Student Success Coaching in Various College Settings
“Fostering student involvement requires deliberate behavior by individuals and small groups of administrators, faculty, and students working together over a long period of time.”

~ George Kuh
Director, National Survey on Student Engagement, Indiana University
Institutional Factors

The Student Experience

Cognitive Factors

Social Factors

Institutional Factors

Educational Policy Institute
• Academic “Culture Shock” from High School
  – Old ways of studying, writing, reading, taking notes, etc. may no longer work in college.
  – Different class expectations, such as attendance policies, participation, assignment deadlines.
Coaching

“Academic coaching is an interactive process that focuses on the personal relationship created between the student and the coach. The coach challenges the student to think about his or her personal and/or professional goals in order to relate them to his or her academic/educational goals. In this learning process, it is important for the coach to encourage the student to become more self-aware by understanding his or her strengths, values, interests, purpose, and passion.” - National Academic Advising (NACADA)
Some Learning Outcomes of Coaching (LASSI)

• **Attitude** – attitude and motivation for succeeding in school and performing the tasks related to school success will increase.

• **Motivation** – Student will have a greater degree of accepting responsibility for the tasks necessary for academic success.

• **Time Management** – Student will create and use a time ownership system.

• **Anxiety** – Student’s level of tension or anxiety when approaching academic tasks will decrease.

• **Concentration** – Increased ability to concentrate and direct one’s attention to school and school-related tasks, including studying will increase.

• **Study Aids/Strategies** – Student will be able create and use study aids that support and increase learning and retention of information.

• **Test Strategies** – Student will be able to use effective strategies to prepare for and take a test.

• Student will be familiar with the Stetson campus, culture and resources.

• Student will understand the academic requirements relative to maintaining good academic standing, SAP, and graduation.

• Student will be actively engaged in the Stetson community.
Possible Discussions Questions

- Do you see yourself graduating from Stetson in 4 years?
- What do you want to gain from your college experience?
- How do you feel I can best support you as you progress throughout the semester?
- What is your goal for each course in which you are currently enrolled?
- Tell me about how you typically study? What is your typical routine?
- What strategies have helped you do well in school so far?
- How do you feel about your GPA?
- Do you see potential problem areas in any of these courses? If so, describe your concerns.
- Of all of your courses, which are you most worried about? Why? Of all of your courses, which are you least worried about?
- Have you had any transitional difficulties since you began college? If so, please describe.
- What are your future academic and/or career goals?
- Aside from course work, what other activities occupy your time? (i.e., athletics, social activities, family responsibilities, or a job)
Six Phases of Appreciative Advising

- Disarm
- Discover
- Dream
- Design
- Deliver
- Don’t Settle

Coach Approach

- Assessment
- Study Strategies
- Practice Skills
- Close the loop

—Always keep learning outcomes in mind!
What you are not!

- Financial Aid Counselor
- Student Counselor
- Doctor
- Academic Advisor
- Faculty member
- Another campus administrator (example- Residential Life)
- Insignificant!
University of South Carolina
Program Summary

• Public
• 19,765 undergraduates
• 13.8% Underrepresented minority
• 45.9% 4 year graduation rate
• 87% Retention rate
Academic Centers for Excellence

• ACE offers free Academic Success Coaching to all USC students.
• Students will meet with a graduate student who has been trained as an Academic Success Coach. ACE Coaches will help the student create a success plan, set goals, and share resources to reach academic goals inside and outside the classroom.
• Generally sessions last between 30 minutes to one hour.
• Each ACE coach is there to individually help students. Students may choose to come back to ACE for multiple sessions with their coach. “We’re here to support your success!”
• [http://www.housing.sc.edu/ace/services.html#coach](http://www.housing.sc.edu/ace/services.html#coach)
NSU Program Summary

• Private University
• 5,757 undergraduates
• 53.8% underrepresented minority
• 65% retention rate
• 22% 4 year graduation rate
Nova Success Coaches (trained staff members following NACADA guidelines) meet one-on-one with undergraduate students to build rapport, educate students about university-wide resources and develop personal plans to facilitate student success. This program is open to all undergraduate students.

**Learning Outcomes** (after meeting with a Success Coach, the student will be able to):
- Identify areas of need
- Learn about existing resources available to support success
- Develop skills to achieve success
- Demonstrate the ability to be responsible for his/her own academic success

**Topics That May Be Covered in a Success Coaching Appointment:**
- Study Skills (methods for note-taking, how best to organize notes, best time to study, etc.)
- Financial Awareness (Knowing the deadlines for completing forms for Financial Aid, understanding what scholarships are available, how a change of Academic Standing and number of credits attempted can affect your aid)
- Academic Planning (Goal setting, identifying issues resulting in change of Academic Standing, developing strategies to improve academic performance)
- Time Management (Juggling work, school, and life)
- Getting to Know Your Faculty
- Self-Awareness (Helping students understand strengths, values, interests, purpose, and passion, and how to be responsible for their own actions and decisions)

http://www.nova.edu/yoursuccess/coaching.html
Stetson Program Summary

- Private liberal arts university
- 2291 undergraduates/450 graduates
- 31.4% underrepresented minority
- 76% Retention rate
- 49.7% 4 year graduation rate
- 78% in state, 18% out of state, 4% international
- Student to teacher ratio: 12:1
Stetson Student data:
High school grades

• Actual Stetson grades for Fall 2009:
  ▪ 16% A to A-
  ▪ 31% B to B+
  ▪ 53% <3.0
What students expected most of their grades at Stetson would be?

**Expected grades from BCSSE responses**
- B- or lower, 5%
- B to B+, 41%
- A to A-, 53%

**ACTUAL grades at end of Fall 2009 term at Stetson**
- B- or lower, 53%
- B to B+, 31%
- A to A-, 16%

**Conclusion:** There is a major disjuncture between students’ expectations and students’ reality. There are also financial ramifications of lower-than-expected grades.
Percent of students who came to class without completing readings or assignments “often” or “very often”
Stetson Goals of Success Coaching
Campus-wide Program

To increase student engagement, academic achievement, retention and graduation and strengthen a campus culture focused on student success through offering tools and tips to university stakeholders who interact with students everyday.
Success Coaching at Stetson University

Point of entry:

- **Academic trouble:**
  - Absences
  - Academic Warning or Probation
  - Mid-term deficiencies
  - Unsatisfactory SAP

- **Referrals:**
  - Professors
  - Other departments (e.g. Counseling)
  - Fellow Students

- **Self-referral**
  - Notified of services through marketing, 3 week email for example, GPS workshop series, and classroom presentations
Who are the Success Coaches?

- **Formal Success Coaching**—specifically for at-risk students:
  - Academic Resources Center staff (professional staff and graduate assistants)
  - Student Success division (Career Development and Academic Advising and First Year and Transitional Programs)

- **Informal Success Coaching**
  - Trained faculty and staff across campus
    - Trainings provided once a semester, followed by monthly newsletters and a semester check in
What does a Success Coach appointment consist of?

- The Leaning and Study Skills Inventory (LASSI)
- Skills-based guidance using Coaching manual
- Professor feedback
- Referrals (Counseling Center, Health Services, Career Development and Academic Advising)
- Goals and next steps
Assessment

- Semester and cumulative GPA and retention tracking for all student participants
- Survey to all coachees at end of semester
## Stetson FTIC Grade Improvement

### Fall Semester GPA comparison for First Year Students

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<th>Year</th>
<th>FTIC or T</th>
<th>Mean SAT</th>
<th>HS GPA</th>
<th>Warning</th>
<th>Suspension</th>
<th>Percentage</th>
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Questions and Sharing
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