

OVERVIEW

Providing academic coaching to students can fill the gap between advising and tutoring. Because coaching allows students to have one-on-one conversations with someone who can help them set academic goals, this model can especially benefit students who are on academic probation or struggling in their classes.

Join us online to explore the theory behind a student-affairs-driven approach to academic coaching. Highlighting the coaching program at the University of South Carolina, our expert instructors will teach you the first steps for building an academic coaching model on your campus.

LEARNING OUTCOME

After participating in this webcast, you will be able to define the components necessary for a successful academic coaching program.

WHO SHOULD ATTEND

This webcast is designed for student affairs leaders and other campus personnel who are interested in improving student achievement and retention through academic coaching.

While coaching for online and adult students will not be the main focus of this session, the faculty will help identify how the appreciative advising model can be applied in these contexts. In addition, tailored suggestions for small campuses or community colleges will be offered as requested.

AGENDA

Disarm

Introduction

Discover: The Coaching Model

This portion of the webcast will outline the “appreciative advising” model and how it fits with the goals of each coaching session. Faculty will highlight the metrics used to measure the success of this program.

Dream: Case Study on the ACE Coaching Model at The University of South Carolina

The three-session outline for coaching will be shared in more detail, along with a bit of history about how the USC model was created and implemented.

Design: First Steps for Your Campus

Using concrete examples from The University of South Carolina, this section will delve further into creating “concrete, incremental, and achievable” goals for the first two to three years of a coaching program life cycle. Presenters will share lessons learned and advice on how to troubleshoot potential challenges.

Deliver

This segment will highlight resources (websites, bibliography, etc.) you may find helpful as you begin to plan for your own on-campus coaching program.

Don't Settle: Final Thoughts/Q&A

This final segment will review the appreciative advising model as it relates to building a coaching effort on campus and will provide an opportunity to ask our presenters questions.

Help
students
who are
struggling
academically
set and meet
goals for
success.



USING AN ACADEMIC COACHING MODEL TO IMPROVE STUDENT SUCCESS

July 24, 2012 :: 2:00 – 3:30 p.m. EDT

INSTRUCTORS



Jennifer Bloom, Clinical Professor and Director of the Higher Education and Student Affairs Master's Degree Program, University of South Carolina

Jenny directs the master's degree program in the Higher Education and Student Affairs Program at the University of South Carolina. Prior to her appointment at the University of South Carolina in August 2007, she served as the associate dean for student affairs and the Medical Scholars Program at the University of Illinois College of Medicine at Urbana-Champaign. Dr. Bloom was elected to serve as the 2007-08 president of the National Academic Advising Association (NACADA). She has co-authored three books: *Appreciative College Instruction*, *The Appreciative Advising Revolution*, and *Career Aspirations & Expeditions: Advancing Your Career in Higher Education Administration*.



Claire Robinson, Coordinator of Academic Success Initiatives, University of South Carolina

Claire has coordinated the effort at the University of South Carolina to offer individual academic coaching on campus. Working with graduate students who serve as ACE coaches, she has built partnerships across campus to increase the intentionality of each session. Using the appreciative advising framework, Claire has presented at several institutions and conferences on the coaching approach, and she has succeeded in getting her university's Academic Centers for Excellence (ACE) program CRLA level-three certified. Claire also teaches two sections of a freshmen seminar course, including a general section and an academic recovery section working with students on probation.