HELPING STUDENTS IDENTIFY THEIR LEARNING SKILLS PROFILE

An academic coaching inventory and program

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Session Outcomes

- Describe the Kent State Kent Campus academic coaching program and personalization.

- Discuss academic coaching as an option for your students.

- Offer recommendations for this pilot or other academic coaching programs.
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 min</td>
<td>Introduction</td>
<td>Information presented</td>
</tr>
<tr>
<td>15 min</td>
<td>What your students need</td>
<td>Small groups participate in 35</td>
</tr>
<tr>
<td>20 min</td>
<td>Overview of Academic Coaching program</td>
<td>Information presented</td>
</tr>
<tr>
<td>10 min</td>
<td>Coaching program feedback</td>
<td>Small groups report out recommendations</td>
</tr>
<tr>
<td>5 min</td>
<td>Q&amp;A</td>
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PROGRAM
BACKGROUND
Background

■ Provide empirically supported and relevant services to students.
  – Develop an assessment tool.

■ Meet our mission to develop independent learners.
  – Develop an assessment tool.

■ Resolve redundant programs with low traffic and persistence.
  – Develop an assessment tool.
# Pre-existing Programs

<table>
<thead>
<tr>
<th>Study Skills</th>
<th>Academic Coaching</th>
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<tbody>
<tr>
<td>1*: study skills</td>
<td>1*: goal setting</td>
</tr>
<tr>
<td>2*: goal setting</td>
<td>2*: study skills</td>
</tr>
<tr>
<td>Undergrad staff</td>
<td>Grad interns</td>
</tr>
</tbody>
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<table>
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<tr>
<th>6 individual sessions</th>
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<tr>
<td>Served small populations of students with low persistence.</td>
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</table>
New Academic Coaching Program

- Integrate existing programs
- Retain one-on-one sessions
- Retain graduate intern model used by the existing coaching program
- Teach learning skills shown to enhance academic performance
  - Incorporate research by Kent State faculty with Kent State students
Academic Coaching Program Outcomes

- Demonstrate growth mindset.
- Set and assess SMART goals.
- Implement a personalized set of active learning strategies to promote effective and efficient learning.
- Demonstrate awareness of University resources.
- Identify and use personal strengths to achieve academic success.
SMALL GROUPS: Student needs

If they would just go to class...

Wellness practices

My students have trouble managing competing priorities
Academic Coaching Program: Collaborations

■ Student Success Programs
  – *First Year Experience* course, Academic Recovery sections

■ Academic Advisors
  – *Must enroll students into the Academic Recovery sections based on fit.*
  – *Only attendance data available to advisors.*
Program Overview

**STUDENTS:**
“At-risk” students
N = 30 / 43% F; 57%M
Mean GPA = 1.69

**ACCESS:**
Requirement of FYE Academic Recovery

**COACHES:**
3 Graduate interns
(+ staff as needed)

**COMPONENTS:**
6 sessions
Pre- & Post-tests
Learning Skills Inventory

- Time Management
- Attention & Concentration
- Note-Taking
- Successive Relearning
- Deep Learning
- Testing
- Resilience & Grit
- Growth Mindset

Learning skills based on learning literature, with emphasis on research conducted at Kent State. (Dunlosky, J. & Rawson, K.A., 2010-2013)
Cohort Pre-Test LSI Profile

Raw Score Mean

Time Management  Attention  Note-taking  Successive Relearning  Deep Learning  Test Taking  Resilience  Growth Mindset
Personalization through Assessment

■ Session content is personalized based on:
  – Inventory profile
  – Interview

■ Purpose:
  – Relevant
  – Rapport
  – Retention
- Learning Skills Inventory

1.
- "Getting to know you" interview
- Personalized curriculum plan

2.
- SMART Goals training and draft program goal
- Learning skill #1, per curriculum plan

3-5.
- Learning skills #2-4, per curriculum plan
- Set and assess progress commitments

6.
- Learning skill #5, per curriculum plan
- Evaluate goal achievement
PROGRAM RESULTS
Academic Coaching Program Outcomes

- Demonstrate growth mindset.
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- Demonstrate awareness of University resources.
- Identify and use personal strengths to achieve academic success.
Results

- **Student Performance:**
  - Significant improvement from pre- to post-test.
  - Waiting for GPA/persistence results:
    - Current term
    - Term after intervention
Results: LSI

Pre vs. Post LSI

- Time Management
- Attention
- Note-Taking
- Successive Relearning
- Deep Learning
- Test Taking
- Resilience
- Growth Mindset

Pre-LSI vs. Post-LSI comparison graph showing improvements in various skill areas post-LSI.
Results

- **Inventory Development:**
  - **Testing:** Not identified in factors.
  - **Resilience & Growth Mindset:** Single factor.
  - **Performance Anxiety:** New factor.
  - **Time Management & Attention:**
    - Not identified clearly in factors.
    - Serve as significant predictor of GPA.
PROGRAM ENHANCEMENTS
SMALL GROUPS: Program Feedback
Fall 2018

- Continue to assess intern model
- Self-scheduling
- *Recommended* ≤5 sessions
- Revisions to inventory scales
- Electronic inventory
- Collect larger grade distribution for norming and basis for predictive analytics
Q&A

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