What Is Academic Coaching

Introduction to Academic Coaching

Academic Coaches are academically successful students interested in helping other students succeed. Monmouth College students are invited to serve as academic coaches based on their prior academic success. Academic Coaches (ACs) work with students on study and life skills, helping students develop the habits necessary for academic success. While the primary goal of the program is academic success, coaches will help students with general life skills as well, as both academic and life skills are necessary for success at the college level. Samples of topics you will discuss with students include:

- Motivation
- Note taking
- Priorities
- Study Schedules
- Communication with professors
- How to use a planner/organization/time management
- Other topics as needed or assigned

The Director of Student Success & Accessibility Services thanks you for your willingness to serve as a coach and for your dedication to student success at Monmouth College!

Director of Student Success & Accessibility Services:

Robert Crawley

Office Phone: (309)457-2214

Office Location: ACE, Hewes Library, Room 130

E-mail: rcrawley@monmouthcollege.edu
Academic Coaching – Job Description

NOTE: Through this manual when a reference is to the Director – it means the Director of Student Success & Accessibility Services.

Qualifications:
- Consistent academic performance
- Good grasp on what it takes to be successful in college
- Maintain at least a 2.0 semester and 2.0 cumulative GPA (exceptions to be discussed with and/or approved by the Director)
- Receive a recommendation from a faculty member
- Organized, caring, and patient
- Ability to maintain confidentiality
- Have 1 extra hour per week to commit to position

Job Duties:
- Attend (paid) training (as scheduled)
- Meet with assigned student for 30 min to an hr. per week
- Submit meeting reports & plan for meetings

Expectations of Coaches
Coaches are expected to adhere to the following guidelines:

- Attend all meetings as scheduled with student, and notify student a minimum of 24 hours in advanced if a cancelation need occur.
  - Emergency cancellations can be made with less than 24 hour notice in the following circumstances:
    - Severe or contagious illness
    - Death of an immediate family member
    - Other extenuating circumstances with approval of the Director
  - If you had to cancel a meeting, please notify the Director

- Maintain confidentiality of all information shared by student.
  - Exception: If the student reveals intention to harm oneself or others, OR if you feel professional level intervention is needed. In either situation contact the Director or another college official immediately.

- Submit meeting reports in a timely manner (within 48 hours of your meeting)

- Attend all training sessions as scheduled by The Director

- Maintain regular communication with The Director and the Student Success & Accessibility Services staff
  - All e-mails and phone calls are expected to be returned within 24 hours during the week, and 48 hours over weekends
• Submit time work to timesheet in a timely manner

• Hold all meetings in a public on-campus location. Under no circumstance is a meeting to be held in a private residence or other secluded area. Good options for meeting space are the library or the SSAS study area.

• Coaches shall maintain a professional relationship with their student.

• Coaches are expected to serve as role models on campus, both academically and socially. Any violation of student conduct (under-age drinking, drug-use, or other illegal activities) will not be tolerated. Your personal academics shall remain your top priority. If balancing coaching duties with course load becomes a concern schedule a meeting with The Director to discuss.

Failure to adhere by any of the above guidelines may result in immediate removal from the position of Academic Coach.

Key Support Functions Performed by Academic Coaches

INFORMATIONAL Function:
✓ Sharing expertise
✓ Learning the ropes
✓ Providing resources

DIRECTIVE Function:
✓ Providing direction
✓ Clarifying values and goals
✓ Providing advice and guidance

MOTIVATIONAL Function:
✓ Setting goals
✓ Inspiring persistence and achievement
✓ Role modeling

INSTRUCTIONAL Function:
✓ Providing feedback
✓ Discouraging dependency and encouraging self-direction
✓ Posing challenges for positive change

SUPPORTIVE Function:
✓ Validating (Affirming)
✓ Sponsoring and advocating
✓ Offering support and encouragement
Coaching Procedures

1. Coaches fill out information sheet for the Director
2. Students are assigned by the Director
   - Students can be assigned as a requirement of academic probation
   - Students can be assigned due to a need, such as a learning disability
   - Students can be assigned based on individual interest (volunteer)
3. You will be contacted to see if you have any concerns/knowledge of the student
4. Once confirmed, you and the student will receive an email.
5. You should reach out to your student at that point to make contact and set up an initial meeting (see details on initial meeting on page 7)
6. After an initial meeting, a weekly meeting should be established (see information on additional meetings on page 8)

Follow up after each session (within 48 hours)
- A meeting report should be filed (see page 6 for example)
- Be sure to mark items discussed
- Be sure to write a summary of any additional information about meeting and/or progress/setbacks
- Indicate any goals or items discussed to be worked on for the next meeting

No-Shows and Cancellations.
- If a student does not show up or cancels, you do not need to complete a meeting report. However, contact the Director of the SSAS.
- Try to follow up with the student to see why they missed.
- If an academic coachee cancels two times, contact the SSAS Director immediately. You will be reassigned a new coachee.
- Try to get the student to reschedule for that same week if possible, before your next meeting.
- You only have to wait 10 minutes for a student – you may record this lost time on your time sheet if you wish.

No-show policy: If the student misses two sessions without notice, the student needs to see the Director of Academic Support Programs in order to continue with the coaching program. This policy is in place to protect the coach from repeated missed sessions and to ensure that the student is committed to the program and is benefiting from the program.
Meeting Report – EXAMPLE

Link: https://programs.monmouthcollege.edu/acad/tutor/tutentry//form1.wgx

Monmouth College Tutor Sessions
(Manager - Banas, Mislene)

Enter session information and press the save button:

Session time
- Date: Wednesday, December 14, 2011
- Time: 1:00 PM
- Duration: Over 30 minutes

Student participants
- Harris, Maggie A.

Course information
- Professor: <select>
- Class: <select>

Areas Discussed
- Grade goals discussed
- Motivation
- Note taking skills
- Organization
- Reading comprehension/textbook
- Self-confidence related to academic work

Comments
- Had a great meeting with Maggie. We discussed her Spanish homework and an upcoming paper in Psychology. She is doing well in Sociology and raised her grade on her last paper to become closer to her grade goal of a B-. I had her focus on upcoming papers and begin to work on an outline that we could discuss next time.

Directions:
- Select your name from the drop down as the “tutor” – your “discipline” should show as academic coach, at the top.
- Select date, time and duration from drop down bars
- Under student participants, select your student from the alpha drop down bar, and click “add” to bring their name into the box.
- Under “course information”, select “not applicable” by checking the box.
- Under “areas discussed”, check any areas that were covered in that session meeting (can be several). If you check “other”, note in the comments section what you worked on.
- Under comments, write what was discussed during your session. Note any positive comments, as well as any concerns regarding your student. Some concerns of note could
be failure to complete/keep up with assignments, poor attendance, depressive behavior, etc. The comments section should be a good description of how things are going with the student and with your interactions together. It should also include anything you discussed to be the focus of the next meeting.

✓ When completed, hit the “SAVE” button to store your entry!

**Time Entry Directions for Students**

To access Time Entry through Web Advisor, follow the steps below. (For assistance, please contact the Personnel Office at x2122.)

1. Open a web browser and go to the Monmouth College home page (http://www.monmouthcollege.edu).
2. Click **MyMC** at the bottom of the page.

**Note:** If you are using your personal computer or an off-campus computer, then you will be prompted to log in to the Microsoft Forefront Threat Management Gateway page after you click the MyMC link. To log in to this page, select the **public computer** or **private computer** option, enter your Monmouth College user name and password, and click **Log On**. After you log in, the MyMC page will appear, and you may proceed to step 3.

4. On the MyMC page, under **Web Advisor** in the lower-right corner, click **Time Entry and Approval**.
5. Click **Time entry**.

6. Select the appropriate timesheet for the position and pay period by selecting its checkbox in the **Choose Only One** column.

   **IMPORTANT!** Electronic timesheets are issued for a specific position assignment. If you have more than one position assignment, then you will have a separate timesheet for each position assignment. When recording time worked, you **MUST** use the appropriate, position-specific timesheet. Time worked for one position assignment **SHOULD NOT** be recorded on a timesheet for another position assignment.

7. Click the **Submit** button.

8. Before entering your time, double-check to make sure that you are using the correct timesheet.

9. In the **Time In** and **Time Out** fields, shown circled below, enter the “time in” and “time out” for the appropriate date/day. (For example, if you worked a two-hour period from 8:00 to 10:00 a.m., then enter 08:00AM in the **Time In** field and 10:00AM in the **Time Out** field.)
Note: If you need to enter additional time in and time out times for a specific day, then select the checkbox in the Insert Line column and then click the Submit button. The timesheet will reappear with the additional line inserted.

10. When you are finished entering your time worked, click the Submit button.

IMPORTANT! To avoid forgetting to enter time worked or to be locked out at the end of the pay period, you are strongly encouraged to enter time on the same day that it is worked.

11. When you are finished entering your time worked for the ENTIRE pay period, check the box near the bottom of the appropriate timesheet that says, "Do Not Check until End of Pay Period When Timesheet is Completed. Checking this box becomes your electronic signature acknowledging your submitted time is accurate and ready for supervisor approval." This box is shown circled below.

IMPORTANT! DO NOT check this box until the end of the pay period when your timesheet is fully completed and ready for supervisor approval. If you prematurely check this box, you will no longer have access to your timesheet and will need to contact your supervisor or the Personnel Office (x2122).

12. Click the Submit button. Your timesheet is now available to your immediate supervisor for his or her approval.

IMPORTANT! Submission deadlines: Final submission of your timesheet(s) must be completed by no later than two days following the end of a pay period. For the semi-monthly pay period ending on the 15th of the calendar month, time entry must be completed on or before the 17th of the month. For the semi-monthly pay period ending the last day of the month, time entry must be completed by the 2nd of the following
calendar month. Upon lapse of these deadlines, students will be locked out and will no longer be able to make entries on the timesheet for the corresponding payroll.

13. When you are finished using the MyMC page, close the browser window.

IMPORTANT! If you are using a lab computer, then be sure to LOG OFF of the computer when you are finished using it so that no one can access your MyMC page. (To log off, click the Start button and select Log off.)

**Initial Meeting**

The first meeting is usually longer as you get to know one another and establish a direction.

- Become acquainted on a personal level. Establish rapport with the student.
- Review the intake inventory and student checklist provided by The Director from the student.
  - This will give you some direction on items you need to focus on within the relationship.
  - If there are specific areas to work on, make note of those and remember to work on them throughout the course of the semester.
- Find out why the student is in the program and why they are at Monmouth (establishes motivation).
- Discuss what areas (tied to student check list) the student feels strong in and what areas may be a struggle/challenge.
- Explain the coaching program and establish expectations, as well as an ongoing weekly meeting time. Exchange contact information and talk about how to report if one of you cannot make a meeting.
- Look at class schedule – talk through the classes they are taking, how they feel about them, what concerns they have, etc.
- Set goals – goals should be specific and attainable (as we discussed in training).
  - Don't allow a student jump too high with goals.
  - Goals can be general goals about academics and increasing areas of competence, or can also be specific related to grade goals for classes.
  - Goals should be written down and a copy sent/submitted to The Director once agreed upon.
  - Goals should be kept handy for follow up in future meetings.
- Check in to see if the student has a planner (noted on their intake form) – if they do not and time management is something they need to work on, focus on this goal for the next session.
  - Ask them to bring their syllabi and a planner (or you can provide them with one through The Director).
  - Next time, begin to map out some schedules/time management.
  - This could also include setting up grade tracking sheets if they need help with that.
Additional Weekly Meetings

✓ Check in each week – what went well this past week, what was a challenge?
✓ Ask about whatever you worked on last time – if you tried to meet a goal, set up a schedule to follow, encouraged them to go to a tutor, talk to a professor, etc. – make sure to ask how this worked and follow up. Provide encouragement, and/or set a new task/goal for next week based on what they have going on.
✓ Talk about what is coming up – what is due, what should they be working on, what is an upcoming plan for papers/tests.
✓ Help the student devise a plan for something upcoming – break projects down into steps, figure out a plan to study, etc.
✓ Revisit grade goals, grade tracking, and things previously discussed (like time management)
✓ Continue to utilize your student checklist to refer to what topics could be helpful
✓ Ask what they have been doing differently and what is or is not working?
✓ Focus on how they are feeling at different points in the semester – motivation
✓ Your remainder of the meeting is sharing advice, teach, practice, and apply.
  o If you are participating in the “activity” group, be sure to complete the weekly activity assigned on the calendar with your student.
✓ Offer verbal encouragement and celebrate even small victories!
✓

HOPE guidelines:

H - Help: Ask the person - begin by getting an update and seeing what specific assistance is needed.

O - Obligations: Ask specifically what obligations are upcoming and what the person is doing to prepare for them. You must ask. If you don’t ask, the individual may forget to tell you.

P - Plans: Ask about ongoing plans. If needed, remind the person of their goals. People will often forget the goals they set and therefore stop working toward them.

E - Encouragement: The coach should really be encouraging. Don’t be daunted by cynicism. It takes a while to undo a lifetime of negativity.


End of Semester
At the end of the semester you will be asked to complete an on-line evaluation of your experience with the program. Your assistance in filling out the evaluation is critical to the continued improvement of the program. Your student will also be asked for their feedback. Some of the feedback will be utilized in a research study during the 2012-2013 academic year. An informed consent will be listed on the evaluation and your participation in the research study is voluntary.
"Information students receive"

**What is an Academic Coach?**

An Academic Coach is a peer student who will work with you to improve study skills, time management, stress management, note taking skills, reading skills, and project planning.

“The academic coaching program helps to motivate me to keep studying and not to procrastinate.” – a student reports

**How Can I get the Most out of My Academic Coach?**

- Show-up for all regularly scheduled meetings
- Keep your Academic Coach informed about your progress & what you need help with
- **Be honest** about areas that are challenging for you
- Be prepared for meetings, come with questions (write them down so you remember) and all necessary materials
- Do your best to put into practice the skills your academic coach will equip you with (they have learned some lessons before you!)
- Complete evaluations of your academic coach when requested

**What Can You Expect from you Academic Coach**

- To schedule regular, weekly, meetings (unless determined that you will be successful with less frequent meetings)
- To be attentive, professional, caring, and honest at all meetings
- To listen to study skill concerns that you have and help you address those concerns
- To be non-judgmental
- To treat all information you share as confidential

**You’re Academic Coach Will Not**

- Take care of your responsibilities for you
- Talk to professors on your behalf
- Share their own personal notes or course work with you
- Serve as an area specific tutor (Tutoring service is available through the Teaching and Learning Center)
- Go out of their way to contact you if you stop showing up for meetings
- Remind you about your personal obligations

*When asked if the student wanted to continue with her coach for another semester, the student said: “Yes, because it helped this semester so it can only get better.”*
**Important Phone Numbers**

Robert Crawley, Director of Student Success & Accessibility Services, ACE, Hewes Library, Room 130.............................................................(309) 457-2214

Amy Warrington, Administrative Assistant of Student Success & Accessibility Services, ACE, Hewes Library, Room 129..............................................(309) 457-2257

Security....................................................................................................... (309) 337-5708

Emergency..................................................................................................911

**Administrative Offices**

**President’s Office**

Dr. Clarence R. Wyatt, President.................................Wallace Hall........457-2127

**Academic Affairs**

Dr. Mark Willhardt (Interim), Dean of the Faculty ....Wallace Hall........457-2325

Stacy Lotz, Associate Dean of Academic Affairs........McMike rm112.......457-2359

**Student Affairs**

Laura Hutchinson, VP for Student Affairs, Dean of Students, Poling Hall....457-2114.

**Residence Life and Housing**

John Salazar, Dir. of Res. Life, Poling Hall.......457-2113

Michelle Merritt, Assoc. Dean of Students, Dir. of Student Success, Poling...457-2114

Jim Fry, Director of Housing Operations, Poling Hall ......................... 457-2114

Cindy Beadles, Director of Counseling Services, Poling Hall...............457-2114

Stephanie Kinkaid, Title IX Coordinator, Poling Hall 21...............457-2272

**Campus Events and Orientation**

Karen Ogorzalek, Assoc. Dean of Students, Dir. Campus Events, St. Center...457-2345

**Wackerle Career and Leadership Development**

Marnie Dugan, Dir. of Wackerle Career and Leadership Program, Poling...457-2115