

## **Academic Coaching**

### **What is Academic Coaching?**

Academic Coaching supports college students to achieve academic success by helping them organize academic schedules, learn new study skills, and develop time management strategies and tools to prepare them for exams, quizzes, and assignment deadlines.

### **Academic Anxiety?**

For students who have academic anxiety, an academic coach is there to discuss strategies regarding how to organize their ideas and develop a plan for the assignment.

### **Executive Function?**

Some college students also work with an academic coach to develop their executive thinking skills which helps them adopt a growth mindset, manage their academic anxiety, prioritize academic work, and set short- and long-term goals that are realistic and attainable.

### **Who gets to work with an Academic Coach?**

At Tompkins Cortland Community College (TC3) an Academic Coach is provided for students who have self-identified with Access and Equity and are found by staff to require such services.

Interested students can email the Baker Center for Learning at [BCL@tompkinscortland.edu](mailto:BCL@tompkinscortland.edu)

### **What have others gained from Academic Coaching?**

Below is a testimony of a recent nursing graduate who worked with a TC3 Academic Coach.

When I was recommended academic coaching, I was very unsure of what to expect. I had always struggled with deadlines and breaking up larger assignments into manageable bits all throughout high school and in other graduate level courses. I had been diagnosed with ADHD only a couple of years ago as an adult and never really learned how to manage it especially when it came to higher level course work. I never thought to work with an academic coach because I didn't need additional test time or tutoring but I did not really know what I needed to do to help myself. Academic coaching gave me an opportunity to work with someone on ways to break up the types of assignments I was struggling with. Academic coaching gave me someone to hold me accountable to the deadlines and goals I set for myself in our meetings. It gave me an outlet to discuss challenges that I was experiencing outside of school because they indirectly affected my studies and success in my program. I did not need someone to sit down and help me write my papers but I did benefit greatly from having someone to discuss my paper with me and the specific challenges I was having with it. I benefited from the encouragement I was given and appreciated having someone I could just check in with even when I was not struggling. I wish I had learned that this service was available to me sooner. I can say it truly made a difference for me in my final semester here at TC3 and will be seeking similar services if they are available as I continue to further my education.

## **Is Academic Coaching an Evidence-Based Practice?**

“A growing evidence base explores ADHD coaching processes and outcomes. While the robustness of findings varies, outcome studies across the age span suggest that ADHD coaching supports the development of executive functions, functional outcomes, and in some cases, well-being, including self-determination” (AHEAD, 2023).

Since the start of academic coaching in the 90s the concentration was to help students with ADHD, learning disabilities, and executive function challenges (AHEAD, 2023). Students who need help with executive function skills such as organization, planning ability, goal achievement, and managing obligations have benefited from these self-management skills being developed with a coach.

Academic coaching may help other students who need less executive function support and more help to understand the academic assignments and what is being asked of them. This is where help with how to use academic resources for academic tasks, such as using assistive technology or tutoring services is taught.

A team of Deaf academic coaches who were certified by the International Coaching Federation from Gallaudet University reported an increase in confidence and fostered a sense of belonging (AHEAD, 2023). By using a strengths-based model of coaching, these coaches helped the students embody the “Deaf CAN!” mentality (AHEAD, 2023).