

# **Academic Coaching**

## **2015-2016 Annual Report**

Academic Success Center  
Kent State University

Compiled by:  
Lauren Rowley, M.Ed., Assistant Director  
David Paulik, B.S., Graduate Assistant

## **Contents**

---

### **1. Fall 2015—Spring 2016 Academic Coaching Data (p. 3-6)**

- 1.1 Student Demographics (p.3)
- 1.2 Student Diversity (p. 3)
- 1.3 Visit Records (p. 3)
- 1.4 LASSI Assessment (p. 3-4)
- 1.5 Progress over Time (p. 4-5)
- 1.6 Survey Data (p. 6)

### **2. Conclusion (p. 6)**

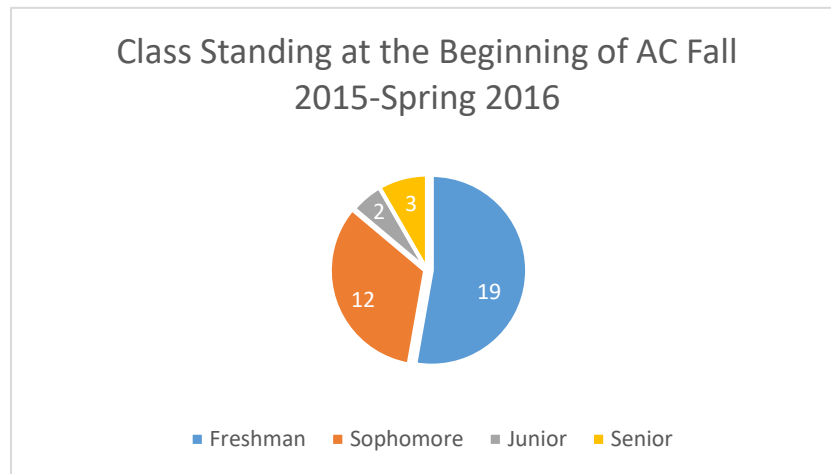
### **3. Appendix (p. 8)**

### **1: Fall 2015—Spring 2016 Academic Coaching Data**

The Fall 2015—Spring 2016 academic year marked the second year of the Academic Coaching (AC) program. During this year, 36 students participated in the program, with 17 students during the Fall semester and 19 students during the Spring semester. There were a total of 7 coaches, 5 during the Fall semester and 2 during the Spring semester. Recruitment to the program included reinstated students, students on academic probation, general academic advising listserv, emails, phone calls, and student walk-ins to the Academic Success Center (ASC) office. Students were also made aware of the program through the Exploratory Advising Center and their UC: 10097 Destination Kent State: First Year Experience instructors.

#### **1.1: Student Demographics**

Students were classified based on the number of credits completed. Summative information regarding class standing is graphically provided below. Of the participating students, 47%, 17 out of the 36 students participating in the program were at risk of dismissal due to a GPA of less than 2.0.



#### **1.2: Student Diversity**

The following is a graphical representation of selected demographics of interest. In each case, the Academic Coaching program is serving above the Kent campus population for each identified population.

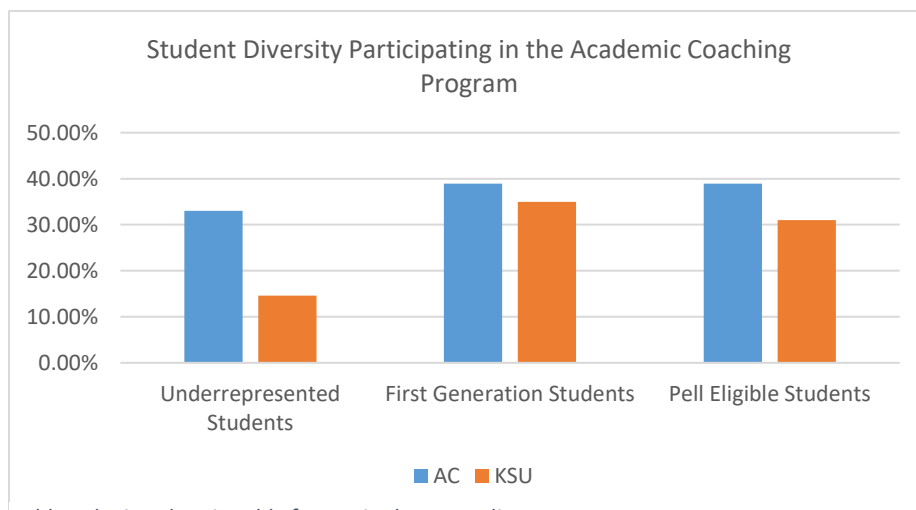


Table 1 depicts data in table format in the appendix.

### 1.3: Visit Records

Records of all AC meetings were logged in TutorTrac. Each record included the date, length, name of student, and name of the Academic Coach. For the academic year, there were 36 students enrolled in the AC program and 161 visits. During Fall 2015, there were 17 students enrolled in the AC program and 84 visits. During Spring 2016, there were 19 students enrolled in the AC program and 77 visits.

### 1.4: LASSI Assessment

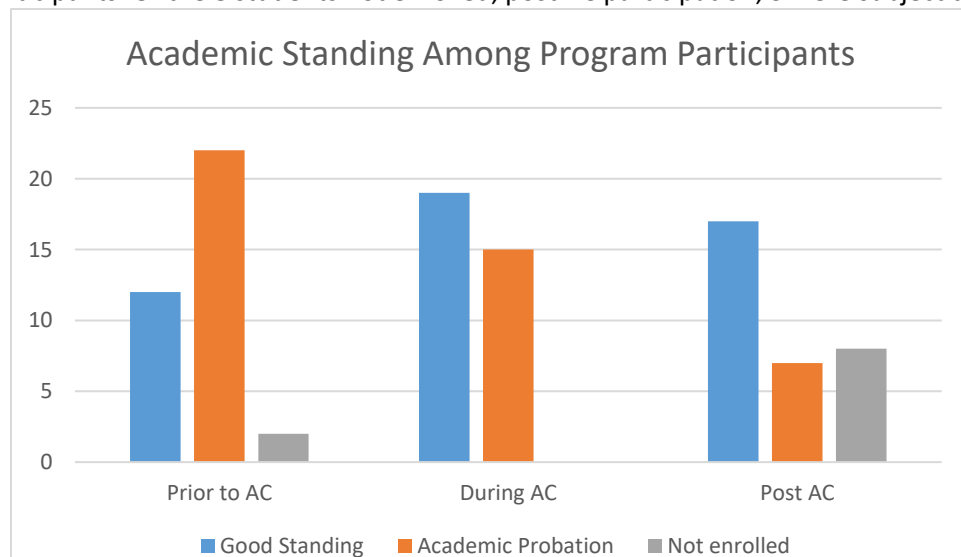
Of the 36 students who participated in the AC program during the Fall 2015—Spring 2016, 16 students completed both a pre- and post- Learning and Study Strategies Inventory (LASSI) assessment. The pre-assessment averages, post-assessment averages, and points of change for each LASSI scale are provided on the next page.

| LASSI Assessment       | LASSI Pre-Assessment<br>Mean(sd) | LASSI Post-Assessment<br>Mean(sd) | Change |
|------------------------|----------------------------------|-----------------------------------|--------|
| Anxiety                | 33.5(29.5)                       | 56.2(24.8)                        | +22.7  |
| Attention              | 31.7(27.7)                       | 49.4(26.6)                        | +17.7  |
| Concentration          | 30.8(22.9)                       | 54.4(28.6)                        | +23.6  |
| Information Processing | 41.3(23.2)                       | 64.8(27.7)                        | +23.5  |
| Motivation             | 31.9(30.3)                       | 56.6(27.5)                        | +24.7  |
| Self-Testing           | 32.6(30.7)                       | 61.6(33.7)                        | +29.0  |
| Selecting Main Ideas   | 34.8(25.8)                       | 63.7(25.4)                        | +28.9  |
| Study Aids             | 30.4(18.8)                       | 67.3(26.2)                        | +36.9  |
| Time Management        | 25.1(27.5)                       | 51.9(30.8)                        | +26.8  |
| Test Strategies        | 25.8(24.3)                       | 58.4(28.6)                        | +32.6  |

\*This table is an aggregate representation of the entire academic year. Each semester is broken down in Tables 2 and 3 in the appendix.

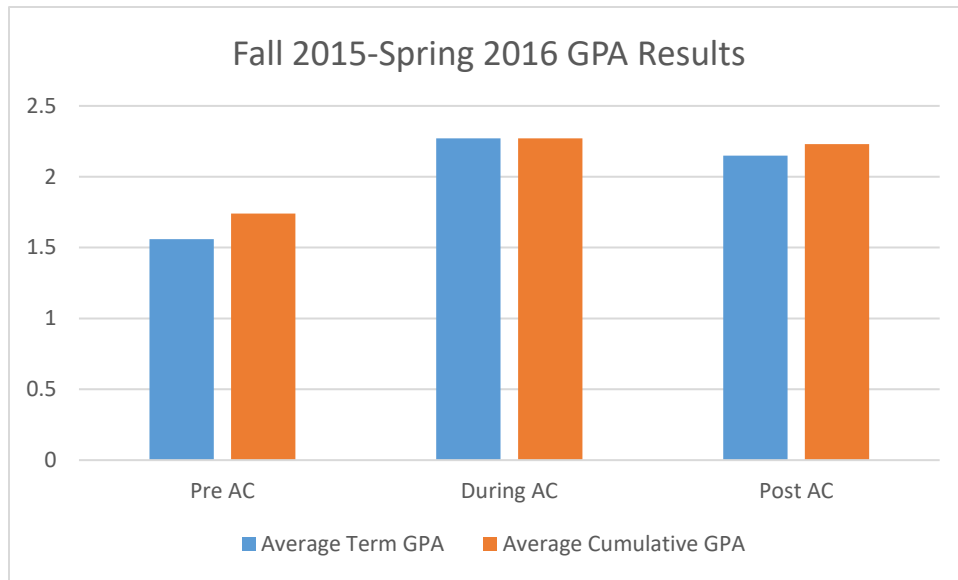
### 1.5: Progress over Time

Participant information regarding Spring 2015, Fall 2015, and Spring 2016 academic standing was compiled. The following is a graphical representation of the frequencies for the Fall 2015—Spring 2016 program participants. Of the 8 students not enrolled, post AC participation, 3 were subject to dismissal.



\*This graph is an aggregate representation of the entire academic year. Each semester is broken down in Tables 4 and 5 in the appendix.

Participant information regarding Spring 2015, Fall 2015, and Spring 2016 term grade point average (GPA) and cumulative GPA were compiled. The following is a graphical representation of the averages for the Fall 2015—Spring 2016 academic year.



\*This graph is an aggregate representation of the entire academic year. Each semester is broken down in Tables 6 and 7 in the appendix.

This graph demonstrates a positive correlation between participants who have utilized the AC program and the impact on GPA during the semester of the experience, as well as after. Without implying causation, there seems to be a potential for sustained success after students complete the AC program.

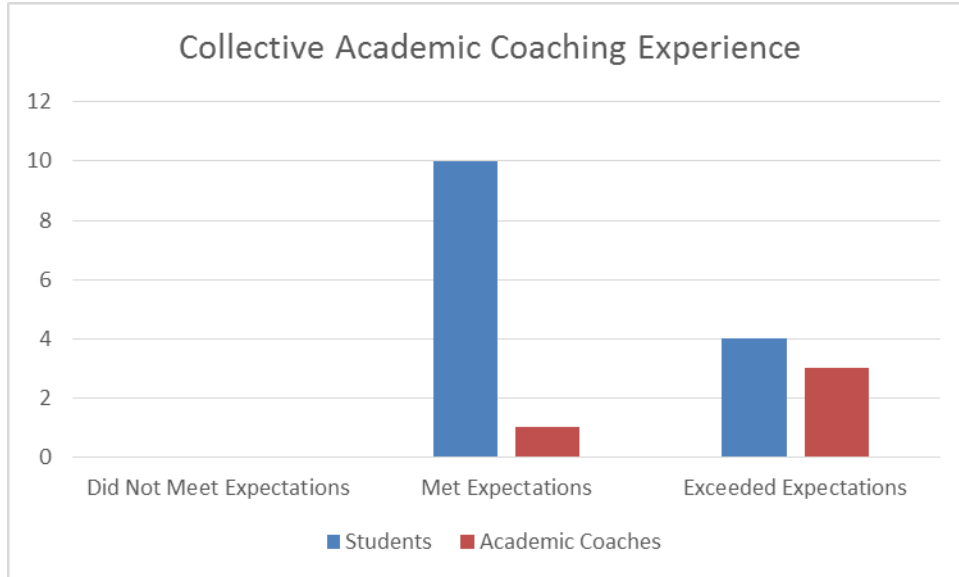
Participants information regarding Spring 2015, Fall 2015, and Spring 2016 term enrolled hours, cumulative attempted hours, and cumulative earned hours were compiled. The following is a representation of the averages for the Fall 2015-Spring 2016 year.

| Hours                                     | Semester Prior to AC<br>(Spring 2015) | End of AC<br>(Fall 2015-Spring 2016) | Semester After AC<br>(Spring 2016) |
|---|---------------------------------------|--------------------------------------|------------------------------------|
| <b>Average Term Enrolled Hours</b>        | 8.94                                  | 13.53                                | 12                                 |
| <b>Average Cumulative Attempted Hours</b> | 42.05                                 | 50.50                                | 69.17                              |
| <b>Average Cumulative Earned Hours</b>    | 37.47                                 | 32.05                                | 47.82                              |

Kent State University has implemented an initiative, Got15!, in which analyses have shown that students who complete at least 15 semester hours are more likely to graduate in 4 years and be more successful in their courses.

### **1.6: Survey Data**

Students and Academic Coaches for the Fall 2015-Spring 2016 cohort were given an evaluation of the AC program upon the completion of their participation. In total, 14 students 4 Academic Coaches from the program completed the evaluation. Overall, the AC program met or exceeded all students' and Academic Coaches' expectations. The following is a graphic representation of students' and Academic Coaches' responses for their collective AC experience.



### **Conclusion**

The LASSI pre- and post- assessment changes, progress over time, and survey results indicate that the AC program delivered sustainable academic improvements, specifically increased LASSI assessment scores, advancements in academic standing, improvements in term GPA both in semester of participation and first semester after participation, and increased completion of attempted credit hours.

## Appendix

Table 1: Student Diversity

|   | AC Percentage | AC <i>n</i> | KSU Percentage | KSU <i>n</i> |
|---|---------------|-------------|----------------|--------------|
| <b><i>Underrepresented Students</i></b> | 33.0%         | 12          | 14.6%          | 3,099        |
| <b><i>First Generation Students</i></b> | 38.9%         | 14          | 35.0%          | 7,390        |
| <b><i>Pell Eligible Students</i></b>    | 38.9%         | 14          | 31.0%          | 6,496        |

Table 2: Fall 2015 LASSI Assessment

| LASSI Assessment              | LASSI Pre-Assessment<br>Mean( <i>sd</i> ) | LASSI Post-Assessment<br>Mean( <i>sd</i> ) | Change |
|-------------------------------|---|--|--------|
| <b>Anxiety</b>                | 41.11(31.96)                              | 63.77(20.32)                               | +22.66 |
| <b>Attention</b>              | 25.22(19.44)                              | 49.00(27.57)                               | +23.78 |
| <b>Concentration</b>          | 30.11(25.15)                              | 54.44(33.12)                               | +24.33 |
| <b>Information Processing</b> | 36.77(21.80)                              | 65.66(30.72)                               | +29.89 |
| <b>Motivation</b>             | 35.00(30.46)                              | 55.00(31.97)                               | +20.00 |
| <b>Self-Testing</b>           | 23.55(26.79)                              | 56.77(36.80)                               | +33.22 |
| <b>Selecting Main Ideas</b>   | 31.11(22.46)                              | 59.88(29.67)                               | +28.77 |
| <b>Study Aids</b>             | 28.44(16.48)                              | 69.55(29.21)                               | +41.11 |
| <b>Time Management</b>        | 23.22(23.86)                              | 50.11(34.80)                               | +26.89 |
| <b>Test Strategies</b>        | 27.22(23.35)                              | 62.77(28.97)                               | +35.55 |

Table 3: Spring 2016 LASSI Assessment

| LASSI Assessment              | LASSI Pre-Assessment<br>Mean( <i>sd</i> ) | LASSI Post-Assessment<br>Mean( <i>sd</i> ) | Change |
|-------------------------------|---|--|--------|
| <b>Anxiety</b>                | 23.71(19.60)                              | 46.42(24.74)                               | +22.71 |
| <b>Attention</b>              | 40.00(32.18)                              | 50.00(23.15)                               | +10.00 |
| <b>Concentration</b>          | 31.57(17.62)                              | 54.28(18.69)                               | +22.71 |
| <b>Information Processing</b> | 47.14(21.85)                              | 63.57(20.82)                               | +16.43 |
| <b>Motivation</b>             | 27.85(27.37)                              | 58.57(17.05)                               | +30.72 |
| <b>Self-Testing</b>           | 44.28(29.08)                              | 67.85(24.91)                               | +23.57 |
| <b>Selecting Main Ideas</b>   | 39.42(27.11)                              | 68.57(14.32)                               | +29.15 |
| <b>Study Aids</b>             | 32.85(19.97)                              | 64.28(18.79)                               | +31.43 |
| <b>Time Management</b>        | 27.42(29.61)                              | 54.28(21.62)                               | +29.86 |
| <b>Test Strategies</b>        | 23.85(23.58)                              | 52.85(24.76)                               | +29.00 |

Table 4: Academic Standing among Program Participants Fall 2015

| Academic Standing         | Semester Prior to AC<br><i>Spring 2015</i> | End of AC<br><i>Fall 2015</i> | Semester After AC<br><i>Spring 2016</i> |
|---------------------------|--|-------------------------------|---|
| <b>Good Standing</b>      | 6  | 11                            | 10                                      |
| <b>Semester Warning</b>   | 0  | 2                             | 4                                       |
| <b>Academic Probation</b> | 9  | 4                             | 0                                       |
| <b>Not Enrolled</b>       | 2  | 0                             | 3                                       |

Table 5: Academic Standing among Program Participants Spring 2016

| <b>Academic Standing</b>  | <b>Semester Prior to AC<br/><i>Fall 2015</i></b> | <b>End of AC<br/><i>Spring 2016</i></b> | <b>Semester After AC<br/><i>Fall 2016</i></b> |
|---------------------------|--|---|---|
| <b>Good Standing</b>      | 6  | 8                                       | 7   |
| <b>Academic Probation</b> | 13   | 11                                      | 7   |
| <b>Not Enrolled</b>       | 0  | 0                                       | 5   |

Table 6: Fall 2015 GPA Results

| <b>GPA</b>                    | <b>Semester Prior to AC<br/><i>Spring 2015</i></b> | <b>End of AC<br/><i>Fall 2015</i></b> | <b>Semester After AC<br/><i>Spring 2016</i></b> |
|-------------------------------|--|---------------------------------------|---|
| <b>Average Term GPA</b>       | 1.72   | 2.47                                  | 2.46  |
| <b>Average Cumulative GPA</b> | 1.77   | 2.41                                  | 2.43  |

Table 7: Spring 2016 GPA Results

| <b>GPA</b>                    | <b>Semester Prior to AC<br/><i>Fall 2015</i></b> | <b>End of AC<br/><i>Spring 2016</i></b> | <b>Semester After AC<br/><i>Fall 2016</i></b> |
|-------------------------------|--|---|---|
| <b>Average Term GPA</b>       | 1.40   | 2.07                                    | 1.83  |
| <b>Average Cumulative GPA</b> | 1.71   | 2.12                                    | 2.02  |