

Academic Coaching Fall 2015

What is it?

Academic Coaching (AC) supports students who need help with their academic coursework. AC facilitates the development of one-on-one relationships between a professional and a student to work on skills such as goal setting, time management, and study skills (e.g., note-taking, active reading, and test-taking strategies)

Why is it important?

Academic Coaching helps increase academic success and retention (Bettinger & Baker, 2011). Coaches are able to determine the needs of a student and create an individual academic action plan. They not only provide valuable study-skills strategies, but they also provide moral support for the student. The Tutoring Center piloted an Academic Coaching (AC) program in the Reading Center during the Fall 2015 semester. The cohorts participating in the AC pilot were special-probation students who had been readmitted to NECC and student athletes.

Overview of the Academic Coaching process

- **The initial meeting** is used to get acquainted and to build rapport.
 - Discussion of current academic responsibilities: What classes is the student taking? Has he/she read the syllabus? Purchased the books?
 - The student uses a self-assessment tool (the LASSI) to identify areas of concern.
 - The coach and the student conclude by setting up the next appointment.
- **Next steps:** The coach reviews the information from the initial meeting and prepares an individual action plan for the student. The plan may include strategies for skills development, goal setting, or referrals to other college resources. (Goals should be specific, measurable, attainable, relevant, and time bound (SMART).)
- **The second meeting:** The coach and the student discuss the plan of action and adapt if necessary. Once they agree on the plan, the coach teaches and models strategies applied to the student's current coursework. The meeting concludes with a summary of the strategy and a plan for the next meeting. The student is expected to continue to practice skills between meetings, noting any questions or concerns to share with the coach at the next appointment.
- **The third meeting and beyond:** The coach and the student review and assess progress: What's working? What needs to be adjusted or changed? How are classes going? Important assignments or tests coming up? Has the reading been completed?
- **The end of the semester:** The coach and student prepare and review for finals, discuss plans for the next semester, and reflect on the coaching process. What worked well? What was challenging?

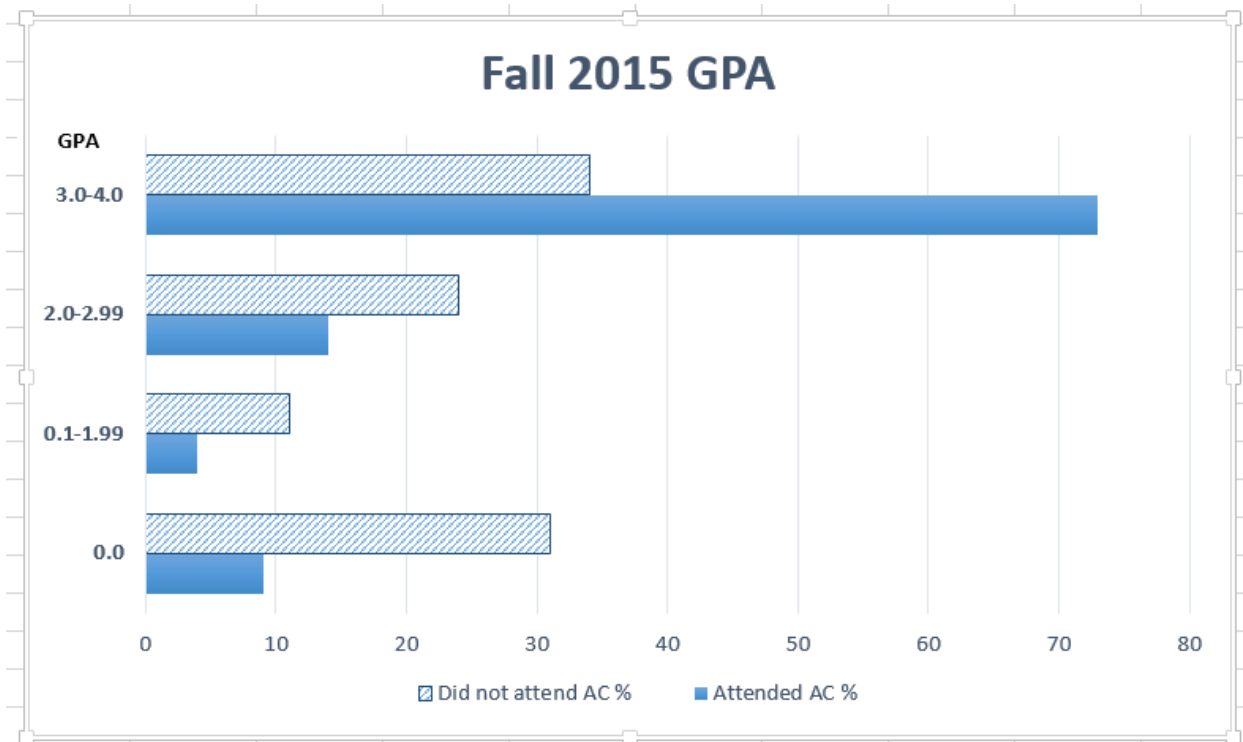
Table 1: Cohort participants, Fall 2015

Cohort	# of student participants in AC
Academic special probation	22
Student athletes	37
Miscellaneous	3
Total	62

Results

87% of probation students who participated in academic coaching earned a semester GPA of 2.0 or better; 73% earned a GPA of 3.0-4.0 (see Figure 1). 86% of probation students who received coaching registered for spring classes.

Figure 1: Comparative Fall 2015 GPAs of special-probation students who did/did not participate in Academic Coaching



Not all of the student athletes needed academic support. They connected with academic coaches, as demonstrated by their requests to continue meeting during the upcoming spring semester and the frequency of their impromptu visits to the Reading Center. Athletes also attended the end-of-the-semester open house and supplied the academic coaches with t-shirts to support the basketball team. In conclusion, AC impacted student athletes by providing them with a supportive academic point person and the opportunity to develop a relationship with staff outside of athletics.

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21 students responded to a 10 question survey

Student comments:

My coach motivated me to be a better student.

I am thankful for my coach—she genuinely cared and was very helpful.

Meeting with my coach was a high point of my week!

My coach was awesome!



My coach helped me put together a good semester.

My coach was helpful & kept me motivated