SHEEO Conference Presentation
Promising Practices in College Completion Coaching
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Introductions

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Agenda

• Mentoring & Coaching - how it aligns with ECMC Foundation priorities
• Promising Practices & Partnership Conditions
• Results of study
• Discussion
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.
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

<table>
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<th>Build a caring and trusting environment</th>
<th>Develop effective communication plans</th>
<th>Develop student skills</th>
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<td>• Students drive priorities, supports are responsive to student needs</td>
<td>• Personalized &amp; relatable&lt;br&gt;• Relevant and timely&lt;br&gt;• Responsive and reliable&lt;br&gt;• Clear call to action&lt;br&gt;• Multiple methods and modes: text, e-mail AND phone calls&lt;br&gt;• Persistence with messaging.</td>
<td>• Non-academic and academic supports are critical&lt;br&gt;• Skill-building has increased self-efficacy for our students&lt;br&gt;• Soft-skill development has helped students increase performance in college.</td>
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<td>• Use holistic coaching, advising and mentoring approaches</td>
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<td>• Engage early in student’s college career</td>
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<td>• Provide summer supports</td>
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<td>• Prioritizing student’s well being.</td>
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Promising practice - use coaching principles

• Ask effective questions and be a good listener
• Be relatable and empathize by connecting personal experiences to students’ challenges or situations
• Interact without judgment and express care, encouragement, and enthusiasm
• Follow-up on students’ concerns or issues
• Let student’s drive the priorities

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)
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.
Stop-out rate during first two years of college

- 14% CSF coaching participants
- 44% National Average
- 39% CSF students before coaching was offered
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