



CHEC

COACHING IN
HIGHER EDUCATION
CONSORTIUM

A COLLABORATIVE
ACADEMIC COACHING
INITIATIVE

2024

**Virtual Annual
Conference Agenda**

Friday, August 2nd

HigherEdCoaching.org

2024 Agenda

Central Time

Zone



- **9:00AM–9:30AM** **Check in with the CHEC Executive Board Leaders**
- **9:45 AM–10:45AM** **Keynote Speaker: Chan Hellman**
- **11:00AM – 12:00 PM** **Concurrent Session Block 1**

Session 1A: “Coach”, What do you want for your students? Are you creating a space for a genuine and productive student connection?”

Key words: First Student Meeting, Coach Presence, Reflective Tools & Activities

Coaching Level: All

Institution: Kent State University

Presenter: Pamela Jones

Description: Attendees will explore the structure of your student meetings and the essential holistic elements important to include for establishing a genuine student connection. A holistic approach increases your knowledge about your students and allows students to increase their self-awareness, being the foundation to support transforming and moving your students in a direction towards intentional and confident mindfulness, decision-making, and achievement. A holistic approach includes knowledge about qualities, values, and aspirations students embody, for students to then embrace how they are “wired.”

Session 1B: “Schedule for Success – First Year Student Success.”

Key words: First-Year Students, Student Success Program, Academic Coaching

Coaching Level: All

Institution: University of Arizona

Presenters: Alex Kimura and Carly Winetrobe

Description: Attendees will learn about Schedule for Success, a first-year success program that includes holistic academic coaching, in partnership with THINK TANK (academic support center) and the math department at the University of Arizona. This program is for incoming first-year students who place into pre-college level math based on their majors math requirement and placement score. This presentation will focus on our academic coaching philosophies, meeting structure, and related components within the Schedule for Success program.

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• 11:00AM – 12:00 PM

Concurrent Session Block 1 Continued

Session 1C: “A Solution for Student Success; Quantitative Exchange of Best practices Between Student Affairs and Academics through Online Success Coaching.”

Key words: Staff Accountability Metrics, Data Collection, Collaboration and Expansion

Coaching Level: All

Institution: Salt Lake Community College

Presenters: Seini Pahulu, Magen Despain, Megan Brandley, Megan Brandley

Description: Attendees will learn about the creation and evolution of the Online Success Coaching (OSC) at SLCC. We will explore how OSC uses online coaching to increase student engagement, persistence, and retention utilizing communication, collaboration, and accountability measures. We will highlight our partnership with Academic Affairs and the significance this has brought to our coaching. We will also examine the accountability measures we use with coaching staff to maintain consistent outreach with a fully remote team.

Session 1D “Coaching Your Coaches – Holistic Support and Empowerment of Coaching Professionals.”

Key words: Supervision, leadership, mentorship, onboarding, feedback

Coaching Level: Intermediate and Expert

Institution: CU Boulder

Presenter: Alana Davis-Delaria

Description: Growing a coaching program in higher education is an exciting endeavor and often means supervising one or more professionals who will help your program thrive. When you find yourself supervising coaches instead of or in addition to coaching students, what can you rely on to ensure your coaches receive onboarding, training, support, and feedback to establish and grow their confidence, empowering them to be the best coaches they can be? From inclusive hiring practices to training and feedback opportunities outside of everyday supervision, this session will help you think about and plan for the intentional support of coaches in your growing program!

Session 1E: Live Coaching Demonstration

• 12:00PM – 1:00 PM

Wellness Lunch Break

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• 1:00PM–2:00 PM

Concurrent Session Block 2

Session 2A: “Neurodiversity in the College Coaching Setting.”

Key words: Neurodiversity, Strength-Based, Coaching, Life-Hacks, Universal Design

Coaching Level: Beginner and Intermediate

Institution: University of Arizona

Presenters: Nora Caragan, and Lexi Barr

Description: This will be a lighthearted presentation all about Neurodiversity in the College Setting. This session is geared toward coaches supporting neurodiverse students. We will be talking about what Neurodiversity is, the strengths associated with neurodiversity and how those strengths are a superpower. We will also touch on the challenges people with neurodiversity may face, and strategies to overcome those challenges. We will share "Neuro-spicy" life hacks and resources that can help neurodiverse students or staff! This talk will also include an introduction to Universal Design in the coaching space, and on-campus resources to look out for that may support your neurodiverse population.

Session 2B: “Capturing Data without losing the Person.”

Key words: Assessment Impact Quantitative Person-Centered

Coaching Level: Intermediate

Institution: Haverford College

Presenters: Brian Cuzzolina and Gabe Angrand

Description: In line with our institution’s push towards more data-informed practice, Haverford College’s Office of Academic Resources (OAR) has improved our tracking and analysis of qualitative data with an eye towards ensuring equity. Using a simple framework, we will present our office as a case study in using nominal and ordinal scales to generate more robust quantitative measures of impact, while retaining the individual stories of our students. Through a series of prompts, participants will begin building their own nominal and ordinal scales for measuring impact, recognize the value of both individual and aggregate data, and identify where they may be in the 5 stages of transitioning to systems-level, data-informed practice.

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• 1:00PM–2:00 PM

Concurrent Session Block 2 Continued

Session 2C: “Strengths–Based Coaching for College Populations.”

Key words: Strengths–Based, Coaching Frameworks

Coaching Level: All

Institution: Johns Hopkins University

Presenter: Jessica Harrington

Description: Higher education often engages a deficit–based approach to support students in matriculating through their programs. As a result, students tend to carry a strong awareness of their weaknesses. While it's important to focus on skills development and deficits, it's imperative for students to also encounter strengths–based frameworks to aid in student development and growth. A strengths–based framework does not deny what is missing but brings into awareness the language to describe what a person already does well. Thus, with coaching support, a student may be able to apply their strengths to growth areas. This session will discuss what strengths are and provide a practical strengths–based framework coaches can utilize. The speaker will also share briefly about how she has woven coaching into the undergraduate and graduate student experience at her institution.

Session 2D: “Coaching Students through the Academic Suspension Process.”

Key words: Strengths–Based, Coaching Frameworks

Coaching Level: Beginner and Intermediate

Institution: Johns Hopkins University

Presenter: Sloane Hanley

Description: This session focuses on coaching students throughout academic probation and during the academic suspension process after the end of the semester. As a specialized Advisor working with academically suspended students, best practices and real student examples will be shared. Audience members will collaboratively create strong questions to ask students facing the academic suspension process. Participants will leave with a repository of questions to use when working with students facing the academic suspension process at your home institution.

Session 2E: Live Coaching Demonstration



• 2:15PM–3:15PM

Concurrent Session Block 3

Session 3A: “Coaching for Professional Skills & Employment: How Students Can Beat the Odds to Get an ROI on their College Experience.”

Key words: Coaching Skills, Student Success, Professional Development, Resilience

Coaching Level: All

Institution: Lifebound and Western Governors University

Presenters: Kate Mulder, Shannon Stone, and Vu Tran

Description: In today's ever-changing job market, recent college graduates confront the persistent issue of underemployment even a decade after graduation. Underemployment also affects the financial sustainability of institutions, their endowments, and enrollments. LifeBound's panel titled "Coaching for Professional Skills, Employment, and Life Success: How Students Can Beat the Odds to Get an ROI on their College Experience" will feature esteemed business leaders from aerospace, finance, and entrepreneurship who are also trained coaches. These leaders will share firsthand why they value coaching in their companies and which coaching strategies and outcomes are imperative for students to gain high-earning and promotional pathway jobs. This unique panel bridges the gap between academic coaches, the business world, and employment, providing invaluable insights into how coaching can prepare students for successful professional journeys.

Session 3B: “The SAGES Academic Coaching Program for Students with Disabilities: An Action Research Pilot Study.”

Key words: Student-coach relationship, goal-setting, sense of belonging, self-determination, research

Coaching Level: All

Institution: Kent State University

Presenter: Kathy Zarges

Description: Students with disabilities comprise nearly 20% of the post-secondary student population. However, their persistence, retention, and graduation rates are lower than their peers without disabilities. In Fall 2023, one office implemented an academic coaching program for first-year students who identify as having a disability and conducted a research study about the student-coach relationship and goal setting experienced by students and coaches. Through the qualitative study of 5 student and 3 coach participants, the researcher identified four strategies coaches used to develop the student-coach relationship and four steps used by students and coaches in the goal-setting process. This presentation will provide an overview of the study including methodology, findings, and implications.

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• 2:15PM–3:15 PM

Concurrent Session Block 3 Continued

Session 3C: “Two Decades of Progress: The Growth of an Academic Coaching Program & Evaluation Methods.”

Key words: Academic coaching, evaluation methods, growing your coaching program

Coaching Level: All

Institution: Rutgers University

Presenter: Lucille Leung

Description: Academic Coaching began over 20 years ago at the Learning Centers at Rutgers University, the State University of New Jersey, and was among some of the first institutions of higher education to implement. Learn how the program has grown and progressed over time in both its programming and evaluation methods. Participants in this session will also share about academic coaching at their own institutions and interactively brainstorm and outline a plan for growing their own programs.

Session 3D: “Can You Hear Me Now? Good”: The Importance of Active Listening in Coaching Spaces.”

Key words: Empathy, listening, internal bias, reflection

Coaching Level: Beginner and Intermediate

Institution: Palm Beach State College

Presenter: Emily Sardinha

Description: Join us for an engaging session where we delve into the transformative power of active listening. Imagine this scenario: a student walks into your session visibly distressed after failing a test. While your mind races with solutions like offering extra tutoring or checking the withdrawal deadline, do you pause to hear what they're truly saying? Active listening is more than just hearing words; it's about understanding the underlying message and emotions. In our session, we'll explore the art of active listening and how it can revolutionize your coaching approach. Discover practical strategies to incorporate active listening into every interaction, fostering deeper connections and achieving better outcomes.

Session 3E: Live Coaching Demonstration

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• 3:30PM–4:30PM

Concurrent Session Block 4

Session 4A: “Technology, Purpose and Accountability: A round table conversation on coaching notes.”

Key words: Note taking, technology, purpose and accountability

Coaching Level: All

Institutions: University of Massachusetts Amherst, Lynn University, and Milwaukee Area Technical College

Presenters: Wilma Crespo, Melissa Knight, and Pamela Schoessling

Description: Documenting interactions with students provides coaches and other campus offices valuable information. Challenges or confusion arise when considering what is needed for "appropriate" notes, such as how much to document, who has access, and where to enter them. Coaches may wrestle with questions like, Am I breaking student confidentiality? Does it follow professional expectations, laws and/or codes of ethics? Join us in an engaging conversation around note taking practices and guidelines. Explore what is important for coaches to record after a coaching session to support future interactions, along with important information for coordinating care and being accountable to stakeholders. We will cover the purpose of note taking, the use of technology, and the various sources influencing note taking parameters, styles, and methods.

Session 4B: “Delaying adulthood: resistance to coaching about career choices amongst UG students.”

Key words: Career, student, resistance

Coaching Level: Intermediate

Institution: Sheffield University Management School

Presenter: Sarah Brooks

Description: This session will facilitate a discussion about the role of resistance to coaching amongst a group of first-year undergraduate students considering their career options. Participants will be introduced to a bespoke coaching model designed to encourage critical thinking about career choices within a UK university. The model underpins a full-year module which is mandatory for all UG1 students. The module comprises lectures, small-group tutorials, large-group events and 1-2-1 opportunities to inspire and motivate students to think about their career from their first day at University. The learning from the module will be presented during the presentation. There is clear evidence that student learning is taking place. However, there may also be evidence that students are resistant to the coaching approach used in this module.

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• 3:30PM–4:30 PM

Concurrent Session Block 4 Continued

Session 4C: “What Makes Coaching Work? Towards a Student –Informed Model of Effective Coaching.”

Key words: Effective, Model, Student

Coaching Level: All

Institution: Texas Tech University

Presenter: Joshua Sills

Description: Coaching in higher education reflects industry best practices, accumulated research in psychology, and student development theories. A need exists, however, to gain insights into the practices that contribute to a successful coaching relationship from the perspectives of the student coachees themselves. Semi-structured interviews were conducted on five students who had participated in a coaching program at a major tertiary school in the southwest United States, which contributed to constructing a preliminary model for effective coaching from the students' perspectives. Results indicated two key themes; that helped create a preliminary model for effective coaching was created from these findings.

Session 4D: “Can Peer Coaching be a Super-Power? A Roundtable Conversation.”

Key words: Peer coaching

Coaching Level: All

Institution: Central Connecticut State University

Presenter: Reginald Simmons

Description: Have you ever thought about starting a peer coaching program? Or perhaps you have a peer coaching program but are interested in a discussion about what has and has not worked? The facilitator will share experience from 10 years of implementing a peer coaching program that has been recently deemed a Promising Practice by the American Association of State Colleges and Universities (AASCU). The peer-coached students have higher rates of persistence and academic success than a matched comparison group of non-coached students. The facilitator will introduce the program and then facilitate a Q&A with and among the participants about key elements of successful peer-coaching.

Session 4E: Live Coaching Demonstration

• 4:30PM–5:30 PM

Come and Go CHEC Mix Breakout

Members from the CHEC Executive Board will host breakout rooms for conference attendees to discuss a variety of topics, which will allow personal coaching connections, resource sharing, key takeaways, and much more.