Ready for Takeoff: Launching Coaching Models to Support Student Success

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AGENDA

• Introduction to Student Coaching
• Launching a Coaching Model
• Lessons Learned
INTRODUCTION TO STUDENT COACHING
Coaching is different than most student interactions on a campus:

- Based on relationships (vs transactions)
- Focused on goals (both setting and meeting)
- Driven by strategic follow-up interactions
- Supports students from a variety of angles – academic, professional, career, skill-based, life-balance
- Utilizes a wide range of skills
Coaching is an ongoing, trust-filled relationship, through which coaches help their students to:

- Discover their own individual definition of success
- Plan and strategize ways to achieve that success
- Reflect on the learning and academic processes and how these link to future endeavors
- Develop, over time, the personal skills and self-efficacy needed to reach their academic, educational, and professional goals
ADVISING AND COACHING

"Research demonstrates that coaching complements traditional support services such as mentoring, tutoring, advising, and counseling; coaches often serve as the link between the academic and student affairs sides of campus…"

Advising
The WHAT
Focused on helping students understand the requirements needed to successfully progress and complete their academic major, and to navigate academic-related University policies and procedures.

- Student has specific academic need(s).
- Advisor ensures the student has a plan for meeting those academic needs.
- Plans are co-created to establish academic paths, and uses developmental or directed advising approaches to ensure students stay on track to graduation.
- Examples: degree planning, resources for academic support, co-curricular or other educational opportunities, major progression, major-career alignment.

Coaching
The HOW
Focused on helping students discover their individual definition of success, and then to develop the skills and resources needed to reach their academic, educational, and/or professional goals.

- Student has individual goals.
- Coach ensures the student builds the skills necessary for reaching those goals.
- Strategies are co-created to determine what individual success looks like, and uses an ongoing coaching approach to help students reach their goals over time.
- Examples: Cultural knowledge, success strategies, grit, growth-mindset, overcoming obstacles, balance, time management, study skills.

Cavanaugh & Summer, 2021 – Launching Success Coaching Models
## PUTTING THEORIES INTO PRACTICE

<table>
<thead>
<tr>
<th>Theory</th>
<th>Description</th>
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<tbody>
<tr>
<td>Maslow’s Hierarchy of Needs</td>
<td>Human motivation is based on people seeking fulfillment and change through personal growth.</td>
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<td>Chickering’s Identity Development</td>
<td>Movement and growth must be self-perceived; the student must acknowledge his/her own growth.</td>
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<td>Astin’s Theory of Involvement</td>
<td>Involvement is an important factor of the student journey.</td>
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<td>Schlossberg’s Marginality &amp; Mattering</td>
<td>Students conceptualize feeling valued or marginalized during their college experience especially during times of transition or change.</td>
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<td>Appreciative Inquiry</td>
<td>Questions and inquiry focuses attention; help to identify what is working and what is strong/positive; posits people and relationships are at the heart of change.</td>
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<td>Transtheoretical Model of Change</td>
<td>People experience change as a process of: Precontemplation, Contemplation, Preparation, Action, Maintenance, Termination/Recycling.</td>
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<td>Self-Determination Theory</td>
<td>Humans have positive tendencies toward growth and development that are enhanced by an environment that supports the ‘innate psychological needs’ of: autonomy/choice, competencies, and relatedness.</td>
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<td>Positive Psychology</td>
<td>Positive psychology focuses on the positive events and influences in life, including experiences, traits, and institutions; focus on what works.</td>
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Additional Practices and Suggestions:
- Accentuate strengths and talents
- Active listen
- Affirmations
- Creativity
- Brainstorm
- Celebrate wins/successes
- Challenge
- Make Connections
- Cultivate mattering
- Develop success strategies
- Develop trust
- Empathy
- Encourage choice
- Encourage engagements
- Focus on gratitude
- Focus on strengths & potential
- Inquire
- Identify intrinsic rewards
- Have Meaningful interactions
- Model behaviors
- Motivate
- Normalize experiences
- Offer suggestions for in/out of class experiences
- Use open-ended questionings
- Plan & reflect
- Positively worded expectations
- Powerful questions
- Structure not control
- Reflections
- Reframe negatives into positives
- Reinforce accountability
- Resources and support
- Share stories
- Sort barriers
- Tap into the strengths
- Vision “best of” scenarios
OUTCOMES OF COACHING

Early, though limited, research indicates that coaching may increase students’

• Engagement
• Learning
• Well-being
• Sense of Belonging
• Metacognition

• Progression
• Retention
• Graduation
• Satisfaction
• Overall success
LAUNCHING TWO COACHING MODELS
WHY COACHING AT UCF?

• To meet students where they are
• To move from transactions to relationships
• To enhance the student experience
• To elevate student success
START UP MODEL VS TRANSFORMATION MODEL

Startup

Transform

Incremental  Disruptive
START UP MODEL VS TRANSFORMATION MODEL

Understand the Environment

- Influencing Factors
  - Strategic Plans
  - Enrollment Management
  - Performance Based-Funding
  - Growth of Online Learning

- Situational Factors
  - Advising Community
  - Information Technology
  - Systems and Processes
  - Paradigms and Cultures

Understand the Structure

- Culture
  - Roles/Behaviors
  - Symbols
  - Systems
  - Stories

- Strategy
  - Partnerships Across Campus
  - Ecosystems
  - Systems Alignments & Integration
  - Reformulating Processes
START UP MODEL VS TRANSFORMATION MODEL

**Start Up**

**UCF Online**
- Hired for the Positions
  - Introduced New Model
  - Trained Using Outside Expertise
  - Built Internal Capacity
  - New and/or Modified Technologies
  - New and/or Modified Processes
  - Developed Communication Plans
  - Created Various Trainings/Materials
  - Established Support Mechanisms
  - Planned for Scalability

**Transform**

**UCF Connect Centers**
- Converted Current Positions
  - Instituted Change Management
  - Assessed Current Understandings
  - Scanned for Resistance
  - Added to the Technologies
  - Added to the Modified Processes
  - Developed Communication Plans
  - Created Various Trainings/Materials
  - Established Support Mechanisms
  - Planned for Scalability
• UCF Online when compared to fully online learners without a coach:
  • Higher rates of course success (89.7% vs 86.0%)
  • Higher rates of persistence (78.52% vs 65.13%)
  • Higher rates of retention (79.6% vs 70.3%)
• 6 weeks prior to Fall 2021, UCF Online coaches helped to increase returning student enrollments for online undergraduates (-1.63% to 5.81%) and for graduates (3.05% to 15.47%).
OUTCOMES / RESULTS

• UCF Connect Coaches who conducted outreaches during the summer 2021 terms to prospective students:
  • Achieved an impressive 77% contact rate, and an even more impressive rate of 87% for follow up appointments scheduled.
• UCF Connect Coaches helped to increase the retention rates of DirectConnect transfer students, improving from 80.9% to 84.2% between academic years 2018-2019 and 2019-2020.
• Both the UCF Online and UCF Connect coaching teams maintain an exceedingly high level of qualitative satisfaction from students:
  • 94% and 97%, respectively, of students “strongly agreeing” or “agreeing” that, based on the (coaching) experience had today, I understand my next steps and the actions I need to take
  • 91% and 92%, respectively, of students indicating “excellent” to the statement that questions were answered, and information received was useful.
LESSONS LEARNED

• Find leaders and/or be a leader who champions from the top
• Get everyone to the table
• Use experts/expertise
• Invite students
• Think outside of the box
• Be nimble and flexible
• Be patient
IMPACTS MADE

• Restructured the student funnel and the student journey
• Transformed positions and business operations
• Implemented new systems and system alignment: CRM/Salesforce, Phones, Technologies
• Changed the culture at UCF, and positioned coaching as an additional layer of student support
• Lasting impact for students, and for coaches
THANK YOU

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Sources Consulted:


