able to enroll in the Fall 2021 semester if suspension appeal is approved.*

Fall 2020 ACE Participant Comparisons by Individual Session Numbers

N = 103	Number of sessions	FA20 Average Term GPA	Previous Cumulative Average GPA	Current Cumulative Average GPA	Attempted Hours	Completed Hours	Percentage Completion	Enrolled SP21
46 students	1	2.72	2.88	2.75	13.89	10.83	77%	43 = 93%
25 students	2	2.53	2.85	2.84	13.96	10.20	69%	22 = 88%
10 students	3	2.80	2.36	3.15	13.40	10.60	77%	8 = 80%
5 students	4	2.31	3.02	3.01	11.00	7.80	71%	4 = 80%
6 students	5	2.47	3.04	3.10	11.17	8.33	62%	5 = 83%
3 students	6	3.28	4.00	2.95	16.33	14.33	87%	3 = 100%
2 students	7	3.29	3.61	3.45	18.00	15.00	84%	1 = 50%
2 students	8	2.96	3.40	3.32	13.50	13.5	100%	2 = 100%
1 student	9	2.00	-	2.00	15.00	15.00	100%	1 = 100%
2 students	13	3.03	2.80	2.50	11.00	9.00	88%	2 = 100%
1 student	15	3.25	-	2.41	12.00	12.00	100%	1 = 100%

Analysis: In Fall 2020, the participants who attended six or more sessions achieved a higher rate of course complete when compared to those who attended less than six sessions. Most of the participants attended between one to three sessions. These participants also enrolled in the Spring 2021 semester at a rate of over 80%.

Spring 2021 ACE Participant Comparisons by Individual Session Numbers

N = 23	Number of sessions	SP21 Average Term GPA	Previous Cumulative Average GPA	Current Cumulative Average GPA	Attempted Hours	Completed Hours	Percentage Completion	Enrolled FA21*
5 students	5	0.40	1.10	0.89	11	2	20%	0 = 0%
12 students	6	1.74	1.67	1.76	12	8	66%	3 = 13%
5 students	7	1.44	1.69	1.67	10	5	59%	0 = 0%
1 student	8	0.62	1.74	1.49	17	4	24%	1 = 4%

Analysis: In Spring 2021, participants who attended six sessions achieved a higher term GPA and higher cumulative GPA on average when compared to those who attended five, seven, or eight sessions. They also enrolled at a higher percentage when compared to the other groups.

Spring 2021 Non-Probation and Probation Students Who Participated in the ACE program

Due to the low number of participants in the ACE program, the program also targeted probation students. These students were invited to participate in the program on a voluntary basis. Five probation students participated in the program and attended a total of 14 academic coaching sessions. In addition, eight non-probation students also participated in the program and attended 37 academic coaching sessions. Although the general student population was not targeted in the Spring semester, it was targeted in the Fall semester, which may be why a few students decided to participate. Below are the results from the two groups of participants.

	SP21 NON-PROBATION Students	SP21 PROBATION Students
	n = 8	n = 5
Pass Rate (2.0 +)	6/8 = 75%	2/5 = 40%
Term GPA Average	2.79	1.20
Previous Cumulative GPA Average	3.16	1.76
Current Cumulative GPA Average	3.22	1.63
Average GPA difference	.06	-.13
Average Credit Attempted	13.63	13.00
Average Credit Completed	11.00	5.40
Students w/67+ PACE	6 = 75%	2 = 40%
Students w/100 PACE	4 = 50%	2 = 40%
Average Overall PACE	80%	45%
In Good Standing	8 = 100%	1 = 20%
Moved to Probation	0 = 0%	1 = 20%
Moved to Suspension	0 = 0%	3 = 60%
Enrolled Summer 2021*	4 = 50%	3 = 60%
Enrolled in Fall 2021*	4 = 50%	4 = 80%

Analysis: In Spring 2021, eight non-probation students participated in the ACE program. 75% of these students achieved a 2.0 or better GPA at the end of the semester compared to 40% of the probation students who achieved a 2.0 or better GPA. In addition, non-probation students increased their overall cumulative GPA by .06 points, while the probation students decreased their overall cumulative GPA by .13 points. The non-probation students achieved an 80% PACE average compared to the probation students who achieved a 45% PACE average, which is below the 67% institutional standard for academic progress. 100% of the non-probation students remained in “Good Standing,” while 60% of the probation students moved to “Suspension.”

*Enrollment in Summer and Fall will fluctuate.

*Three of the four students who enrolled for Fall 2021 were suspended. Their enrollment in Fall will be contingent upon a successful appeal.

Spring 2021 ACE NON-PROBATION Student Comparisons by Number of Sessions						
	Non-Probation Students			Non-Probation Students		Non-Probation Students
(1 session)	n = 2		(2-4 sessions)	n = 2	(7-8 sessions)	n = 4
SP21 Pass Rate (2.0 +)	2/2 = 100%		SP21 Pass Rate (2.0 +)	1/2 = 50%	SP21 Pass Rate (2.0 +)	3/4 = 75%
SP21 Term GPA Average	3.58		SP21 Term GPA Average	2.22	SP21 Term GPA Average	2.69
Previous Cumulative GPA Average	3.22		Previous Cumulative GPA Average	3.17	Previous Cumulative GPA Average	3.13
Current Cumulative GPA Average	3.24		Current Cumulative GPA Average	3.09	Current Cumulative GPA Average	3.28
Average GPA difference	+.02		Average GPA difference	-.08	Average GPA difference	+.15
Average Credit Attempted	16.50		Average Credit Attempted	9.50	Average Credit Attempted	14.25
Average Credit Completed	13.50		Average Credit Completed	6.50	Average Credit Completed	12.00
Students w/67+ PACE	1 = 20%		Students w/67+ PACE	1 = 50%	Students w/67+ PACE	3 = 75%
Students w/100 PACE	1 = 20%		Students w/100 PACE	1 = 50%	Students w/100 PACE	3 = 75%
Average Overall PACE	82%		Average Overall PACE	75%	Average Overall PACE	81%
Remained in Good Standing	2 = 100%		Remained in Good Standing	2 = 100%	Remained in Good Standing	4 = 100%
Moved to Probation	0 = 0%		Moved to Probation	0 = 0%	Moved to Probation	0 = 0%
Moved to Suspension	0 = 0%		Moved to Suspension	0 = 0%	Moved to Suspension	0 = 0%
Enrolled Summer 2021	1 = 50%		Enrolled Summer 2021	0 = 0%	Enrolled Summer 2021	3 = 75%
Enrolled Fall 2021	0 = 0%		Enrolled Fall 2021	1 = 50%	Enrolled Fall 2021	3 = 75%

Analysis: In Spring 2021, 100% of the non-probation students (n = 2) who attended one session achieved a 2.0 or better GPA when compared to the students (n = 2) who attended 2-4 sessions (50%) or students (n = 4) who attended 7-8 sessions (75%). However, the students who attended 7-8 sessions significantly increased their overall cumulative GPA average by .15 points. These students also achieved a higher PACE average (75%) when compared to the other groups. In addition, these students enrolled in both Summer and Fall at a higher percentage (75%) rate, and all remained in “Good Standing.” Although the participation rate was low, the students who attended six or more coaching sessions outperformed students who attended 1-4 sessions.

Spring 2021 ACE PROBATION Student Comparisons by Number of Sessions			
	Probation Students		Probation Students
(1-2 sessions)	n = 3	(4-6 sessions)	n = 2
SP21 Pass Rate (2.0 +)	2/3 = 67%	SP21 Pass Rate (2.0 +)	0/2 = 0%
SP21 Term GPA Average	1.99	SP21 Term GPA Average	0.00
Previous Cumulative GPA Average	1.95	Previous Cumulative GPA Average	1.48
Current Cumulative GPA Average	2.06	Current Cumulative GPA Average	1.00
Average GPA difference	+.11	Average GPA difference	-.48
Average Credit Attempted	12.33	Average Credit Attempted	14.00
Average Credit Completed	9.00	Average Credit Completed	0.00
Students w/67+ PACE	2 = 67%	Students w/67+ PACE	0 = 0%
Students w/100 PACE	2 = 67%	Students w/100 PACE	0 = 0%
Average Overall PACE	74%	Average Overall PACE	0%
Moved to Good Standing	1 = 33%	Moved to Good Standing	0 = 0%
Remained on Probation	1 = 33%	Remained on Probation	0 = 0%
Moved to Suspension	1 = 33%	Moved to Suspension	2 = 100%
Enrolled Summer 2021	2 = 67%	Enrolled Summer 2021	1 = 50%
Enrolled Fall 2021*	2 = 67%	Enrolled Fall 2021	2 = 100%

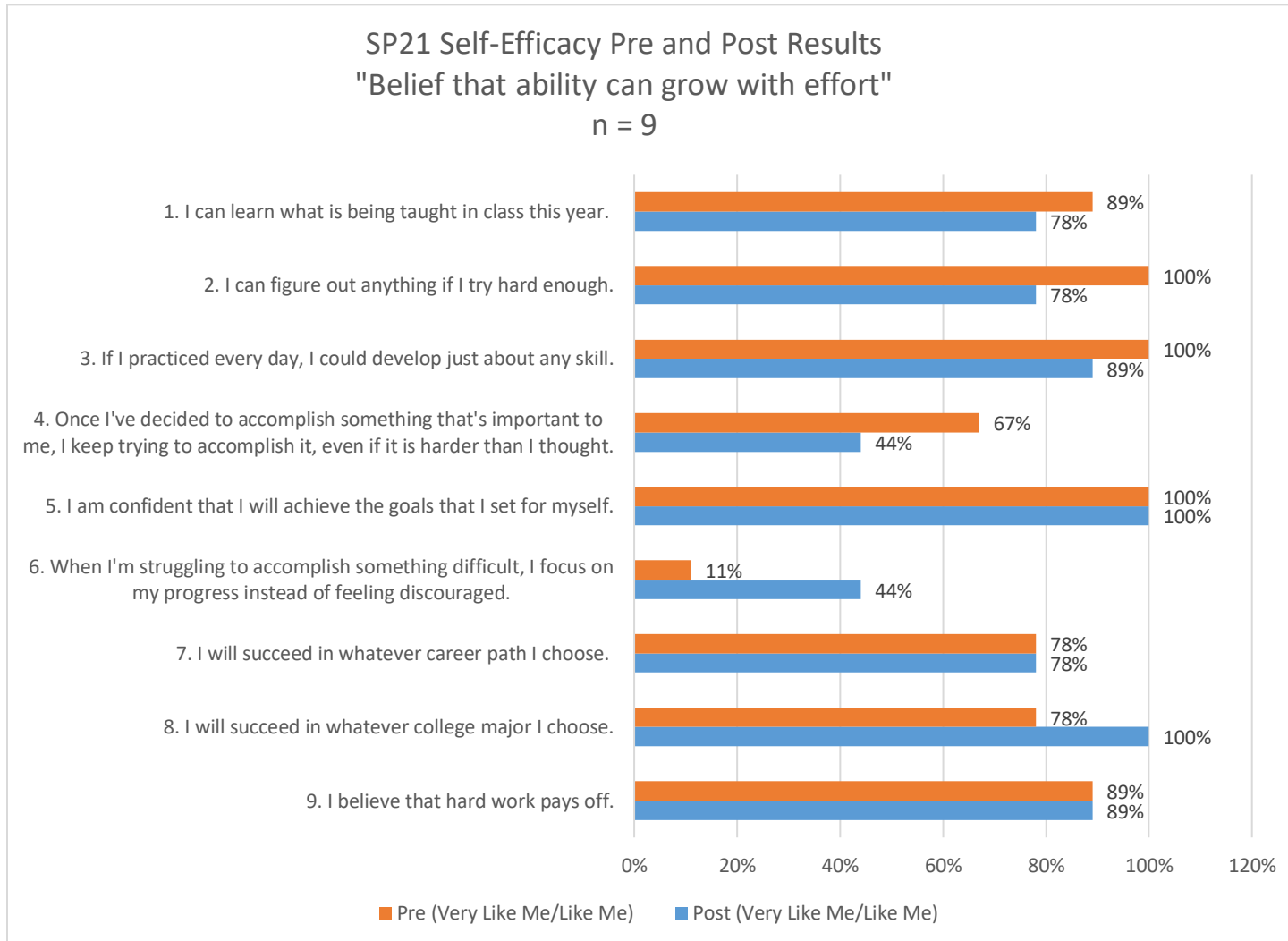
Analysis: In Spring 2021, 67% of the probation students (n = 3) who attended one to two sessions achieved a 2.0 or better GPA when compared to the students (n = 2) who attended 4-6 sessions (0%). The students who attended one to two sessions significantly increased their overall cumulative GPA average by .11 points. These students also achieved a higher PACE average (74%) when compared to the students who attended 4-6 sessions (0%). Unfortunately, the two students who attended between 4-6 sessions did not successfully complete their attempted hours, significantly decreased their cumulative GPA average by -.48 points and were moved to suspension.

**It should be noted that students who are suspended will be able to enroll for the Fall 2021 semester if suspension appeal is approved.*

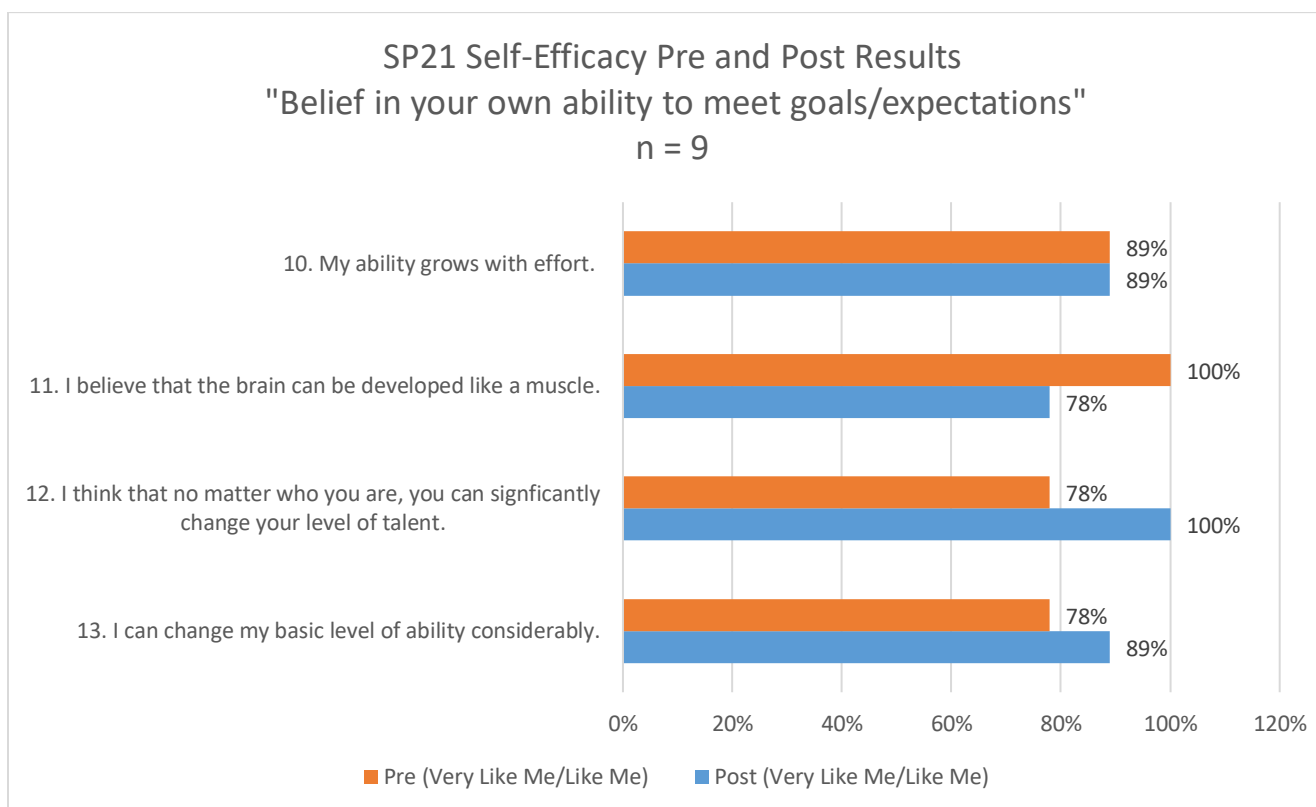
Spring 2021 Self-Efficacy Pre- and Post-Assessment Results

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



Analysis: In Spring 2021, the ACE participants demonstrated growth in two of the nine areas focused on the students’ “belief that ability can grow with effort” or a 22 % growth in this area overall. Statement 6 demonstrated the largest percentage of growth (33 percentage points) followed by Statement 8 (22 percentage points). No growth was demonstrated for Statements 5, 7, and 9. It is possible that the participants already felt strongly about these statements thus negating any improvement. Finally, there was a decline in growth for Statements 1 (11 percentage points), 2 (22 percentage points), 3 (11 percentage points), and 4 (23 percentage points) in this area.



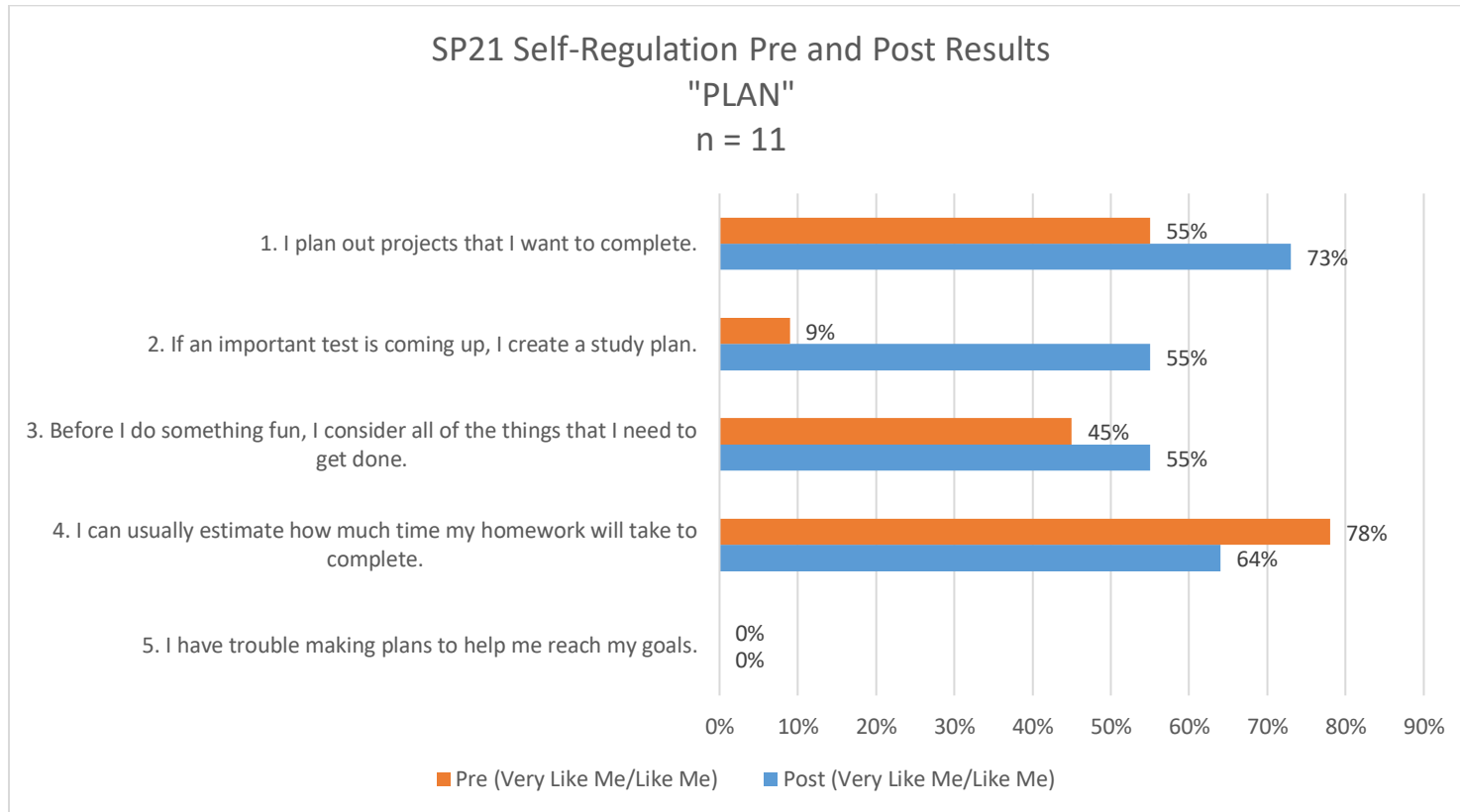
Analysis: In Spring 2021, the ACE participants demonstrated growth in two of the four areas focused on the students’ “belief in your own ability to meet goals/expectations” or 50% growth in this area overall. Statement 12 demonstrated the largest percentage of growth (22 percentage points) followed by Statement 13 (11 percentage points). No growth was demonstrated for Statement 10. Again, it is possible that the participants already felt strongly about this statement thus negating any improvement. There was a decline in growth for Statement 11 (22 percentage points).

Overall, in Spring 2021, the participants demonstrated growth in only four of the 13 statements about their self-efficacy or 31% of the statements. There was a decline in five of the 13 statements about their self-efficacy or 38% of the statements. There was no growth in four of the 13 statements about their self-efficacy or 31% of the statements. It is possible that the transition to an online learning environment due to the pandemic affected the participants’ overall self-efficacy even with the academic coaching support, which was also conducted in an online environment.

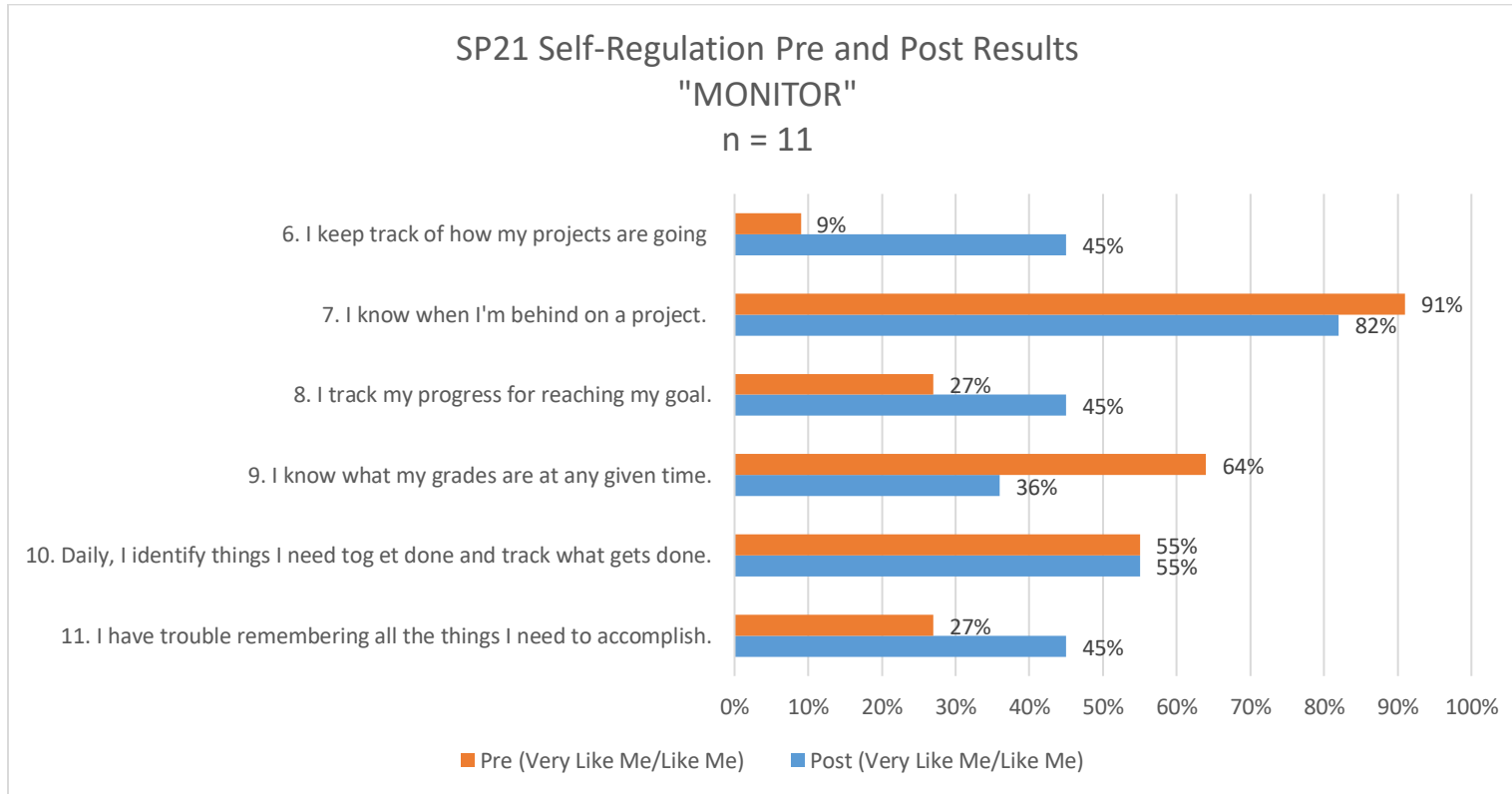
Spring 2021 Self-Regulation Pre- and Post-Assessment Results

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.

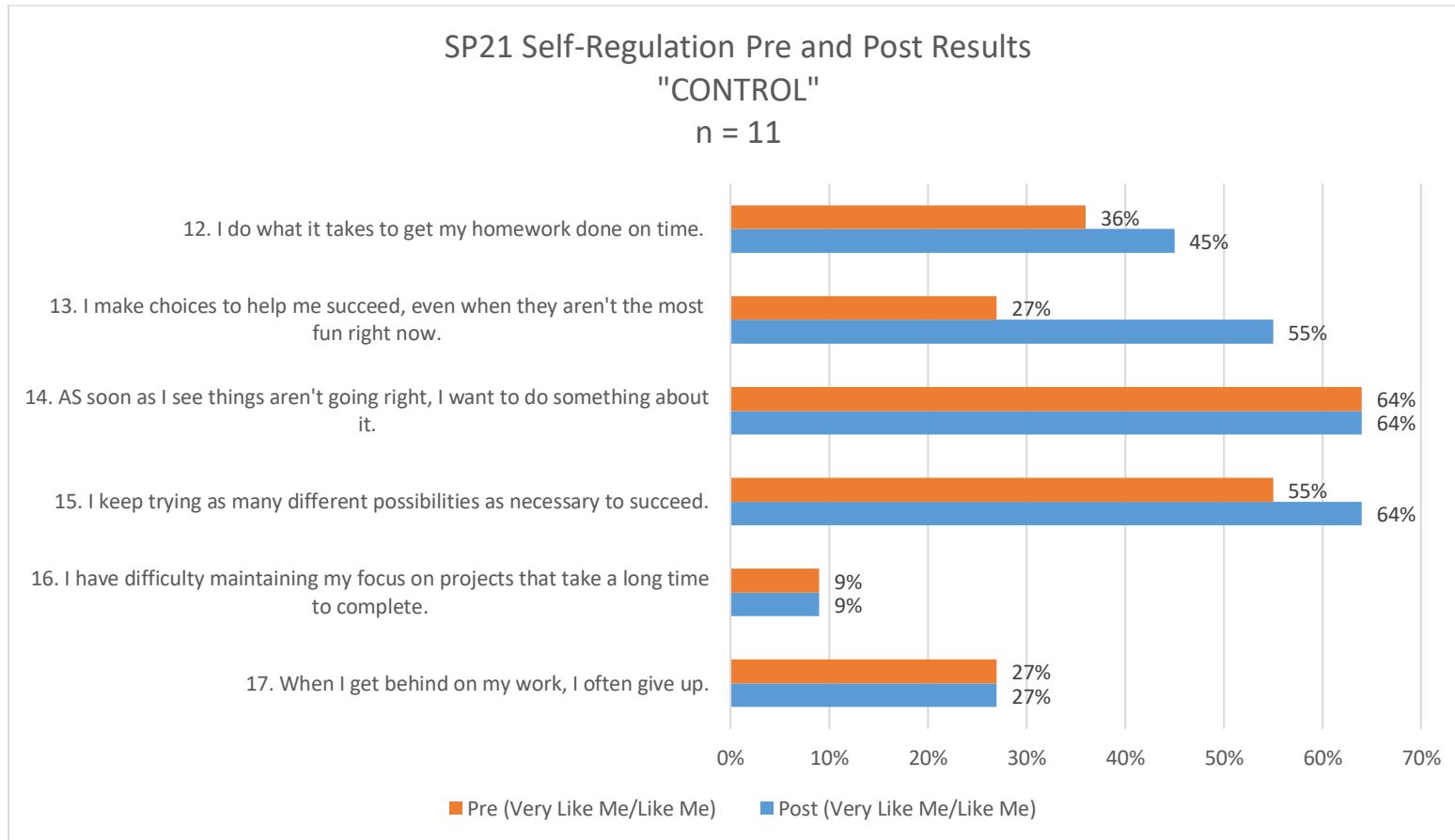
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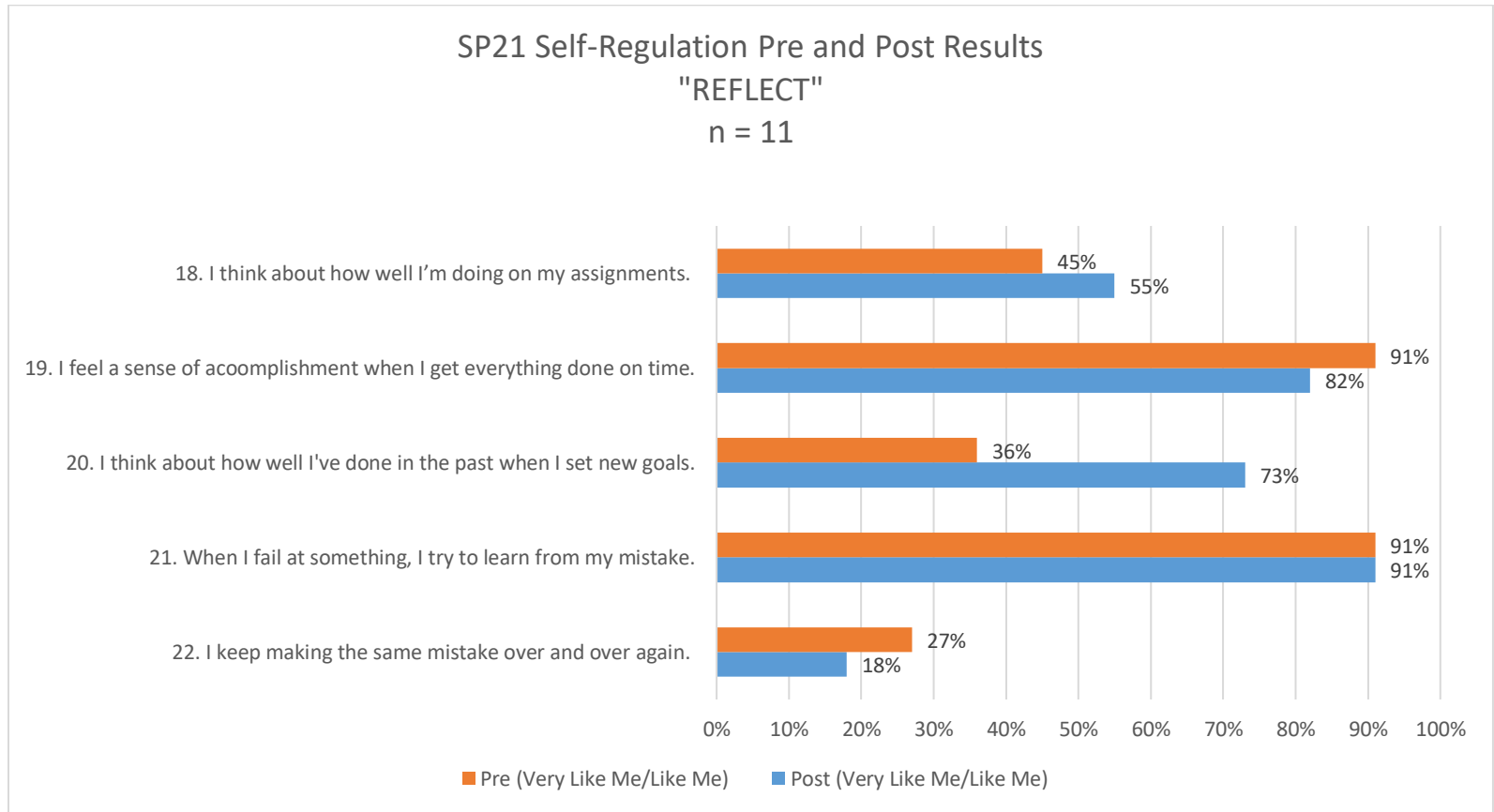
Analysis: In Spring 2021, the ACE participants demonstrated growth in three of the five areas focused on the students' ability to "PLAN" or 60% growth in this area overall. Statement 2 demonstrated the largest percentage of growth (46 percentage points). Statement 1 (18 percentage points) also demonstrated growth. There was a decline in growth for Statement 4 (14 percentage points) in this area. There was no growth for Statement 5.



Analysis: In Spring 2021, the ACE participants demonstrated growth in three of the six areas focused on the students' ability to "MONITOR" or 50% growth in this area overall. Statement 6 demonstrated the largest percentage of growth (36 percentage points). Statement 11 (18 percentage points) also demonstrated growth followed by Statement 8 (18 percentage points). There was a decline in growth for Statement 7 (9 percentage points) and Statement 9 (28 percentage points) in this area. There was no growth for Statement 5.



Analysis: In Spring 2021, the ACE participants demonstrated growth in three of the six areas focused on the students’ ability to “CONTROL” or 50% growth in this area overall. Statement 13 demonstrated the largest percentage of growth (28 percentage points). Statement 12 (9 percentage points) and Statement 15 (9 percentage points) also demonstrated growth. There was no growth for Statements 14, 16, and 17.



Analysis: In Spring 2021, the ACE participants demonstrated growth in two of the five areas focused on the students' ability to "MONITOR" or 40% growth in this area overall. Statement 20 demonstrated the largest percentage of growth (37 percentage points). Statement 18 (10 percentage points) also demonstrated growth. There was a decline in growth for Statement 19 (9 percentage points) and Statement 22 (9 percentage points) in this area. There was no growth for Statement 21.

Overall, in Spring 2021, the participants demonstrated growth in 11 of the 22 statements about their self-regulation or 50% of the statements. There was a decline in five of the 22 statements about their self-regulation or 23% of the statements. There was no growth in six of the 22 statements about their self-regulation or 27% of the statements. It possible that the transition to an online learning environment due to the pandemic affected the participants' overall self-regulation even with the academic coaching support, which was also conducted in an online environment.

Spring 2021 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

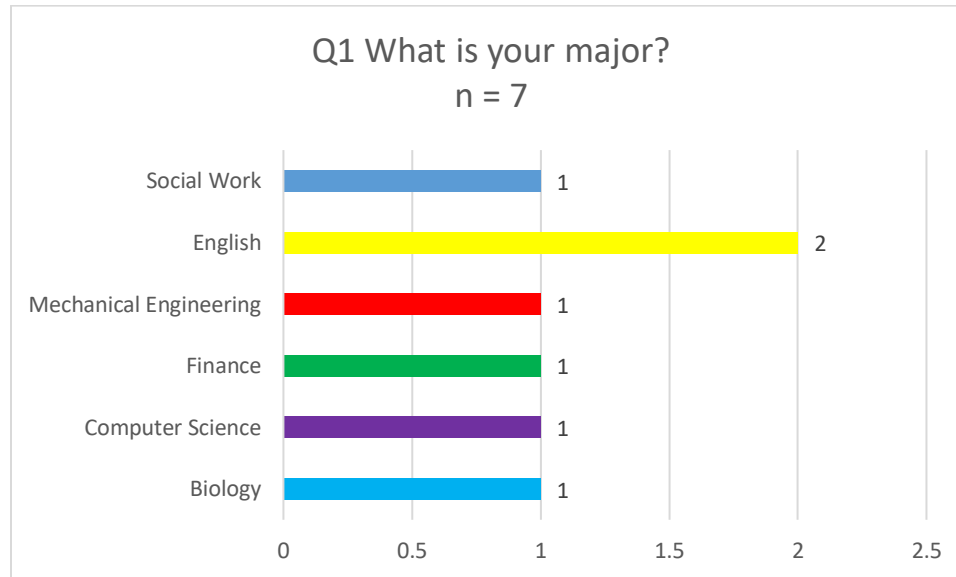
Spring 2021 ACE Participant Locus of Control Survey Results (n = 13)				
Pre-LOC score	Post-LOC score	SP21 GPA Average	Previous GPA average	Current GPA average
10.46	11.08	1.62	1.49	1.56

Analysis: In Spring 2021, the ACE participants demonstrated a slight increase in the overall locus of control score by a difference of .62. Both the pre-assessment and post-assessment scores were 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 (1.56) when compared to their previous GPA average (1.49).

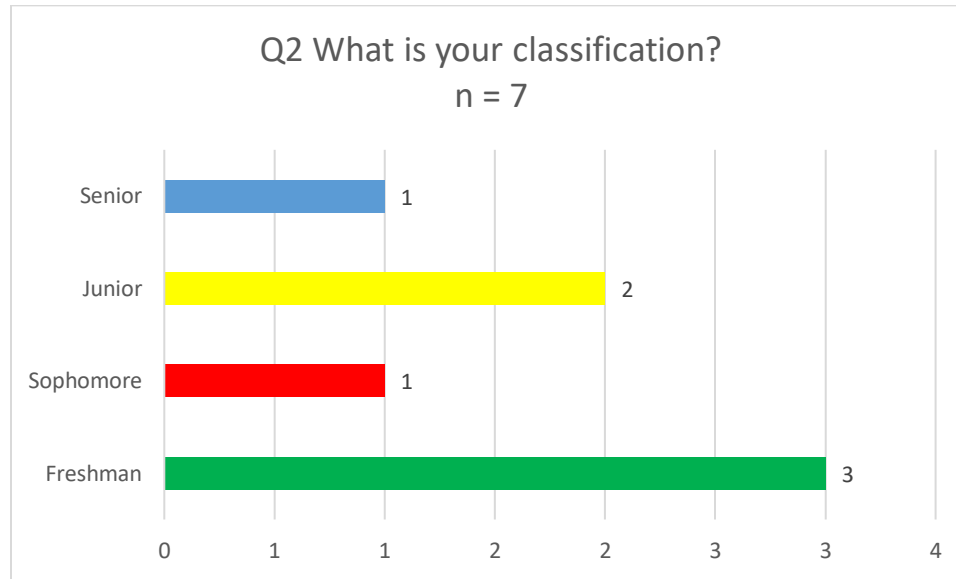
Fall 2020 ACE Participant Satisfaction Survey Results – (voluntary participation)

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. **Please note that in Fall 2020, ACE participants were not required to attend and were not suspension appeal approved students.*

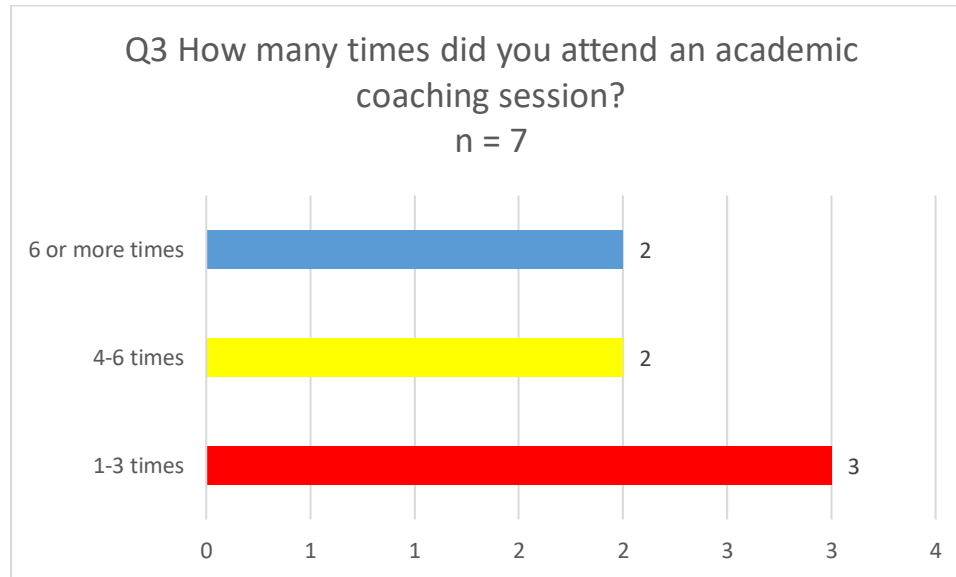
FALL 2020



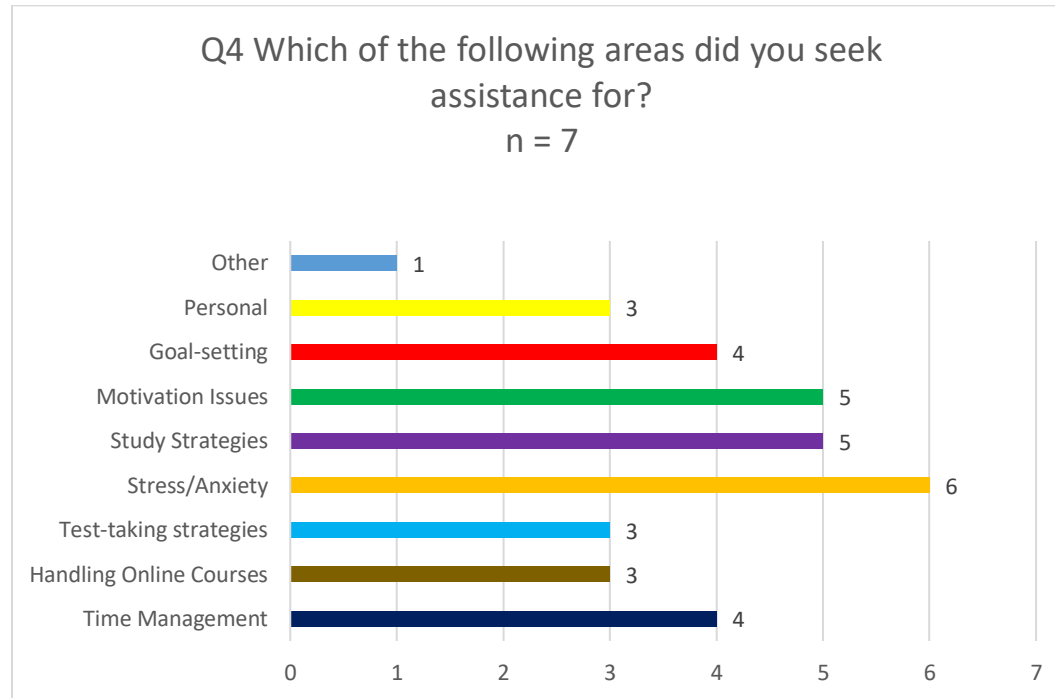
Analysis: Of the seven respondents, two students were English majors, one was a Social Work major, one was a Mechanical Engineering major, one was a Finance major, one was a Computer Science major, and one was a Biology major.



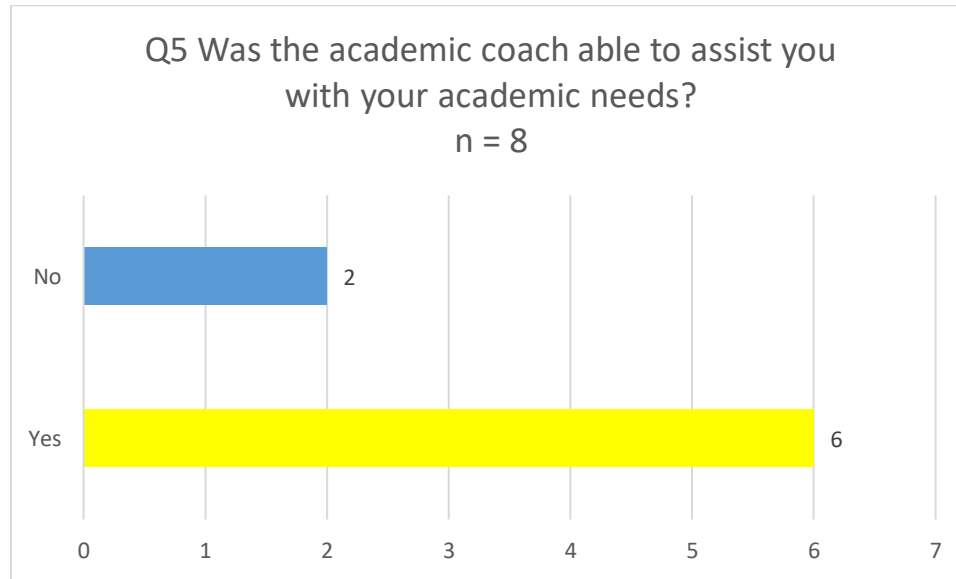
Analysis: Of the seven respondents, three identified as freshmen, one identified as a sophomore, two identified as juniors, and one identified as a senior.



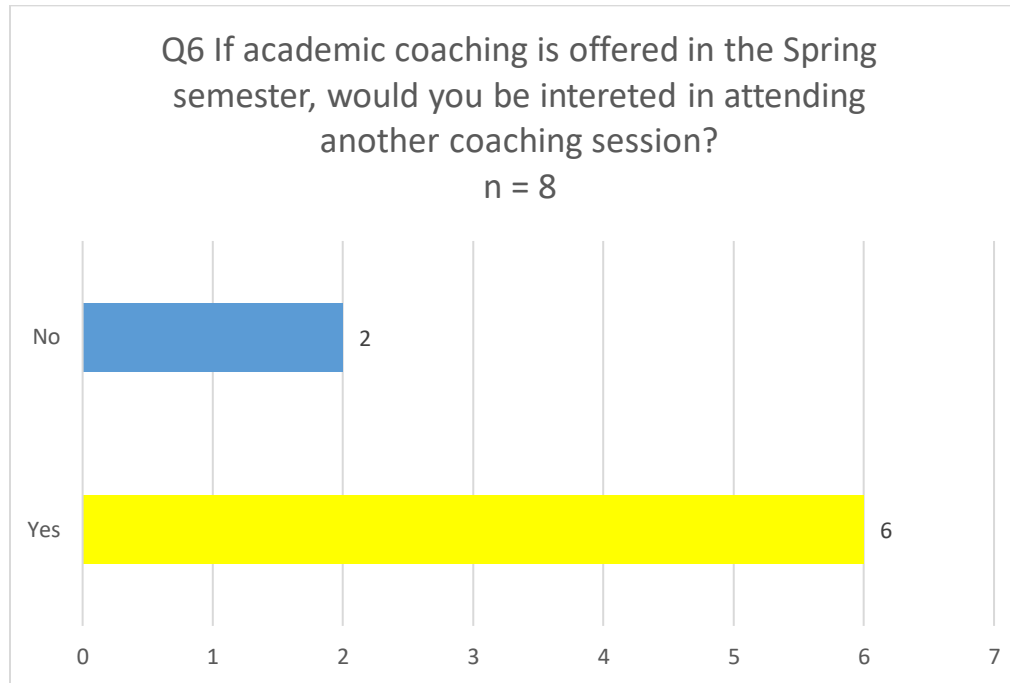
Analysis: Of the seven respondents, three attended “1-3” academic coaching sessions during the semester, two attended “4-6” academic coaching sessions, and two attended “6 or more” academic coaching sessions.



Analysis: In Fall 2020, of the seven participants, most of them (n = 6) participants identified “Stress/Anxiety” as an area in which they sought assistance followed by “Motivation” (n = 5) and “Study Strategies” (n = 5). Four participants sought assistance for “Goal Setting” and “Time Management.” Three participants sought assistance for “Test-taking strategies,” “Handling Online Courses,” and “Personal.” One participant identified “Other” as an area in which they sought assistance.



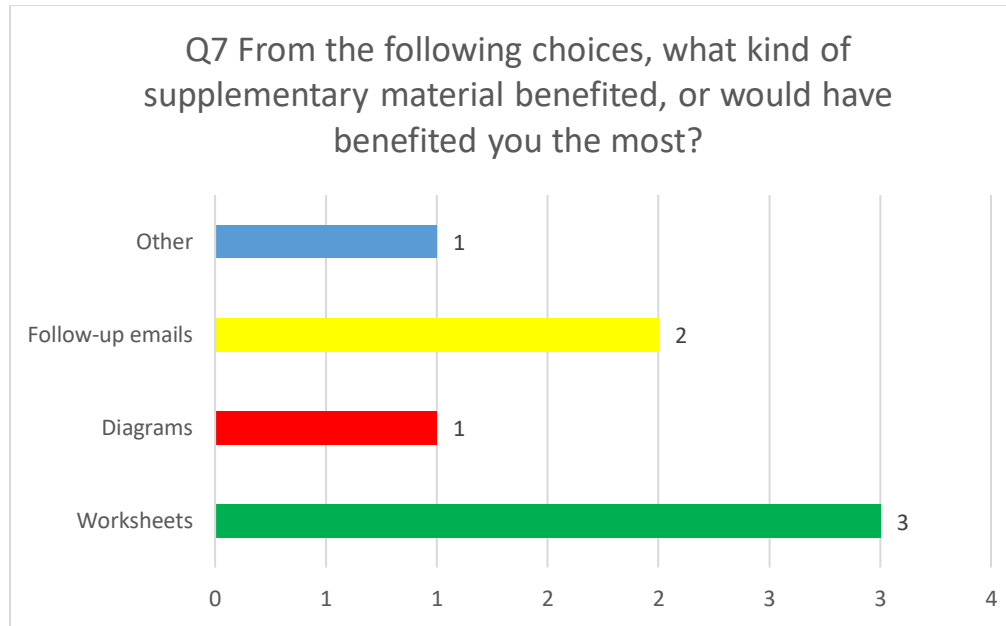
Analysis: Of the eight respondents, six indicated “yes” and two indicated “no” to the prompt.



Analysis: Of the eight respondents, six indicated “yes” and two indicated “no” to the prompt.

Responses:

1. I would it's just I did not have so much time to do it.
2. It was a huge help with myself, when I came to using my time wisely to overall having someone to talk to. I enjoyed it.
3. She was amazing. She listened to my needs and helped so much. I'm so grateful she was my coach.
4. Talk to someone else who has more experience, helped a lot.
5. The tutor was not knowledgeable.
6. It was a great semester.
7. I do believe that academic coaching is beneficial. I'm on my second to last semester. I dropped courses due to personal issues. I signed up for academic coaching to help set goals and to help keep me on track. That's why I rated it 10 as it did help me stay on top of my assignments and to keep track of any stress/anxiety that is experienced throughout the semester.



Analysis: Of the seven respondents, three indicated “worksheets,” one indicated “diagrams,” two indicated “follow-up emails,” and one indicated “other.”

Please share with us the materials that benefited or would have benefitted you:

Responses:

1. The scheduling time chat I was shown.
2. Study the material.
3. The email she sent with strategies.
4. Study guide.
5. Follow up emails and workshops.
6. I do like the info graphics and worksheets. Just something that can be a bit more interactive rather than talking directly with the academic coach.

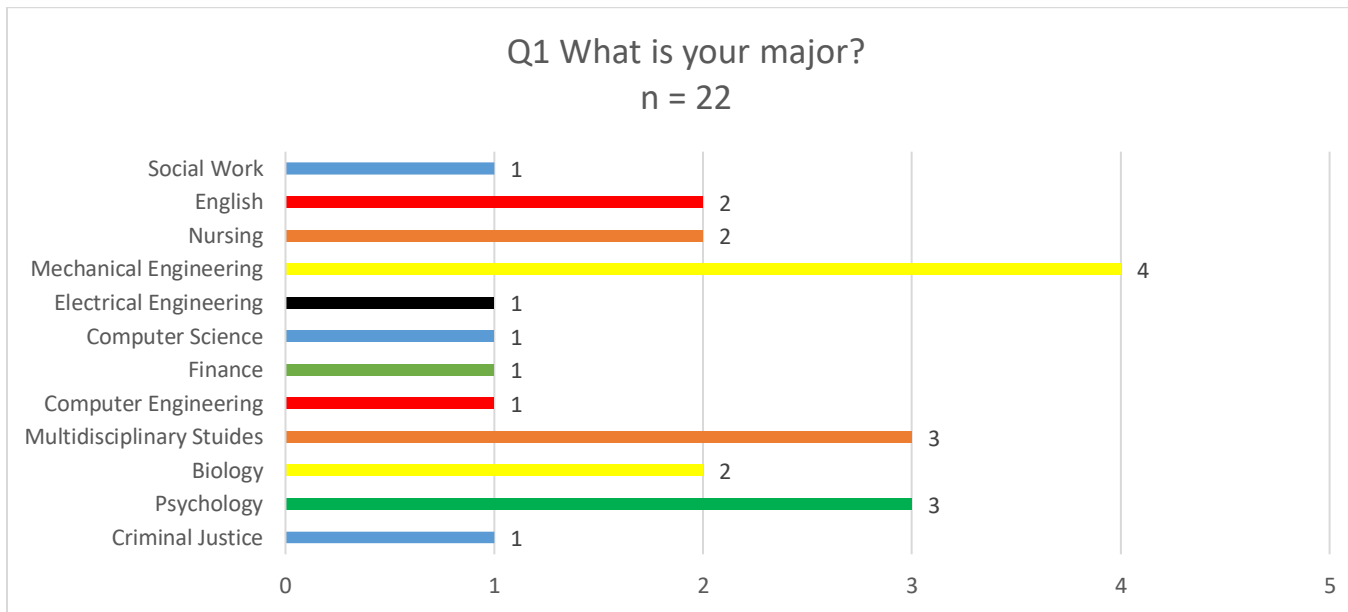
Q8 How well did the coach listen to you, and did the coach ask you the right questions to get you to think about your education?

1. Yes, she asked all the right questions.
2. Yes, she was engaged and cared.
3. Pretty well.
4. Very well.
5. The coach listened but did not ask the right questions.
6. Listened a lot and asked a lot of the right questions
7. Oh yeah! Anna did really well as an academic coach. She listened to any concerns and asked questions during the final intake session. With that, we were able to set up goals for this semester.

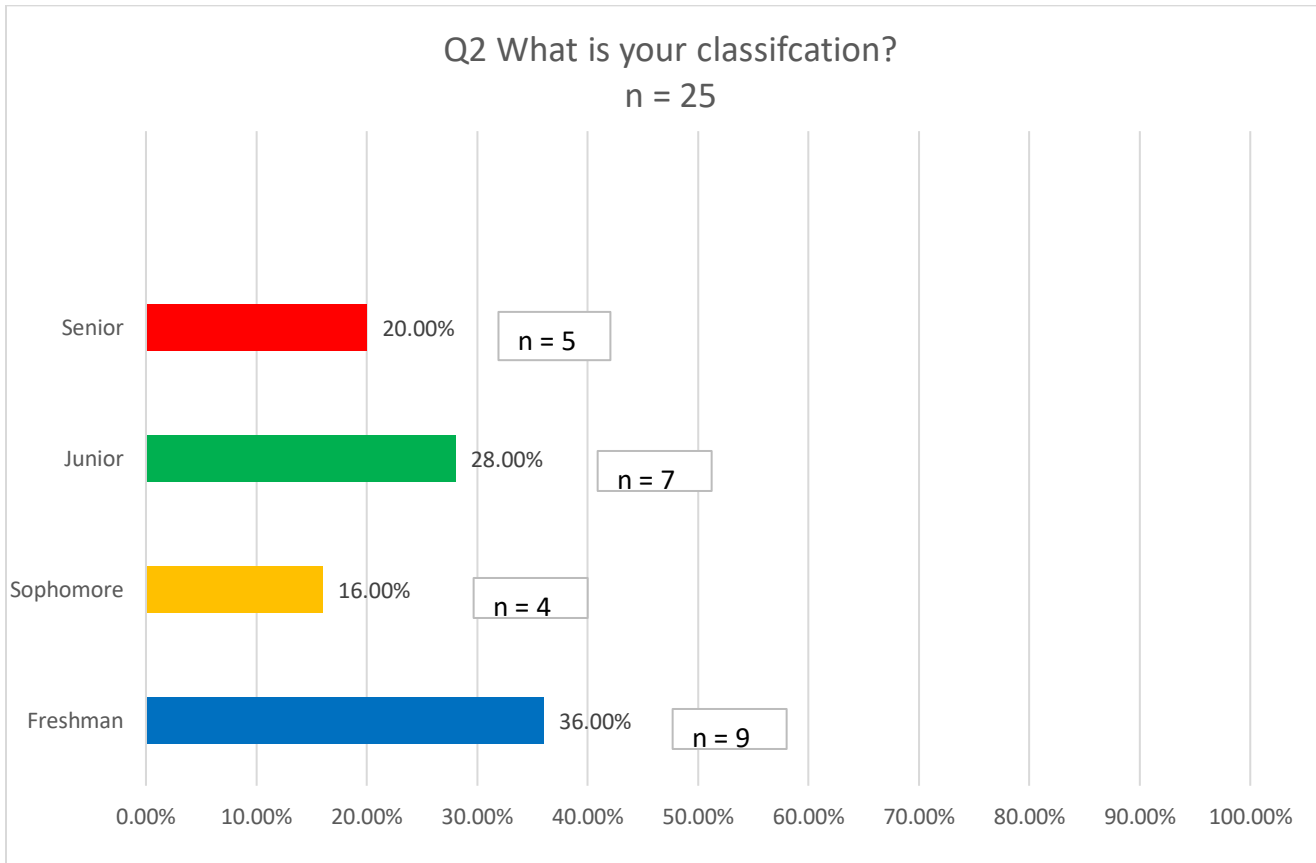
Spring 2021 ACE Participant Satisfaction Survey Results

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. *Please note that the number of respondents vary at times.*

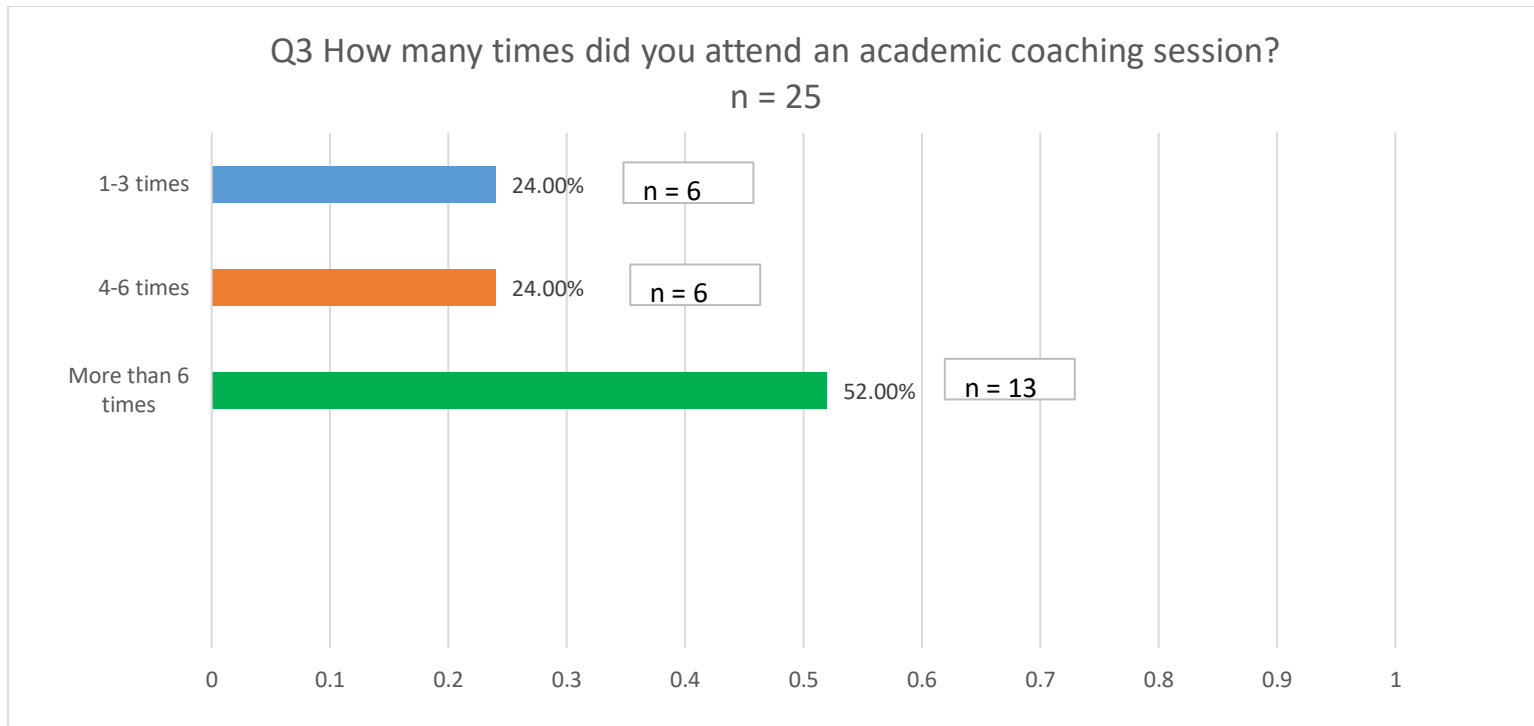
SPRING 2021



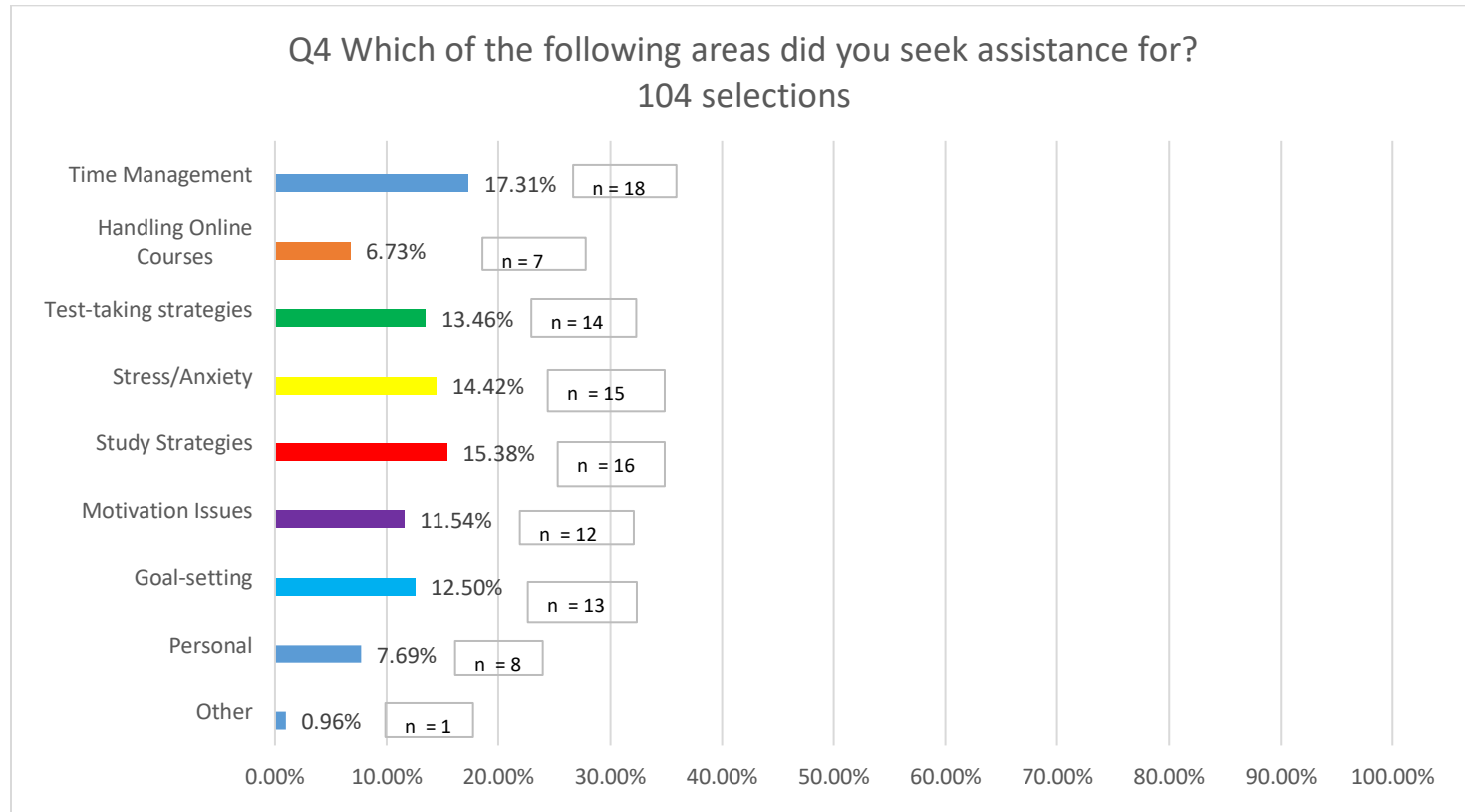
Analysis: Of the 22 respondents, four identified themselves as Mechanical Engineering majors, three Multidisciplinary Studies majors, three Psychology majors, two English majors, two Nursing majors, two Biology majors, one Social Work major, one Electrical Engineering major, one Computer Science major, one Computer Engineering major, one Finance major, and one Criminal Justice major.



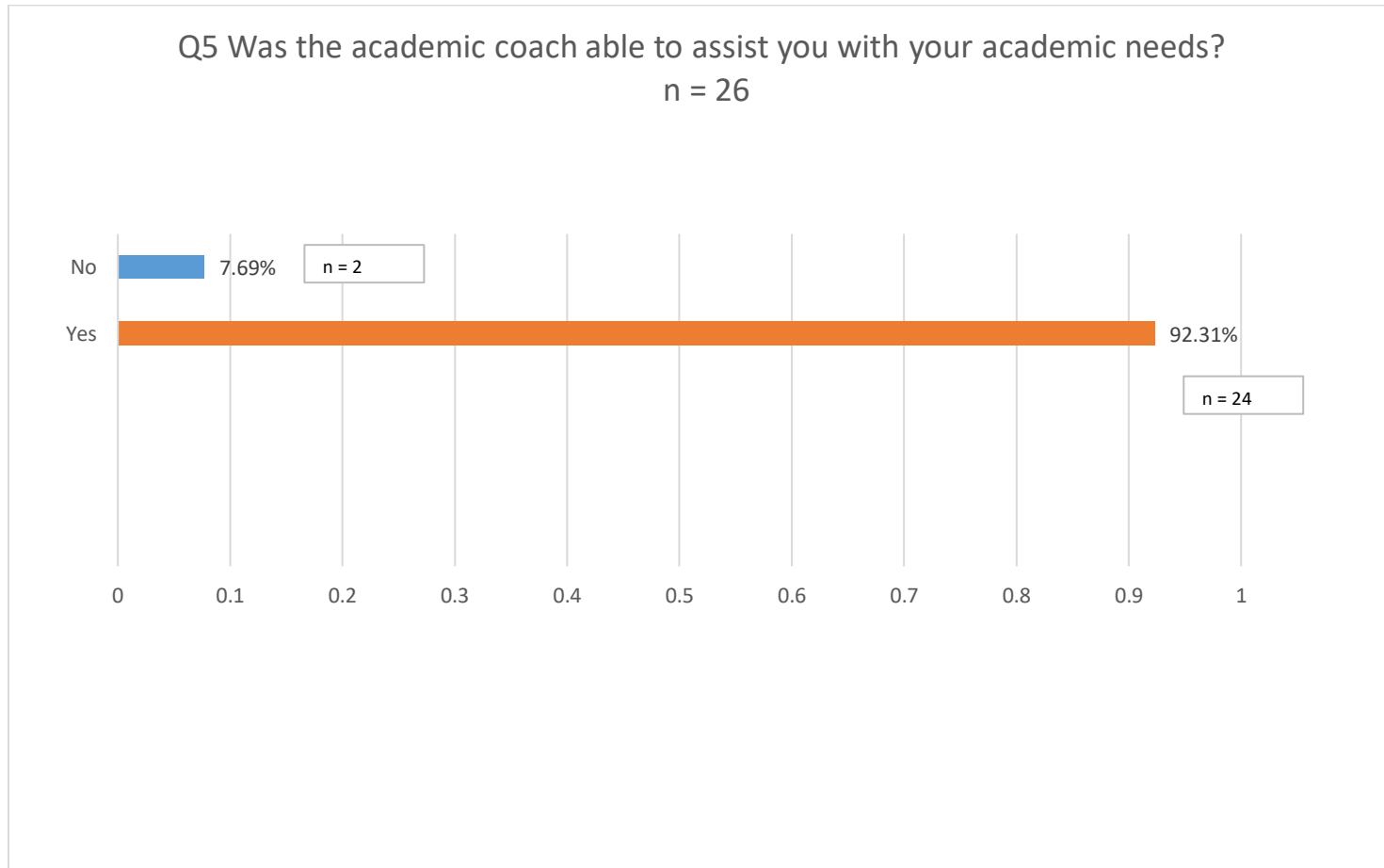
Analysis: Of the 25 respondents, nine identified as freshmen, four identified as a sophomore, seven identified as juniors, and five identified as a seniors.



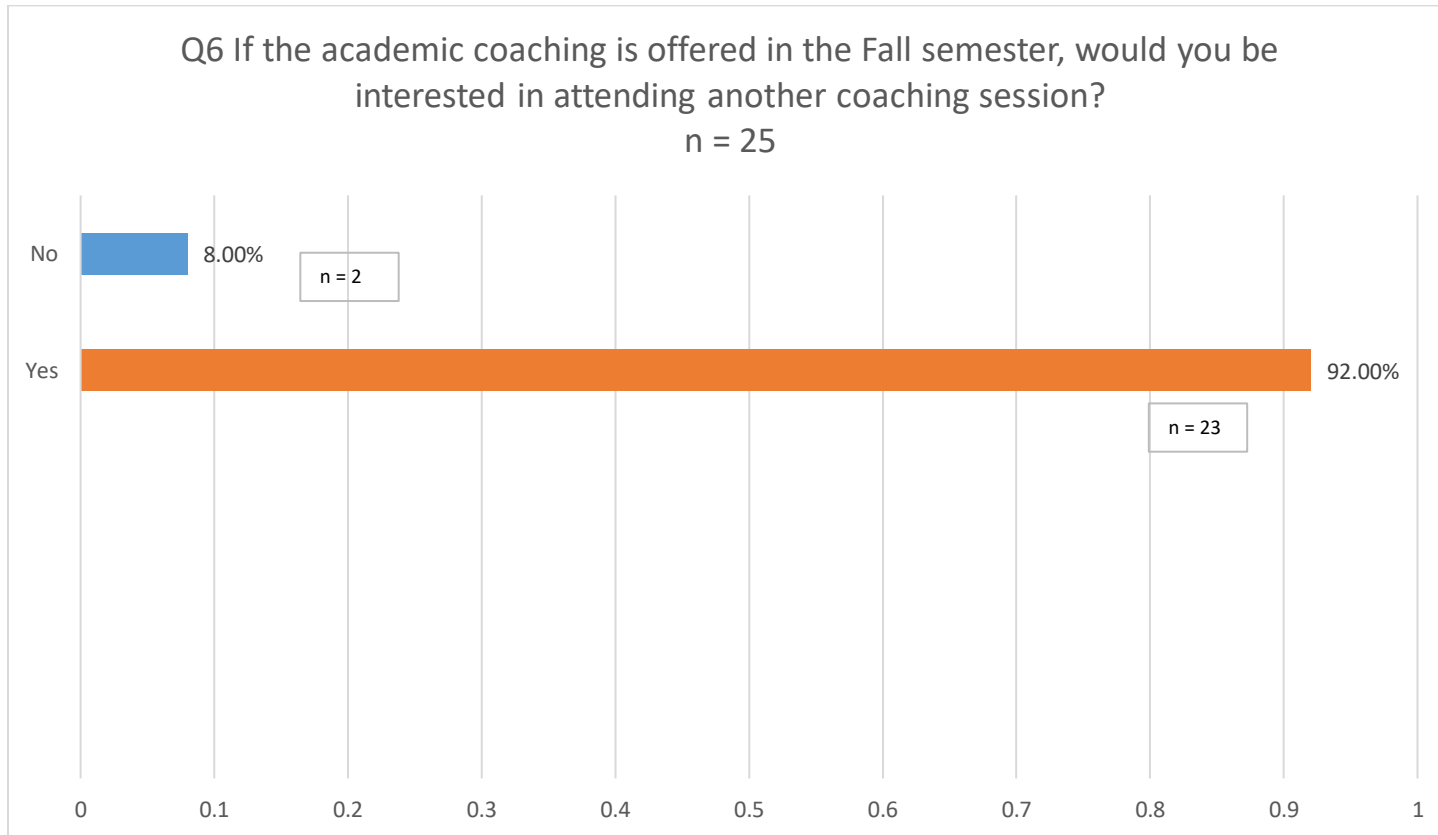
Analysis: Of the 25 respondents, six attended “1-3” academic coaching sessions during the semester, six attended “4-6” academic coaching sessions, and 13 attended “more than 6” academic coaching sessions.



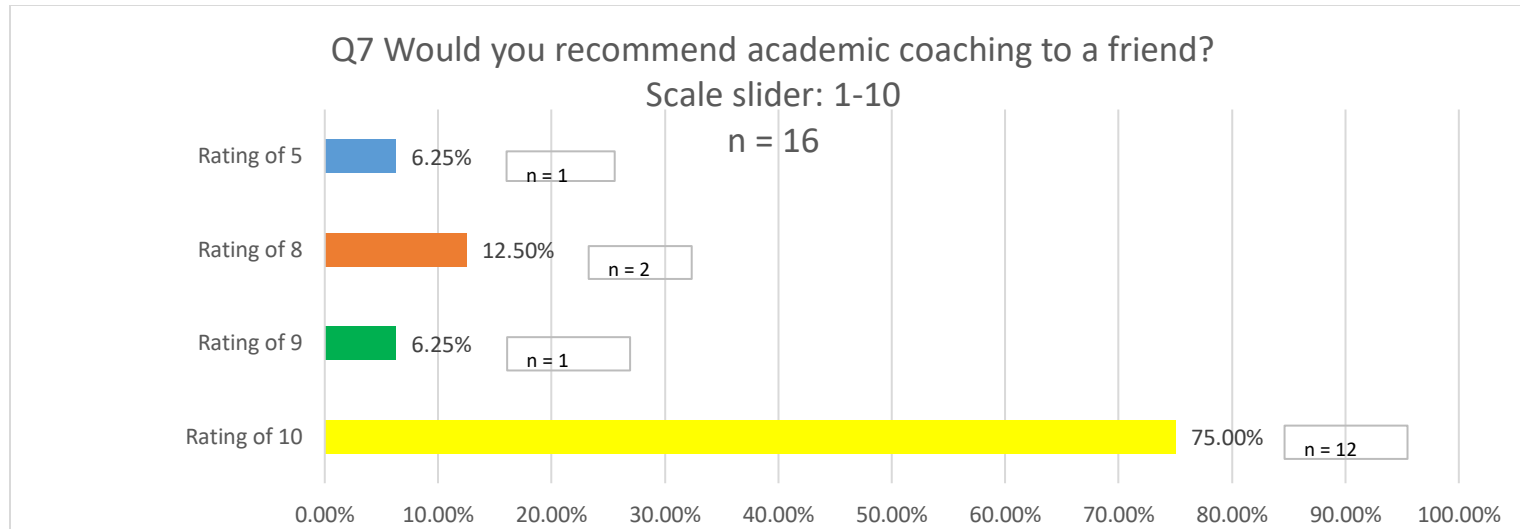
Analysis: In Spring 2021, of the 25 participants, most of them (n = 18) identified “Time Management” as an area in which they sought assistance followed by “Study Strategies” (n = 16) and “Stress/Anxiety” (n = 15). 14 participants sought assistance for “Test-taking strategies,” 13 participants sought assistance for “Goal Setting,” and 12 participants sought assistance for “Motivation Issues.” Eight participants sought assistance for “personal reasons,” seven participants sought assistance for “Handling Online Courses,” and one participant identified “Other” as an area in which they sought assistance.



Analysis: Of the 26 respondents, 24 indicated “yes” and two indicated “no” to the prompt.



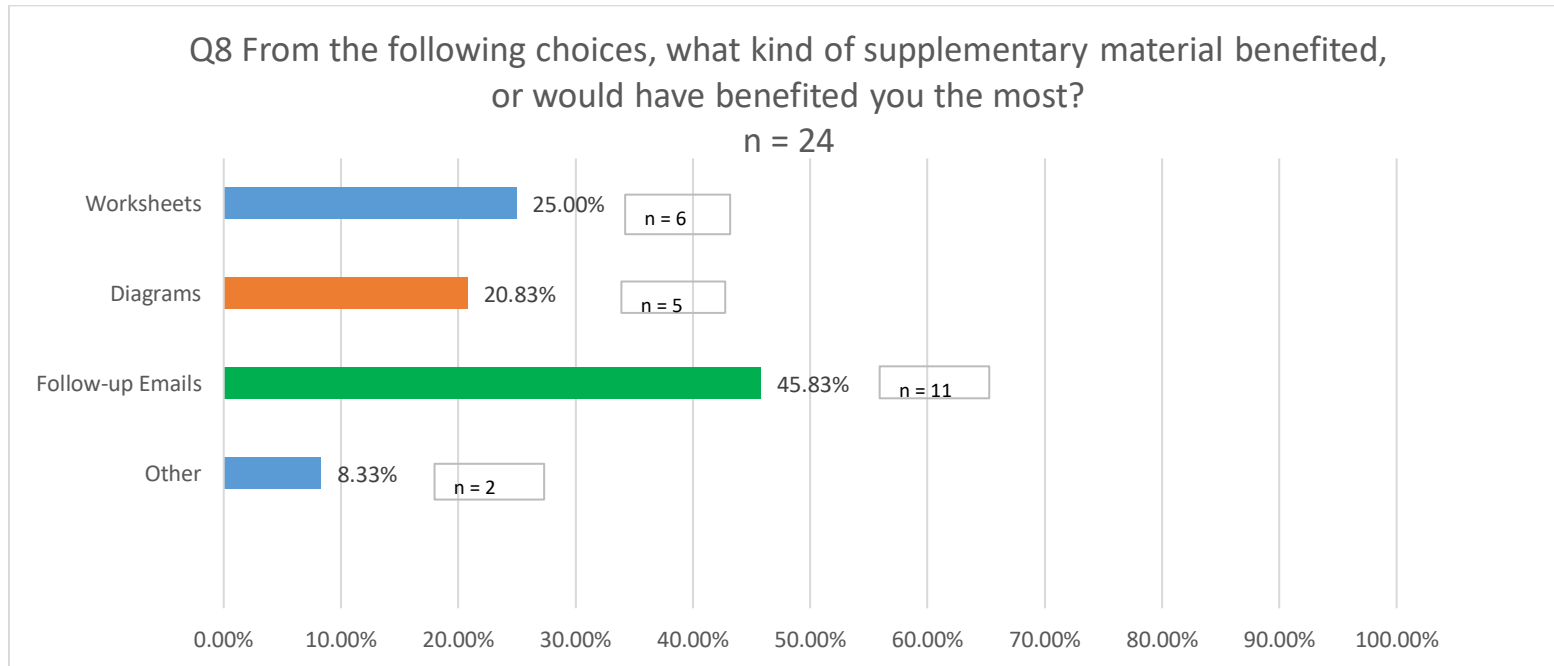
Analysis: Of the 25 respondents, 23 indicated “yes” and two indicated “no” to the prompt.



Analysis: Of the 16 respondents, one selected a rating of “5,” two selected a rating of “8,” one selected a rating of “9,” and 12 selected a rating of “10.”

Responses:

1. It was nice having someone to check in with and help me stay motivated and provide insight.
2. Very useful for the overall help for students.
3. Never experienced such as amazing friend! Anna help me to not only be organized with work but with life! She was a great listener and I felt so comfortable talking to her! She is amazing and so is the program!
4. The ACE coach was great! She helped me with all my questions and really kept me motivated and on track this semester.
5. The program can help is one is willing to listen to the coaches. They can provide good strategies for studying and test-taking that can help out.
6. My academic coach, Saul, went above and beyond as a mentor. He provided an environment where all issues and problems could be addressed and solved.
7. Highly recommend, friendly vibes and an abundance of helpful learning tactics you can learn.
8. Saul has helped me tremendously and I’m very grateful.
9. Great program, would definitely recommend to others.
10. The meetings helped me focus on my goals and set a goal.
11. Helped me a lot!
12. I believe I have been successful in school thus far because of the advising I received from my coach. She is awesome and has helped me immensely.
13. My assigned academic coach was able to provide helpful tips and resources to help me improve my academic goals.



Analysis: Of the 24 respondents, six indicated “worksheets,” five indicated “diagrams,” 11 indicated “follow-up emails,” and two indicated “other.”

Please share with us the materials that benefited or would have benefitted you:

Responses:

1. The diagrams provided and worksheets provided were very useful.
2. I received all the suggested materials from my coach so I was not missing any supplemental materials. Everything she provided helped me in all my course.
3. Test taking skills
4. Any work sheet materials so I can stay on track
5. Emails definitely benefited me the most this semester.
6. From reassurance to great advice
7. Follow-up was enough for me.
8. The follow up emails can be good as a reminder, and with them there is also a more fluent dialogue with the coach.
9. A planner worksheet helped me with time management
10. The follow up emails helped a lot because they served as reminders

11. The emails with handouts
12. The scheduling time chat I was shown.
13. The emails she sent with strategies
14. Study guide
15. Study the material
16. Follow up emails and workshops
17. I do like info graphics or worksheets. Just something that can be a bit more interactive rather than talking directly with the academic coach.

Q9 How well did the coach listen to you, and did the coach ask you the right questions to get you to think about your education?

Responses:

1. My assigned coach was very attentive and provided me with the proper answers I needed.
2. Yes, she was very thorough and thoughtful in her approach.
3. She was great!
4. Very well
5. Coach was great! she had a solution to every problem I had.
6. Took his advise and outcome was successful
7. The coach listens well and the coach asked the right questions to help me think about my education.
8. 100/100 the coach was very earful and accepting.
9. Absolutely.
10. Yes the coach, listened and asked questions accordingly. She remembered things that were talked about in previous sessions, and asked how I was
11. Doing and let me know in how to deal with problems that I may have had.
12. The coach listened to me overtime and always gave me good tips and feedback. She made me feel comfortable with her and could tell her anything
13. I was having trouble with.
14. She was perfect
15. Asked good questions and listened to every word.
16. Pretty great, they were kind, patient, and all around amazing
17. Yes she was helpful asked the right questions and kept it casual and comfortable
18. Yes, she asked all the right questions.
19. Yes, she was ingadeged and cared
20. Pretty well
21. Very well
22. How well did the coach listen to you, and did the coach ask you the right q...
23. The coach listened, but did not ask the right questions
24. Listened a lot and asked a lot of good questions
25. Oh yeah! Anna did really well as an academic coach. She listened to any concerns and asked questions during the first intake session. With that, we
26. Were able to set up goals for this semester.

Q10 What would you change about the program and what would you keep the same?

Responses:

1. No comment.
2. I wouldn't change a thing!
3. I wouldn't change anything
4. Keep the same things not to change so much
5. keep the same
6. Keep the same.
7. I think it's great the way it is.
8. Since the program was completely online, at least for me in covid times, it would have been better to have met in person.
9. I would not change anything and I think it is perfect the way the program is.
10. I wouldn't change anything. I like it the way it is
11. keep the saame
12. It could be improved with more interaction
13. Nothing everything worked as is
14. I would keep the fact that it's also students. I would maybe add a session or two on campus because I could have had more time to do them if they were on campus.
15. Nothing my acudemic coach is great!
16. I would keep everything the same
17. I would not change anything
18. Choose better tutors. More qualified. Virtual tutoring I would keep the same
19. Keep it the same
20. What would you change about the program and what would you keep the same?
21. This is my first time using the service, so I don't have any critiques on it. My academic coach was very good at being attentive and providing me any resources to help me.