



PennState

EAGER TO LAUNCH

A COLLABORATIVE APPROACH TO ACTIVATING AN EQUITABLE
ACADEMIC COACHING PROGRAM

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AGENDA

- Penn State's Academic Coaching Collaborative
 - Purpose and Goals
 - Our Approach
 - Overcoming Barriers
 - Identifying Opportunities
- Discussion
- Participant Action Plans



PROGRAM PURPOSE

Offer a robust academic coaching program based on Universal Design for Learning (UDL) principles that will

- improve academic outcomes, persistence, metacognition, work/life balance, and degree completion.
- Provide support for students identified by student disability resources office, the student success center (first-generation and low-income students), veteran affairs, adult learner programs and services, and students on academic warning (<2.0 cumulative GPA)

PROGRAM GOALS

- Identify and fill the support gaps
 - minoritized and marginalized students
 - students experiencing academic difficulty
- Enhance equity in the Penn State experience
- increase retention
- Have measurable outcomes to demonstrate success
- Attract future diverse students
- Contribute to professional development opportunities (support retention)



OUR APPROACH

PARTNERS AND INITIAL ASSESSMENT

- Identify key campus stakeholders
- Assess needs of students and support staff
- Determine whether academic coaching outcomes align with institutional needs
- Involve senior leadership in the process to begin to gauge interest and access to resources

KEY STAKEHOLDERS

- Penn State Learning
- Student Disability Resources
- Student Success Center
- World Campus Academic Development Services (Online Campus)
- Division of Undergraduate Studies
- Office of Veterans Programs
- University Libraries
- Advocacy Offices (e.g., Paul Robeson Cultural Center, Gender Equity Center, Center for Sexual and Gender Diversity, Multicultural Resource Center, Student Care and Advocacy)
- Additional Steering Committee Members from Brandywine Learning Center, New Kensington Learning Center, Roz and Gene Chaiken Center for Student Success in the College of Liberal Arts, Schuylkill Academic Resource Center, Student Affairs

RESEARCH & BENCHMARKING

- Conduct literature review to identify programs with desired outcomes
- Analyze findings
- Identify benchmark programs
- Contact program representatives and conduct interviews
 - interview contacts, collect information on the current status of their program and invite them to a meeting to share best practices

BENCHMARK PROGRAMS

- **University of Memphis,**
Academic Coaching for Excellence
- **Iowa State University,**
Academic Coaching at Academic Success Center
- **West Chester University,**
Success Coaching at Learning Assistance & Resource Center
- **Wright State University,**
Study Coaching
- **University of South Carolina,**
Academic Coaching
- **University of Cincinnati,**
Academic Coaching at the Learning Commons
- **Indiana Univ.- Purdue Univ. Indianapolis (IUPUI),**
Success Coaching at Bepko Learning Center

B1G TEN Programs:

Indiana

Minnesota

Northwestern

Ohio State

Purdue

Also consulting:

Texas Tech

U. of Kansas

FOUNDATIONAL ELEMENTS

How do we define Academic Coaching?

A personal relationship between a student and an academic coach which focuses on:

- Goal reflection and attainment
- Developing personal systems for success
- Learning Enhancement
- Personal Development

FOUNDATIONAL ELEMENTS

Benefits of Coaching:

- Provide support and enhance sense of belonging
- Enhance resource wayfinding
- Support adjustment to college
- Foster effective work habits, growth mindset
- Broaden academic interest and opportunities
- Promote balance and health resources



FEASIBILITY ASSESSMENT (WILL IT WORK HERE?)

- Summarize critical and measurable program elements
 - Highlight program goals/outcomes, inc. persistence and GPA
 - How will success be measured?
- Assess costs, staffing needs, and scalability
- Outline partner operational roles and funding source

PROPOSAL PROCESS

- PowerPoint slides of desired program, expected outcomes, and estimated costs shared with Student Affairs and Undergraduate Education (SAUE) Development Board (2021)
- Short narrative proposal written for and shared with key administrators and potential donors (2022)
- Proposal to be revised to include pilot/proof of concept outcomes and refined list of collaborators (2023)
- Costs built-in to collaborator units' five-year budget plans
- Plans for internship alignment and intern training & placement included in proposal

BARRIERS

FINDING COMMITTED PARTNERS

- Who would have invested anyway, even if that had meant working solo? (early adopters)
- What roles will others in the Collaborative play?
 - Assessment/benchmarking support
 - Proposal refinement and grant-writing
 - HR work to add certification/coaching to annual goals/reward structures
 - Promotion of program to students and faculty/staff/advisers/interns at all campuses

SECURING BUY-IN AND FINDING FUNDING

- Identifying proof-of-concept/conducting pilot study
- Developing a short-term funding model to launch
- Developing a long-term funding model to scale and sustain
- Challenging context:
 - Flat state appropriation and 3% permanent budget rescission FY23
 - President and Provost leadership changes (2022)

OPPORTUNITIES

COST-EFFECTIVE PROFESSIONAL DEVELOPMENT

- Provide needed/desirable credentialing at no charge to Penn State
 - Advisers
 - Teaching center personnel
 - Disability services personnel
 - Interns in licensed practitioner degree programs
- Hire full-time, in-house professional trainer who can certify coaches
- Offer courses externally to create a revenue stream

ACCREDITED, EQUITABLE, SCALABLE MODEL

- International Coaching Federation (ICF) offers three certification levels:
 - Professional Certified Coach (PCC, can certify other levels)
 - Associate Certified Coach (ACC)
 - Integrated Success Coaching Advocate (ISCA), appropriate for undergraduate interns and anyone else who wants to be an informed supporter
- Integrated Success Coaching Program at the University of Kentucky
 - PCC works in house to certify ACCs and ISCAAs
 - Program serves students equitably through integrated levels of support
 - Implemented at a large public land-grant institution


NEXT STEPS

1. World Campus Academic Development Services will obtain ACC certification for one adviser (fall 2022)
2. Run small pilot/proof-of-concept by comparing outcomes for students receiving usual advising vs. academic coaching (spring 2023)
3. Leverage results to fund program with donor and administrative support

YEAR ONE (2023 - 2024)

- Hire full-time PCC
- Train ACCs and graduate interns to coach 100 students
- Offer ISCA training to undergraduate tutors and LAs, graduate TAs, faculty, advisers
- Begin program in spring semester

YEAR TWO (2024- 2025)

- Increase coaches/interns to address needs of 200+ students
 - Assess outcomes for students coached in 2024
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DISCUSSION

QUESTIONS/FEEDBACK

- What was the steepest barrier to launching your program?
- What strategies worked best in getting it up and running?
- Would you do anything different if you could start all over again, and if so, what?
- Advice for "Eager to Launch" presenters?

ACTION PLANNING

WRITE AND REFLECT

- Where do you want to take your own program next?
- How will you know when the program has arrived at that next level or when you have achieved your next goal?
- What resources do you need to get there?
- What will you need to stop doing/keep doing/start doing?
- Who needs to step aside, be rewarded, or come aboard?



<https://forms.office.com/r/CH5Z74Dha>

SHARE OUT!

- Where do you want to take your own program next?
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- What resources do you need to get there?
- What will you need to stop doing/keep doing/start doing?
- Who needs to step aside, be rewarded, or come aboard?

Please share your
comments and/or
questions in the
chat.



PennState

THANK YOU

Please share your feedback with us!

<https://tinyurl.com/CHEC22SessionEval>

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