ABSTRACT
This research explores how the seven week academic intervention course, Academic Renewal Course and Coaching (ARCC) at the University of Dayton, affects student learning development and the parallel to decreasing attrition. It correspondingly uncovers ARCC effectiveness and what that means for the student and institution.

OBJECTIVES
• Extract the academic intervention practices and strategies that work best to increase academic performance amongst students who are academically and motivationally challenged.
• Explains how and why student learning is affected when the appropriate conditions and resources aren’t identified and/or utilized.

QUESTIONS
• What did you discover about your learning preferences?
• What tools supported your learning?
• What was the most/least beneficial part of ARCC?
• What do you attribute to your development in ARCC?
• Did ARCC help define how you can prepare academically?
• How did ARCC help shape the way you think about yourself?
• Do you think that because of your ARCC experience, your experience in college is different than students who haven’t taken ARCC?

METHODOLOGY
• Personal interviews were held with former ARCC participants who were in their sophomore to senior year of college. Six interviewees were male and 1 interviewee, female.
• Data using former participant’s pre & post course GPA’s was assessed to determine long term results of ARCC.

FINDINGS
• Sense of belonging, self-efficacy, self-authorship and transitional college adjustments were affected.
• Students discovered learning and environments, time management techniques, and note taking strategies.
• GPA reports revealed that students benefited from the course well into their collegiate career.

IMPLICATIONS

SELECT REFERENCES

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