

Isn't This Just Abbreviated Mental Health Counseling or Sexy Advising?:

An In-Depth Examination of Success Coaching at the Community College

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Purpose of Study

The purpose of this study is to develop an in-depth understanding of what it means to participants to be a success coach in the community college setting. The position of community college success coach has only recently emerged and these practitioners' perspectives about what comprises student success in this context remains underexplored.

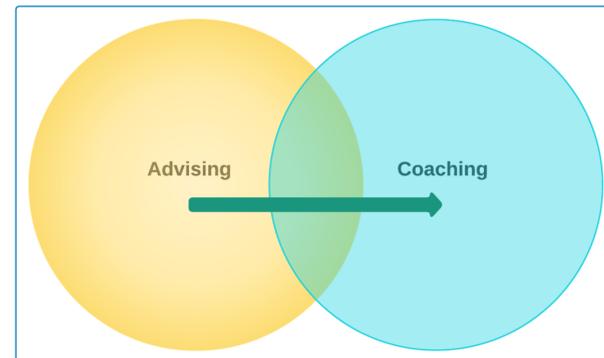
Research Question

The essence of promoting community college students' success from the perspective of current community college student affairs practitioners employed to facilitate this construct remains underexplored in the empirical literature. Therefore, this study will aim to present a robust understanding of what the process of development towards community college student success means and looks like from the perspective of those employed to facilitate this construct: the community college success coaches themselves.

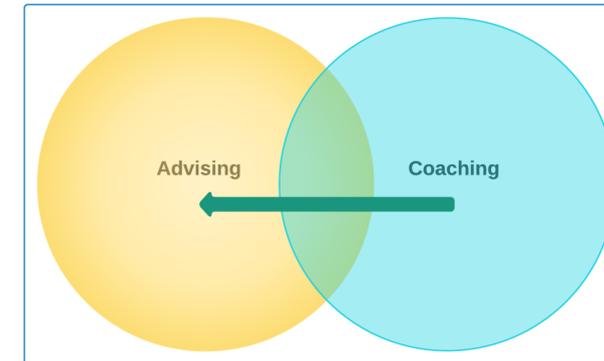
One focal question guides this inquiry: What does it mean to participants to be a success coach in the community college context?

Academic Coaching Models

Model #1: Advising as Coaching



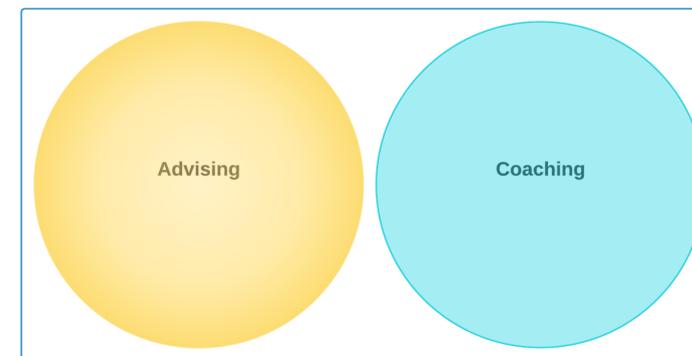
Model #2: Coaches who Advise



Model #3: Good Advising is Coaching



Model #4: Advising and Coaching are Distinct Services



Robinson's (2015) Aspirational Definition of Success Coaching:

“Academic/Success Coaching is the individualized practice of asking reflective, motivation-based questions, providing opportunities for formal self-assessment, sharing effective strategies, and co-creating a tangible plan. The coaching process offers students an opportunity to identify their strengths, actively practice new skills, and effectively navigate appropriate resources that ultimately results in skill development, performance improvement, and increased persistence.” (p. 126)

Foundational Questions

(1) How do community college success coaches articulate and analyze the process of development towards student success?: What is the ultimate purpose of success coaching and what type of success are community college success coaches helping their students to reach?

(2) What formal or informal theories of student success do these coaches use in their coaching practice?: In what ways do their approaches compare to and differ from the dominant philosophies and/or theories about community college student success?

References

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