

# BRANDING ACADEMIC ADVISING:

## Advisors as Educational and Career Coaches

NJ Council of County Colleges

*Facilitated by:*

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# OVERVIEW

Today we will discuss:

- Overview of coaching as an advising model
- Educational planning vs. registration
- The role of advisors as educational and career coaches
- Relationship building as a coach
- Building a customized advising curriculum to fit a coaching model
- Assessment, feedback, planning, implementation, evaluation and follow up
- Tools to use as a coach to fit individual student needs
- Personal, professional, and institutional branding for educational coaching purposes
- Functions and levels of leadership and its impact on advising as coaching (leadership coaching)



# **FORCED ANALOGIES**

# COMMONALITIES

**New Jersey  
&  
California**



# COMMONALITIES

**Professional Football Player  
&  
College Instructor**

# COMMONALITIES

**Restroom  
&  
Poker Hand**

# COMMONALITIES

**Marriage  
&  
#2 Pencil**

# ADVISING AS COACHING

# MOVING BEYOND REGISTRATION

- The concept of academic advising came into existence in an effort to assist with the growing needs of faculty and students in higher education in the early 1900's.
- Early advising had no clear definition, philosophy, or elements.
- In the 1970's, Burns Crookston and Terry O'Banion developed clear definitions of advising which separated advising from mere registration

# MOVING BEYOND REGISTRATION

O'Banion (1972) – focused on advising which is based on *relationship building*, focused on *the whole student*, and focused clearly on *life and career exploration*

# EDUCATIONAL PLANNING VS REGISTRATION

## Educational Planning

- Goal Oriented
- Outcome Driven
- Navigate options and opportunities
- Long term planning
- Explores all options
- Help students understand possible outcomes and consequences of decisions

## Registration

- Clerical function or paper relationship
- Obtaining a signature or PIN number to schedule classes
- Transactional
- Focuses on requirements only

# COACHING

Today, coaching is becoming a viable addition to student success in the academic world. Coaching does not have to be an alternative to advising; coaching and advising can be intertwined to increase the chances for students to be successful – in college and in life

(White, 2016)



# COACHING DEFINED

Leadership coaching is a short to midterm relationship between a professional and student with the purpose of improving work effectiveness



(Feldman & Lankau, 2005)

# COACHING DEFINED

Coaches serves as cultural navigators during students academic endeavors



# COACHING DEFINED

Coaching represents a highly effective means of reinforcing training and team building efforts, increasing self-awareness, enhancing performance, and improving relationships and interpersonal skills.

(Boss, 2000; Feldman & Lanku, 2005)

# COACHING DEFINED

**Coaching is a metaphor for the relationship that develops between the educator and student as the academic coach identifies strengths and weaknesses and individualizes appropriate activities.**

**(Texas A&M)**

# COACHING IS NOT

- Obtaining a signature to register
- A registration event held once per term
- Focused exclusively on a student's academic experiences
- Telling students what to do
- A judgmental process
- Personal counseling

## **BOTTOM LINE**

**Academic coaching is a working partnership that focuses on the process of learning.**

# LET'S TEXT!

- What is academic coaching?





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## COACHING...

**Together with a professional coach, students examine their learning styles, habits of working, and current difficulties or barriers to success.**

# WHY IS COACHING IMPORTANT?

(VIDEO SOURCE-YOUTUBE:MAZINGASPIDEY)



# WHY IS COACHING IMPORTANT?

- Transition
- Structure
- Reinforcement



# WHY IS COACHING IMPORTANT?

Increasing student persistence is a continuing concern in higher education...



# ELEMENTS OF ADVISING

- **Conceptual:** provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- **Informational:** provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- **Relational:** provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

# ELEMENTS OF COACHING (THE ROLE OF COACHES)

- Excellent active listening skills
- Solid questioning skills
- Quality feedback
- Communication
- Great motivational skills
- Developing rapport
- Accountability

# SUCCESSFUL STUDENT

- What are the skills of a successful student?
- Advisor/Coach?

# RESPONSIBILITIES OF ACADEMIC COACHES (THE ROLE)

- Assist with identifying students teaching and learning needs
- Organize and implement problem solving actions
- Recommend a success plan
- Helps students become self directed/regulated learners
- Focus on student goals and identify steps toward reaching those goals
- Monitor progress
- Embrace diversity



# BRANDING RELATIONSHIPS

- No significant learning can occur without a significant relationship (James Comer)
- All learning is understanding relationships (George Washington Carver)
- Seek first to understand first as opposed to being understood (Stephen Covey)

# BRANDING RELATIONSHIPS

Building Effective Relationships:

- **Tact & Diplomacy**
- **Keeping an Open Mind**
- **Networking & Collaboration**
- **Follow Through**
- **Communication Skills**
- **Establishing Trust/Guarding confidences**



# THE PROCESS OF COACHING

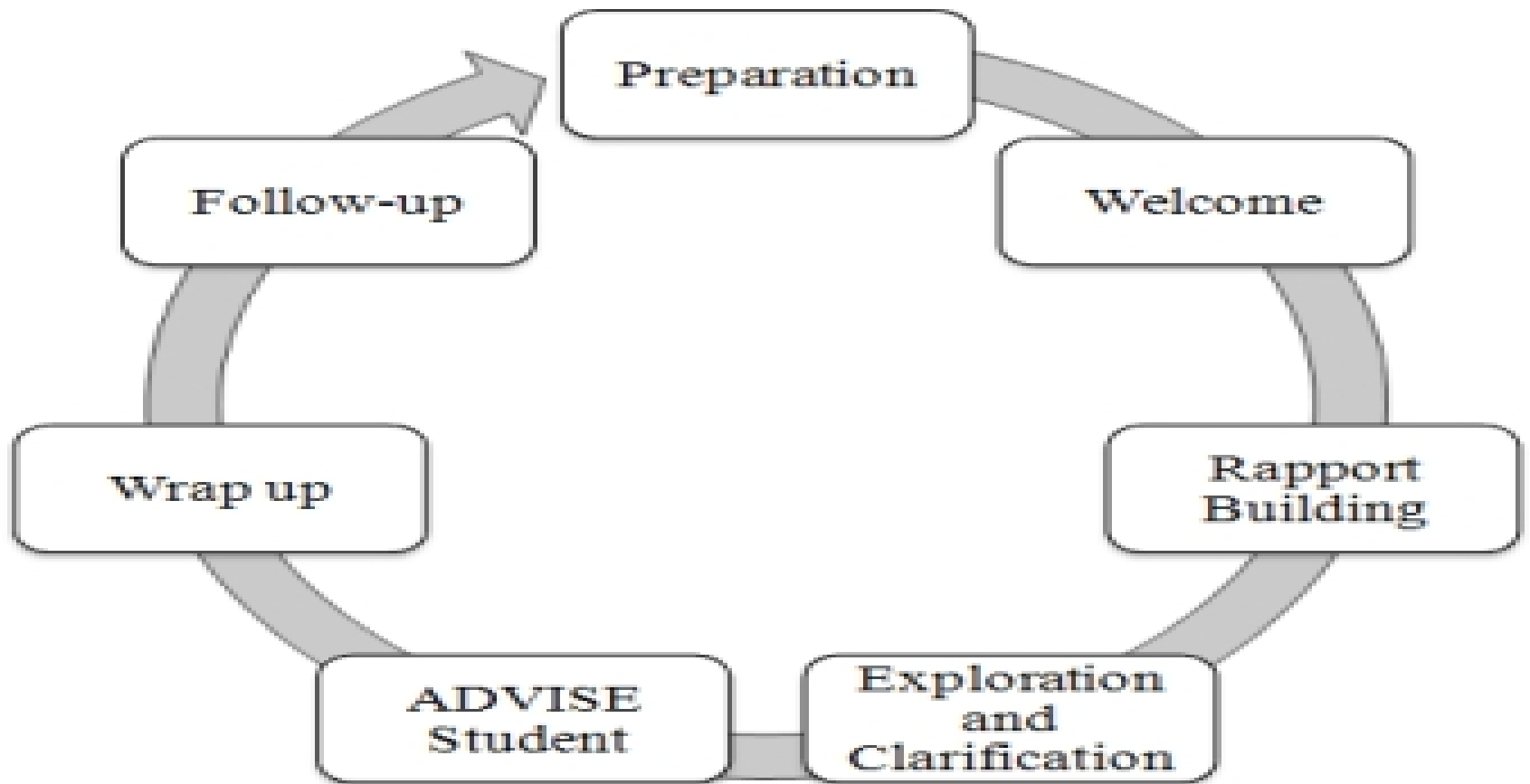
While coaches may be from varying areas, the means whereby the relationship focuses on achieving the desired outcomes is referred to as the coaching process.

(McClellan & Moser, 2011)

# CONCEPTUALIZING THE COACHING PROCESS

- Planning
- Implementation
- Relationship Building
- Assessment
- Evaluation
- Feedback

# COACHING MODEL



(Bloom, 2008; Nutt, 2000; McClellan, Moser, 2011)

# IDENTIFYING COACHING TECHNIQUES

- Self-assistance services that the coach can provide to students
- Increase structured group learning experiences
- Non Academic Needs Assessment
- A case management approach

# NON ACADEMIC NEEDS ASSESSMENT

Students, specifically those that are considered at-risk are often overwhelmed with external commitments that can impact their academic success. As a result, it is recommended that students self-identify external needs with the help of an academic coach.

(Fusch, 2012)

# NON ACADEMIC NEEDS ASSESSMENT

Coaches can assist students with assessing external needs by providing them with a needs checklist.

Example: I need assistance with:

- Transportation
- Child care
- Healthcare
- Life skills
- Balancing school and work
- Housing



# CASE MANAGEMENT

- Case management involves the coach partnering with the student to attain specific goals
- Create a plan that is catered to the student individual needs from a holistic perspective (developing the whole student)
  - \*\*\*Academically, professionally, and personally



# CASE MANAGEMENT CUSTOMIZED CURRICULUM

Case management curriculum items (first year)

- Developmental education exit plan
- Program of study/major
- Technology
- Prerequisites, Advisories, College Readiness
- Courses descriptions
- Academic map/Educational Plan
- Goal Setting
- **Time management**

# TIME MANAGEMENT

# ACTIVITY

# CASE MANAGEMENT CUSTOMIZED CURRICULUM

## Case Management Curriculum Items (second year)

- **Career advising**
- Financial aid literacy
- Educational planning
- Revisit/renew goals
- Course specific content
- Graduation requirements
- Student engagement/involvement
- Resources

# CAREER COACHING SESSION (EXAMPLE LESSON PLAN)

## Session one:

- Discuss student's interests and abilities, ask questions (refer to list of questions)
- Discuss online resources-demonstrate how to navigate career related websites (career predictor tools)
- Student activity worksheet to review- (can be turned in during next coaching meeting)
- Refer student or have student take career placement test

# CAREER COACHING SESSION (EXAMPLE LESSON PLAN)

## Session two:

- Discuss student's findings from research and or activity assignment
- Discuss career placement results
- Discuss course requirements if a major is chosen (integrate career and major)
- Refer to professional or expert in the field for more detailed information
- Discuss services offered by career center (resume building & feedback, mock interviews, etc...

# PROCESS AND IMPLEMENTATION

# CONCEPTUALIZING THE COACHING PROCESS

- Planning
- Implementation
- Relationship Building
- Assessment
- Evaluation
- Feedback



# PUTTING PLAN INTO ACTION

How do we begin?

- Identify key stakeholders
- Develop a comprehensive committee
- Create a timeline
- Resources

# PUTTING PLAN INTO ACTION

How does advising fit into college plan?

- Strategic Plan
- Educational Master Plan
- Quality Enhancement Plan
- Enrollment Management Plan
- Outreach/Recruitment
- Student Success Planning (proactive approach)

# PUTTING PLAN INTO ACTION

How do we begin?

- Understand your student population and growing demands
- Understand the dynamics of faculty, staff, and administration
- **Needs Assessment**
- **Develop program and student learning outcomes for students assigned to coaches**

# PUTTING PLAN INTO ACTION

## Needs Assessment

Conduct a SWOT analysis

- Strengths
- Weaknesses
- Opportunities
- Threats

# PUTTING PLAN INTO ACTION

## Student Learning Outcomes

As an academic and career coach, it is important to develop learning outcomes so that students can articulate what they know, do, and value as a result of involvement in the coaching experience.

# COGNITIVE SLOS

**What do we want  
students to  
*KNOW* as a  
result of  
participating in  
academic  
advising?**

*Know* how to identify  
strengths and weaknesses

*Know* about academic  
support services

*Know* how to use the  
student information system  
to register

*Know* how to use the  
catalog

# BEHAVIORAL SLOS

What do we want students to *Do* as a result of participating in academic advising?

*Develop* time management plan

*Keep* advising/coaching appointments

*Ask* for help

*Access* degree requirements using the online catalog

# AFFECTIVE SLOS

What do we want  
students to  
*Value or  
Appreciate* as a  
result of  
participating in  
academic  
advising?

*Value/Appreciate* general  
education

*Value/Appreciate* the  
advising/coaching relationship

*Value/Appreciate* the process of  
learning



# COACHING PATHWAY

## A Guided Pathway Approach

- Connection
- Entry
- Progress
- Completion

(Source: Completion by design)

# COACHING THROUGH GUIDED PATHWAYS

## Six Integrated Elements of A Guided Pathway

- Proactive and intrusive advising that supports students to make the most appropriate decisions at each stage of the journey toward completion.
- Academic maps that detail the scope and sequence of courses students must complete to earn a credential as quickly, and at as little cost, as possible.
- Non-cognitive, career, and other diagnostic assessments to support program of study exploration and choice.

(Source: Completion by Design)

# COACHING THROUGH GUIDED PATHWAYS

## Elements continued...

- Supplemental supports (such as labs and tutors) and co-curricular activities (internships, career community activities, and clubs) that are aligned with and augment classroom learning.
- Early alerts and interventions that help students stay on their pathways, persist, and progress.
- Clear, actionable information relevant to each stage of progress and completion.

(Source: Completion by Design)

# EFFECTIVENESS OF COACHING

## Evaluative Measures:

- Define success for coaching and then base evaluation on defined successes
- Use a combination of student goals and coaching success goals to evaluate success
- Use first and second semester data (retention, student achieved goals, retention data) after implementation as benchmarks

# EFFECTIVENESS OF COACHING

## Assessment Measures:

- Integrate current learning outcomes within current advising model into coaching program
- Measure student-learning outcomes using current assessment instruments and develop other tools.
- Program Assessment

# PERSONAL BRANDING



In collaboration with Karen Stills-Royster



Build Your Personal Brand

# PERSONAL IMAGE: BRANDING



# PERSONAL BRAND

- Your professional brand or image is the impression, thoughts, and ideas associated with your knowledge, skills, abilities, products and services.



- Brand vs. Reputation
- How does your personal brand help (or hinder) advising at your institution?



# PERSONAL BRAND

An effective personal brand  
wields influence and with it  
you're likely to enjoy:

## THE BENEFITS OF A POWERFUL PERSONAL BRAND



- 1 A steady stream of ideal clients
- 2 Rewarding partnerships
- 3 Leadership opportunities
- 4 Greater mindshare
- 5 Association with a market niche
- 6 Greater credibility
- 7 Recognition and prestige
- 8 Higher perceived value

(Feldman, 2014)

# FACTORS HINDERING SUCCESS

## Brand Breakers

- Losing attitude
- Growth stops
- No Plan
- Unwilling to Change
- Constantly fail in relationships
- Not willing to pay the price for success



# INSTITUTIONAL BRANDING

In collaboration with Karen Stills-Royster

# INSTITUTIONAL IMAGE: BRANDING



# INSTITUTIONAL BRANDING

## Poll: Grab Your Cell Phone

- What do people say, think or feel about advising at your institution?





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# INSTITUTIONAL BRANDING

**Why Does This Matter?**

# FOR MANY STUDENTS SELECTING A COLLEGE IS LIKE...



(Ted S, 2015)



# WHAT DIFFERENTIATES ONE FROM THE OTHER?



**Build and Performance**  
**Android vs iOS**

Source: Afterdawn

# INSTITUTIONAL BRANDING

**Why Does This Matter?**

# RANDOM ACTS OF LEADERSHIP CONTRIBUTING TO NEGATIVE BRANDS

- Uninformed Decision Making
- No Clear Expectations or Accountability Measures
- Inconsistent Practices
- Lack of Shared Governance Approach
- Action With No Thoughts, Thoughts With No Action



# INSTITUTIONAL BRANDING: THE WHY

- Changing Perceptions on the Value of Higher Education
- Personable experience
- Enrollment Competition
  - Students have options...why should they choose you?
- Recognition
- Student Success

# **WRAP UP/DISCUSSION**

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