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LEARNING LOG

Utilizing Americorps College Completion Coaches in Student Success Work

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Utilizing Americorps College Completion Coaches in Student Success Work

SOLUTION

Redesigned Planning Advising and Student Services

CAPACITIES

Leadership & Culture; Institutional Research

Owner

[Stephanie Sutton \(/education/s/profile/0053600000461zTAAQ\)](/education/s/profile/0053600000461zTAAQ)

Record Type

Monthly-Current 2017



INSTITUTION

Lorain County Community College

REFLECTION

SITE INITIATIVE

The College Completion Coach program is an integral part of LCCC student success efforts. This program compliments our Specialty Career and Academic Advising teams. As recent college graduates, the College Completion Coaches provide a near-to-peer, go to person for students within their assigned classrooms. The Coaches primary responsibility is to connect students to the necessary resources to ensure their success. The course embedded model is hands-on, intrusive and supportive. Data supports that this “course embedded” coaching model positively impacts student retention and success.

PROGRESS TOWARD STUDENT SUCCESS

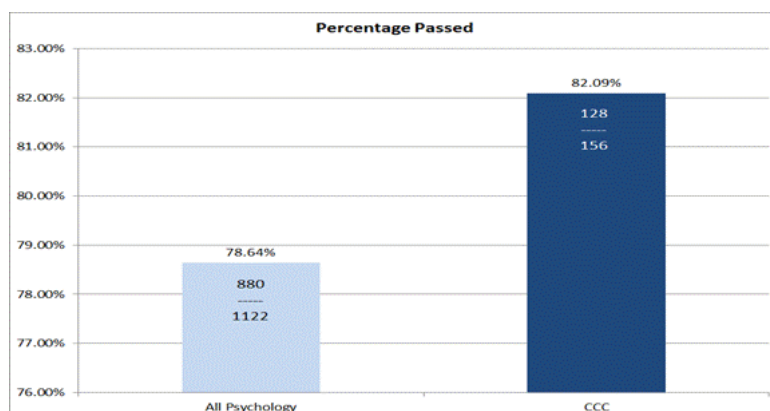
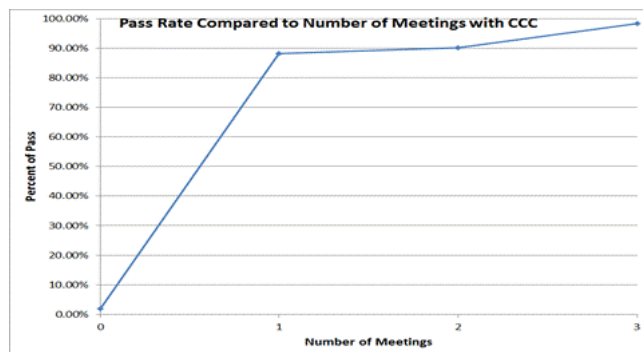
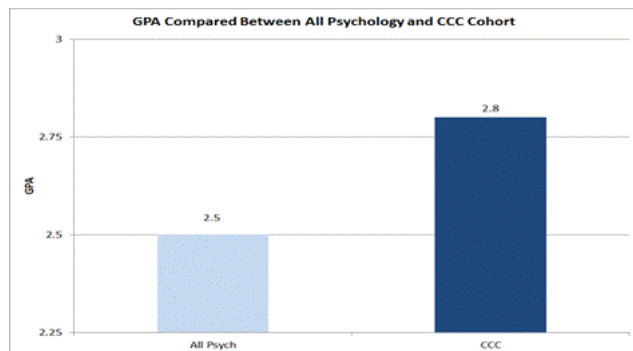
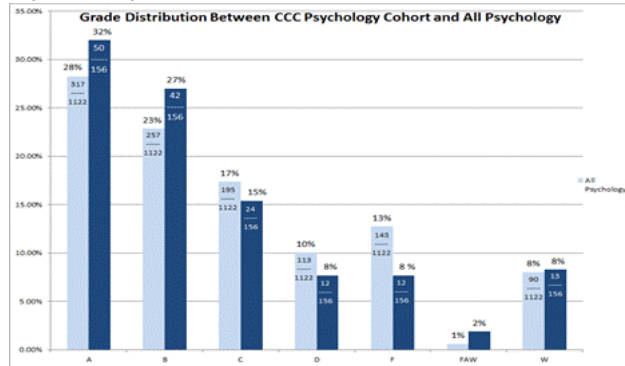
Here is how the model works: Coaches are paired up with volunteer faculty teaching First Year Experience, developmental education or Gateway classes. The coaches meet with their assigned faculty before the semester to determine how they will work together. There are several core elements of the course embedded module. Faculty is strongly encouraged to require each student to meet with their coach three times during the semester. The Coaching sessions are included in the syllabus as an assignment or extra credit. The preferred and most impactful is to make it an assignment with point values towards the student's overall grade. By being in the classes on a regular basis, the student becomes familiar with the coaches and the coaches are seen as more accessible and friendly. The coaches also support the faculty by offering workshops and reinforcing course requirements and assignments.

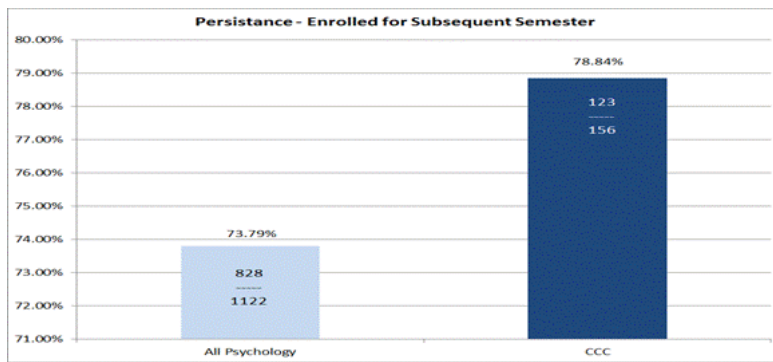
1. Pre- Meetings with faculty - By meeting with faculty before the semester starts, coaches build working relationship and clarify expectations, set goals, review the program objectives and address any concerns up front.
2. Completion Coaches being embedded in the curriculum - The extent of this is discussed during our Pre-meetings with faculty. As mentioned before OACC requires a minimum of three coaching contacts.
3. The use of our coaching forms – These forms allow the coaches to gain insight into students' lives and thoughts before our first meetings with them. It helps identify resources that might be useful prior to the students first coaching session.
4. Being in Class - With Coaches attending as many classes as possible, and participating in class, they are viewed more as a part of the class, and less of an authoritative figure.
5. Open Door Policy – Coaches invite students to schedule more than just their required meetings.
6. Workshops such as: Coaches are required to conduct several out of class workshops. Here are some examples of workshops that have been delivered: “Associate to Bachelor's”, “Testing Anxiety”, “Study Skills”, “Time Management”.

7. Signing up for classes for next semester - By inquiring about intentions for next semester, the coaches can open the door to any questions, setbacks, or dilemmas a student may have about enrollment. Additionally, they sign students up for meetings with their advisors and communicate areas where the student may need extra help. Because the coaches developed a relationship with the student and the advisors they work collaboratively to resolve on-going issues.

IMPACT

We have been involved with the OACC coaching program for four years. The data has been somewhat elusive. Comparison groups have been a challenge. However, this past semester we had coaches embedded in several gateway courses and were able to compare the results of these students to the general student population in similar gateway courses. The data from this past semester demonstrates that this model has a positive impact on improved GPA's and retention.





INTERNAL/EXTERNAL RESOURCES❶

Making sure the coaches are aligned with the Specialty Advising Teams, Career Services, and other supportive services for the under resourced students is key. Internal partners are anyone working with Emergency Aid, providing Academic and Career Advising/Counseling, Financial Aid, Accessibility Services for students with disabilities, Veterans Services, Supports to our under-resourced students, and tutoring. In addition to the Student Support Services, Faculty Champions are critical for the success of this program.

External partners include: the Ohio Association of Community Colleges, area non-profits (for day of service requirements), and any entities necessary to support the professional development of the AmeriCorps College Completion Coaches.

NEXT CRITICAL STEPS❶

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OPPORTUNITIES/CHALLENGES❶

Just the influence of one extra person in a student's everyday life, can change a student's entire college career. The importance of a completion coach in the classroom is the relationship between the student and the coach. Near-to-peer Coaches are easier to identify with because they are more approachable and accessible. Through the one-on-one session and being in the classroom weekly, the coaches make better connections with students and gain more insight into their classroom issues and fears, and how to address them to reduce their impact on future success.

Opportunities and challenges include:

- Scheduling meetings - some students have complicated schedules and actually getting students to attend scheduled meetings is often a challenge. Student often don't see the initial value but we find that once they meet with their coach they often find it helpful and sometimes meet with the coach more than three times.
- Coaches are not advisors so we need to strengthen the "hand-off" to the advisor at the close of the semester.
- Recruiting more Faculty to open up their classrooms to Coaches.

QUESTIONS/REQUESTS❶

Written by:

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STATUS

Final

Completion Date❶

5/31/2017

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