SHEEO Conference Presentation

Promising Practices in College Completion Coaching

August 2023

COLLEGE SUCCESS FOUNDATION

ECMC Foundation

W TACOMA

Introductions

Danette Knudson
VP Program Strategy
College Success Foundation

Dr. Lorraine Dinnel
Associate Director
University Academic
Advising; Affiliate Faculty
UW Tacoma

Zach McKinlay
College Services Program
Manager
College Success Foundation

Jonathan T. Reid
Program Officer
ECMC Foundation

COLLEGE SUCCESS FOUNDATION

ECMC Foundation

W TACOMA

Agenda

- Mentoring & Coaching - how it aligns with ECMC Foundation priorities

- Promising Practices & Partnership Conditions

- Results of study

- Discussion

COLLEGE SUCCESS FOUNDATION

ECMC Foundation

W TACOMA

Mission

Our mission is to improve higher education for career success among underserved populations through evidence-based innovation.
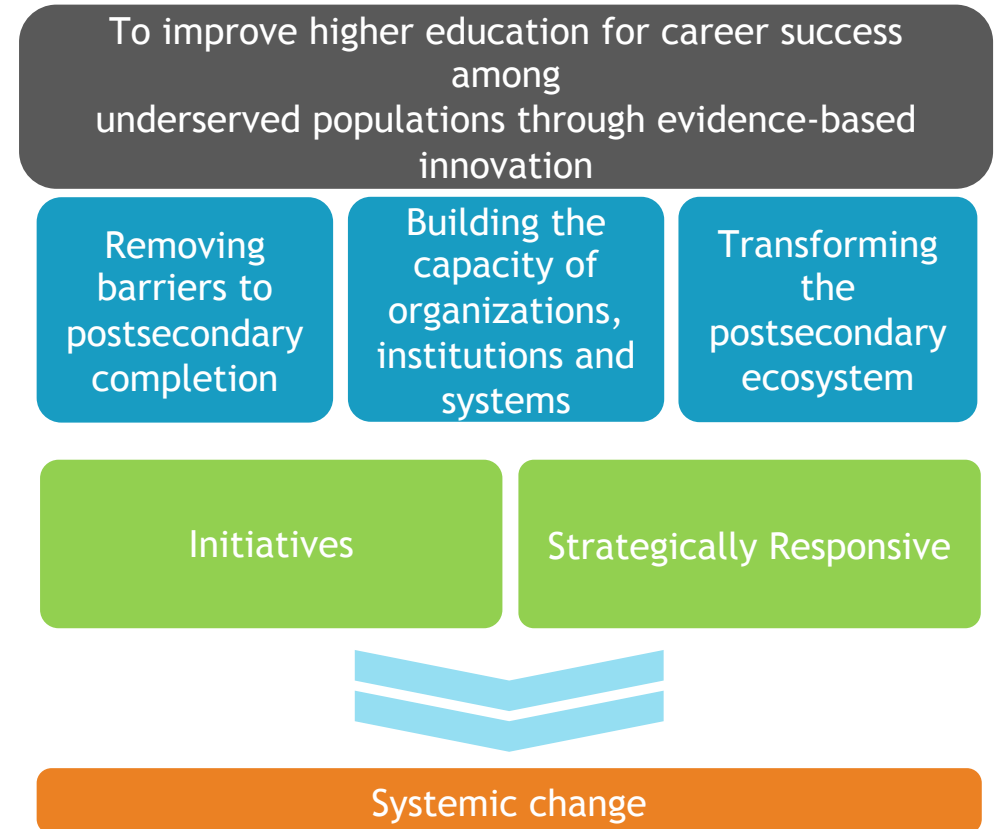
Vision

Our vision is for all learners to unlock their fullest potential.

Our Strategic Framework

ECMC Foundation grantmaking, PRIs and programmatic activities support the Foundation's **three strategic priorities**, guided by its mission statement.

Focus on **initiatives**—thematic areas where we commit to strategic grantmaking, investing, learning and partnership over a multi-year period—and **strategically responsive funding**.

Drive **systemic change**—getting at the root causes of the complex challenges in higher education, not just the symptoms.

To improve higher education for career success among underserved populations through evidence-based innovation

| Removing barriers to postsecondary completion | Building the capacity of organizations, institutions and systems | Transforming the postsecondary ecosystem |

| Initiatives | Strategically Responsive |

Systemic change

Postsecondary Mentoring, Advising and Coaching

- **Helps students:**
  - Sets goals
  - Achieve critical milestones
  - Guide them through challenges and successes
  - Have a sense of belonging on campus

- **Helps institutions:**
  - Increase retention, persistence, and graduation rates
  - Improve academic outcomes
  - Provide targeted supports to students

Partnership Conditions that Promote Results

- **Formalized agreements**- that outline partnership requirements, data-sharing opportunities, and what each partner contributes

- **Co-creation-**Engage with partners early and often to co-create the process map for students

- **Continuous learning and improvement-**meeting regularly to share results and identify opportunities for improvement

- **Shared accountability-**regular check-ins regarding formalized agreements and how the partnership is advancing shared goals

Instituting a promising approach- implementation design

Highly trained staff who can effectively implement a holistic coaching, advising or mentoring approach

Capacity to be responsive and provide ongoing outreach and support

Centralized point-of-contact for students to promote warm hand-offs to campus and community resources

Communication campaigns based in behavioral science

Transition-to-college investments

Shared data systems

Partners that are mission aligned and accountable to improved outcomes

Data-informed approaches—critical to disaggregate data to promote parity across 'groups'

Investments:

Staffing

Technology

Human-centered design

Training

Partnerships

Data systems

Promising practices- responsive to individual needs

Build a caring and trusting environment

- Students drive priorities, supports are responsive to student needs
- Use holistic coaching, advising and mentoring approaches
- Engage early in student's college career
- Provide summer supports
- Prioritizing student's well being.

Develop effective communication plans

- Personalized & relatable
- Relevant and timely
- Responsive and reliable
- Clear call to action
- Multiple methods and modes: text, e-mail AND phone calls
- Persistence with messaging.

Develop student skills

- Non-academic and academic supports are critical
- Skill-building has increased self-efficacy for our students
- Soft-skill development has helped students increase performance in college.

Rodriguez Ott, N., & Venkateswaran, N., (2022). *CSF College Services Evaluation: Impacts of College Coaching on the Road to College Completion.* Prepared for College Success Foundation.
Venkateswaran, N., & Rodriguez Ott, N. (2022). *College Completion Coaching: Promising Practices from the College Success Foundation.* Prepared for College Success Foundation.

COLLEGE SUCCESS FOUNDATION

ECMC Foundation

W TACOMA

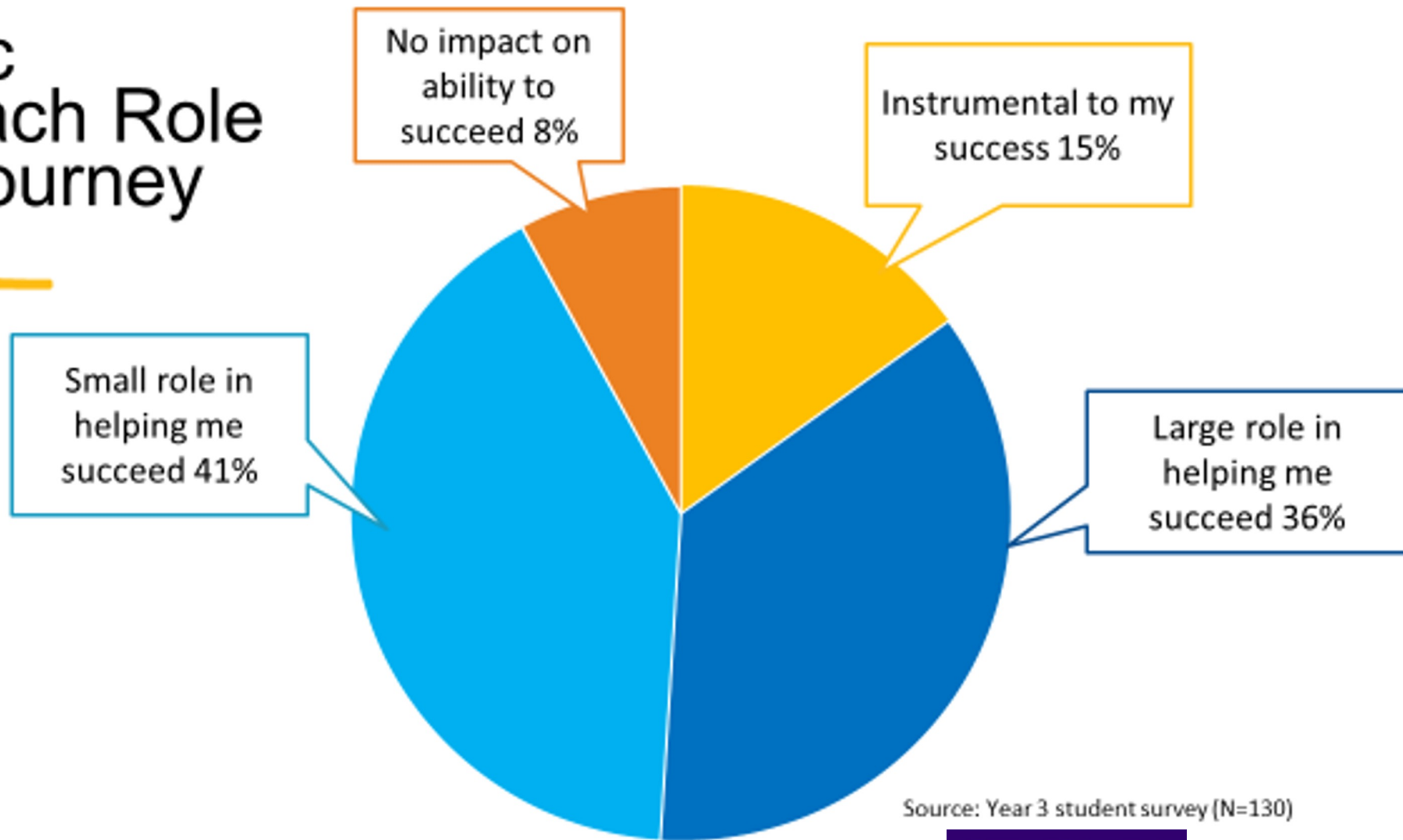# Promising practice- use coaching principles

- Ask effective questions and be a good listener

- Be relatable and empathize by connecting personal experiences to students challenge or situations

- Interact without judgment and express care, encouragement, and enthusiasm

- Follow-up on students' concerns or issues

- Let student's drive the priorities

Rodriguez Ott, N., & Venkateswaran, N., (2022). *CSF College Services Evaluation: Impacts of College Coaching on the Road to College Completion*. Prepared for College Success Foundation. Venkateswaran, N., & Rodriguez Ott, N. (2022). *College Completion Coaching: Promising Practices from the College Success Foundation.* Prepared for College Success Foundation.

Non-Academic Impacts – Coach Role in Student's Journey

92% share that the coach plays some role in helping them succeed in college

No impact on ability to succeed 8%

Instrumental to my success 15%

Small role in helping me succeed 41%

Large role in helping me succeed 36%

Source: Year 3 student survey (N=130)

COLLEGE SUCCESS FOUNDATION

ECMC Foundation

W TACOMA

Academic Impacts: Differences based on engagement and demographics

The relative benefit of having a coach varied for students with different identities; CSF disaggregates data and is committed to racial parity in outcomes

Table 4. Difference in 1-Year Persistence Rate Between Coached and Not Coached Students, by Demographic Characteristics
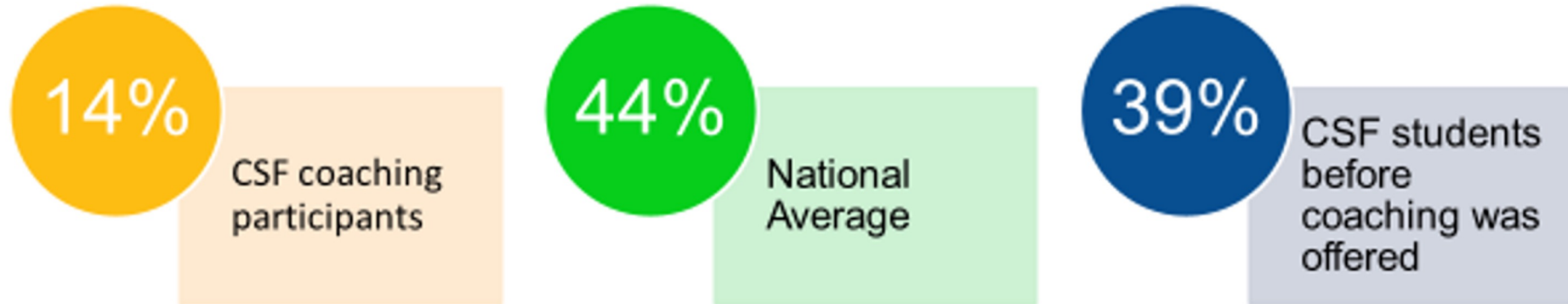
Characteristic	Coached-Not Coached Difference
Sex	
Female	+5%
Male	+14%
Race	
American Indian or Alaska Native	NA
Asian	+13%
Black or African American	+11%
Hispanic/Latinx	+3%
Native Hawaiian or other Pacific Islander	NA
White	+12%
Two or more races	+25%
Received L1000, Passport, or Governors Scholarship	
No	+8%
Yes	NA
Received emergency funds	
No	+10%
Yes	+2%

NA = Not applicable; no students identified in this category were coached.
Note: N = 674. Includes all students who enrolled with full-time status starting in the fall of their 1st year, among students who began in 2019–2020 or 2020–2021. For the full results, see Appendix Table A-7. Includes all students who enrolled with full-time status at a 4-year institution.
Source: National Student Clearinghouse; Salesforce.

Stop-out rate during first two years of college

14% CSF coaching participants

44% National Average

39% CSF students before coaching was offered

COLLEGE
SUCCESS
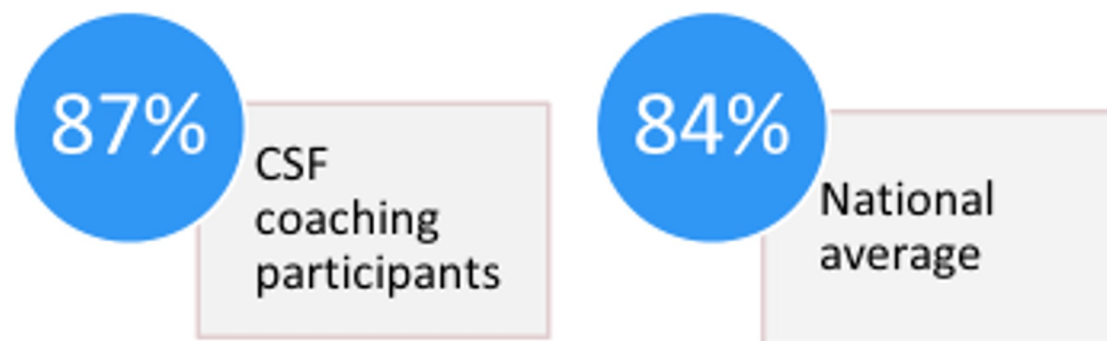FOUNDATION

ECMC
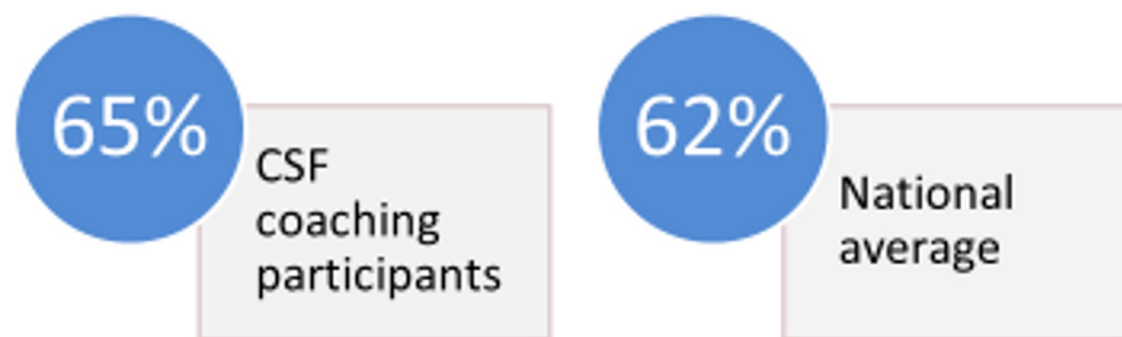Foundation

W
TACOMA

Academic Impacts: Persistence rates from Year 1 to Year 2

Averages include all students, CSF students are majority
- low-income
- first-generation
- students of color

4-year colleges

87% CSF coaching participants

84% National average

2-year colleges

65% CSF coaching participants

62% National average

Questions?

Reflection Questions

Implementation Questions
If you were to replicate (or have replicated) a similar program
    who was/would be your stakeholders
    what challenges did/might you face
    who's hearts did/might you need to win over
    who did/might challenge you

Strategy Questions
- How might universities or colleges adjust their budgeting and resource allocation to support effective student success programs on campus?

- What institutional barriers exist when establishing effective partnerships between colleges and CBOs / nonprofit programs that deliver direct student support? How might they be addressed or removed?

- How might the research lead to debates about the appropriate balance between government funding and private sector investment in higher education?

Resources: Scan to Learn More

Promising Practice Report

CSF Impact Report