**BASIC ACADEMIC COACHING LITERATURE FINDINGS**

**“Exploring the Effectiveness of Academic Coaching for Academically At-Risk College Students” – *Innovative Higher Education* (2019)**

[O]n average, those students who participated in coaching saw a greater increase in GPA (.52 increase for full-time .75 increase for part-time) than did those who did not participate (.04 increase for full-time, .28 increase for part-time).

Full-time students on academic warning who participated in academic coaching were more likely to be retained the following semester (63.8%) as compared to those who did not participate in academic coaching (45.7%).

**“An Academic Coaching Model [Prosper] for First-Year Student Success” – *ResearchGate* (2016)**

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|  |  | | **PROSPER**  **(N = 25)** | **NON-PROSPER (N = 28)** |
| **GPA COMPARISON** | |  | |  |
|  | *Semester GPA* | | *2.56* | *1.9* |
|  | *Credits Attempted* | | *13.4* | *13* |
| **ACADEMIC PROBATION** | | |  |  |
|  | *Number of Students on their first semester of Academic Probation (P1)* | | *3* | *13* |
|  | *Percent of Cohort on P1* | | *11.5%* | *46.4%* |
| **ATTENDANCE COMPARISON** | | |  |  |
|  | *Total Absences* | | *225* | *473* |
|  | *Average Absences / Student* | | *9* | *16.9* |
| **LRC COMPARISON** | | |  |  |
|  | *Total Visits* | | *80* | *56* |
|  | *Visits per Student* | | *2.65* | *2.23* |
|  | *Number of Students using LRC at least once* | | *12* | *6* |
|  | *Visits per User (*total visits divided by number of students who visited at least once) | | *6.64* | *9.66* |

Table 1: *Comparison data of student performance*

**“Coaching Students to Academic Success and Engagement on Campus” – *About Campus* (2010)**

[T[he academic Centers of Excellence (ACE) Office met and coached 182 academically deficient students appealing the loss of their financial aid. Of those 182 students, 92 percent (168) improved their GPA and demonstrated academic improvement over one academic year.

In 2008–2009 the University of South Carolina implemented a new academic standards policy. any first-year student after the fall semester whose GPA fell below a 2.0 was required to meet with an ACE coach in the spring semester. Of the 218 freshmen on probation after the fall 2008 semester, 22 opted to meet a second time with the ACE coaches, and 10 attended three sessions. the result yielded 40 percent fewer suspended students than predicted.

**“Academic Coaching: Outcomes from a Pilot Group of Postsecondary Students with Disabilities” – *Journal of Postsecondary Education and Disability* (2015)**

Data collected during the pilot initiative also suggests that the academic coaching service improved the study skills, self-conﬁdence, and motivation of postsecondary STEM students with a variety of disabilities.

Speciﬁcally, students identiﬁed time management, note taking, organization, prioritizing, writing, self-advocacy, and stress management among the strategies and skills they had learned through their academic coaching experiences.