

BRONX COMMUNITY COLLEGE
COLLEGE DISCOVERY PROGRAM

**ACADEMIC
COACHING**

*LEIDY PICHARDO, ACADEMIC SUPPORT MANAGER
NATHAN AIKEN, ACADEMIC COUNSELOR & COACH*

COACHING ACTIVITY

John

John is currently on academic probation. He has a strong desire to do well, but continues to miss class, assignment deadlines, and even forgot about one of his quizzes. Although he often misses coaching sessions, he is in attendance today.

How will you assist John?

Michelle

Michelle has expressed concern over her grades due to personal issues. Her father had to leave his job to care for his sister who is sick, and the family is currently facing eviction. Michelle knows that she should speak with her professors, but doesn't want to bother them with her problems.

How will you assist Michelle?

ON THE AGENDA

- Why CD Academic Coaching?
- What is CD Academic Coaching?
- Journey (2017-Current)
- Assessment approach
- Results
- Future of the program

CLOSING THE GAP

TUTORING
SUPPORT

CD
ACADEMIC
COACHING

ACADEMIC
COUNSELING



WHAT IS CD ACADEMIC COACHING?

CD Academic Coaching provides individualized assistance to students to improve study skills and learn lifelong strategies to effectively overcome academic, personal, and professional obstacles.

WHY CD ACADEMIC COACHING?

Research shows that one-on-one help is the single most effective way to improve grades. CD Academic Coaching is unique because it provides a chance for students to work specifically on the study skills that they choose and those which will assist their academic, professional, and personal growth.

GOALS OF CD ACADEMIC COACHING

Students who are struggling or are on academic probation will graduate from BCC.

1.1 To continuously improve with the use of analysis and evidence.

Skills from academic, professional, and personal areas will be assessed and improved.

2.3 To support structures that address holistic needs and well-being.

Students will build a relationship with their coach,
and develop and enhance communication skills.

4.3 To promote personal development.

PILOT: FALL 2017 APPROACH

Recruitment

- Referrals
 - Academic Counselors
 - Tutors
- Academic Probation
- II Students

Intake Interview

- Academic Support Manager
 - Emphasized value
 - Discussed length/duration

Sessions

- Seven total
- Weekly
- One-on-one
- 45 minutes

PILOT: FALL 2017 SESSIONS

First Session

- Expectations
- Develop collaborative relationship
- Identify goals
- *Example of Michelle's Scenario*

General Sessions

- Generate self-awareness of student's current skill proficiency in goal area
- Co-create realistic plan to increase skillset
- Assign homework task
- Review previous tasks
- Modify approach

Final Session

- Emotional processing
- Reflection
- Assessment

PILOT: FALL 2017 RESULTS

Quantitative Measures

- Significant relationship between sessions and GPA
- 5+ sessions led to avg GPA increase of 0.63
- 1-3 sessions resulted in avg GPA decrease of -0.41

Qualitative Measure

- Broad range of responses
- Each included growth in at least one target area

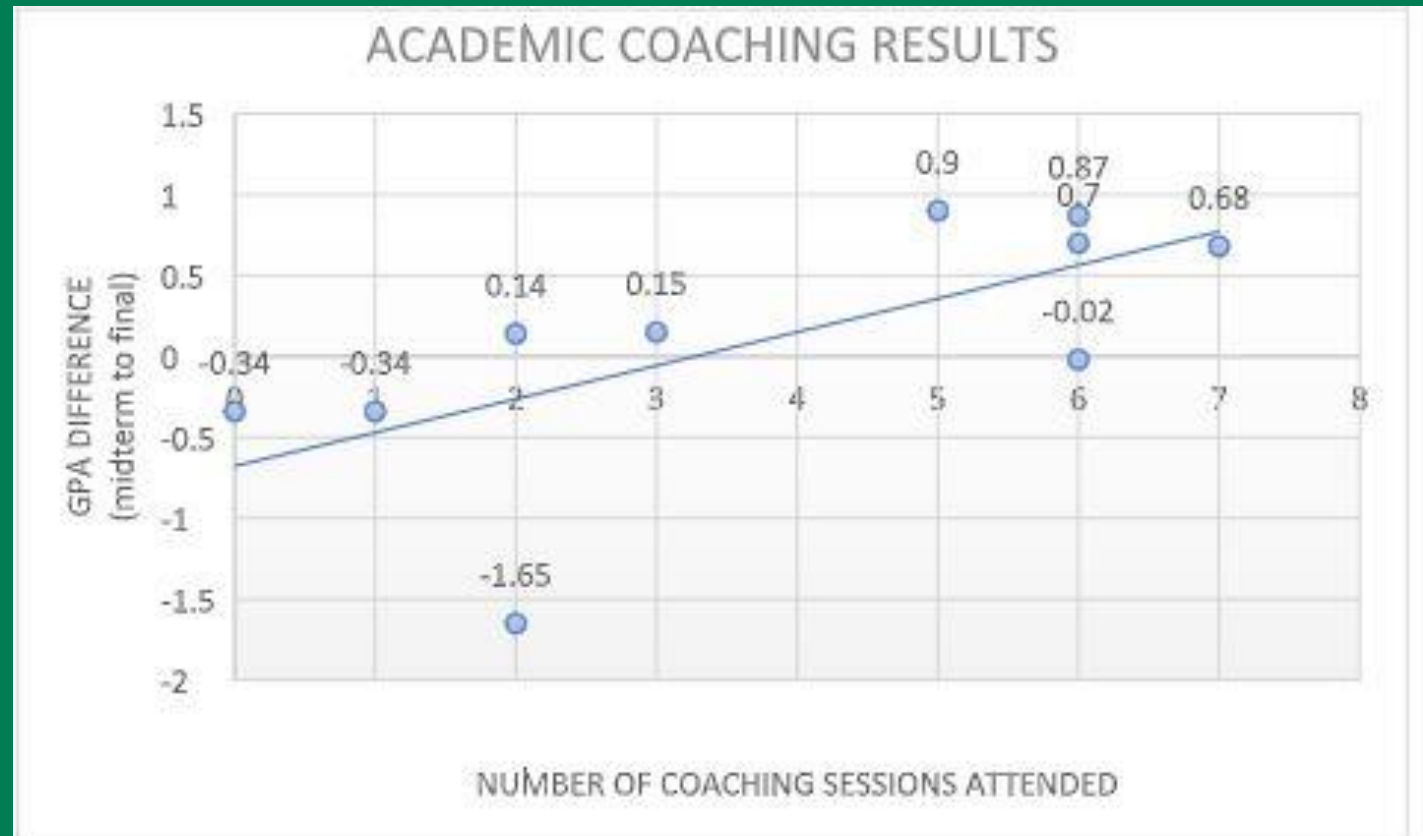


Figure 1

MODIFICATIONS



DIRECT	INDIRECT
<p><u>Quantitative</u></p> <ul style="list-style-type: none">- Progress record to track number of skills gained- GPA change	<p><u>Quantitative</u></p> <ul style="list-style-type: none">- Intake interview (goals set)- Program completion interview (goals achieved)- Confidence assessment- Attendance
<p><u>Qualitative</u></p> <ul style="list-style-type: none">- Student observation / practice- Homework- Interviews (flag for other concerns)	<p><u>Qualitative</u></p> <ul style="list-style-type: none">- Self-reflection- Student feedback forms

MODIFICATIONS (CONT.)

College Discovery - Bronx Community College



CD Academic Coaching Manual

Spring 2018

Nathan Aiken, CD Academic Coach
M.A., Mental Health Counseling
College Discovery



College Discovery, Loew Hall 410, 2155 University Avenue, Bronx, NY 10453

Training Program

- Two coaches (male/female)
- Two days
- Expand reach of program to additional students

CD Academic Coach Training Program

Learning Outcomes

- AC will learn the goals and the need for CD Academic Coaching
- AC will understand the value of CD Academic Coaching based on current research
- AC will become explicitly aware of their own motivation and unique vision for CD Academic Coaching
- AC will know the similarities and differences between tutoring and academic coaching
- AC will learn the services offered through CD Academic Coaching
- AC will understand the role and best practices of the CD Academic Coach
- AC will have general knowledge of the theoretical background of CD Academic Coaching
- AC will be able to apply practical skills based on underlying theories of CD Academic Coaching
- AC will learn how to guide student sessions from start to completion of program
- AC will be able to collaboratively set student goals and measure progress through assessment tools
- AC will be able to plan, market, and facilitate engaging workshops
- AC will understand how to utilize available resources, forms, and record-keeping procedures
- AC will understand how their individual progress is measured

SPRING 2018

Results

- 5-7 sessions led to avg GPA increase of 0.42
- < 5 sessions resulted in an avg increase of 0.09
- 9 Students

Confidence

- Results varied broadly
- Increase of 100% of participants
 - AVG = 27.25

Long-term

- Fall 2017 participants' GPA remained the same or slightly decreased
- Likely explanation is need for ongoing support following exit of the program as students move on to the following semester (*check in*)

FUTURE OF CD ACADEMIC COACHING

Follow-up sessions to provide ongoing support

Six 30-minute sessions to increase attendance and focus

Develop curriculum for consistency and assessment purposes:

Example: “GPA impact on financial aid,” “How to Manage Stress for Tests”

STUDENT TESTIMONIAL

Academic Support Testimonial: Student Yeuri Crisostomo

“These coaching sessions were very helpful for me from the beginning to the end. Through the semester it helped me to work on my time management problem. In every session I could see in which areas as student I was lacking and I could release stress that I had. Thank you so much for these activities.”

QUESTIONS

January CD Academic Coach Training

Leidy.Pichardo@bcc.cuny.edu ext. 5914

Nathan.Aiken@bcc.cuny.edu ext. 3190