



Success Central: Coaching as an Equity Tool

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Origin of Success Central

- Funded in 2014 by an “Innovation Grant” awarded by the CCSU Provost to address retention of students of color
- Peer support is important
 - Peer support predicted GPA and college adjustment of first-gen students of color (Dennis, Phinney, & Chuateco, 2005)
 - In some cases peer support is more important than parental support during a student’s first year (Toews & Yazedjian, 2007)
- College Life Coaching impacts student retention (Bettinger & Baker, 2013)
- Kathleen provided a 1.5 day training in college life coaching to peer mentors and supervisors

COACHING DEFINED

Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

International
Coach Federation



NACADA'S DEFINITION OF ACADEMIC COACHING

A coaching approach to advising is built on a foundation of assumptions where the students are the experts in their own lives and the coach serves as a catalyst for progress and goal achievement.

This occurs when the coach:

- *creates a safe space to establish a trusting relationship,*
- *guides students to clarify intentions,*
- *inspires action through powerful questions, and*
- *offers accountability to maximize progress and forward movement.*



We define coaching as fostering an individualized relationship with students that promotes their agency, self-understanding, growth, effectiveness, and persistence throughout their education and across their lifespan.

THE COACHING IN HIGHER EDUCATION CONSORTIUM

[illegible]

MAKING A CASE FOR COACHING AS AN EQUITY TOOL

Simmons & Shea Smith, 2020

- *An extensive interview process revealed that participants experienced unique pressures balancing school and family commitments. Based on these findings, Strayhorn suggested that universities offer opportunities for Latinx students to talk openly about their struggles ... (Strayhorn, 2012)*
- *Examining the influence of a retention program designed specifically for African American students at a Predominantly White Institution, Johnson demonstrated that a retention program focusing on academic, social, and cultural support elements which included a strong peer support component strongly influenced persistence rates at the institution. (Johnson-Ahurlu, 2013)*
- *Glenn and Wilder (2008) agreed and emphasized that, "Relationships can improve the student matriculation processes and provide students with a sense of security. The relationship also provides a sense of connectedness where students feel that they belong to the school and that the school belongs to them" (p.15).*

THE COACHING MODEL

4 Phases of a Coaching Session

- CONNECTION
- INTENTION
- REFLECTION
- ACTION

Coaching can be a powerful intervention for students who are in a transitional, challenging season of life.

Lefdahl-Davis et al. (2018)

Success Central Milestones

- 2014-15: Selected and trained 18 junior and senior peer mentors who were matched to 62 African-American and Latinx sophomore students
 - Volunteer mentors received gift-cards 2x a year
- 2016-17: Expanded focus to first-generation sophomores of any race/ethnicity. Created a part-time “mentor team leader” position.
- 2017-18: Funding was increased, hired mentors as student workers or work-study students. Started seeing first-year students

Success Central Now

- Starting in 2019-20, mentors received academic credit for mentoring instead of pay
 - Increased number of mentors from 8 to 25 and tripled our capacity
 - Juniors and seniors of diverse racial, ethnic, major, and geographic backgrounds
- Mentors complete a six-hour training in college success coaching techniques
 - After training, see up to five mentees at least bi-weekly
- Senior management team was created
 - Consisted of mentor team leader and 3 paid senior mentors
 - Provide weekly group supervision of peer mentors
- A software application developed by graduate students recommends mentor/mentee matches based on similarities

	Mentee	Mentor A	Mentor B	Mentor C	Mentor D	Mentor E
Mentee Count		5	2	8	5	5
Match %		45%	36%	36%	27%	27%
Major	Management	✓ Management	Criminology	Marketing	Psychological Science	Accounting
Home Town	Hartford	Windsor	West Hartford	Meriden	✓ Hartford	West Hartford
Gender	Male	Female	Female	Female	Female	✓ Male
Languages	Spanish	English Only	✓ Spanish	English Only	✓ Spanish	English Only
Parental Education	No	✓ No	✓ No	✓ No	✓ No	✓ No
Race / Ethnicity	Hispanic Latinx	Other	✓ Latinx	✓ Hispanic ✓ Latinx	Other	Other
Hobbies	Gaming Listening to Music Team Sports	✓ Gaming ✓ Listening to Music Reading ✓ Team Sports	Animals Gym/Exercise ✓ Listening to Music Reading Travel	Gym/Exercise Hiking ✓ Listening to Music Reading Travel	Art Dancing Swimming/Beach	✓ Team Sports TV/Movies
		Compare Match	Compare Match	Compare Match	Compare Match	Compare Match
		Select Mentor	Select Mentor	Select Mentor	Select Mentor	Select Mentor

Outcomes

Demographics

- Of 133 mentees served through 2018, 49 (37%) were African-American and 41 (31%) were Latinx.
- Fifty-five percent were female, 26% were male, and gender unknown for 20% of participants

Perception of College Experience and Academic Skills (N=61)

Items	Sept/Oct	April/May
I feel that I belong to the CCSU campus community.	4.05	4.19
Professors at CCSU are supportive of my educational goals	4.16	4.19
My voice is heard during class participation	4.19	4.27
I am comfortable asking questions to CCSU staff at various offices on campus	3.99	4.19
I can handle the financial responsibilities of attending college	3.40	3.32
My family encourages me to attend and graduate from CCSU	4.71	4.61
I believe that I am a capable student and will successfully graduate from CCSU	4.62	4.64
I am confident in my study skills and my abilities to succeed academically at CCSU	3.89	4.30**
I manage my time well	3.64	3.87
I can handle the stress levels associated with being a student at CCSU	3.66	4.03*
I am happy with the choice of my academic major	4.28	4.56*
I can persevere through the challenges of my major	4.13	4.36
I understand how I can connect my current major with future opportunities beyond graduation	4.25	4.45

* p<.05, **p<.001; Cronbach's Alpha=.79

Comparison of Four-Year Graduation Rate of Pilot Year Coached Mentees to Three- Year Institutional Averages

Group	Number of Students	% graduated in 4 years
2014-15 coached sophomore Mentees	39	46%
2010-12 all African- American FTFT Sophomores	288	26%
2010-12 all Latinx FTFT Sophomores	308	24%
2010-12 All FTFT Sophomores	3100	31%

Comparison of Second to Fourth Year Persistence of the 2015 Success Central Cohort to Same Year Institutional Averages

Group	Number of Students	% retained to 4 th year
2015-16 Coached Sophomore Mentees	17	88%
2015-16 all African- American Sophomores	108	74%
2015-16 all Latinx Sophomores	144	79%
2015-16 All Sophomores	1049	80%



COACHING TO COMPLETE



www.ou.edu/alc

Thank You for Your Time!

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