

ACADEMIC COACHING RESEARCH AND ASSESSMENT

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Overview

- Research and Assessment
- Research Methodologies
- Assessment Strategies in Academic Coaching
- Equity and Outcomes in Academic Coaching
- Considerations
- Research and Assessment Support

What works?

Goals

Methods

Results

Research

Audience

Assessment

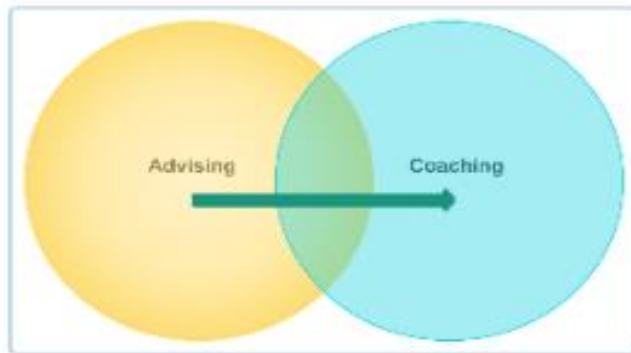
- Production of new knowledge
- IRB approval
- Systematic approach
- Generalizable

- Institution specific
- No IRB
- Key Stakeholders

(McGillin, 2003)

Academic Coaching Models

Model #1: Advising as Coaching



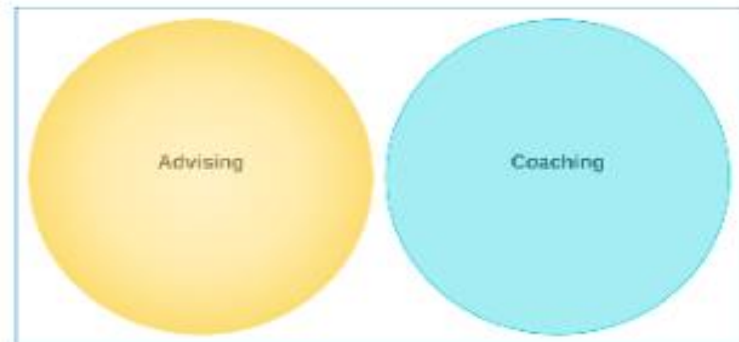
Model #2: Coaches who Advise



Model #3: Good Advising is Coaching



Model #4: Advising and Coaching are Distinct Services



(Robinson, 2018)

Research Methodologies

- True Experiment

- Sepulveda, Birnbaum, Finley, & Frye (2019) *Coaching college students who have expressed an interest in leaving: A pilot study*

- Quasi – Random Assignment

- Bettinger and Baker (2014) – *The effects of student coaching: An evaluation of a randomized experiment in student advising.*

- Pre-Post survey

- Lefdahl-Davis, Huffman, Stancil, & Alayan (2018) - *The impact of life coaching on undergraduate students: A multiyear analysis of coaching outcomes.*

- One time survey

- Robinson (2015) - *Academic/Success Coaching: A Description of an Emerging Field in Higher Education.*

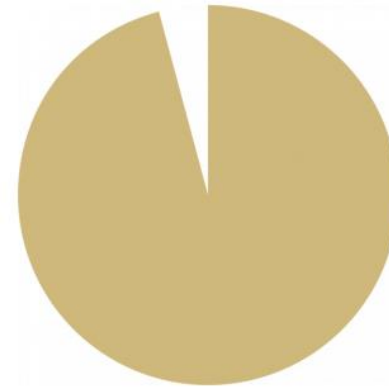
- Bellman, Burgstahler, & Hinke (2015) – *Academic Coaching: Outcomes from a pilot group of postsecondary STEM students with disabilities*

- Qualitative Studies

- LaRocca (2015) – *Retaining college students from the first to second year: A case study.*

Assessment

- Retention data
- GPA data/ change
- Graduation Rates
- Student Satisfaction surveys
- Pre/Post



96%

of students who completed academic coaching improved their GPAs



1.0+

In spring 2018, students who completed academic coaching improved their term GPAs by over a point!

Equity and Outcomes

- Access
- Outcomes
- Specific student populations

Considerations

- Consistent language in how we talk about academic/success/life coaching with college students
- Support each other
- Equity
- Purposeful in how and why we are collecting data

Research and Assessment Support

- NACADA Grant funding
 - Due March 15th; November 1st
- Partnerships
 - Friends/Colleagues
 - Faculty
 - Research Groups

References

- Bellman, S., Burgstahler, S., & Hinke, P. (2015). Academic Coaching: Outcomes from a Pilot Group of Postsecondary STEM Students with Disabilities. *Journal of Postsecondary Education and Disability, 28(1)*, 103-108.
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- McGillin, V. (2003, December). Research versus assessment: What's the difference? *Academic Advising Today, 26(4)*. Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Research-versus-Assessment-Whats-the-Difference.aspx>
- Robinson, C. E.(2015). Academic/Success Coaching: A Description of an Emerging Field in Higher Education. (Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/etd/3148>
- Sepulveda, A., Birnbaum, M., Finley, J. B. & Frye, S. (2019). Coaching college students who have expressed an interest in leaving: A pilot study, *Coaching: An International Journal of Theory, Research and Practice*, DOI: [10.1080/17521882.2019.1574847](https://doi.org/10.1080/17521882.2019.1574847)