



Success Coaches

A cadre of faculty and staff who facilitate group advising sessions and individual coaching of BCC students to support student success.

Students Want More Meaningful Interaction & Better Advising

- o The Brevard Community College (BCC) spring 2011 student survey findings overwhelmingly reference frustration and dissatisfaction with advising at BCC.
- o More opportunities to interact with faculty and accurate advising across the college are also noted areas for improvement.
- o BCC student responses to the spring 2011 survey align with the 2012 results of the *Community College Survey of Student Engagement (CCSSE)*.

Sample of Student Comments

- o *“There should be more advising hours for teachers”*
- o *“More helpful teachers. Accommodating guidance counselors.”*
- o *“Hire teachers that are willing to help students.”*
- o *“Have teachers try to help those that know that need more help.”*
- o *“Better communication between the departments and the advisors.”*
- o *“Be consistent at answering questions. When I go to Student Services I hear one thing and when I go somewhere else they tell me something different. How am I to know which is correct?”*
- o *“I have return to school after twenty plus years. It [is] possible to have an Advisor or someone in the appropriate field hold a symposium or a pep talk for lack of a better word, on going forward in the career one choses or possible changing direction before one becomes overwhelmed or discouraged.”*
- o *“Have a team of people/students who can mentor, or help with questions that you have. Basically like an advisor, but one that is available without an appointment.”*

What the Research Says

- o Current research points to **mentoring as a means of promoting student success** (Barnett; 2011; Chang, 2005; Coles, 2011; Crisp, 2010; Crisp and Cruz, 2009; McArthur, 2005).

- o In Crisp's 2010 study of the impact of mentoring on the success of community college students, mentoring was validated as an integral part of the theoretical framework on student persistence. She found **mentoring support**, regardless of who provided it, to have a **direct positive impact on**
 1. Students' ability to integrate both academically and socially at their institution,
 2. Students' commitment to the institution,
 3. Personal commitment to earning a college degree; and
 4. It *indirectly* influenced the students' intentions to persist in college, as mediated through goal commitment

What the Research Says

- o Research conducted by Campbell and Campbell in 1997, deemed one of the most methodologically rigorous quantitative mentoring studies to date, shows that **after one year of mentoring by faculty, students with mentors have higher GPAs and are more likely to stay in college compared to academically similar students who do not have mentors** (Coles, 2011; Crisp and Cruz, 2009; McArthur, 2005).
- o **Inadequate academic advising** was found to be the **strongest negative factor in student retention**, while a **caring attitude of faculty and staff and high quality advising is the strongest positive factor** (King, 1993; McArthur, 2005).

Success Coaches Component of CORE Scholars

- o Establish a cadre of **faculty and staff** who facilitate group advising sessions and individual coaching of BCC students to support student success.
- o Pair the Success Coach concept with a course, preferably linking it with the MAI (Major Area of Interest) component.
 - o Faculty on record, along with one staff member, will serve as Success Coaches to the registered students (up to 24).
 - o Using the 2932 (special topics; 1-3 credits) course which can be repeated several times would allow for:
 1. The student to get credit for the course,
 2. The faculty to be committed to the initiative, and
 3. Support an ongoing working relationship between Success Coaches and students (1-2 years).
 - o Other option is the SLS 1301 Career Exploration course
- o **Semester 1-2:** matched with BCC faculty and staff
- o **Semester 3-4:** matched with a BCC alumnus who is working in the area of interest for the student.

Student Learning Outcomes (SLO's)

1. Identify the appropriate campus office needed to obtain commonly utilized college services (*i.e. Career Center, Learning Lab, OSD, TRiO, Advising, Registration, Financial Aid, etc.*).
2. Access campus resources needed to support successful progress towards completion of semester.
3. Develop short term and long term college goals and monitor success toward achieving those goals.
4. Declare an academic area of interest.
5. Identify specific career paths and opportunities of interest which correlate to their declared area of interest.
6. Develop a network of professional contacts within student's chosen area(s) of interest.

SLO Sample Strategies & Measures

- o 80% of CORE Scholars matched with a Success Coach will show improvement in Pre and Posttests measuring student's familiarity of the offices on campus and the services offered in each.
- o 80% of CORE Scholars matched with a Success Coach will complete embedded tasks in the Success Coach group and individual advising sessions at the developed or higher level measured by a custom rubric completed by the Success Coach.
 - o Includes registering early or on time, payment before or by due date, on time application for graduation, meeting with advisor to plan academic course plan to include appropriate pairing of courses, pre/co-requisites, dropping or withdrawing from classes when appropriate and by due dates, etc.
- o 70% of CORE Scholars matched with a Success Coach will set and assess progress towards accomplishing short and long term goals with a Success Coach.
 - o Develop a short and long term goal tool for student use with Success Coach.
 - o Consider developing a web-based tool with progress bar, notifications, milestones, and acknowledgement of achievements.
 - o Have a student view and a Success Coach view.
 - o Scheduler for meetings with Success Coaches (face-to-face or virtual options: phone, IM chat, video chat).
- o 70% of CORE Scholars matched with a Success Coach will declare an area of interest with a college advisor during the period they are matched with a Success Coach.
 - o Monitor student's decision or change in area of interest as notated in the Banner Advising screen SPACMNT by an advisor.
 - o Request Stephanie Burnett create a code for CORE Scholars that advisors can use to make notes in their record when a student meets with the advisor to declare.

Success Coaches Component of CORE Scholars

- o The course would be hybrid and offered for 12 or 16 weeks.
- o The flexible course design allows for Success Coaches to reserve face-to-face time with the class for group advising bi-weekly.
- o On alternating weeks Success Coaches conduct individual coaching sessions with students.
- o Discussion boards and web-based activities would supplement the face-to-face class and individual coaching work.

Success Coaches Component of CORE Scholars

- o Faculty pay would be tied to the number of credits for the course.
 - Linking this to promotion and tenure would lure the new faculty eager to get connected to BCC.
- o For the staff Success Coaches they will need to have a reassignment of duties to fully support their role as Success Coach.
 - This may be 5-9 hours weekly designated to provide one-on-one coaching/advising and group coaching/advising.
 - o If this is not feasible, than a stipend of a minimum of \$500 would be warranted for the additional work and time.

Professional Development

Success Coaches will require an orientation and initial training. The four primary areas of professional development:

- o BCC Academic Choices: Options and Resources
 - BCC degree and certificate programs
 - Academic and Student Services
 - Financial Aid basic advising information
 - Career Center services and resources
 - Student Involvement Options by campus
- o Advising Foundations
 - What it Involves and the Relationship between Advising, Persistence & Teaching
 - Types of Conversations
 - o *Informational*: policies, procedures, graduation requirements, important dates & deadlines, and programs of study
 - o *About the student*: core values, aptitudes, interests, strengths, areas for improvement, involvement in extracurricular activities
 - o *About the future*: what they want their future to be, steps they need to take to make it a reality, how they're changing as a result of their education
 - o Critical Thinking
 - o Goal Setting and Life Planning/Mapping
 - o Decision-making
- o Communication
 - Cross-generational
 - Cross-cultural
- o Problem-solving Strategies
 - In academia
 - In the personal realm

Target Students & Promotion

- o First semester at BCC
- o Associate of Arts
- o Bachelor degree students

Consider excluding the following students:

- o Dual enrollment
- o Enrolled in SLS 1101
- o EAP and IEP
- o *Transfer students*

Calling campaign to those students who have earned an F or Incomplete in any of the designated “killer courses” in their first semester at BCC to inform them of the benefits of the matching with a Success Coach.

Promote the Success Coaches option in classes - requires that faculty are informed by College Executives of the importance of allotting 5 minutes of class time for the class visit and promotion.

Program Management & Coordination

Director of Academic Success Initiatives (F/T)

- o Coordinate CORE Scholars Program.
 - Success Coaches Component
 - o Design, develop and facilitate Mentor Training and Development.
 - o Design, develop and facilitate Student Success Clinics.
 - o Coordinate Mentor and Protégé networking events.
 - o Establish an alumni network of mentors by areas of interest.
 - o Establish and sustain partnerships with department chairs, campus directors/coordinators, and SGA.
 - o Maintain web resources for Mentors and up-to-date photos/biographies of faculty/staff mentors.
 - o Maintain data on matches, academic progress and success, unsuccessful matches and their cause for failure, training, success clinics, retention, persistence, and graduation rates.

Estimated Costs of Pilot

	Cost
1 FT Director of Academic Success Initiatives	\$45,000 per year
2-4 Faculty Coaches at Palm Bay campus	\$500 * 4 = \$2000 per semester * 2 = \$4000 or \$1000 * 4 = \$4000 per semester * 2 = \$8000
2-4 Staff Coaches at Palm Bay campus	\$500 * 4 = \$2000 per semester * 2 = \$4000 or \$1000 * 4 = \$4000 per semester * 2 = \$8000
Professional Development	\$3000
Operating Budget	\$4000
Estimated Total	\$60,000 - \$68,000

Linked with a Course

Tuition Revenue \$102 p/credit hr. p/student	1 credit course with 12 students = \$1224 per semester per course
	1 credit course with 24 students = \$2448 per semester per course

Estimated Costs- Program Year 1

	Cost
1 FT Director of Program	\$45,000 per year
2 Coordinators for North and South Campuses	\$35,000 per year * 2 = \$70,000
40 Faculty Coaches (10 at ea. Campus)	\$500 * 40 = \$20,000 per semester * 2 = \$40,000 or \$80,000 (\$1000 p/faculty)
40 Staff Coaches (10 at ea. Campus)	\$500 * 40 = \$20,000 per semester * 2 = \$40,000 or \$80,000 (\$1000 p/staff)
Professional Development	\$30,000
Operating Budget	\$25,000
Estimated Total	\$250,000 – 330,000

Linked with a Course

Tuition Revenue
\$102 p/credit hr. p/student

(\$48,960-97,920 = 1 cr.
Course * 40)

1 credit course with 12 students = \$1224 per semester
per course

1 credit course with 24 students = \$2448 per semester
per course

Conclusion

- o Research consistently shows the **powerful impact mentoring relationships, particularly those with faculty have on the academic success, retention, persistence, and completion of community college students** (Barnett; 2011; Chang, 2005; Coles, 2011; Crisp and Cruz, 2009; McArthur, 2005).
- o **By implementing the Success Coach concept of faculty and staff as a cadre who facilitates the academic success of students through group and individual coaching/advising, BCC will reach the students who are slipping through the cracks and those who yearn for the support.**