Building an Academic Coaching Model on Your Campus: A Case Study
December 3, 2009
1:00 p.m. EST

Overview
Thank you for participating in an Academic Impressions webinar! The information below is to help ensure you have the best possible experience. If you have any questions, please contact us directly at 720.488.6800.

Before the Webinar

1. Review the attached handout and print as necessary for attendees at your site.

2. Be sure that your computer is set up appropriately by running the meeting test: http://ai.connectpro.acrobat.com/wctest

   Below is a link to the minimum computer system requirements for participants: http://www.adobe.com/products/acrobatconnectpro/systemreqs/#role01

During the Web Conference

Audio Portion

- If listening via computer, be sure to go to the “Meeting” menu in the upper left corner of your screen, then down to select “My Connection Speed” and change it to a different setting. Changing to DSL/Cable from LAN often helps mitigate lags in audio.
- Please have a phone with speakers available as a backup in case you encounter any computer audio issues. Teleconference information is provided in the login instructions email.
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On Screen Portion

- A “Questions” box will be available for you to ask questions to the speaker(s) through the computer (typing).

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If you need additional assistance, please contact Academic Impressions at 720.488.6800
BUILDING AN ACADEMIC COACHING MODEL ON YOUR CAMPUS

Academic Impressions Webcast
December 3rd, 2009

Claire Robinson, M.Ed.
Assistant Director of ACE and Academic Success Initiatives
University of South Carolina

Jennifer L. Bloom, Ed.D.
Clinical Associate Professor and Director, Higher Education & Student Affairs (HESA) Master's Degree Program, University of South Carolina

Presentation Overview

DISARM
Establishing the Tone

DISCOVER
The Coaching Model

DREAM
Case study on the ACE Coach Program

DESIGN
First steps on your campus

DELIVER
Resources and planning

DON’T SETTLE
Final Thoughts/Q & A
DISARM: Establishing the Tone

Today’s Presenters

Claire Robinson

Jenny Bloom
What is Student Success?

“Others believe there are many ways to succeed. They believe it is not better to be Picasso than to be Rembrandt, to be Mozart rather than Beethoven. We each have something unique to offer. To develop it, to offer it clearly, fully, and powerfully—is to succeed. Beethoven did not fail to become another Mozart; he succeeded at becoming Beethoven. Seen this way, success comes from developing your uniqueness. It is rare but not scarce. Every one, potentially, can succeed” (p. 29-30).


DISCOVER:
Appreciative Advising and the Coaching model
Appreciative Advising Definition

“Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”


Six Phases of Appreciative Advising

- Don’t Settle
- Disarm
- Deliver
- Discover
- Design
- Dream
Appreciative Advising Phases

• **Disarm** – Recognizing the importance of first impressions, create a safe, welcoming environment for students.

• **Discover** - Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.


Appreciative Advising Phases (continued)

• **Dream** - Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

• **Design** – Help students devise concrete, incremental, and achievable goals.

Appreciative Advising Phases (continued)

- **Deliver** – The students follow through on their plans. The advisor/coach is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.
- **Don’t Settle** – The advisor/coach challenges the student to proactively raise the student’s internal bar of self-expectations.


Disarm Phase

Recognizing the importance of first impressions, create a safe, welcoming environment for students.

Definition of Disarm

“To overcome or allay the suspicion, hostility, or antagonism of.
To win the confidence of.”

http://www.dictionary.com

Which grade would you want to talk about?

English - A
History - A
Biology - B
Phys Ed - B+
Math - F

Disarm Phase - Coaching Behaviors

• Warmly greet students in the waiting area
• Engage in appropriate small talk
• Smile
• Appropriate eye contact
• Appropriate body posture and gestures
• Call students by name

Disarm: Role Play Example
Discover Phase

Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.


Definition of Discover

- “to see, get knowledge of, learn of, find, or find out; gain sight or knowledge of (something previously unseen or unknown)
- to notice or realize
- To identify (a person) as a potentially prominent performer”

[http://www.dictionary.com](http://www.dictionary.com)
Sample Discover Questions for Students

Describe a peak experience when you felt really good about yourself and/or what you accomplished.

Since coming to this institution, what is something you’ve accomplished that you are proud of?

Who are the most important role models in your life? Why? What qualities in them do you hope to emulate?


Dream Phase

Help students formulate a vision of what they might become, and then assist them in developing their life and career goals

Definition of *Dream*

- “An aspiration; goal; aim
- A condition or achievement that is longed for”

http://www.dictionary.com

**Dream Questions for Students**

- Magazine/Journal question
  - When you were 8 years old, what did you say you wanted to be when you grew up? What about now?
  - If salary, education, and time were irrelevant, what is your ideal job?

Help students devise concrete, incremental, and achievable goals

Definition of Design

“To prepare the preliminary sketch or the plans for (a work to be executed)”


http://www.dictionary.com
Co-Creating a Plan

“When people select their own goals, they are likely to have greater self-involvement in achieving them. If goals are prescribed by others, however, individuals do not necessarily accept them or feel obligated to meet them”

– Arthur Bandura

Bandura, A. Self Efficacy: The Exercise of Control, p. 218

Design Questions for Students

What can you do in the next week to move one step closer to at least one of your goals?

Let’s brainstorm on the resources you will need to accomplish these goals and objectives.

How will you celebrate the accomplishments of these goals?

Deliver Phase

The students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.


Definition of Deliver

- "To produce or achieve what is desired or expected"

http://www.dictionary.com

Energizing Students to Be Their Best

“Simply put, a leader’s job is to energize others. Notice that I don’t say it’s part of their job; it is their job. There is no ‘time off’ when a leader isn’t responsible for energizing others. Every interaction a leader has is either going to positively energize those around them or negatively energize them” (p. 297).


Deliver Phase Questions for Students

How and when will you keep me updated on your progress?

What will you do if you run into roadblocks?

What will you do if you think your goals may be changing?

Don’t Settle Phase

The advisor challenges the student to proactively raise the student’s internal bar of self-expectations


Don’t Settle Phase – Coaching Behaviors

• Inquire about the progress of students’ goal completion
• Have students reflect on their progress
• Challenge students to build on their successes
• Continue to follow up: emails, post cards, return appointments

Don’t Settle Questions

- You have done great so far, but what is one thing that you could do even better?
- If you were going to raise your own internal bar of expectations, what would that mean?
- What would happen if I challenged you to become the best you that you could possibly become? What would you need to do differently?


Coaching Students to Academic Success

Academic Success Coaching Defined
Coaching definition from NACADA

“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.”

Why use the term “Coach”? 

- Academic Success Coaches give personalized attention to students:
  - Serve as a mentor
  - Work with student by first meeting them “where they are”
  - Use basic counseling techniques
- Challenge, support, and guide
- Emphasis on the positive
- Unique role
  - Not a tutor, counselor, or teacher
Why Is There a Need for Academic Success Coaching?

• “Academic Culture Shock”
  ▫ High school expectations of studying, writing, reading, taking notes, etc. may no longer work in college.
  ▫ Different class expectations, such as attendance policies, participation, assignment deadlines.

• Retention
  “Personal Coaches can boost each student’s academic experience—and your retention rate”
  (Gary Brahm, June 2006)

Study Skills and Coaching

• Study Skills are defined as “competence in acquiring, recording, organizing, synthesizing, remembering, and using information and ideas” (Proctor, et al.)

• Examples:
  Time Management
  Goal Setting
  Note-Taking
  Concentration
  Selecting Main Ideas
  Managing Anxiety
  Selecting Main Ideas
  Reading Comprehension
DREAM: Case study on ACE

ACE Services

- **Academic Success Coaching & Study Skill Development** (ACE Coaches)
- **Writing Consultations** (Writing Consultants)
- **Math Tutoring** (Peer Math Tutors)

**Locations:**
- Three residence halls (Bates House, Columbia Hall, Sims)
- Student Success Center in the Thomas Cooper Library
Academic Success Coaches

• In 2008-2009, twenty-five USC graduate students worked or volunteered as ACE academic success coaches

• Present to University 101 classes on academic success strategies

• Attend ACE Training and bi-monthly meetings

• CRLA Level III Certified

What is ACE Academic Success Coaching?

• **Academic Success Coaching**: a one-on-one interaction with a student focusing on strengths, goals, study skills, engagement, academic planning and performance.

• Using Appreciative Advising techniques, the Coach encourages students to **self-assess, reflect, and create a plan**, while working with the student to implement **new strategies**.

• The Coach serves as a constant resource for the student to reconnect with throughout their college career.
ACE session: Learning Outcomes

• Students working with an ACE Coach will:
  ▫ Learn and develop a variety of study strategies to be successful in their academics endeavors
  ▫ Identify their learning style though self-assessment tools
  ▫ Identify areas of academic strength and weakness *(Coach will use Strengths-based approach)*
  ▫ Learn, understand, and practice study skills in the ACE session
  ▫ Develop and practice study skills during personal study time and in class
  ▫ Discuss effectiveness of their study habits with an ACE Coach
  ▫ Be knowledgeable of the various campus resources and have a basic understanding of what each office offers
  ▫ Reflect on academic experience and complete an ACE Academic Plan

ACE Partnerships
ACE partnerships

- Greek Life
- Transfer/Bridge Program
- University 101
- National Student Exchange
- University Housing/Residence Life
- Office of Financial Aid
- Academic Advisors
- University Registrar

Financial Aid & Satisfactory Academic Progress (SAP)

- SAP Students who have lost their financial aid are required to meet with an ACE Coach and complete an Academic Plan
- Over 60 credit hours and below a 2.0 GPA
- Connects student to a individual academic resource on campus.
- Submit Academic Plan to Financial Aid office as part of their appeal.
Academic Advisors
Department Referrals

• Some Academic Advisors require academically deficient advisees to meet with an ACE Coach and complete an Academic Plan

• Advisors place a hold on course registration until ACE session and Academic Plan are complete

Academic Standards

• Partnership with the University Registrar
• All first-year students on academic probation
• Students who did not attend had a registration hold for Fall 2009.
Assessment of ACE Coaching

ACE Coaching Growth

![Graph showing ACE Coaching Growth over different terms: Fall 2005, Spring 2006, Fall 2006, Spring 2007, Summer 2007 (SAP), Fall 2007, Spring 2008, Fall 2008. The graph indicates a significant increase in coaching sessions over time.](image-url)
In 2007-2008, ACE met and coached 182 SAP students. Of those 182 students, ninety-two percent (168) improved their GPA and demonstrated academic improvement.

“For 125 of the students, ACE seems to have been the predominant reason their performance improved.”- Kathy Seay, Satisfactory Academic Progress Director, Office of Financial Aid
Building an Academic Coaching Model on Your Campus: A Case Study

2008-2009 ACE Appointments

<table>
<thead>
<tr>
<th># Students an ACE coach has met with:</th>
<th># of Total return appointments for academic year</th>
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<tbody>
<tr>
<td>452</td>
<td>140</td>
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<tr>
<td>98</td>
<td>Second Appointments</td>
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<tr>
<td>38</td>
<td>Third Appointments</td>
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<tr>
<td>4</td>
<td>Additional Appointments</td>
</tr>
</tbody>
</table>

Academic Impressions

Academic Standards: First-Year Probation

Assessment Results:

- 80% compliance rate (i.e. students who attended ACE appointment before deadline)
- 40% few students suspended than predicted
- Positive results on student satisfaction survey
Student Survey about Coaching Appointment

- The ACE coach I met with seemed concerned about my well-being.

Survey Question: I felt comfortable sharing information with my ACE coach
Survey Question: With my ACE coach, I developed a clear, detailed plan on how to be academically successful.

Survey Question: I learned at least one new skill from my discussions with my ACE coach.
Survey Question: I plan on meeting with my ACE coach again.

Quotes from ACE Students

• “This semester I achieved a 3.192, the highest semester GPA I've ever had...I did better on my papers, exams and time management. I would like to thank you for helping me get back on the right track.”

• “Without ACE, I am not sure I would be as successful and as happy as I am right now. It was not a major part of my life and yet guided me mentally to succeeding at USC. Building my academic plan, providing me with a planner, regular check-ins, and just one person who believed I could make it made all the difference in the world to me.”

• “Luckily my ACE Coach was there every step of the way and was able to guide me through my first semester of excellence.”
DESIGN: First steps for your campus

STEPS for Developing a Coaching Program on Your Campus

1. Identify Coaches
2. Develop a framework
3. Research and develop resources
4. Research self-assessments
5. Develop an Academic Planning Document
Identify Academic Coaches

• Consider possible staff to serve as coaches:
  ▫ Graduate students, doctoral students
  ▫ Academic Advisors, Counselors
  ▫ Student Affairs Administrators
  ▫ Residence Hall Directors
  ▫ Academic Support Administrators
  ▫ First-year seminar instructors
  ▫ Peer tutors, peer mentors

Identify Academic Coaches

• Will you have “stand alone” coaching, or will coaching be an “additional” service?
  ▫ Part of tutoring or advising
• Consider perceived additional work load for full-time staff.
  ▫ How can Advisors, Counselors, etc., incorporate coaching into their current position?
• Volunteer Incentives
  ▫ Example: Reimbursement to a conference
STEPS for Developing a Coaching Program on Your Campus

1. Identify Coaches
2. **Develop a framework**
3. Research and develop resources
4. Research self-assessments
5. Develop an Academic Planning Document

Our Framework: Appreciative Advising

- Don’t Settle
- Disarm
- Discover
- Design
- Dream
- Deliver
Develop a Framework

• What do you want your coaching appointments to look like?
  ▫ What are your learning outcomes?

• How long will sessions be?
  ▫ 30 minutes, 1 hour, etc

• How is Coaching addressing a need on your campus?

STEPS for Developing a Coaching Program on Your Campus

1. Identify Coaches
2. Develop a framework
3. **Research and develop resources**
4. Research self-assessments
5. Develop an Academic Planning Document
Coaching Resources

• Have readily available handouts, worksheets, and helpful coaching aids.
• Examples:
  ▫ Study strategies and inventories
  ▫ Time management logs
  ▫ Academic bulletin
  ▫ Academic maps
  ▫ Referral information
• Prepare handouts for student FAQs on your campus.

STEPS for Developing a Coaching Program on Your Campus

1. Identify Coaches
2. Develop a framework
3. Research and develop resources
4. **Research self-assessments**
5. Develop an Academic Planning Document
Self-Assessment (Discover phase)

• Self-Assessment offers the Coach and the student a baseline of information as well as starting point for the conversation.
• By assessing current study habits, strengths, level of engagement, or other measures, the Coach can learn about the student quickly.
• Serve as a foundation for learning and provide assessment for improvement throughout the Coaching session.

Self-Assessments

• Helpful in identifying “starting point” for student
  ▫ LASSI, MSLQ, StrengthsQuest Strengths Finder
  ▫ Appreciative Advising Inventory, Authentic Happiness
• Identify Learning Style
  ▫ ILS, VARK, Barsch
• Study Skill Specific
  ▫ Test Anxiety, Concentration
Example Self Assessment: The LASSI

Learning and Study Strategies Inventory (LASSI)

Student Report

Name: Joe Student

University of South Carolina

ID #: SS-SSSSSS-SSSS

09/05/2003

Student Key: Do345234J

The graph below interprets your responses to the LASSI. The numbers on the top and bottom of the chart show percentile ranks. You can use these percentile ranks to compare your scores to other individuals’ scores. For example, if you scored in the 80th percentile in Attitude and Interest (ATT), you scored higher than 80 percent of other individuals answering the same questions.

As you work to improve your scores, your advisor/instructor may want you to take this assessment again. If you do take it a second time, you will need your student key. Your student key is Do345234J. Record this key for future use.

LASSI Scores

Appreciative Advising Inventory
(Available free on-line at http://www.appreciativeadvising.net)

- 7 factors
  - 1. Support/Connectedness
  - 2. Empowerment
  - 3. Boundaries and Expectations
  - 4. Constructive Use of Time
  - 5. Positive Values
  - 6. Social Competency
  - 7. Positive identity

Other self-assessment examples:

- StrengthsQuest StrengthsFinder
  - https://www.strengthsquest.com/
- Authentic Happiness
- True Colors
- Motivated strategies for learning questionnaire
  - http://www.indiana.edu/~p540alex/MSLQ.pdf

**STEPS for Developing a Coaching Program on Your Campus**

1. Identify Coaches
2. Develop a framework
3. Research and develop resources
4. Research self-assessments
5. **Develop an Academic Planning Document**
“The Academic Plan” Concept

• Document will help guide coaching meeting

• Tangible, reflective document student can invest in and continue working towards completion.

• Students create an Academic Plan and meet with an ACE academic success coach

• Serves a comprehensive overview of what student can do to be successful

• ACE example: Mirrors all six phases of Appreciative Advising

Your Academic Plan

By creating your Academic Plan, you will map out the steps that will take you to a successful student and set the plan for getting there.

Your Academic Plan Includes:

1. Developing your vision and your academic strengths
2. Identifying your academic strengths and areas of improvement
3. Taking the Learning and Study Strategies Inventory (LASSI)
4. Developing your LASSI results with an ACE Academic Success Coach
5. Developing a plan for meeting with your Academic Advisor
6. Developing learning goals related to your academic success at USC

Student Agreement:

I agree to use the strategies I have generated in my Academic Plan. I have a clear understanding of what I need to do to be successful and proficient in the academic environment. If I have any questions or need further assistance, I will be sure to follow-up with my ACE Coach.

Student Signature: ___________________________ Date: ___________

Student Printed Name: ___________________________

ACE Coach Signature: ___________________________ Date: ___________

ACE Coach Printed Name: ___________________________

Remaining Appointments: Session 1: ______ Session 2: ______ Session 3: ______ Other: ______

ACE Coach Initials: ___________________________
About Me

Student - Complete BEFORE appointment

Name: __________________________

Email: _________________________

Gender: □ Male □ Female □ Other: _________________________

Current Major: __________________________

Year at USC: □ Fr □ So □ Je □ Sr □ Other: _________________________

Work of the following do you have?: □ Full-time □ Part-time □ Neither □ Other: _________________________

Are you the first generation in your family to attend college?: □ Yes □ No

Are you living on campus?: □ Yes □ No

Difficulties/Experiences/Concerns: (Check all that apply)

□ Academically Under-prepared
□ Addicted
□ Drugs
□ Changing Major
□ Difficulties w/ Professor
□ Failed to Meet Grade
□ Family Issues
□ First Generation College Student
□ Homelessness
□ Illness
□ Special Learning Disability
□ Non-native speaker

I have used the following resources at the University of South Carolina to help me become a successful student. (Check all that apply)

□ Academic Advisor
□ ACE Academic Success Center
□ Career Center
□ Counseling & Human Development Center
□ Student Disability Services
□ Student Assistance Program

□ Over-enrollment in Activities
□ Part-time Employment Skills
□ Relationship Problems
□ Enormous Problems
□ Too Many Credit Hours
□ Transfer Student
□ Adult Student
□ Veterans of War
□ Worked too Many Hours
□ Other: _________________________

I was motivated to pursue a college degree because:

How I plan on using my college degree after graduation:

Things I find challenging in college include:

My Study Habits

Generally I study ________ hour(s) a week. I am a good student. If yes, please specify time(s) a week.

In the future, I plan to study ________ hour(s) a week. I am a good student. If yes, please specify time(s) a week.

In what kind of setting (i.e., location, lighting, desk, etc.) do you feel you do your most productive studying?

Members of my support network that are available to assist me in becoming a successful student at the University of South Carolina are:

What has been your best experience as a student at the University of South Carolina?

Discover

ACE Academic Plan
My Academic History

Think about the courses you have taken. Which of these did you really enjoy? In which ones did you do well? In which ones could you have improved? What factors contributed to your success, enjoyment or performance? Use this worksheet to highlight three of the courses in each category.

Identify your three courses:

<table>
<thead>
<tr>
<th>Course / Grade</th>
<th>Factors for the course to be successful</th>
<th>Strategies used in the course that should be kept</th>
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</table>

<table>
<thead>
<tr>
<th>Course / Grade</th>
<th>Factors for the course to be unsuccessful</th>
<th>Strategies needed to improve my grades</th>
</tr>
</thead>
</table>

The LASSI and ACE

The LASSI (Learning Styles Assessment) is a 20-item, 6-theme assessment of students’ preferences about how they learn. The ACE assessment includes self-reflection exercises such as Identifying Strengths, Weaknesses, Conclusions, and Time Management.

1. Take the LASSI online at [www.lassi.com](http://www.lassi.com) and click on “Resources.”

The assessment takes approximately 10-15 minutes to complete.

2. Choose those items that stand out to you the most and describe why you feel this may be a strength or weakness.

<table>
<thead>
<tr>
<th>LASSI Scale</th>
<th>Description/Reflection</th>
</tr>
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</table>

3. During a second meeting with an ACE academic success coach, you will receive a full interpretation of your scores and personal academic skills assessment.

4. Schedule a follow-up appointment with your ACE coach online at [www.ace.com](http://www.ace.com) and click on “appointment.”

Coach Notes & Strategy Suggestions:
Meeting with My Academic Advisor Plan

Dear student, when you come to ACE, you will meet with an Academic Advisor to help you plan your academic journey. Your Academic Advisor can help you with this process.

Advising Plan

1. **Academic Map**
   - Fill out the following table mapping out your current load for the next two semesters.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
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</table>

2. **With your ACE Coach, brainstorm some potential questions to ask your Advisor:**
   - Question 1
   - Question 2
   - Question 3

3. **ACE Coach notes**
   - ACE Coach initials:
     - Student knows what their academic advisor is and has fucker course substitutions.
     - Student knows when registration closes, if applicable.
     - Student knows classes to explore for transfer or associate degree.
     - Student has signed in to their second semester of a program.
     - If student is considering changing degree, indicate Change of Major form.

Meeting with My Professors Plan

Meeting with your professors is an important part of your educational journey. Getting to know your professors can be a huge help for your academic success.

1. **Log into VIP and print out a copy of your current class schedule.** Note: If you have not registered for classes, it is not unusual to have the names of your professors. Fill out the course information for your classes, your plan for the year.

2. **Complete the following plan with your ACE Coach to determine plans for meeting with your professors:**
   - Visit your professor’s webpage to get ideas for questions and explore teaching interests and background.
   - The ACE Course Plan also has a list of potential questions to ask your professors.

3. **Complete the following chart about your contact with professors:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor’s Name</th>
<th>Relationship</th>
<th>Topic(s) to Discuss</th>
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4. **Contact each of your professors to introduce yourself. Try to gain a better understanding of each’s expectations and how you can best interact to achieve your academic goals.**

   ACE COURSE ONLY
   - Out-of-Campus program endorsed for ____________________________
   - Instructor's Name: ____________________
   - Contact Date: ____________

Academic Impressions
### Mapping My Goals for Academic Success

Examine the courses you are taking this semester (or the next one in which you will enroll) and complete this chart.

<table>
<thead>
<tr>
<th>Course</th>
<th>Desired grade I hope to earn</th>
<th>Specific study skills I will need in this class</th>
<th>Resources on campus</th>
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GPA improvement calculator, found on: [www.ac.gd/ACE](http://www.ac.gd/ACE) and click on "resources"

**GPA IMPROVEMENT**

- Student's current overall USC course GPA
- To improve your GPA by ___
- Need to increase the number of credits
- Must earn this GPA

*ACE Credit: please remember to use the number under the "ACE" column in the "CLASS" format (e.g., 3.5 for transcript under "Undergraduate" Test). Decide on transcript.

---

### My Overall Goals

Develop three goals here, including how you will achieve these and by what date.

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>How I will achieve this</th>
<th>Deadline</th>
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<table>
<thead>
<tr>
<th>Goal #2</th>
<th>How I will achieve this</th>
<th>Deadline</th>
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<thead>
<tr>
<th>Goal #3</th>
<th>How I will achieve this</th>
<th>Deadline</th>
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</table>

Congratulations! You have documented what you will need to do to be successful!
Academic and Student Support Resources

- Academic Advisor: School, College, Phone Number
- Academic Centers for Excellence (ACE)
- Counseling and Human Development Center
- Career Center
- Office of Pre-Professional Advising
- Sexual Health & Violence Prevention
- Office of Student Financial Aid
- Student Success Center
- Writing Center

Additional recommendations for starting an academic coaching model on your campus
Recommendation #1

**Use an Intake Form**
- Student can self-identify concerns
- Serves as focus of first appointment
- Provides documentation for future appointments
  - Allows for coach notes

Recommendation #2

**Seek partnerships on campus** with academic and student affairs units for student referrals.
- Consider populations of students that would especially benefit from Coaching appointments
  - Examples:
    - First-Year students
    - Transfer students
    - Probation students
- Evaluate campus need
- Niche marketing/PR
Recommendation # 3

Tailor coaching specifically to your campus

• Learning outcomes: What will students gain by attending a coaching session?
• Evaluate the specific engagement opportunities on your campus.
• FAQs about culture (parking, email, Advising process)

A Coach may be the one person on campus the student feels comfortable going to for help.

Recommendation # 4

Emphasize Reflection and Active Learning

• Self-assessment → Reflection → Goal setting
• Assess current study habits
• Have student answer reflective, appreciative advising questions
• Learn new skills/strategies and practice in session
• Set strategic goals by developing a tangible plan
Recommendation #5

**Consider certification criteria to serve as a guide**
- Example: CRLA International Tutoring Certification Program
- Example criteria
  - Philosophy/mission/success criteria
  - Modes of training
  - Evaluation
  - Documentation/resources/intake forms/handouts

Source: [http://www.crla.net/itpc/index.htm](http://www.crla.net/itpc/index.htm)

Recommendation #6

**Assessment**
- Devise a comprehensive assessment plan
- How will you determine success?
- Examples:
  - Student surveys
  - Coach self-assessments
  - Quantitative (GPA comparisons, retention)
  - Qualitative (Focus Groups, interviews, case studies)
DELIVER:
Resources and planning

Things to Consider

• Potential Challenges
  – Increasing students’ recognition of services
  – Decreasing the stigma associated with receiving assistance
  – Maintaining partnerships with other units
  – Space - privacy is important

• Sustaining Your Program
  – Importance of assessment

• Funding Possibilities
  – Use volunteers if possible
  – Partnerships with campus offices
  – Incorporate Coaching into existing role
Online Resources

Appreciative Advising:
http://www.appreciativeadvising.net

National Academic Advising Association (NACADA) – Coaching interest group:
http://www.nacada.ksu.edu/interestgroups/C43/index.htm

College Reading and Learning Association (CRLA)
http://www.crla.net/

Academic Success Coaching Outsourced

InsideTrack
• http://www.insidetrack.com/

On Track Academic Coaching
• http://www.ontrack-coaching.com/
Scheduling

• You may want to consider an online scheduling software program
• Examples:
  ▫ TutorTrac
  ▫ Accutrack
  ▫ WC online
  ▫ Genbook
  ▫ Google Calendar

Assessment

• Consider how you are going to assess effectiveness of academic coaching on your campus
• Example Programs:
  ▫ Student Voice: www.studentvoice.com
  ▫ Flashlight Survey: http://ctlsilhouette.ctlt.wsu.edu/ctlsilhouette2_5/ (Through Washington State University)
Additional coaching models & programs
Information retrieved from NACADA Academic Coaching Interest Group listserv

- Seneca College in Canada:
- Georgia State University:
  - http://www.gsu.edu/success/academic_coaching.html
- Gonzaga University:
- Stanford:
  - http://ual.stanford.edu/ARS/help_academic/Academic_Coaching.htm
- Niagara University:
  - http://www.niagara.edu/oas-academic-success-program/
- Southern Methodist University, Cox School of Business:
  - http://www.cox.smu.edu/intranet/undergrad/features/mentors
- College Spark Washington grants program:
  - http://www.collegespark.org/grants/

References

- LASSI (Learning & Study Strategies Inventory) Information:
  - http://www.hhpublishing.com/_assessments/LASSI
Don’t Settle:
Final thoughts/Q & A

Contacts:

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803-777-4885

Jenny Bloom
Jenny.bloom@sc.edu
803-957-6309

Academic Centers for Excellence
www.sc.edu/ACE
803-777-5430
Building an Academic Coaching Model on Your Campus

Claire Robinson, MEd
Jenny Bloom, EdD

Academic Impressions Webinar

December 3rd, 2009
Academic Success Coaching: Roles and Definitions

Coaching Definition from NACADA
“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) [1]

A Coach should have the skills to:
- Identify what the student wants to achieve;
- Encourage the student to look within to learn more about self;
- Allow/support the student to generate solutions and strategies to problems; and,
- Teach the student skills and strategies while being accountable for his for her actions/inaction and decisions. - Source: [2]

Characteristics of an academic coach:
- Develops a personal, collaborative relationship with the student.
- Provides support to help students relate academic/educational goals to life (personal/professional) goals.
- Encourages the student to achieve self-awareness, such as identifying strengths, values, interests, purpose, and passions.
- Identifies resources to enhance both academic success and personal development.
- Assists in developing plans of action - and holds them accountable - to achieve substantial results.
- Coach follows-up with student to check in on his/her success

USC ACE Definition:
- **Academic Success Coaching**: a one-on-one interaction with a student focusing on academic strengths, interests, goal setting, engagement, study skills and academic performance.
- Using Appreciative Advising techniques, the Coach encourages students to reflect on both strengths and weakness and suggests and works with student to try new study strategies.
- The Coach serves as a constant resource for the student to reconnect with throughout their college career.

Students will meet with Academic Coaches for a variety of reasons. In order to lead successful sessions, Academic coaches should understand their student’s needs and be familiar with what the student would like to accomplish during sessions. Examples include:
- Help with improving GPA
- Understanding of personal learning styles
- Need for organization or time management
- Need for study strategies for tests or assignments
- Help in completing assignments for class
- Assistance in problem solving skills
- Provide assurance student is capable of learning and achieving their academic goals

An Academic Success Coach

A good Coach has solid teaching skills, uses a variety of strategies for learning, identifies ways to improve, guides and supports students. Academic coaches must be active listeners and provide student with consistent validation and support. Learning occurs as a product of engagement with new material and integration of the new information with previously learned information. It is best, therefore, for an Academic Coach’s role to be as a guide and support for your student’s efforts.

A Model Student

Students seek your help to improve their performance in a course. As an Academic Coach, you serve as a model of “how to learn” as well as “what to learn.” By recognizing your own strengths, you can mindfully model these skills to your students.

Keep in mind that all people are unique in their learning styles. What works for you may or may not work for your students. Your role is to help your students examine their overall study habits to determine where their system works effectively and where they need to develop new skills.

Some ways to support your student’s learning processes are to:

- Review old tests
- Review past homework assignments
- Evaluate lecture notes
- Inquire about class attendance
- Explore study habits
- Provide positive feedback
- Encourage personal growth
- Set realistic goals

A Resource

Some of your students are very well informed about resources on campus and others, particularly freshmen, are not. You can serve a valuable function by encouraging your students to use the available resources.

A Support Person

Think back to a class or subject in which you really struggled. What was the class and how did it make you feel? It is not always apparent, but students who seek your support may sometimes be feeling quite vulnerable. Many have never met with an Academic Coach before. Consider ways that you can be supportive and encouraging as you work with your student.

One way to be supportive is to pair positive with critical feedback. Comment on your student’s strengths. Point out areas of need. Offer praise when students take ownership of their learning and implement new strategies.

Here are some more examples of pairing praise with goals:

- Your lecture notes look excellent. Explain how you will use these for studying.
- You seem to succeed in your classes when you complete the daily assignments. How do you use these to review?
- It sounds like you understand the material, but have a difficult time remembering it. Reviewing your notes daily and testing yourself every few days will help with the retention.
- That is a great plan! Does your plan sound realistic for you? What would you like to accomplish by the time we meet again?

A Professional

Academic coaches take on professional responsibilities in addition to their own workloads. You are expected to arrive at appointments on time, prepared and organized to keep the session within the scheduled time.
LEARNING OUTCOMES:
BLOOM’S TAXONOMY

PROGRAM COMPONENTS

→ Mission Statement: A few sentences to illustrate the purpose of the program.
→ Goals: Broad, general statements of what the program intends to accomplish.
→ Learning Outcomes: Describes the end result of the program.

SPECIFICS ON LEARNING OUTCOMES

✔ Expresses what the student will be able to know or do
✔ Focuses on the product, rather than the process
✔ Must be measurable (i.e. must be identifiable or observable)
✔ Outcomes are more detailed and specific, while goals are broad and general
✔ Includes action verbs (think of a resume)

<table>
<thead>
<tr>
<th>Bloom’s Levels of Learning</th>
<th>Action Verbs (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Define, List, Name, Describe, Tell, Identify, Show, Label, Quote (tell the who, when, where), Listen, Memorize, Read, Recall, Record, Relate, Repeat, View</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Explain, Describe, Summarize, Interpret, Contrast, Predict, Distinguish, Estimate, Give Examples, Discuss, Express, Identify, Locate, Recognize, Report, Restate, Review, Solve, Tell</td>
</tr>
<tr>
<td>Application</td>
<td>Relate, Determine, Apply, Demonstrate, Calculate, Examine, Modify, Discover, Show, Employ, Illustrate, Implement, Interpret, Operate, Practice, Recognize, Solve, Use</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify, Analyze, Explain, Arrange, Discriminate, Appraise, Break Apart, Calculate, Compare, Contrast, Debate, Diagram, Differentiate, Examine, Experiment, Inspect, Inventory, Question, Relate, Solve</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Integrate, Modify, Rearrange, Plan, Create, Design, Compose, Assemble, Collect, Construct, Formulate, Manage, Organize, Prepare, Propose, Set-Up, Write</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Decide, Rank, Convince, Judge, Summarize, Evaluate, Appraise, Assess, Choose, Compare, Estimate Quality, Predict Quality, Rate, Value, Select</td>
</tr>
</tbody>
</table>

Resources:
http://ceaspub.eas.asu.edu/mcneill/blooms.htm
http://online.fsu.edu/learningresources/handbook/instructionatfsu/PDFChptr2.pdf#search=‘learning%20objectives’
Potential Questions for a Coaching Session

*Focus the first part of the coaching session on getting to know the student. Learn more about their goals, academic aspirations, career interests, etc. Use the following potential questions to help build rapport.*

**General Goals**
- What has been your best experience in college so far?
- Why did you decide to come to the University of South Carolina?
- What grades do you hope to earn this semester? What are your long-term goals?

**Academic Advising**
- Why have you chosen your major? What do you want to do with this degree?
- Do you know who your academic advisor is? How did your last meeting go?
- What are your expectations of your academic advisor?

**Classes**
- Which classes did you enjoy last semester? Why?
- Which classes were difficult for you? Why?
- What do you think about your classes this semester?

**GPA**
- How do you feel about your GPA?
- What GPA would you like to achieve this semester/year?

**Financial Aid**
- Do you have any scholarship or financial aid?
- Are you concerned about any financial aid requirements?

**Study Habits**
- Tell me about how you typically study? What is your typical routine?
- How often do you study? (hours, number of days per week)
- What are your natural tendencies to learning and studying? What are your general attitudes and approaches to school work?
- What study strategies have helped you do well?

**Time Management**
- How do you manage your time?
- On average how much time do you spend online? (Surfing the internet, Facebook, IM?) Has that impacted your course work?
Your Academic Plan

By creating your Academic Plan, you will map out what it will take for YOU to be a successful student and your specific plans for getting there.

Your Academic Plan Involves:

- Determining why you are in college, your experience with academics, and the resources available to you;
- Determining your academic strengths and areas of improvement;
- Taking the Learning and Study Strategies Inventory (LASSI);
- Discussing your LASSI results with an ACE Academic Success Coach;
- Developing a plan for meeting with each of your professors;
- Developing a plan for meeting with your Academic Advisor; and
- Developing concrete goals related to your academic success at USC

Attached you will find separate worksheets on each of these tasks.

Academic Plan certified as complete:

ACE Coach Signature: ________________________________

ACE Coach Printed Name: ________________________________

Date: ____________________

ACE Session Date:  
Session 1: ____________  Session 2: ____________  Session 3: ____________

ACE Coach Initials:  
_____________  ____________  ____________  ____________
About Me

It is helpful to reflect on your personal situation as you begin to develop a clear plan for academic success at the University of South Carolina.

I was motivated to pursue a college degree because:

How I plan on using my college degree after graduation:

Things I find challenging in college include:

My Study Habits

Generally I study ___________ a day. Generally I study ___________ times per week.

In the future I plan to study: ___________ a day and ___________ times per week.

In what kind of settings (i.e. locations, lighting, desk, etc.) do you feel you do your most productive studying?
**About Me**

What has been your best experience as a student at the University of South Carolina?

**Difficulties Experienced / Concerns: (Check all that apply)**

- □ Academically Under-prepared
- □ Alcohol
- □ Drugs
- □ Changing Major
- □ Difficulties w/ Professor
- □ Failed to Attend Class
- □ Family Crisis
- □ First Generation College Student
- □ Homesickness
- □ Illness
- □ Document Learning Disability
- □ Non-native speaker
- □ Over Involvement in Activities
- □ Poor Time Management Skills
- □ Relationship Problems
- □ Roommate Problems
- □ Took Too Many Credit Hours
- □ Transfer Student
- □ Adult Student
- □ Victim of Crime
- □ Worked too Many Hours
- □ Other: __________________________

I have used the following resources at the University of South Carolina to help me become a successful student [Check all that apply]:

- □ Academic Advisor
- □ ACE (Academic Centers for Excellence) Career Center
- □ CAR (Creating Academic Responsibility) group
- □ Counseling & Human Development Center
- □ Student Disability Services
- □ Student Assistance Program
- □ Financial Aid
- □ Library
- □ Math Center
- □ Supplemental Instruction
- □ Tutoring: __________________________
- □ Writing Center
- □ Other: ____________________________

The members of my support network that are available to assist me in becoming a successful student at the University of South Carolina (friends, family members, classmates, employers, professor, staff member, advisor, etc.) include:
**My Academic History**

Think about the courses you have taken. Which of those did you really enjoy? In which ones did you do well? In which ones could you have improved? What factors contributed to your success, enjoyment or performance? Use this worksheet to highlight three of the courses in each category.

Print your Record of Academic Work (transcript) from VIP, under the Academics tab, to help with this section. Bring the transcript to the meeting with your ACE Coach.

<table>
<thead>
<tr>
<th>Courses In Which I Did Well or Enjoyed the Most</th>
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<tbody>
<tr>
<td>Course / Grade</td>
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<table>
<thead>
<tr>
<th>Courses In Which I Could Have Improved</th>
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<tbody>
<tr>
<td>Course / Grade</td>
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ACE Academic Plan
The LASSI and ACE

The LASSI (Learning and Study Strategies Inventory) is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies such as Motivation, Anxiety, Concentration, and Time Management.

1 - Take the LASSI online at www.sc.edu/ACE and click on “Resources”
The assessment takes approximately 10-20 minutes to complete.

2 - Choose three scores that stood out to you the most and describe why you feel this may be a strength or weakness:

<table>
<thead>
<tr>
<th>LASSI Scale</th>
<th>Description/Reflection</th>
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3 - During a second meeting with an ACE academic success coach, you will receive a full interpretation of your scores and general academic skills assistance.

4 - Schedule a follow-up appointment with your ACE coach or online at: www.sc.edu/ace and click on “appointments”

Coach Notes:
Meeting with my Academic Advisor Plan
Every student who visits ACE will know his/her Advisor’s contact info, or be familiar with the Advising process in their department/college. Your ACE Coach can help you with this process.

Advisor Name: Phone Number:
School/ College: Email Address:
Office location: Advisor webpage:

Academic Map
Fill out the following tables mapping out your course load for the next two semesters:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Classes</th>
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<tr>
<th>Semester</th>
<th>Classes</th>
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With your ACE Coach, brainstorm some potential questions to ask your Advisor:

- 
- 
- 
- 
- 
- 

ACE Coach use: ACE Coach Initials _____________

- [ ] Student knows who their academic advisor is and has his/her contact information
- [ ] Student knows when to register for classes; (if applicable)
- [ ] Student knows classes required for his/her major (See Major Checksheet or Academic Bulletin)
- [ ] Student has mapped his/her next two semesters of coursework
  - [ ] If student is interested in changing his/her major, distribute Change of Major form
**Meeting with My Professors Plan**

Much of your academic experience in college is focused on the time you spend in class. Getting to know your professors is a MUST for students who want to do well.

1 – **Log into VIP and print a copy of your recent class schedule.** *Note, if you have not registered for classes or do not yet know the names of your professors, fill out the course information for the classes your plan to take next.

2. – **Complete the following plan with your ACE Coach to determine a plan for meeting your professors.** Visit your professor’s webpage to get ideas for questions and to explore his/her interests and background. The ACE Resources page also has a list of potential questions to ask your professor.

Complete the following chart about your contact with professors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor and Contact Info</th>
<th>Potential Date of Meeting</th>
<th>Topics to Discuss</th>
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</table>

3 - **Contact each of your professors** this semester to introduce yourself. Try to gain a better understanding of what is required in the class and what you need to do to guarantee your successful completion. Most professors provide their contact information on the first page of the class syllabus.

**ACE COACH USE ONLY:**

☐ **Out-to-Lunch program referred for:** ____________________________  
(Professor’s Name here)

*Coach Notes:*
Mapping My Goals for Academic Success

Examine the courses you are taking this semester (or the next one in which you will enroll) and complete this chart.

<table>
<thead>
<tr>
<th>Course</th>
<th>Realistic grade I hope to earn</th>
<th>What skills I need to do to well in this class</th>
<th>Resources on campus</th>
</tr>
</thead>
<tbody>
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*ACE Coach, please remember to use the number in the “HC” column in the “USC System” row on the transcript under “Undergraduate Totals” (last page of transcript).
My Overall Goals

*Develop three goals here, including how you will achieve these and by what date.*

<table>
<thead>
<tr>
<th>Goal #1</th>
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<tbody>
<tr>
<td>How I will achieve this:</td>
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<tr>
<td>When I will complete this goal:</td>
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</table>

<table>
<thead>
<tr>
<th>Goal #2</th>
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<tbody>
<tr>
<td>How I will achieve this:</td>
<td></td>
</tr>
<tr>
<td>When I will complete this goal:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Goal #3</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>How I will achieve this:</td>
<td></td>
</tr>
<tr>
<td>When I will complete this goal:</td>
<td></td>
</tr>
</tbody>
</table>

Congratulations! You have documented what it will take for YOU to be successful.
Academic and Student Support Resources

☑ Academic Advisor:
School/ College:
Phone Number:

☑ Academic Centers for Excellence (ACE)
http://www.sc.edu/ACE
Locations: Bates House, Columbia Hall, Sims, SSC/ Thomas Cooper Library
777-5430

☑ Career Center
http://www.sc.edu/career/
H. William Close Building (BA)
6th Floor (on Barnwell St. and College St.)
777-7280

☑ Counseling & Human Development Center
http://www.sa.sc.edu/chdc/
Byrnes Building, 7th floor
(on Sumter St./ near the Horseshoe)
777-5223

☑ Student Disability Services
http://www.sa.sc.edu/dss/
LeConte College, Room 106
(near Pickens St. and Greene St.)
777-6142

☑ Mathematics Center
http://www.math.sc.edu/mathlab.html
(pickens St. and Greene St.)
LeConte 105
777-4713

☑ Office of Pre-Professional Advising
http://sc.edu/oppa/
208 Sumwalt College
(corner of Sumter St. and Greene St.)
777-5581

☑ Sexual Health & Violence Prevention
http://www.sa.sc.edu/wellness/sas.html
Student Health Center lower floor
(behind Russell House)
777-8248

☑ Office of Student Financial Aid
http://www.sc.edu/financialaid/
1714 College Street
(across from the BA building)
777-8134

☑ Student Success Center
Supplemental Instruction & Tutoring
http://www.sa.sc.edu/ssc/
Thomas Cooper Library Mezzanine Level

☑ TRIO Programs
http://www.sc.edu/trio/
1400 Wheat St.
(across from the Blatt P.E. Center)
777-5125

☑ Writing Center
http://www.cas.sc.edu/write/
Humanities Classroom Building, Room 014.
(near the bridge over pickens St.)
777-2078

Smart Gamecocks Know Academic Success:
www.sc.edu/academicsuccess
Visit this site to learn more about advising, tutoring, study skills, and several other helpful resources.
BUILDING A COACHING MODEL ON YOUR CAMPUS

First Steps:

1. Identify coaches
   ▫ Advisors, instructors, peer tutors, staff, graduate students
2. Develop a framework
   ▫ What do you want your coaching sessions to look like?
   ▫ Create session learning outcomes.
   ▫ Ideal if coaching can offer multiple sessions
3. Research and develop resources
   ▫ study skills, engagement opportunities on campus, referrals.
4. Research Self-assessment
   ▫ LASSI, Appreciative Advising Inventory, Strengths Quest, etc
5. Create an Academic Planning document
   ▫ Unique aspect of coaching is to have the student walk away with a planning document
   ▫ Should be specific to campus

Additional Recommendations

1. Develop an intake form
2. Seek partnerships on campus
3. Tailor intentional coaching to your campus
4. Emphasize reflection and active learning
5. Consider using certification criteria to help guide your program development
6. Consider assessment criteria
7. Review Coaching programs and models

Additional Coaching Programs:
* Information retrieved from NACADA Academic Coaching Interest Group listserv (11/13/2009)

Seneca College in Canada:

Georgia State University:
http://www.gsu.edu/success/academic_coaching.html

Gonzaga University:

Stanford:
http://ual.stanford.edu/ARS/help_academic/Academic Coaching.htm

Niagara University:
http://www.niagara.edu/oas-academic-success-program/

Southern Methodist University, Cox School of Business:
http://www.cox.smu.edu/intranet/undergrad/features/mentors

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Incorporating Appreciative Inquiry into Academic Advising

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“There comes that mysterious meeting in life when someone acknowledges who we are and what we can be, igniting the circuits of our highest potential.”

~ Rusty Berkus ~

Have you ever had a person in your life who really believed in you and your potential, even when that potential wasn’t exactly obvious to you? Chances are that we have all been recipients of such a gift from others and that the doors that they opened for us have changed our lives in important ways. It is a powerful moment when you choose to see others as full of potential, with the ability to build upon the skills and talents they already possess. Appreciative Inquiry (AI) is an organizational development tool that focuses on bringing out the best in people and organizations, instead of viewing them as problems that need to be solved. In this paper, we will explore how academic advisers might incorporate the principles of AI into their advising interactions with students.

In 1986, David Cooperrider was a young doctoral student at Case Western Reserve University working under the tutelage of his adviser, Dr. Suresh Srivastva, when he completed his doctoral dissertation, which laid out the basic framework of the concept he called Appreciative Inquiry: “Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them. . . . AI involves the art and practice of asking questions that strengthen a system's capacity to heighten positive potential” (Cooperrider & Whitney, 1999, p. 10). The link to academic advising seems clear. As advisers, we are constantly trying to help our students reach their full potential, and one of the primary tools that we have for empowering students is asking questions. AI challenges us to make sure that we ask positive questions, aimed at helping students discover their strengths, abilities, and skills.

It is important to understand some of the principles behind AI in order to fully grasp its power. In particular, Cooperrider bases his AI theory on the connection between positive images and positive actions. One of the key founding AI principles is that we are by nature “heliotropic,” meaning that, “just as plants of many varieties exhibit a tendency to grow in the direction of sunlight (symbolized by the Greek god Helios),” there is a human tendency to “evolve in the direction of positive anticipatory images of the future” (Cooperrider, Sorenson, Whitney, & Yager, 2000, p. 30). Indeed, we respond more favorably to people who are optimistic thinkers and who help us create positive images of our futures, rather than to people who are negative and disapproving of our plans. Therefore, as advisers, it is important to remember that students will likely respond more positively to us if they know that they will be treated as someone with outstanding potential instead of just another problem child. S.N. Parker once said, “People have a way of becoming what you encourage them to be—not what you nag them to be” (Cook, 1993, p. 272).

The Pygmalion phenomenon is another important principle upon which AI is built. Cooperrider et al. (2000) cites the classic Pygmalion study conducted in the classroom setting. In the study, before the class begins, a teacher is told which students in the class are high achievers and which are not. In reality, there is an equal distribution of bright students in each group. Multiple studies have shown that, over time, the weaker students who were previously identified to the teacher as high-achieving end up
doing better than the bright students who the teacher had earlier been told were not good students. The teacher's perception of the students has a powerful effect on student outcomes. Of course, there is a valuable lesson in this for academic advisers: we need to treat each student as if he or she might someday be our own future physician, lawyer, next-door neighbor, or other influential person in our lives. Johan von Goethe once said, “Treat people as if they were what they should be, and you can help them become what they are capable of becoming” (Cook, 1993, p. 272). For advisers, one of the challenges we face is to treat the last appointment on a preregistration day with the same amount of enthusiasm generated for the first person through the door. Each student that walks through our doors deserves our full attention and passionate interest.

Cooperrider and Whitney (1999) contend that there isn't an AI “formula” but put forth four phases that are typically used in AI: Discovery, Dream, Design, and Destiny. AI has mainly been used as an organizational development tool, but its potential as an individual development tool has yet to be fully explored. We submit that AI can be a powerful mechanism for academic advisers to intentionally reframe their interactions with students. We will now explore how advisers might be able to adapt the four phases of AI in advising individual students. According to Cooperrider and Whitney (1999), “At AI’s heart is the appreciative interview. The uniqueness and power of an AI interview stems from its fundamentally affirmative focus” (p. 11). For example, the Discovery phase involves asking students about their strengths and passions. The key to this phase of AI is listening carefully to responses and asking only positive, affirmative questions. The Dream phase is a continuation of the Discovery phase, in which, based on the answers students provide, the adviser and the students work to build upon their articulated strengths, aspirations, and interests. Together they begin to dream about and formulate a plan for their lives and careers. In the Design phase, the adviser works with students to devise strategies to accomplish short- and longer-term goals and to discuss the skills they need to develop to make their dreams come true. In the Destiny phase, the adviser allows the students room to accomplish these goals. But the adviser is there as a safety net to provide guidance and moral support to the students.

As academic advisers, there is much for us to learn from AI, which, in many ways, is still in its infancy. Researchers are continuing to unlock and document the power of it as a tool for encouraging organizations and individuals to become the best that they can be. We offer specific suggestions on how AI can be used to improve advising:

1. Believe in the goodness of each student who walks through your door. Treat him or her like you would want your son/daughter/best friend to be treated.
2. Utilize positive open-ended questions to draw out what students enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question (Discovery phase).
3. Help students formulate a vision of what they might become and then assist them in developing their life and career goals (Dream phase).
4. Give students a clear idea of what they will need to do by devising concrete, incremental, and achievable goals to make these dreams come true (Design Phase).
5. Be there for them when they stumble, believe in them every step of the way, and help them continue to update and refine their dreams as they go (Destiny phase).

We are not naïve enough to think that all of your conversations with students will be about positive topics. We do advocate building an advising relationship grounded in AI principles with each of your students. This approach can assure students that you are there to do whatever you can to empower them to fulfill their goals and dreams. And, when they do occasionally veer off track, they will come back to you for direction and inspiration to reestablish their course.
In conclusion, one of the most powerful quotes we have found on advising came from Nancy Twiss, a former scholarship adviser at Kansas State University, who gave a speech on the value of advising at a national scholarship conference in 1999. She said, “Most of us will not find answers to the causes of cancer, or solve the problems of homelessness, or defuse international conflicts, but we feel that through our advising, we may be able to make a small but pivotal contribution to our students' ultimate work . . . It seems to me that our students represent an unequivocal reply to Margaret Mead, when she famously said: 'Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it's the only thing that ever has’” (“Scholarship advising,” 2001). By using the principles of Appreciative Inquiry, our impact on these students can be far greater and more rewarding than we ever imagined.

References


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The Pennsylvania State University
A movement is afoot in the realm of academic advising. Based on the tenets of Appreciative Inquiry, Appreciative Advising (Bloom & Martin, 2002; Hutson, 2006; Hutson & Bloom, 2007; Bloom, Hutson, & He, in press) is gaining increased support among academic advisers and professionals working in the area of student success. Appreciative Advising is “the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials” (Bloom, in press). This article showcases how the Academic Centers for Excellence (ACE) program at the University of South Carolina (USC) adopted the Appreciative Advising model. The content below first provides an overview of the Appreciative Advising model and then delves into the purposes of the ACE program and manner by which the ACE program adopted the Appreciative Advising model.

There are six phases of Appreciative Advising: disarm, discover, dream, design, deliver, and don't settle (Bloom, Huston, & He, in press). The activities in each phase are fairly intuitive and involve the art and practice of asking students positive, open-ended questions. During the disarm phase, the adviser actively seeks to gain the student's trust. The discovery phase focuses on learning about the student and his/her skills and abilities. This phase may also include some self-discovery on the part of the student. During the dream phase, a student does just what the name implies: he dreams about the future. In this phase, nothing is regarded as unattainable. In the design phase, the student and adviser work together to craft an action plan to achieve their goals. In the deliver phase, the student acts on what has been planned. The don't-settle phase involves the adviser challenging the student to improve even more once trust and rapport have been established with them. This appreciative approach to advising and working with students is different from traditional methods in that it devotes much time and energy to understanding students holistically: their passions, strengths, aspirations, etc.

ACE Program

The Academic Centers for Excellence (ACE) program was established at USC in 1995. The program was originally created in response to concerns about the low retention rates of students on probation. Today, the ACE program is directed by Claire Robinson, coordinator of Academic Success Initiatives, and is free to all USC students. It is designed to coach any and all students who desire help with academic issues or study skills. While some students are required to participate, such as those who earn low grade-point averages (GPAs) while receiving financial aid, those placed on probation while living in university housing, and those with GPAs below a certain level in particular majors, many other USC students choose to use the service as well. The center currently employs both volunteer and paid graduate students in the higher education and student affairs master's degree program at USC. These
“coaches” meet one-on-one with students from across campus. Many of the students who come to ACE are low performing and are either academically deficient by university standards or are referred by an academic adviser or professor. The center also receives numerous referrals from the university housing office, whether the students are residents or resident advisers (C. Robinson, personal communication, March 24, 2008).

**Adopting the Appreciative Advising Model**

In fall 2007, a number of factors converged and consequently led Claire Robinson to consider adopting the Appreciative Advising model. First, Jennifer Bloom, a clinical associate professor and pioneer in the Appreciative Advising movement, joined the faculty of the higher education and student affairs program at USC. Robinson attended a presentation that Bloom delivered to USC academic advisers that fall and immediately began to consider how the Appreciative Advising model could be incorporated into the ACE program. Bloom, Robinson, and two other student affairs professionals subsequently visited the University of North Carolina at Greensboro (UNCG), an institution that had successfully infused Appreciative Advising into its advising program and other student-success initiatives. The USC team hoped to gain insight into effectively implementing Appreciative Advising techniques within the ACE program. During the visit, the USC group conducted interviews with UNCG administrators and staff to discover best practices for implementing the Appreciative Advising model (C. Robinson, personal communication, March 24, 2008). According to Robinson, the University of South Carolina's approach to appreciatively advising students differs from UNCG's approach, but the group members were able to use much of what they learned during their site visit (C. Robinson, personal communication, March 24, 2008).

**UNCG Model**

Although the Appreciative Advising movement may still be in its infancy, some programs, such as the one offered at UNCG, have had great success in using this approach with low-performing students. According to the university's Student Academic Services (2008) Web site: Student Academic Services is among the leaders in developing the 'Appreciative Advising Model.' This approach involves the systematic and consistent employment of Appreciative Inquiry to assist students in uncovering and building upon their strengths to achieve persistence and academic success. This approach has been particularly useful in cases of internal transfer and academic difficulty, and has been central to the success of our Strategies for Academic Success program and our efforts to assist at-risk Nursing students.

UNCG is able to back up this claim with some impressive numbers. For example, when UNCG introduced an appreciative approach to its Strategies for Academic Success 100 class, a course designed for students on probation, retention rates for those students rose by approximately 18 percent (Hutson & Bloom, 2007). Additionally, among students who participated in a voluntary program requiring them to participate in a series of appreciative advising sessions, “90% of the participants in the program were eligible to continue in the spring 2007 semester, and 58% earned term GPAs over 3.00” (Hutson & Bloom, 2007, p. 7).

**Next Steps in the Adoption of Appreciative Advising at the ACE Program**

As Robinson began implementing the Appreciative Advising model at USC, she worked with Bloom to align other aspects of the ACE program with the Appreciative Advising model. First, they modified initial letters to students on financial aid probation, which notified them that they were required to meet with an ACE coach. They similarly modified letters to probationary students living in university
housing. Robinson explains that these letters were previously very negative and focused on students' bad grades and the necessity to improve. The new letters were written in a much more inviting way by using an Appreciative Advising approach. The letters now focus on students' potential and the fact that their ACE coaches can help them meet that potential by using free resources available throughout campus (C. Robinson, personal communication, February 24, 2008).

Second, devising and implementing a three-session Appreciative Advising outline added more valuable one-on-one time with students. As opposed to receiving a one-time, “quick fix” advising session, the program strongly encourages students to meet with an ACE coach at least three times. This allows the coaches to establish strong rapport with the students and allows time for the coach to continue employing Appreciative Advising techniques (C. Robinson, personal communication, February 24, 2008).

Lastly, the ACE program began using the Appreciative Advising instrument (Bloom, Hutson, & He, in press), which calls for students to complete it before meeting with ACE coaches as a means to help them identify their strengths and assets. Advisers use the results of the instrument as a springboard for asking positive, open-ended questions; building rapport with advisees; and learning about students' skills, abilities, and strengths. The University of South Carolina is one of a handful of institutions in the country to pilot this assessment tool. The instrument that the ACE used previously had been fairly dry. It had gathered more basic, fact-oriented information, and it had not left much room for rapport building with students or for the kind of self-examination and discovery encouraged by the Appreciative Advising approach. The Appreciative Advising instrument was introduced during the fall 2007 semester; and, although data from the instrument has not yet been analyzed, initial reports from ACE coaches indicate that it has been much more effective in helping coaches build rapport with their students (C. Robinson, personal communication, February 24, 2008).

Conclusion

No one yet knows how large an impact these new practices will have on the overall efficacy of the ACE. If results mirror those of other schools that have used appreciative approaches with low-performing students, it is exciting to imagine just how large the improvement might become.

Appreciative Advising is still in its infancy but is gaining momentum as more and more institutions begin to intentionally incorporate Appreciative Advising techniques. Initial assessment data from the University of North Carolina at Greensboro (Bloom, Hutson, & He, 2008; Hutson & Bloom, 2007), as well as anecdotal reports from the University of South Carolina's ACE program seem to indicate that this methodology is a promising one. As more institutions are able to quantify and document success using Appreciative Advising techniques, other schools that hope to improve their current advising programs will be compelled to discover and incorporate Appreciative Advising. Could Appreciative Advising be the next big thing for academic advisers and student-success professionals? It just might be.

References


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Creating a Tool to Help Your Advisees Become Engaged on Your Campus

Sabrena O'Keefe, Columbia College

Editor's note: This is the first in a series of articles written by students who were enrolled in Jennifer Bloom's graduate class in student affairs administration at the University of South Carolina for the fall 2008 semester. As part of her course syllabus, Dr. Bloom required each student in her class to submit an article to The Mentor or other publications for consideration.

The University of South Carolina's Office of Student Engagement defines student engagement as the amount of physical and emotional energy students exert to participate in educationally purposeful activities within and beyond the classroom. Research indicates that there is a connection between a student's level of engagement in an institution and his or her satisfaction with that institution (Kuh, 2003). In addition, students who are engaged are more likely to persist toward completing their degrees (Pascarella & Terenzini, 2005). Astin (1999) found that engagement happens on a continuum, with some students investing their time and energy into one type of activity while other students may be involved in a completely different type of activity. Academic advisers are charged with helping students integrate their curricular and co-curricular experiences. Thus advisers have the opportunity to encourage students to intentionally augment their learning in the classroom with opportunities outside the classroom. Until now, however, there has not been an easy-to-use instrument to help advisers inform students about various engagement opportunities on campus. The purpose of this article is to provide student engagement templates that advisers can customize and use during advising appointments.

How to Create Student Engagement Instruments

The first step in creating a customized student engagement instrument is to identify areas of engagement on the adviser's campus. The Student Engagement Resources template at the end of this article can be used as a guide when advisers ask the campus student affairs unit about opportunities such as academic support options, student organizations, mentoring programs, undergraduate research programs, diversity programs, intramurals, etc. Be sure to get the Web address, physical address, and phone number for each of the identified resources. Also ask about other opportunities for student engagement that are not listed on the template. If a campus has an official organization for academic advisers, this could be an excellent project for that group to undertake in order to minimize the workload for any one adviser.

After identifying engagement opportunities, advisers can create a Student Engagement Inventory (see sample below) that includes a list of these opportunities and reflects the services offered by units represented in the Student Engagement Resources document. Once the Student Engagement Inventory is in draft form, it is a good idea to pilot the instrument by having both colleagues and students review it. They can provide feedback on the clarity of the items on the instrument as well as suggest additional engagement opportunities.

Once the inventory is complete, the next step is to create a scale and a scoring mechanism. Since the purpose of the Student Engagement Inventory is to gauge students' levels of engagement at an institution, a scale that incorporates Prochaska and DiClemente's (1992) work on how to successfully
modify behavior can apply. Prochaska and DiClemente (1992) identified five levels of behavior modification: Pre-contemplation, Contemplation, Preparation, Action, and Maintenance. In the context of student engagement, the lowest level, Pre-contemplation, implies that the student has no interest in becoming engaged at the institution. On the Student Engagement Inventory below, this level reflects a score between 10 and 0. Contemplation, indicating a score between 20 and 11, means the student has no plans to become engaged in the near future. A score between 30 and 21 refers to the Preparation level at which the student decides to become engaged in the institution. Action, suggesting a score between 40 and 31, indicates that the student is starting to engage in the institution. Maintenance, the final level, is a measure that should encourage the student to use his or her knowledge and excitement about engagement opportunities at the institution to help other students.

For each item on the Student Engagement Inventory used in the Office of Student Engagement at the University of South Carolina, students identify one of five levels of engagement: unfamiliar, no interest, very little interest, interested, or explored. A numeric value is assigned to each column or level. After students complete the inventory, they should be instructed to add their scores in each row. This will produce a total score, which relates to a description in the Scores section reflecting the student's current level of engagement.

How to Use the Student Engagement Inventory and Student Engagement Resources Forms

Once advisers create and pilot both the inventory and resource forms, they can begin using the documents with students. The forms can be helpful in individual or group advising sessions and in University 101 types of courses. Students can complete the Student Engagement Inventory and then reflect on their scores. Questions that the adviser may wish to ask students include, “Were you surprised by the numbers of opportunities available on campus?” and “Which opportunity on the inventory was most intriguing to you?”

Advisers should give students the Student Engagement Resources form listing information about opportunities available on campus, and a discussion can ensue about which activities might be most interesting to the student. If the student has little or no exposure to certain areas, advisers should take the time to inform the student about those engagement opportunities. For example, a student may have scored himself at the “very little interest” level in relation to student organizations. The academic adviser can follow up by asking, “Why do you have so little interest in student organizations?” The academic adviser may find that the student only knows about a few of the student organizations at the institution. Thus, the adviser can then introduce to the student a complete list of student organizations. The adviser should encourage the student to use the information about the variety of engagement opportunities to become involved and discuss why becoming engaged at the institution is beneficial.

Conclusion

A student's level of engagement in an institution has been shown to be a key factor in student retention and satisfaction (Pascarella & Terenzini, 2005; Kuh, 2003). Academic advisers are ideally situated to encourage students to become involved on campus. This article has described how academic advisers can create and utilize customized Student Engagement Inventory and Student Engagement Resources forms to facilitate student involvement in campus engagement opportunities.

Forms

Student Engagement Inventory (PDF)
Student Engagement Resources (PDF)
References


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Resources, References, and Contact Information

Online Resources

- Appreciative Advising: http://www.appreciativeadvising.net
- National Academic Advising Association (NACADA) – Coaching interest group: http://www.nacada.ksu.edu/interestgroups/C43/index.htm
- College Reading and Learning Association (CRLA), http://www.crla.net/
- Academic Success @ USC, www.sc.edu/academicsuccess
- Academic Centers for Excellence, www.sc.edu/ACE

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