



COACHING IN HIGHER EDUCATION ONLINE CONFERENCE

Hosted by: The Coaching in
Higher Education Consortium

Business Meeting Agenda

Context and
Introductions

Coaching
Overview

Mission and Vision

Committee Work
and Priorities



Context

Summit for Coaches
in Higher Education
2019

Created
Committees

Coaching in Higher
Education
Consortium

2020-2021 Executive Board

- ▶ Marlin Blankenship – Southeastern Oklahoma University
- ▶ Alana Davis-Delaria – University of Colorado, Boulder
- ▶ Eryn Elder – University of Colorado, Boulder
- ▶ Alison Herr – University of California at San Diego
- ▶ Casey Partridge – University of Oklahoma
- ▶ LaShae Roberts – Florida State University
- ▶ Nicholas Santascoy – Stanford University
- ▶ Mike Seaman – Oklahoma State University
- ▶ Alicia Sepulveda – University of Colorado, Boulder
- ▶ Kathleen Shea Smith – University of Oklahoma
- ▶ Lyle Slack – Texas A & M University
- ▶ Jenny Steiner – University of Minnesota



Academic Coaching: An Overview of the Landscape

Chris Pisarik & Marlin Blankenship

The Purpose of the Current Study

- ▶ To Examine and Describe the Basic Macro-level Landscape of Coaching in Higher Education
 - ▶ How many coaching programs are there nationwide?
 - ▶ How are these programs distributed among types of colleges and universities?
 - ▶ How are these programs distributed regionally?
 - ▶ What type of coaching roles "Titles" exist?
 - ▶ What are the most common types of coaching roles "Titles" ?

The Carnegie Classification System

Definitions and Frequency of Carnegie Classifications

Carnegie Classification	Number of Institutions in U.S.	Definition
Doctoral Universities	419	Institutions that awarded at least 20 research/scholarship doctoral degrees or awarded at least 30 professional practice doctoral degrees in at least 2 programs
Master's Colleges and Universities	685	Includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update
Baccalaureate Colleges	575	Institutions where baccalaureate or higher degrees represent at least 50 percent of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees were awarded
Baccalaureate/Associate Colleges	262	Includes four-year colleges (by virtue of having at least one baccalaureate degree program) that conferred more than 50 percent of degrees at the associate's level.
Associate's College	1000	Institutions at which the highest level degree awarded is an associate's degree.
Special Focus Institutions	1350	Institutions where a high concentration of degrees is in a single field or set of related fields (e.g., Art & Design, Medical, Law)
Tribal	34	Colleges and universities that are members of the American Indian Higher Education Consortium

Number of Coaching Programs by Title

- ▶ 938 Unique Coaching Programs
- ▶ 874 Colleges or Universities
- ▶ Each of the 7 Carnegie Classifications were represented
- ▶ Each of the Carnegie Sub-Classifications were represented

Number of Coaching Programs by Type of Institution

Type of College and University	Number of Institutions by Type in U.S.	Coaching Programs Found by Type of Institution	Percent of the Total Number of Coaching Programs Found	Percent of Type of Colleges and University with a Coaching Program
Doctoral Universities	419	274	29.3	65.5
Associate's College	1000	232	24.8	23.2
Master's Colleges and Universities	685	225	24.0	32.8
Baccalaureate Colleges	575	117	12.5	20.3
Baccalaureate/Associate College's	262	56	5.9	21.3
Special Focus Four Year Colleges	1350	27	2.8	2.0
Tribal Colleges	34	4	1.7	.42
Total	4324	938	100	

Number of coaching programs by type of associate's college based on Carnegie Classification

Type of Associates College	Number of Associate's Colleges by Type	Coaching Programs Found by Type of Institution	Percent of the Total Number of Coaching Programs Found	Percent of Coaching Programs within each Type	
High Transfer-Mixed Traditional/Nontraditional	118	43	11.8	36.4	
Mixed Transfer/Career & Technical-High Traditional	123	32	12.3	26.0	
High Transfer-High Traditional	122	30	12.2	24.5	
Mixed Transfer/Career & Technical Mixed Traditional/Nontraditional	106	30	10.6	28.3	
Mixed Transfer/Career & Technical-High Nontraditional	112	26	11.2	23.2	
High Transfer-High Nontraditional	82	19	8.2	23.1	
High Career & Technical-High Nontraditional	101	17	10.1	16.8	
High Career & Technical-Mixed Traditional/Nontraditional	98	17	9.8	17.3	
High Career & Technical-High Traditional	138	15	13.8	10.8	
Total Associates College	1000	229	22.9		

Location of Coaching Programs

- ▶ Coaching programs were found in every state, the District of Columbia, and Puerto Rico.
- ▶ The ten states with the most coaching programs rank as the ten most populous states, with the exception of Massachusetts
 - ▶ Texas (63), Pennsylvania (58), New York (59), California (55), Virginia (39), North Carolina (39), Florida (39), Massachusetts (36), Illinois (34), and Ohio (34).
- ▶ The eight states that rank as having the smallest populations also have the fewest coaching programs
 - ▶ Montana (1), Delaware (2), Hawaii (2), North Dakota (2), Rhode Island (2), Wyoming (2), Alaska (4), and South Dakota (4). Puerto Rico and the District of Columbia each have one coaching program.

Number of Coaching Programs by Title/Name of Coaching Program

Names of the Coaching Programs	Number of Programs by Name	Percent of Total
Academic Coach	346	40
Success Coach	108	21
Academic Success Coach	64	7
Peer Coach	60	6
Career Coach	37	4
Dual Titles	32	3
Completion/Retention Coach	20	2
Skills coach	13	1.3
Life Coach	11	1.1

Future Directions/Now What?

- ▶ Questions
 - ▶ Why are Doctoral Programs Overrepresented?
 - ▶ High percentage of "Academic Coach" title at Doctoral Institutions
 - ▶ High Percentage of "Success Coach" title at Associates Colleges
 - ▶ How do we use this Information?
- ▶ Upcoming Publications
- ▶ Next Steps

Mission Statement: A Reflection of a Community's Intent

- ▶ A mission statement articulates the **purpose** of an organization.
- ▶ It offers a framework that reflects the organization's **identity**.
- ▶ It captures what the organization **hopes** to accomplish in the future.
- ▶ It communicates how individuals will **benefit** from their membership in the organization.
- ▶ It helps to include **distinguishing elements** that set the organization apart from others that may serve a similar population.

Mission Statement: Key Milestones

Step One: We asked members to critique Mission/Vision/Goal statements from related coaching and higher education associations.

Step Two: We asked our members to identify powerful words and key phrases that reflected our purpose.

Step Three: We challenged the members to select the words and phrases that most resonated and began drafting individual statements.

Step Four: We identified portions of these individual drafts to create a version that captured the key elements of a mission statement (purpose, identity, hopes, benefits, distinguishing elements).

Step Five: We visited and revisited the final version until it was approved.

Mission Statement

The Coaching in Higher Education Consortium is a diverse community of professionals engaged in the art and science of coaching to empower student growth and success. By serving as collaborative change agents, we advance coaching in higher education as a practice that transforms our institutions.

Together, we:

- Value the relational, holistic, and agency-promoting elements of coaching that strengthen individuals, institutions, and societies

- Inspire and support coaches by emphasizing personal well-being, professional development, and community engagement

- Promote equity by advocating approaches to coaching that meet the needs of individual students

- Contribute our collective experience and expertise to the development of evidence-based practices

- Endorse scholarly projects that examine innovative coaching practices and measure student success

- Share our resources to advance the practice and profession of coaching in higher education

Committee Work

- ▶ Coaching Network
- ▶ Definition of Coaching
- ▶ Identifying Best Practices
- ▶ Training
- ▶ Research and Assessment
- ▶ Branding and Marketing
- ▶ Other – Student Buy In

Coaching Network

Alicia Sepulveda

- ▶ Original goal – create a network or community
 - ▶ Transitioned into the Executive Board
- ▶ Created a Proposal for hosting the annual conference
- ▶ Researched and met with existing organizations
- ▶ Collaborated with chairs on a survey to summit attendees

Definition of Coaching: Nicholas Santascy

Definition Clarification: Goal, Challenges

- ▶ Goal – Clarify a definition that is accurate, fosters identity, and indicates direction
- ▶ Be distinctive
- ▶ Be inclusive
- ▶ Be succinct

Definition Clarification: Process

- ▶ Definition Working Group
- ▶ Summit Participant Survey
- ▶ CHEC Executive Committee

Coaching in Higher Education Consortium Definition

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



Identifying Best Practices

Jenny Steiner

- Setting Guidelines for Coaching Practice
- Exploring Open Source Library for Members

Training

LaShae Roberts

- ▶ Established mission and vision for training working group
- ▶ Conducted survey of Summit 2019 attendees to help establish core competencies

NEW COMMITTEE: TRAINING & BEST PRACTICES

- ▶ Develop Core Competencies
- ▶ Continual Training Opportunities for Consortium Members
- ▶ Sharing Resources

Research and Assessment

Alison Herr

- ▶ Summit Group
 - ▶ What to Assess, How to Assess, How to Collaborate/Partner
 - ▶ Original Long Term Goals – create a repository of assessment-related resources, research and funding; to create writing groups; create assessment standards
- ▶ 2020-2021 Year – Create a structure to collect, organize, and share resources.
- ▶ Look for Co-Chair

Branding and Marketing

Eryn Elder

- ▶ White Paper
- ▶ Learning about marketing and sharing about coaching to students
- ▶ Looking for Co-Chair, Chair
- ▶ Future Goals
 - ▶ Market the Consortium
 - ▶ Community building through communication channels
 - ▶ Best Practices to market to students

New Committees for 2020-2021 Year

- ▶ Equity, Inclusion, and Values Chair – Nicholas Santascoy
- ▶ Logistics of Consortium – Kathleen Shea Smith and Skip Slack
- ▶ Conference Liaisons – Kathleen Shea Smith & Casey Partridge

Coaching In Higher Education Consortium Annual Conference 2021

August 1st – 3rd

SAVE THE DATE

hosted by:



The UNIVERSITY *of* OKLAHOMA

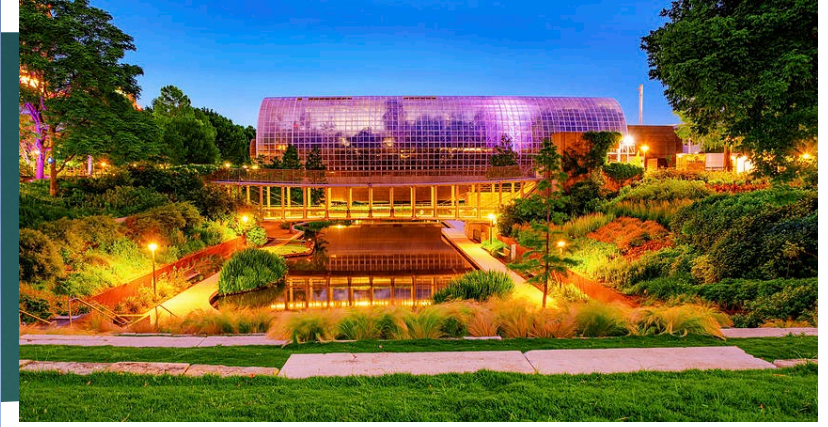
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**Coaching in Higher Education
Consortium
Annual Conference
Norman, Oklahoma
August 1st-3rd, 2021**





OKC Experience!



Meet Our Coaches! [View All](#)

ALC COACHES

Find out about our
Coaching Program

Home

Meet the Coaches

Freshman Coaching

Sophomore, Junior, and Senior Coaching

Graduate Student Coaching

Academic Life Coaching FAQ's

OU ALC Coaching to Complete Model

2021 Coaching in Higher Education Annual Conference

Resources

Apply

Calendar

The Academic Life Coaching program at The University of Oklahoma is an innovative mentoring approach designed to provide individualized student support.

The program provides a specially trained coaching mentor who meets regularly with their students throughout the semester. In those sessions, the student and the Academic Life Coach work together to identify stressors and establish goals that lead to academic success and degree completion.



Image courtesy of The Chronicle of Higher Education. [Click here to view article.](#)

Coaching to Complete

OU Academic Life Coaching Persistence Themes

For more
information,
please visit our
website at
[OU.EDU/ALC](https://ou.edu/alc)

Thank You

