Using a Differentiated Coaching Approach to Increase Retention Rates for Community College Students

Reimagine!

Vernon College

- Rural (2,400-2,900 enrollment)
- 30% Full-Time, 70% Part-Time
- 67% Female, 33% Male
- Ethnicity
  - 59% White
  - 9% Black/African American
  - 26% Hispanic/Latino
  - 6% Other

Criquett Scott Chapman

A Complex Perspective on Student Success Programming

A Quantitative Analysis of Retention Rates for Sophomores who Experience Differentiated Coaching while Attending a Guided Pathways Community College

AGENDA

Problem
Literature Review
Purpose Statement
Methodology
Overview of Findings
Implications
Distribution Plan

Problem & Literature Review

Johnstone, 2018

1 in 5 students who do not persist complete **75%** of the credit threshold for a degree

Community College Students

Overview

Literature Review

Complexity Theory

Outcomes Cannot be Predicted
Non-Linear Path

Retention

Theory of Institutional Departure (Tinto, 1993)
Academic Integration

Guided Pathways

Four Pillars:

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning

Overview

Literature Review

Differentiated Coaching

Content, Process, and Product
Readiness, Interest, and Learning Needs

Holistic Advising

Personal Attributes
Academic Merits

Principles of Adult Learning

Learning Strategies
Purpose and Relevance
Motivaton

Motivational Interviewing

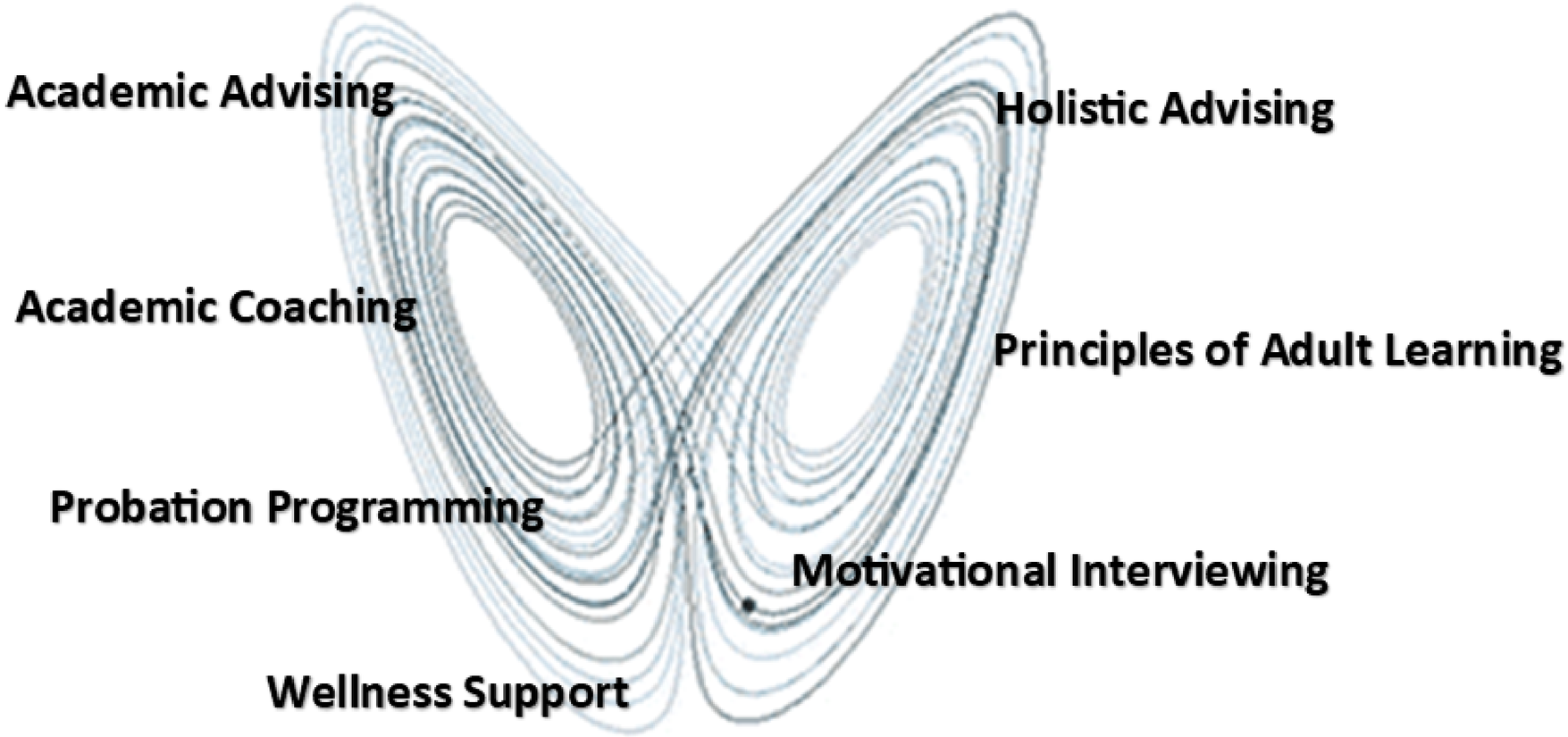
Technique
Strengths, Barriers, Career Interests

Student Success Programming

"Where to Engage"

Theories and Principles

"How to Engage"



Differentiated **Coaching**

Purpose Statement

To test a Guided Pathways framework positioned in a complex adaptive system to determine the relationship between differentiated coaching, as deployed in student success programming through the Guided Pathways initiative, and retention for associate degree seeking or general transfer students who have completed at least thirty credit hours at Chaparral Community College.

Methodology

Guided Pathways: Stay on the Path, Ensure Learning

Classroom Experiences

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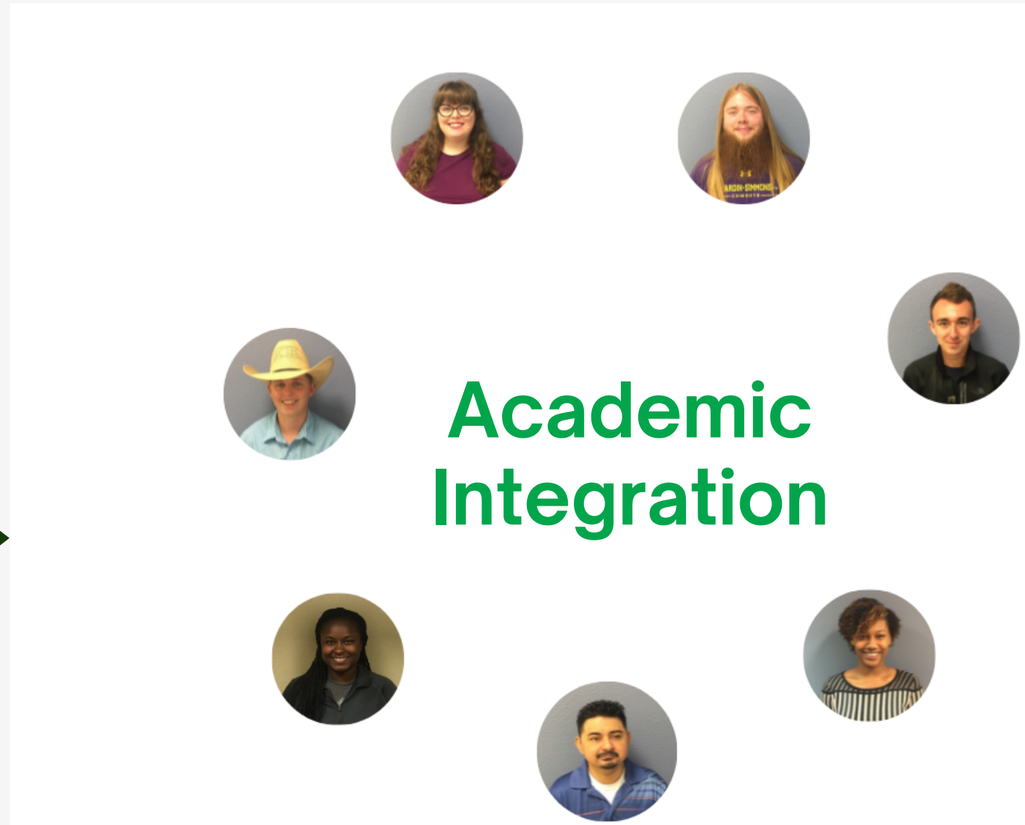
Success Programming Experiences



Research Design

Binary Logistic Regression

$$P(y) = \frac{1}{1+e^{-(b_0+b_1x_{1i}+b_2x_{2i}+b_3x_{3i})}}$$

Population Sampling

Students who met four criteria:

- classified as associate degree seeking or general transfer,
- non-dual credit,
- completed a minimum of 30 cumulative credit hours, and
- had not completed a degree or certificate

Two groups:

- Control “pre-treatment” - students who enrolled in and completed coursework in the Fall 2018 semester (N = 585)
- Treatment “post-treatment” - students who enrolled in and completed coursework in the Fall 2020 semester (N = 465)

Variables

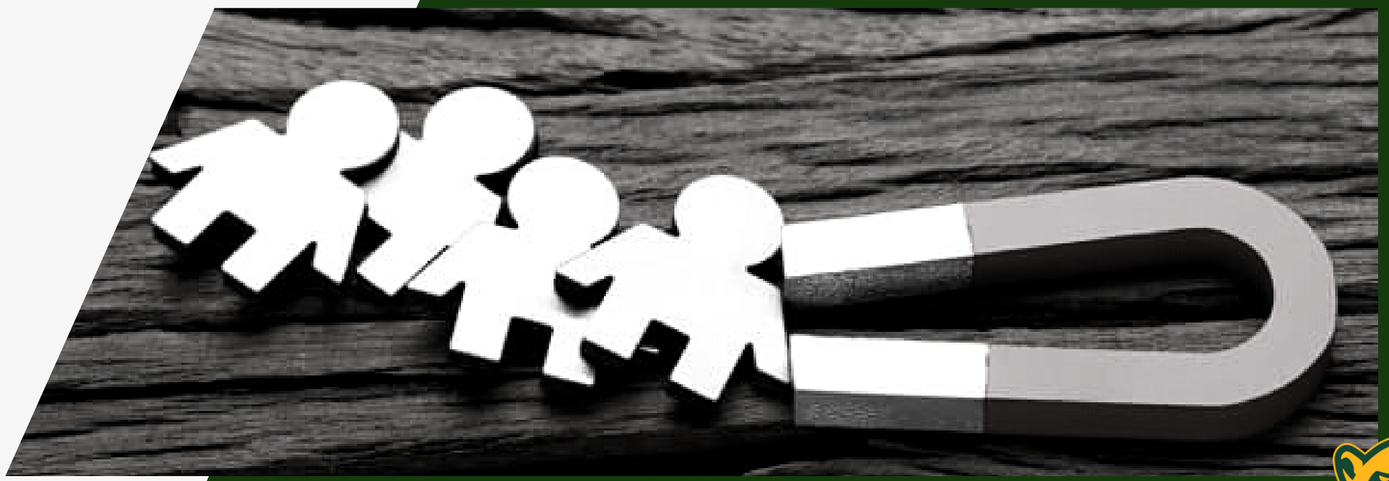
Type	Name	Description
Dependent	Retention	Retained by enrolling in subsequent term(s), completion of degree or certificate, or transfer
Independent	Group	Control—group of students completing Fall 2018 semester not receiving differentiated coaching; Treatment—group of students completing Fall 2020 semester receiving differentiated coaching

Variables

Type	Name	Description
Predictor	Cumulative Grade Point Average	Cumulative grade point average at completion of cohort semester
Predictor	Cumulative Credit Hours Earned	Number of cumulative credit hours earned at completion of cohort semester
Predictor	Enrollment Status	Enrollment status at completion of cohort semester (full-time ⩾ 12 credit hours)

Hypotheses

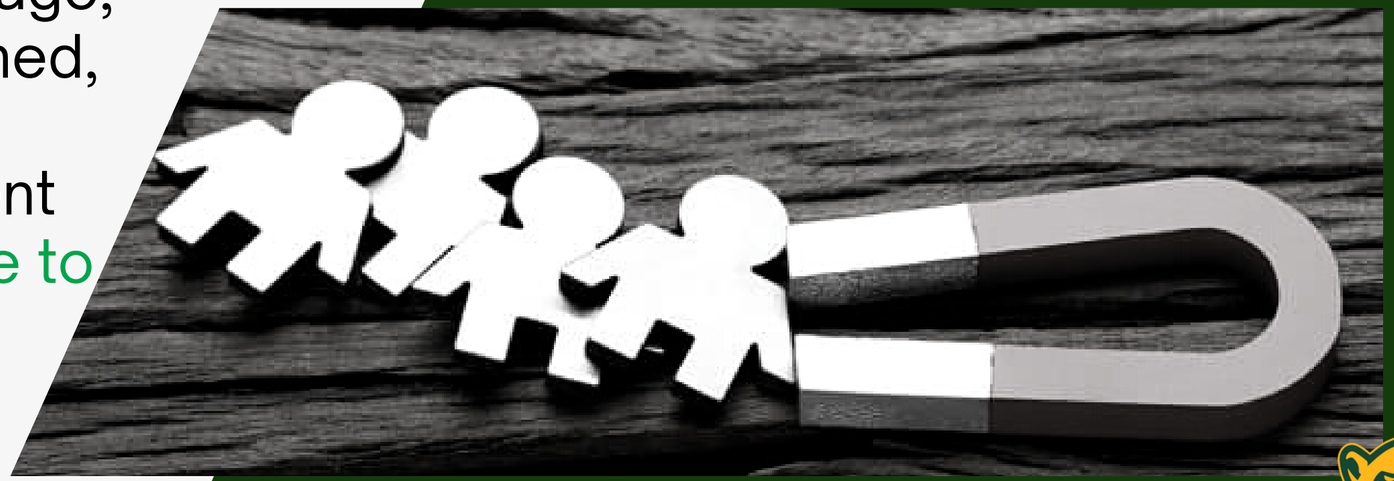
H_0 There is no relationship between differentiated coaching, cumulative grade point average, cumulative credit hours earned, and enrollment status and predicted log odds of student retention (Y).



Hypotheses

H_1 There is a relationship between differentiated coaching, cumulative grade point average, cumulative credit hours earned, and enrollment status and predicted log odds of student retention from semester one to semester two (Y).

H_2 There is a relationship between differentiated coaching, cumulative grade point average, cumulative credit hours earned, and enrollment status and predicted log odds of student retention from semester one to semester three (Y).



Overview of **Findings**

Guided Pathways Pillars of Analysis:

Ensure Students are Learning

Cumulative Grade Point Average

Model 1 - Semester 1 to 2

- 1.85 times more likely to be retained
- positive & significant (b = 0.614, SE = .109, p < .001)

Model 2 - Semester 1 to 3

- 1.88 times more likely to be retained
- positive & significant (b = 0.633, SE = .101, p < .001)

Guided Pathways Pillars of Analysis:

Keeping Students on the Path

Cumulative Credit Hours Earned

Model 1 - Semester 1 to 2

- Increase in 1 credit hour earned, decrease of 10% in odds of retention
- negative & significant (b = -0.010, SE = .003, p = .003)

Model 2 - Semester 1 to 3

- Increase in 1 credit hour earned, decrease of 11% in odds of retention
- negative & significant (b = -0.011, SE = .003, p < .001)

Guided Pathways Pillars of Analysis:

Keeping Students on the Path

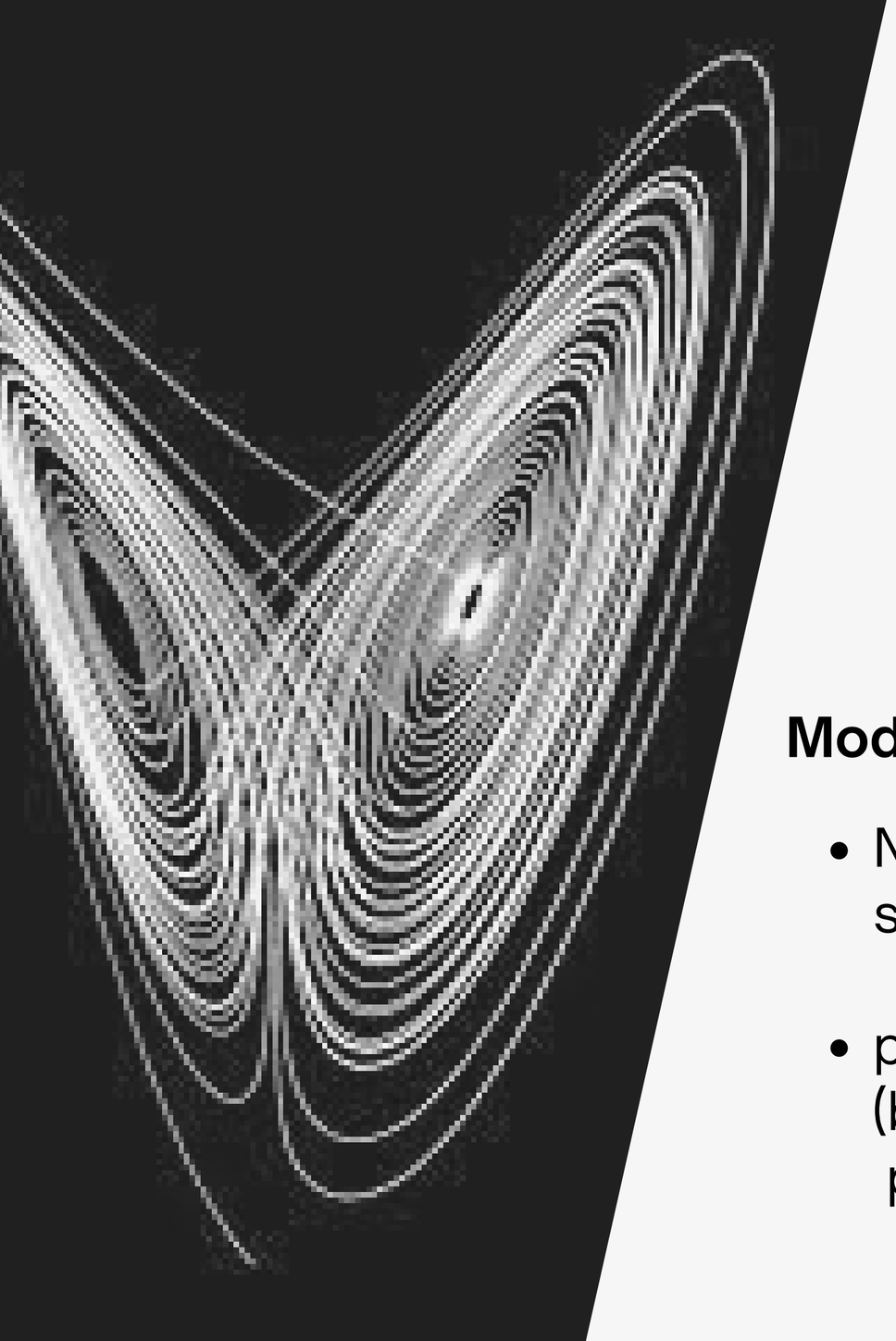
Enrollment Status

Model 1 - Semester 1 to 2

- 2.53 higher odds to be retained than part-time students
- positive & significant (b = 0.928, SE = .188, p < .001)

Model 2 - Semester 1 to 3

- Not statistically significant
- positive (b = 0.141, SE = .030, p = .301)



Guided Pathways Pillars of Analysis:

Keeping Students on the Path, Ensure Students are Learning

Differentiated Coaching

Model 1 - Semester 1 to 2

- Not statistically significant
- positive (b = 0.169, SE = .160, p = .293)

Model 2 - Semester 1 to 3

- **1.51 times more likely** to be retained
- **positive & significant** (b = 0.411, SE = .130, **p = .002**)

Implications & **Distribution Plan**

Implications

Cross-Institutional Reform

Integrated Approach
"Inclusive-or" Complex Conversation
Transactional to Transformational

Future Research

Differentiated Coaching

- Elements
- Delivery

Course/Success Program Design

Best Practices

Community College Reform

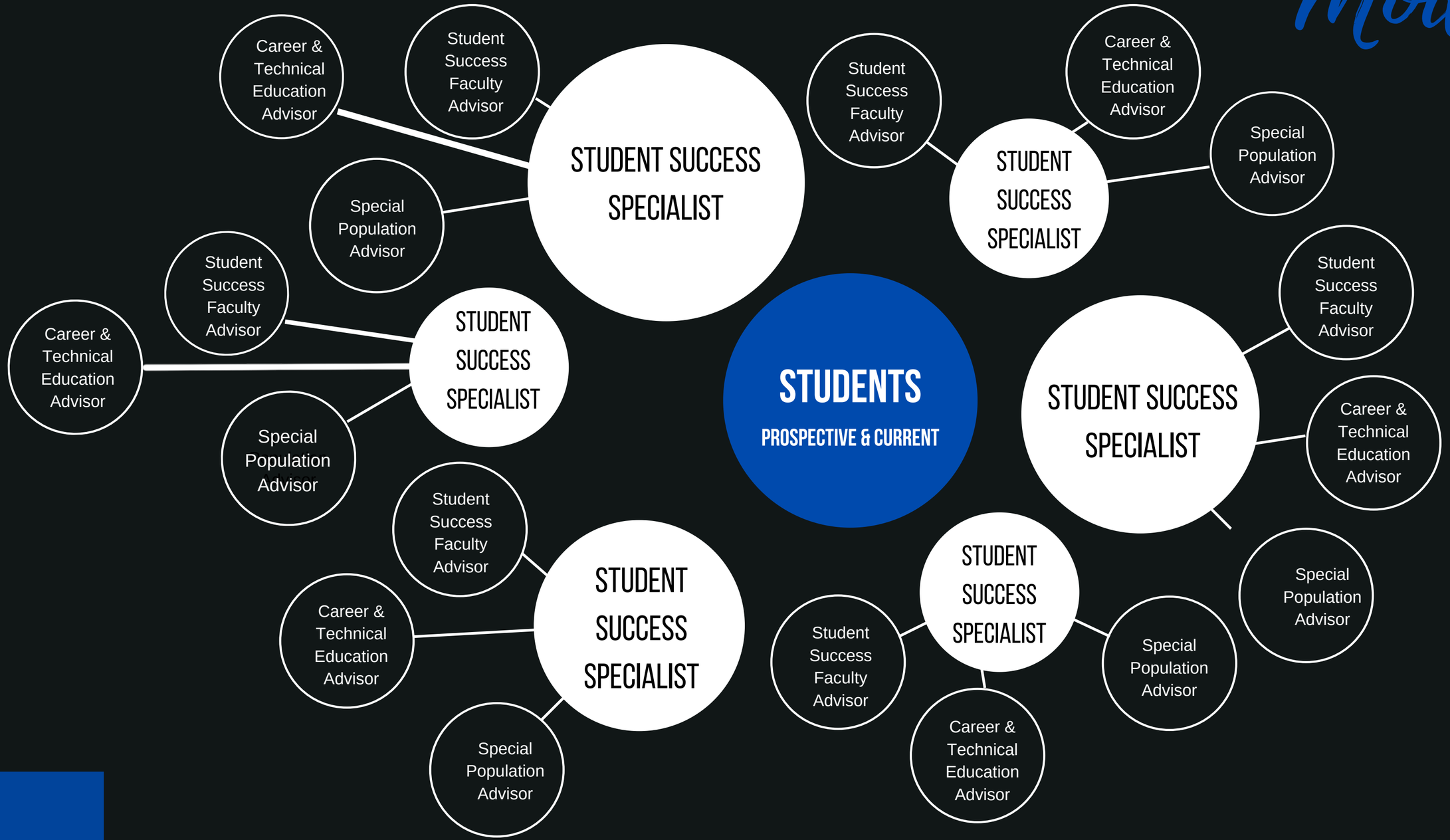
Application

Approach

Differentiated Coaching

Taking multiple approaches to content, process, and product while keeping student readiness, interest, and learning needs at the forefront.

Model


STUDENTS
PROSPECTIVE & CURRENT
STUDENT SUCCESS SPECIALIST
Career & Technical Education Advisor
Student Success Faculty Advisor
Special Population Advisor
STUDENT SUCCESS SPECIALIST
Student Success Faculty Advisor
Career & Technical Education Advisor
Special Population Advisor
STUDENT SUCCESS SPECIALIST
Student Success Faculty Advisor
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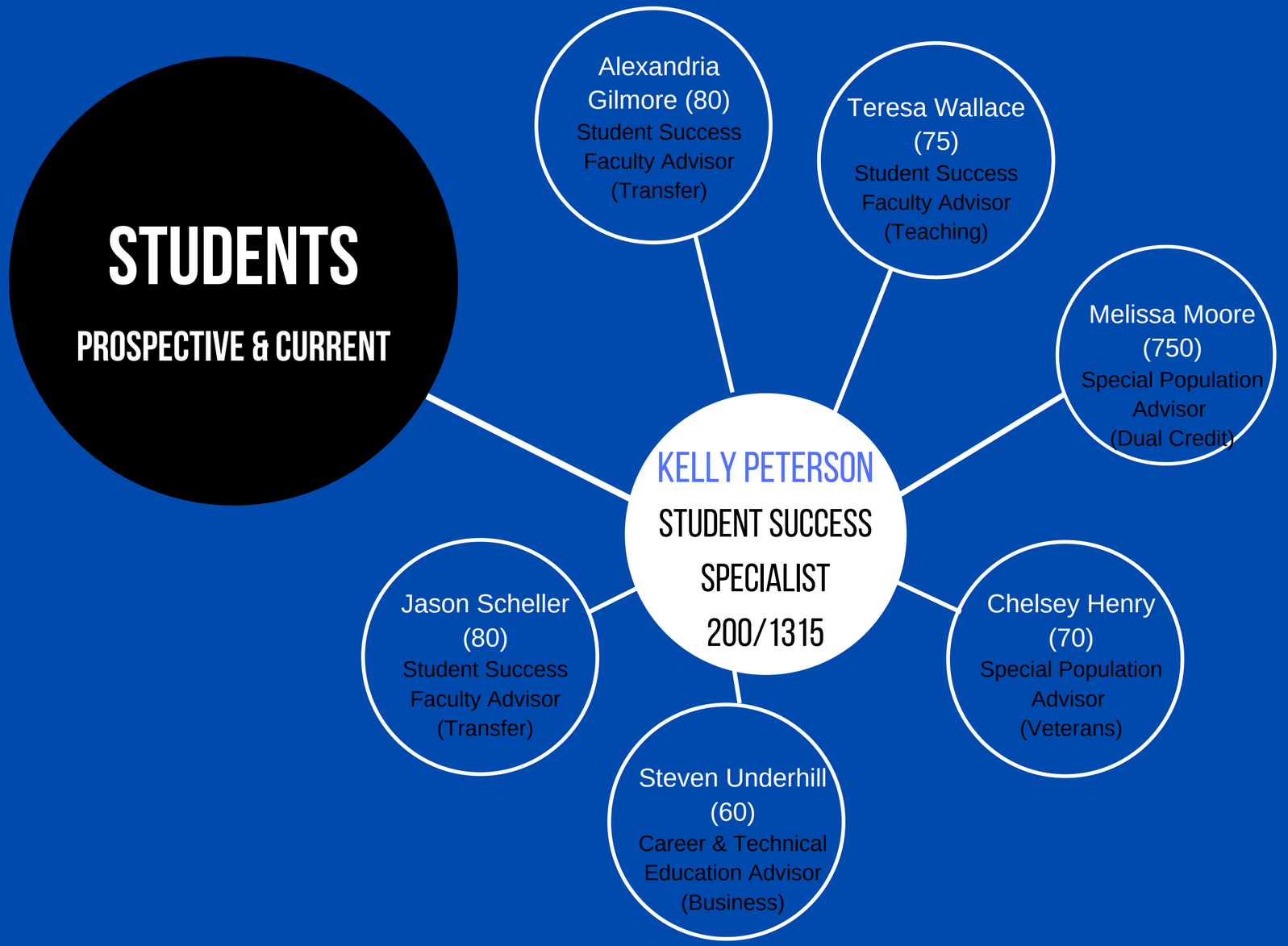


Holistic

STUDENT SUCCESS CORE PROGRAMMING

- Academic Advising (M)
- Academic Coaching
- Academic Probation - STEPS
- Counseling/Wellness

DEVELOPMENT

- Documentation
- Communication
- Technology
  - Shared Access
  - Embedded Processes - Intentionality
- Professional/Training

Alignment

Completion	Assess & gauge opportunity
Retention	Evaluate student progress (strengths & weaknesses)
Retention	Consider goals, time frame, & constraints
Retention/Completion	Create/edit student success pathway, career/degree plan, & individualized action plan

Alignment

ADVISING ELEMENTS	COURSE SCHEDULE ADVISING	DIFFERENTIATED COACHING
Focus	Primary: Courses, Secondary: Student Needs	Primary: Student Needs, Secondary: Courses
Student Interviews	Ask general information such as major and courses they prefer to take, take note of additional information student volunteers.	Use motivational interviewing to determine student readiness, interest, and learning needs.
Degree Planning	Advisors use previous courses to create next semester degree plan.	Advisors use demographic, academic, and personal factors to create full degree plan.

Alignment

Difficult Cognitive Elements	Why Difficult?	Common Errors	Cues and Strategies Used
Assessing whether the student's assigned student success pathway makes sense, including time to completion	▪ Advisors tend to focus on basic facts, degree plans only ▪ Students reluctant or not knowing how to share pertinent information; are hesitant to make career/pathway decision	▪ Don't recognize or investigate for potential barriers ▪ Focus exclusively on information presented by student	▪ Consider whether you really know all the "layers" of the student story ▪ Use motivational interviewing techniques to get students talking to elicit information beyond that which was initially presented

Development

COURSE SCHEDULE ADVISING

FROM:

- We do this because we were told.
- We do this just because.
- We do this inconsistently (as individual or group).

Advising defined: offer suggestions about the best course of action to someone.

DIFFERENTIATED COACHING

TO:

- We do this because we have an understanding of our students needs and are striving to make a difference.

Coaching defined: process that aims to improve performance...unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

CONSISTENT

Development

Foundational Topics

- Adult Learning Theory
- Motivational Theory
- Motivational Interviewing
- Transtheoretical Change Model
- Holistic Advising
- Appreciative Advising
- Asset Based vs. Deficit Based
- Healing Centered Coaching

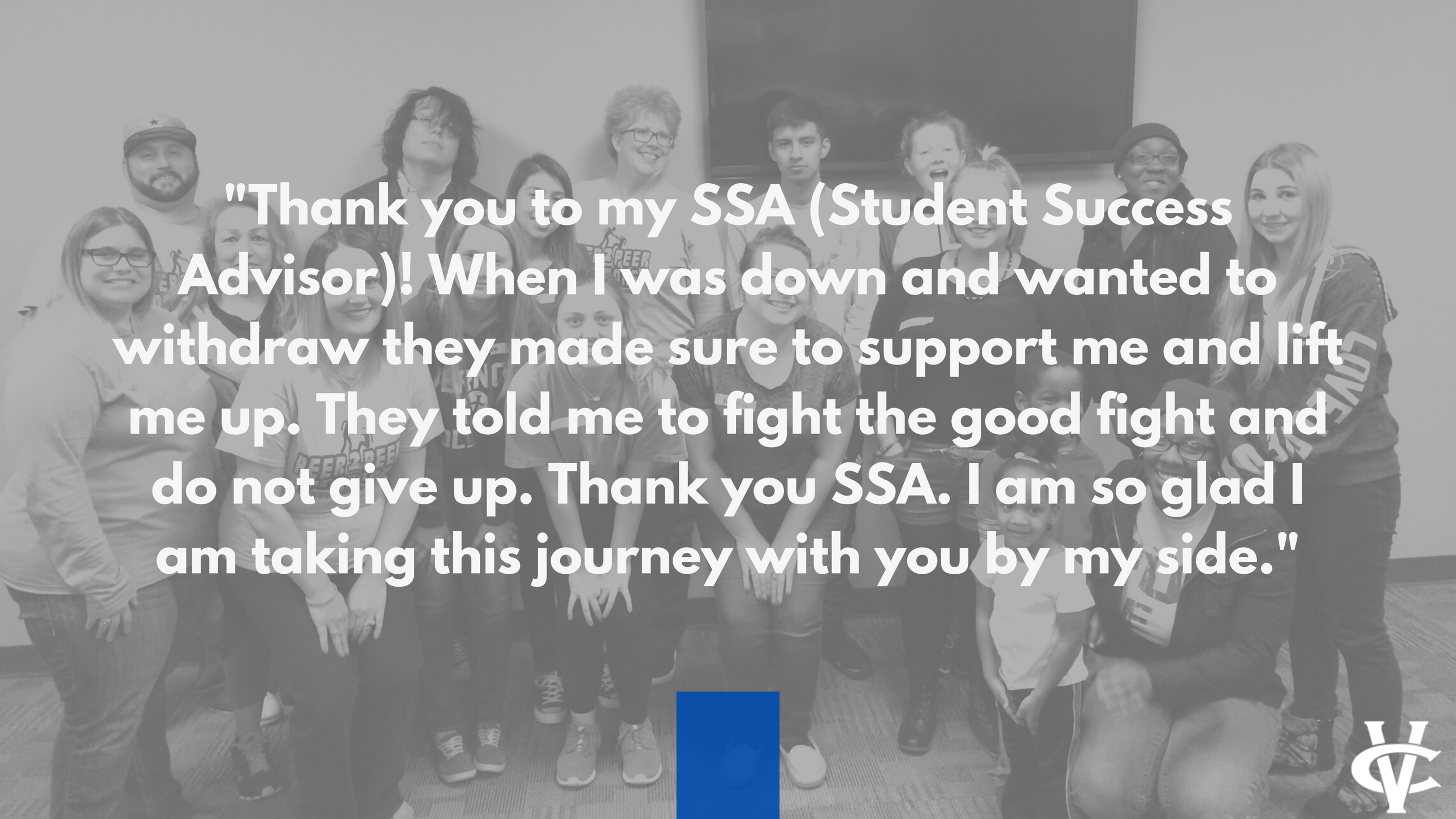
A DEVELOPMENTAL, DYNAMIC, SYSTEMS APPROACH TO STUDENT SUCCESS AND RETENTION.

Allows for Flexibility, Adaptability, Innovation

Next Steps

- Formalize Training
- Advisor Assessment/Evaluation
- Alignment of Student Success Assessment
- Technology
- College-Wide Awareness
- Data Informed

Intentional & Consistent



"Thank you to my SSA (Student Success Advisor)! When I was down and wanted to withdraw they made sure to support me and lift me up. They told me to fight the good fight and do not give up. Thank you SSA. I am so glad I am taking this journey with you by my side."