



# UTSA'S **S**TUDENT **S**UCCESS **C**OACHING MANUAL

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2024-2025 Edition




# Student Success Coaching



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# **Chapter 1**

## **What is Student Success Coaching?**





# Defining Student Success Coaching

Student Success is not one-size-fits-all. Each student is an individual with specific needs and goals. Student Success Coaching is the one-on-one process of supporting students socially, emotionally, and academically. Success Coaches help students identify their academic or personal goals, understand their obstacles and barriers, and collaboratively devise personalized plans of action. Through a caring and holistic approach, coaches will support, challenge, and hold students accountable through their individualized

sessions. Student Success Coaches will assist students with connecting with resources and providing referrals to campus services.

Success Coaches are professional staff members either holding or pursuing graduate degrees. They are highly knowledgeable in helping students develop college life skills. Additionally, Peer (Student) Coaches support Success Coaches where appropriate. Successful coaching results in an increase in student persistence and success at UTSA.



## Benefits of Coaching

(Adapted from Schultz, S.F. (1995). The benefits of mentoring. New Directions for Adult and Continuing Education, 66, 57-67.)





There are benefits to the coaching relationship that can foster development and improve skills in many areas for both the coach and the student. These benefits are similar to

the benefits of those exposed to a mentoring relationship, as seen in the literature. The following chart highlights some of those benefits:

Coaching benefits in:	For the Coach:	For the Student:
<b>Learning</b>	<ul style="list-style-type: none"><li>-Learn new theories, ideas, and ways to communicate successfully</li><li>- Opportunity to strengthen academically through study and review with mentees</li><li>-Enhance leadership and coaching skills</li><li>- Learn to think critically about themselves and to seek additional help when needed</li></ul>	<ul style="list-style-type: none"><li>- Learn the informal and formal regulations and procedures for doing things at UTSA</li><li>-Gaining information quickly and easily directly from an experienced source</li><li>- Learn what it takes to succeed and how to push self beyond your expectations</li><li>- Acquire the skills to get through the organization and achieve a sense of control</li></ul>
<b>Growth</b>	<ul style="list-style-type: none"><li>-Becoming aware of your own level of competence</li><li>-Self-discovery and personal awareness</li><li>- Recommitment to educational and personal goals</li><li>-Reacquainted with a love of learning</li><li>-Build reputation as a leader and expert</li></ul>	<ul style="list-style-type: none"><li>-Ability to develop and maintain relationships</li><li>-Attain a strong sense of identity and self confidence</li><li>-Self-regulatory skills such as persistence in tasks and ownership of one's work</li><li>-Development of leadership skills and increased positive self-perception</li></ul>
<b>Development</b>	<ul style="list-style-type: none"><li>-Experience the intrinsic value of helping others work towards their goals</li><li>-Discover that you want to make contributions to younger people and to your organization</li></ul>	<ul style="list-style-type: none"><li>-Ability to feel more comfortable working independently because of guidance</li><li>-Ability to find value in the learning process, approach learning intentionally</li><li>-Maturity to develop other relationships that can be mutually beneficial</li></ul>

## Success Coaching Guidelines

(Joe Cuseo, n.d.)





Think back to the people who really made a difference in your life as a student. There may have been many, or perhaps one person really comes to mind. What qualities did that person possess and share? How did this person help you? Often, memories of our own mentors guide us in our way of coaching. Of course, our personal style also becomes a part of how we help others. Finally, the needs of those who we coach will largely determine the strategies we employ.

**Whatever style you develop, there are some basic guidelines we would like for you to incorporate:**

1. Be committed, and do what you promise.
2. Be a good listener, and never forget that the program is about your students first and foremost.
3. Share yourself and your experiences. Don't be afraid to admit your shortcomings.
4. Set professional boundaries. Your role is to be friendly and supportive of your students, but you are not their friend; therefore, do not exceed the limits of a professional relationship.
5. Assist your student in making decisions for him or herself. Teaching effective decision-making and problem-solving skills are some of the best gifts you can give.

6. Be supportive. Everyone needs encouragement and validation.
7. Have an appropriate sense of humor and laugh often.
8. Challenge your students and yourself to be the best possible people they can be.
9. Be on time for all scheduled meetings with students.
  - The front desk must be notified if you are unable to keep a scheduled meeting.
10. Greet your students at the front desk at the time of their appointment.
  - The front desk staff will be responsible for notifying you when your appointment arrives.
11. Act professionally and be courteous throughout the semester.
12. Attend supervision meetings that are scheduled every week.
13. Complete any additional responsibilities agreed upon between you and your supervisor.
14. Record keeping is an important part of documenting the services we provide. Keep detailed notes, complete paperwork, and maintain a file for each student.

By following these guidelines, the coach will fulfill many roles for their students: Advocate, Guide, Resource & Referral Agent





# Characteristics of Effective Success Coaches

Years of research indicates that a helper's personal qualities can either enhance or hinder named the helping process. Sherilyn Cormier and Harold Hackney have eight necessary characteristics for effective helpers.

## Self-Awareness and Understanding

As a success coach, explore your needs (i.e. need to give, need to be liked, need to please others, need to be right, need for control). Be aware of your motivation for helping. What do you get from helping others? How does helping make you feel good? Be conscious of your own feelings such as happiness, anger, frustration, disappointment. Know your strengths, limitations, and coping skills. A healthy degree of introspection will be a good starting point for you to become an effective helper.

## Good Psychological Health

As you coach, remember that you will be a more effective helper if you help yourself.

## Open-Mindedness

This characteristic suggests freedom from fixed or preconceived ideas that could affect your students and is a prerequisite for honest communication.

## Objectivity

Possessing the ability to be involved with your students, yet at the same time, stand back and accurately see what is happening in their relationships; a quality also known empathy.

## Trustworthiness

This means being reliable, responsible, and avoiding responses or behaviors that could cause harm to your students.

## Competence

This refers to whether or not you have the necessary information, knowledge and skills to be of help. Competency sets you apart from a friend by demonstrating a combination of academic knowledge, personal qualities and helping skills. "It would be rare to find a friend with this combination." (Egan,1990)

## Interpersonal Attractiveness

Consider this characteristic as being genuine. It is more helpful to be down to earth, friendly and warm versus being stuffy, formal, aloof, or reserved.







# Essentials of a Coaching Relationship

(Adapted from the Department of Transportation Mentoring Handbook (1996))

There are five essential factors in a coaching relationship: Respect, Self-Esteem, Trust, Time, & Partnership Building

## Respect

The first essential of a successful coaching relationship is respect. Respect is established when the student recognizes knowledge, skills, and abilities in the coach that they would like to possess. The student then attempts to acquire these much-admired characteristics. Respect usually increases over time.

## Trust

Trust is another essential of a successful coaching relationship. Trust is a two-way street – both coaches and students need to work together to build trust. There are four factors to building trust:



## Communication

You need to talk and actively listen to your students. It is important to value your students' opinions and let each student know that they are being taken seriously. Students can help to build trust in the relationship by honestly relaying their goals and concerns, and by listening to your opinions.

## Availability

You should be willing to meet with your students whenever they need you (within reason). Your students also need to make time for this relationship.

## Predictability

Your students need you to be dependable and reliable. You should make a point to give consistent feedback, direction, and advice. You should be able to predict the needs of your students. Conversely, your students need to be consistent in their actions and behaviors. Although your students will grow and change during the coaching relationship, drastic changes in behavior or attitude could signal a problem that needs a referral. Look for these indicators of potential trouble in your student:

- Frequent switches in direction
- Frequent arguments
- Frustration at lack of progress
- Excessive floundering or procrastination

## Loyalty

Never compromise your relationship by discussing things a student told to you in confidence with others, following FERPA guidelines (unless you feel additional intervention is necessary). Avoid criticizing or complaining about UTSA. Disloyalty to the organization may cause confusion on the part of your students.







## Self-Esteem

Everyone has the desire to believe that they are worthwhile and valuable.

### **There are several steps you can take to help build your students' self-esteem:**

- Encourage your students to have realistic expectations of themselves, the coaching relationship, and their experience at UTSA as a whole.
- Encourage your students to have a realistic self-perception by identifying their social traits, intellectual capacity, beliefs, talents, and roles.
- Encourage your students to change a poor self-perception.
  - Changing a poor self-perception requires a good deal of commitment from the student.
  - Help your students change the “can’t” self-perception by helping them develop the knowledge, skills, and abilities they need.
  - Help your students change the “won’t” self-perception by instilling in them that change is possible if they are willing to make the effort.
- The most effective way to build your students' self-esteem is to listen and give positive feedback.

## Partnership

**Building** When you enter into a coaching relationship, you and your students become professional partners. There are natural

barriers that all partnerships face. Natural barriers may include miscommunication or an uncertainty of each other's expectations.

### **Five things that can help you overcome these barriers:**

- Maintain communication
- Fix obvious problems or refer student to proper resource
- Forecast how decisions could affect goals
- Discuss progress
- Monitor changes

### **You and your students can use the following activities to help build a successful partnership:**

- Show enthusiasm—Create a positive atmosphere for your students by showing enthusiasm and excitement for their efforts.
- Create an atmosphere for emotional acceptance—Transformation is a campaign for the heart as well as the mind.
- Help your students feel accepted as they experience the growth and development of the first year at UTSA, whether as a freshman or a transfer student.
- Approach changes slowly—Listen to your students and be responsive to their concerns. Freshmen, especially, need time to accept and experiment with the new changes they will face.

## Time

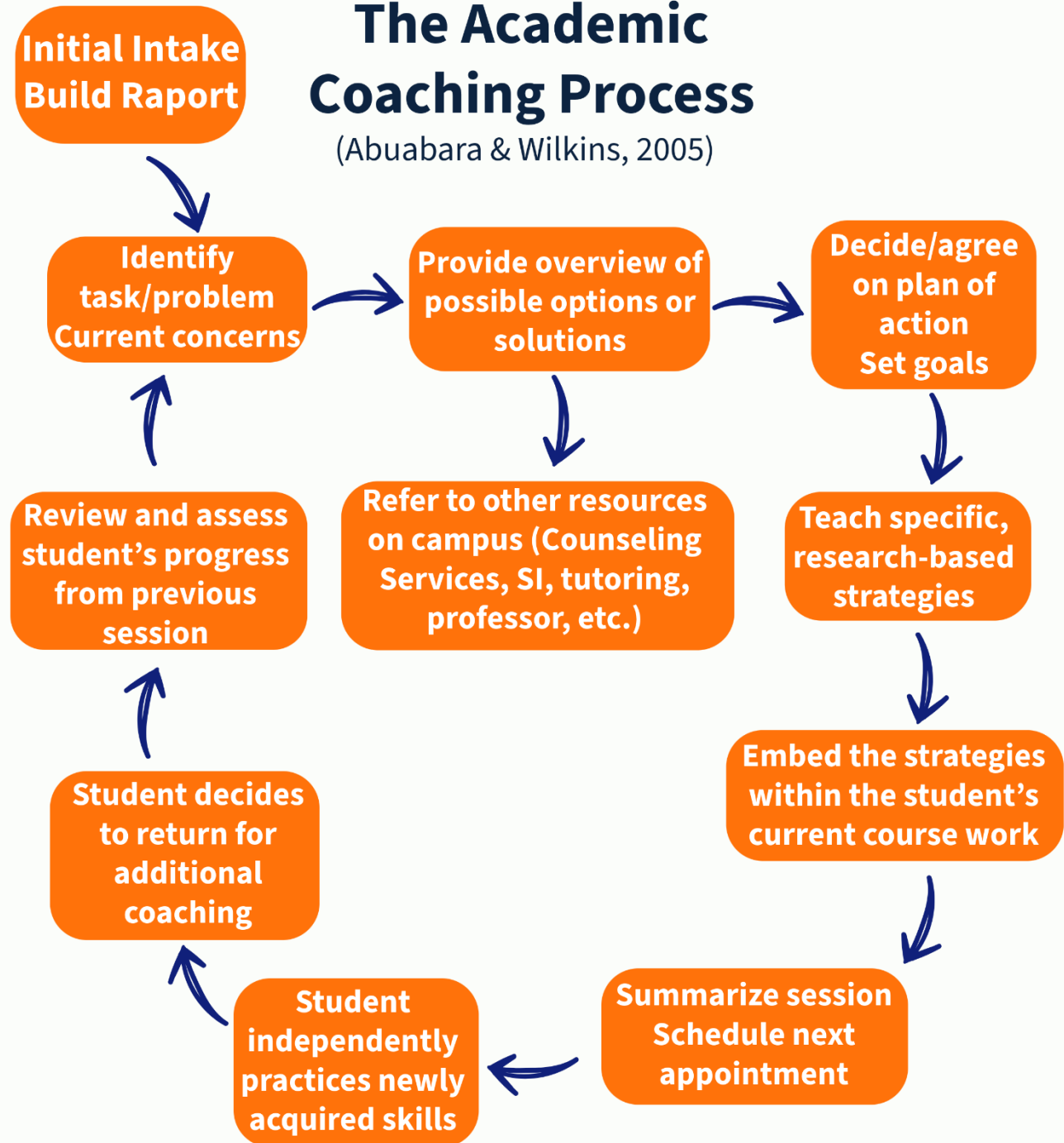
You need to make time to interact with your students. Be on time and consistent—make coaching a priority in your schedule.





# The Academic Coaching Process

(Abuabara & Wilkins, 2005)





# Protocols for Conducting Coaching Sessions

During your coaching sessions you will cover a multitude of topics. You will be assisting students in adjusting to the academic environment, and helping minimize confusion and frustration. A good coach can be a source of emotional support, practical information, and inspiration!

## **Tips for setting up appointments:**

- Maintain communication with Front Desk staff that make student appointments.
- Ask the student to arrive 15-20 minutes early for intake at the initial meeting.
- Do not schedule more than 4 meetings back to back, or 5 within the same day.
- Remind students not to make an appointment that is 30 minutes before the start of one of their classes. They should not need to leave an appointment early because they have another commitment. Helping the student schedule appropriately is part of teaching them time management skills.
- Explain to your students that they need to let you know in advance if they cannot keep an appointment.

## **Coaches' Responsibilities at meetings:**

- Meet with students as needed based on the arrangement that you and your student make. Typically, meetings are set weekly and then may continue on that schedule or time may be lengthened between meetings as the student becomes more independent and set in their academic plan.
- Be on time for all scheduled meetings. Students are taking time out of their schedule, too.
- Have students sign in at the TRC Reception Desk. As professionals, the expectation is that you act professionally and be courteous throughout the success coaching relationship.
- Maintaining documentation on each student is a necessary step in building and preserving rapport that is built and in substantiating our services. Some data will be collected and reported aggregately. Success coaches are required to keep a file for each student that includes intake paperwork and notes for each contact with the student (i.e. meetings, phone calls, emails).
- Make sure that the student understands their role in achieving the expectations of the success coaching process.





# Suggestions for Facilitating Success Coaching Sessions

Keep in mind that these are only suggested topics. Most often, your students will choose what they want to discuss based on what their needs are.

## First Meeting

- (Note: review intake form beforehand)
- Introductions. This should help to break the ice. Talk about your role as a Success Coach and what you can do for them. Review expectations and sign any additional forms.
- Start by discussing their academic experience. What classes are they taking? How many hours? Are their classes traditionally difficult? How do they like their classes; any issues? How do they like their professors? Have they purchased all needed textbooks and supplies? Are they using a planner? (Encourage them to use one.) Are they checking their school email?
- Discuss how they are doing with note taking, reading, studying, and time management.
- Discuss any expectations, goals, strengths, weaknesses. What grades are they realistically wanting to earn?

## Second Meeting

- Assist students in looking ahead. Talk about important and upcoming dates on their syllabi. Have they put test/project/paper dates in their planner? Work with them on a timeline to get these projects taken care of in a timely fashion. Start from due date and work backwards to not be swamped at the end. Are they caught up on all reading for classes? This is the point the 'excited-ness to succeed' starts to wear off. Chances are, they've started to get behind on reading.

## Third Meeting

- Talk about stress levels and time management, the two coincide. Encourage 'to-do' lists and talk about what they do not understand in classes. Discuss study strategies that may help them. Refer them, if needed, to campus resources.
- If students do have grades back from tests or assignments, how did they do? If they did well, are they still studying with the same enthusiasm? If they did fair, what can they do to do better? If they did poorly, what needs to improve? Do they now understand the material they didn't understand for the graded work? Chances are the concepts will show up again.
- In the midst of tests, discuss the importance of food, sleep, and time management.





### **Meeting Close to the End of the Semester**

- Gear up for finals! Remind them when study days are, and what study days are. Make sure they know when and where their finals are. Are their tests comprehensive? What exactly do they need to know? What are their plans for conquering finals? Talk about study

strategies for finals, no cramming! Discuss your own strategies for making it through.

- Do they have final papers or projects they should be working on? Encourage them to have these done prior to finals so they may concentrate on studying.
- Did they enjoy their coaching experience? What did they like most? What would they do differently?

## **Communicating with the Student**

(L. Duncan & P. Glenn, Tomás Rivera Center for Student Success, University of Texas at San Antonio, Academic Coaching Interviewing Techniques, summer 2003)

### **1. Opening**

- Greet students by name, be relaxed, warm.
- Open with a question, e.g. “how are things going?” or “what brings you to coaching today?”
- Talk about what successful coaching is and how you can help.

### **2. Phrasing Questions**

- Conversational flow will be cut off if questions are asked so that a “yes” or “no” reply is required.
- A good question might be, “What have you done differently to prepare for your next exam?”

### **3. Out-Talking the Student**

- Good coaching is effective listening.
- Listening is more than the absence of talking.
- Identify the fine shades of feelings behind the words.

### **4. Accepting the Student’s Attitudes and Feelings**

- A student may fear that the coach won’t approve of what he or she says.
- Coaches must convey their acceptance of these feelings and attitudes in a non-judgmental way.

### **5. Cross-Examining**

- Do not fire questions at the student like a machine gun.

### **6. Silence During the Session**

- Most people are embarrassed if no conversation is going on.
- Remember, the student may be processing what was said.





7. **Reflecting the Student's Feelings**

- Try to understand what the student is saying.
- For example, it is better to say, "You feel that the professor is unfair to you" rather than "Everyone has trouble getting along with professors sometimes."

8. **Admitting Your Ignorance**

- If a student asks a question regarding facts and you do not have the facts, admit it.
- Let the student know that you will look into it and follow up with them.

9. **Setting Limits on the Session**

- It is better if the coach and the student realize from the beginning that the session lasts for a fixed length of time.

10. **Ending the Session**

- Once limits have been set, it is best to end the session at the agreed time.
- A comfortable phrase might be, "Let's make another appointment so that we can go into this further."
- Set up an appointment by asking for their email address so that it is sent to their calendar.





## Chapter 2

# Guiding Theories







## Intro to Guiding Theories

In this section we discuss different theories which are relevant and applicable to academic coaching. We focus on theories about coaching, student development, communication, and how to be an effective

helper. We feel these theories are important to include because academic coaching is based on concrete study skills and theory. We must first understand the theory which drives the coaching process before we can become effective coaches.





# Arthur Chickering's Theory of Young Adult Development (1969)

## DEVELOPING COMPETENCE

The task of **developing competence** is comprised of three areas; **intellectual, physical/manual** and **social**. Intellectual competence most often refers to the **development of intellectual skills** and the **acquiring of information**. It also includes improving mental ability and developing critical thinking. Physical and manual competence refers to both **athletic and artistic activities**. Athletics is an arena where competence (or the lack of it) must be faced and therefore, one's ability is starkly revealed. Artistic accomplishment, like athletics, offers clear evidence of achievement and competence. Social competence refers to **interaction with others**. All types of interpersonal communication are part of social competence.

## MANAGING EMOTIONS

The task is to **become aware of the range and variety of impulses** pushing from within. The increasing differentiation of feelings leads to the **awareness that feelings can be trusted** to provide useful information and can be expressed. The second phase of development, integrating feelings with other aspects of the self and achieving flexible control, leads the student to **find and try new modes of emotional expression**, assess their consequences, and ultimately **come to a point where he/she knows how he/she will handle different feelings** and has defined what will be expressed to whom.

## MOVING THROUGH AUTONOMY TOWARDS INTERDEPENDENCE

Developing autonomy consists of **three major components; emotional independence, instrumental independence and recognition of interdependence**. Emotional independence progresses from a **disengagement** from parents to an increased **reliance on peers**, and finally, to personal autonomy. Instrumental independence includes the ability to **carry on activities without seeking assistance** as well as the ability to be **geographically mobile** in relation to one's needs. Interdependence is the capstone of autonomy and refers to one's limit of giving and receiving in various areas. It is a **recognition, for example, that loving and being loved are complementary**.

## DEVELOPING MATURE INTERPERSONAL RELATIONSHIPS

Mature interpersonal relationships include an **increased tolerance and respect** for those of different backgrounds, habits, values and appearances. It is an **increasing openness and acceptance of diversity**, which includes an increase in the variety of close and lasting friendships. Mature interpersonal relationships also refer to a **shift in the quality of relationships with intimates** and close friends. It includes creating a larger space around people, characterized by greater stability and trust. When this shift occurs, **close feelings persist despite sharp disagreements**.





## ESTABLISHING IDENTITY

Establishing identity refers to an **increasing knowledge of oneself**. The **two primary components** include **perceptions concerning body and appearance** and **clarification of sexual identity**. Issues of sexual identification intimately interact with the concerns for bodily appearance and self-presentation. This includes **what it means to be a man or a woman**, coming to terms with **roles and behaviors** and **developing a position consistent with one's definition of masculinity or femininity**.

## DEVELOPING PURPOSE

The development of purpose involves assessment and clarification of interest, education and career options, and lifestyle (sexual orientation, marriage, family, etc.). Ultimately, integration of those factors results in setting a coherent, if general, direction for one's life.

## DEVELOPING INTEGRITY

The development of integrity is closely **related to establishing identity and developing purpose**. It is **forming a personally valid set of beliefs and values that have internal consistency** and provide a tentative guide to behavior. These values and beliefs are **affected by the kind of person one is** as well as the kind of person one **would like to become**. They are also affected by lifestyle considerations, occupational plans and dominant interests.





# Socio-constructivist Coaching to Build Self-Efficacy

Socio-constructivism, as rooted in the work of Piaget and Vygotsky, “acknowledges the impact of collaboration, social context, and negotiation on learning” (Wlodkowski, 1999, p. 67). The academic coach can be viewed as an important contributor to a student’s learning. Yet, this is balanced with the individualistic view in which students are self-oriented and self-directed. Wlodkowski (1999) discusses this balance when he states that, “I live as a socially constructed being with an individual identity.” Therefore, how do academic coaches motivate individualistic students to do their best in a competitive environment? Academic coaches can utilize motivational strategies that challenge students to be their best and that, therefore, creates a motivational condition (Wlodkowski, 1999).

There are four motivational conditions that enhance adult motivation to learn: inclusion, attitude, meaning, and competence (Wlodkowski, 1999). Therefore, success coaches should strive to establish *inclusion* through respect and connection, model a positive *attitude* toward learning tasks through personal relevance and choice, and assist the learner in seeing the deeper, more purposeful *meaning* of their learning. The fourth motivational condition is *competence* or the desire to build self-efficacy. Students experience this feeling of competence when they can apply and practice some new skills or

knowledge. Confidence comes from a student’s knowledge that they have attempted a task and are successful at it. Therefore, our fourth motivational task as a coach should be to engender competence in our students.

We can assist students with achieving competence through a metacognitive approach to learning tasks—helping the student plan their approach, monitor their progress, and evaluate the outcome. This awareness of the learning process layered with Vygotsky’s assisted learning is a blend of individualistic and socio-constructivist approaches. The theory of assisted learning proposes that the student can master certain tasks, if given the appropriate instruction or assistance. The academic coach serves as the “more knowledgeable other” (MKO) and scaffolds the learning task with the goal to provide less and less direction, while simultaneously cultivating competence in the learner. As seen below the MKO would first guide the student through planning, monitoring, and evaluating, then would step first out of the planning portion, then out of the monitoring, and eventually the student should feel competent enough in the learning task to be able to work independently (whether this is managing their time, breaking down an assignment, or drafting a dissertation).





# Developing Competence

Part of the role of a successful coach is to help students move from unconscious incompetence to unconscious competence in their academics. Through the description and diagram below, academic coaches can learn about this model of coaching.

Before students come in for coaching, they may be naïve about what they do not know; in other words, students are in the stage of **unconscious incompetence**. Getting students to make an appointment for academic coaching can be difficult at this point, because they may not realize that they have any trouble academically. For example, students may think they have been studying for tests the best way possible, when they are passively reading their textbook and looking over their notes the night before a test. The recognition that they may not know how to study, brought on by a recommendation from an instructor or a bad grade on a test, may prompt their entrance into academic coaching.

Once students come into coaching, the process of discovery or consciousness-raising begins; one way in which academic coaches begin this process is through the Learning and Study Strategies Inventory (LASSI). LASSI helps coaches and students identify areas of strengths and weaknesses. Coaches can also ask questions that can help students understand where they need to improve their academic skills. This puts students into the realm of **conscious incompetence**. During this process, students have a beginner's mind. Negative experiences, such as continued bad grades on tests or the inability to implement a strategy, can be discouraging for students, preventing

them from continuing in the process. They may stop coming in for academic coaching or continue their poor study habits. Positive experiences, such as better test grades or more efficient studying, however, can help students continue to the next level.

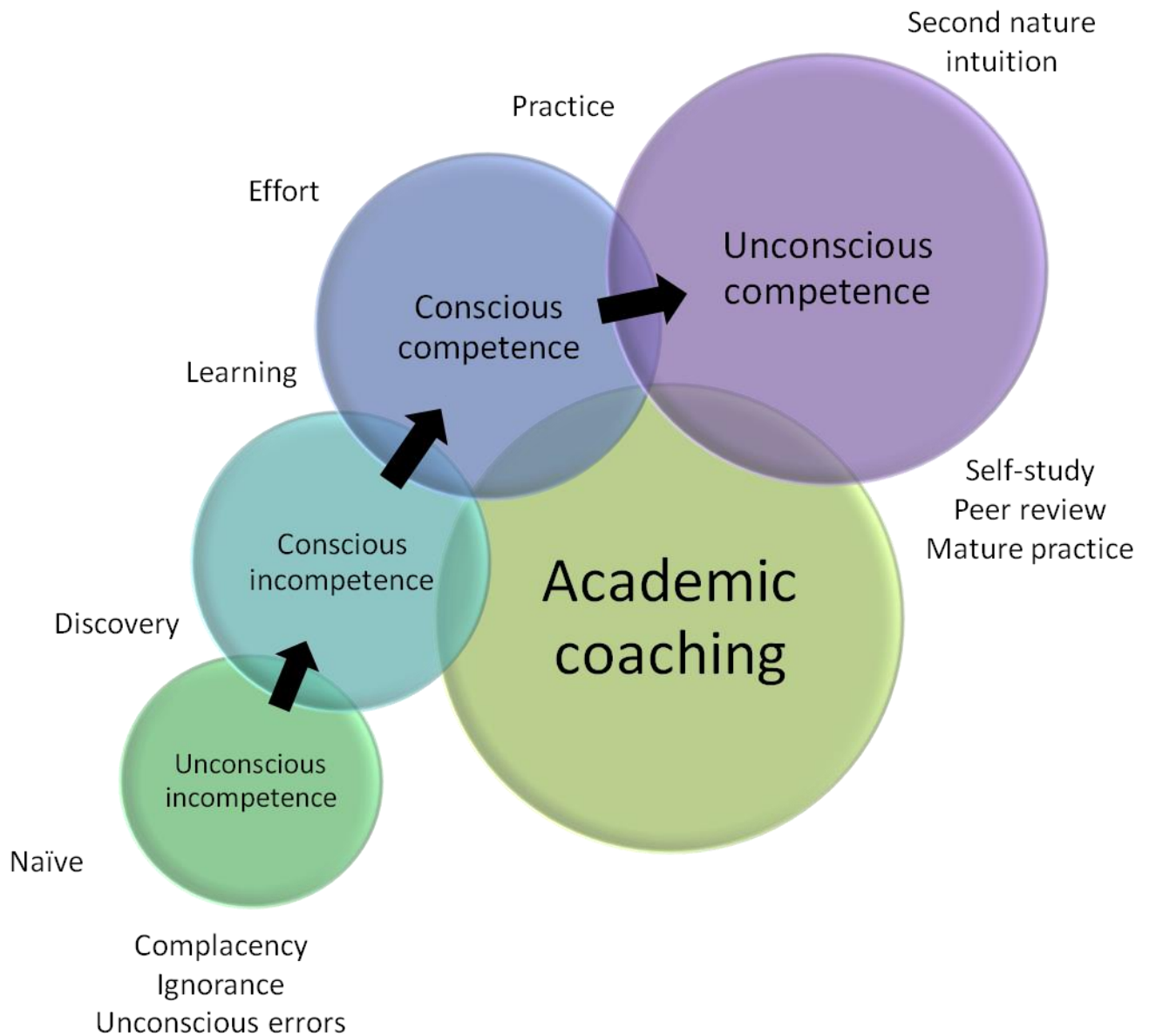
Students will learn new skills through the successful coaching process. In addition, students must put in effort to use these new skills. Coaching provides students with the tutelage and mentorship necessary for students to learn these new skills. These processes help students move from conscious incompetence to **conscious competence**. In other words, students are now aware of what they know. This enables them to put their skills to use in an intentional way. The time frame to get to conscious competence will vary by person and skill. Students and coaches should not get discouraged if progression to this stage does not happen immediately!

Through practice and persistence, students can move into the stage of **unconscious competence**. This can also be known as second nature or intuition. In other words, students use their skills without even noticing it. Outside of academic coaching, students can maintain their unconscious competence through self-study, peer review, and mature practice.





A diagram of the process from unconscious incompetence to unconscious competence is below.



### Competence Model Diagram

(Adapted from Will Taylor, Chair, Department of Homeopathic Medicine, National College of Natural Medicine, Portland, Oregon, USA, March 2007.)





According to Erikson's theory of development the most important transition is from childhood to adulthood. During the identity v. role confusion stage, from 12 to 18 children are thinking about their independence and future in terms of relationships, career, families, housing, and other aspects of adulthood. In this stage, the exploration of oneself should lead to the formation of the child's identity, however when hindered the child may be confused in their self and purpose. As student success coaches we meet students at the near-end or after this stage. Whether the student knows their role identity or is confused as to "where do I belong" or "what do I want to do in life" we can support both students by helping the student identify appropriate resources and what their strengths and goals are.

However, before we can identify goals, we must build rapport, identify student's needs, strengths, and desires, and then move forward in identifying goals and tasks that will be evaluated and reevaluated during the coaching process.







# Identifying Strengths, Needs, and Desires

Here are some theories and models to keep in mind when working with students to discover and explore where the student is at regarding making meaningful change and growth.

## Appreciative Advising Model

Appreciative advising (AA) is an academic advising philosophy that provides a framework for optimizing student-advisor interactions both in 1:1 and group settings.<sup>[1]</sup> Appreciative advising is based on David Cooperrider's organizational development theory of [appreciative inquiry](#). Appreciative advising also draws from [positive psychology](#), [social constructivist theory](#), and [choice theory](#).

### This model has six phases:

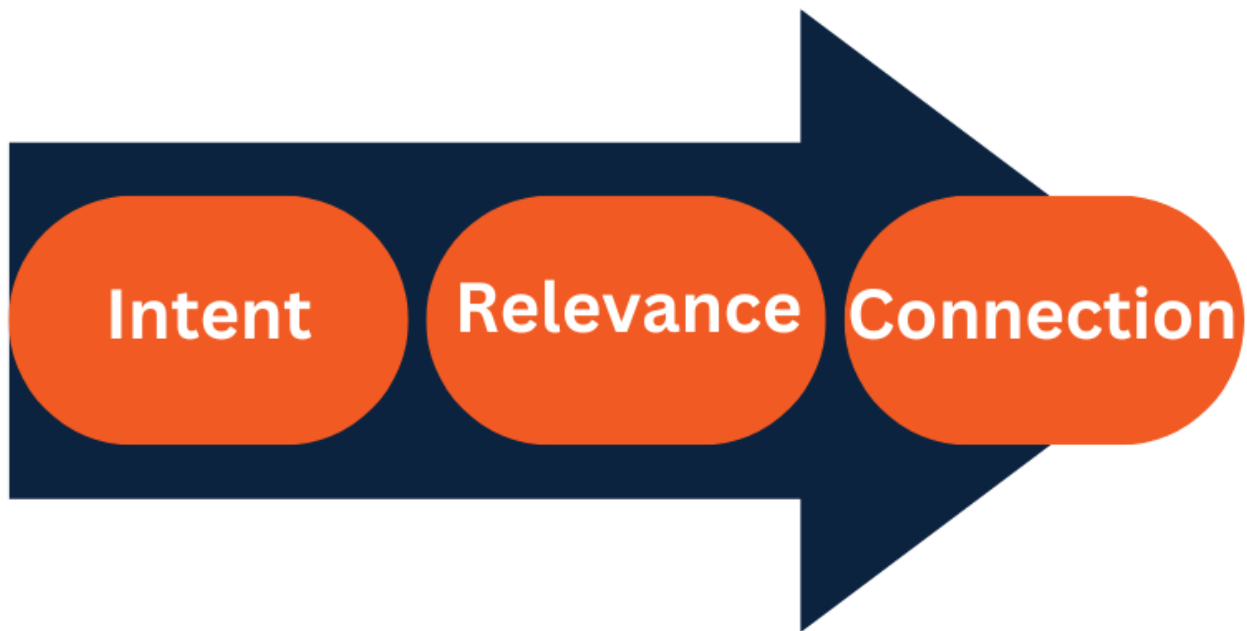
1. Disarm – Recognizing the importance of first impressions, creating a safe, welcoming environment for students.
2. Discover - Utilize positive, open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.
3. Dream - Help students formulate a vision of what they might become and then assist them in developing their life and career goals.
4. Design – Help students devise concrete, incremental, and achievable goals.
5. Deliver – Help students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.
6. Don't Settle – The advisor challenges the student to proactively raise the student's internal bar of self-expectations.





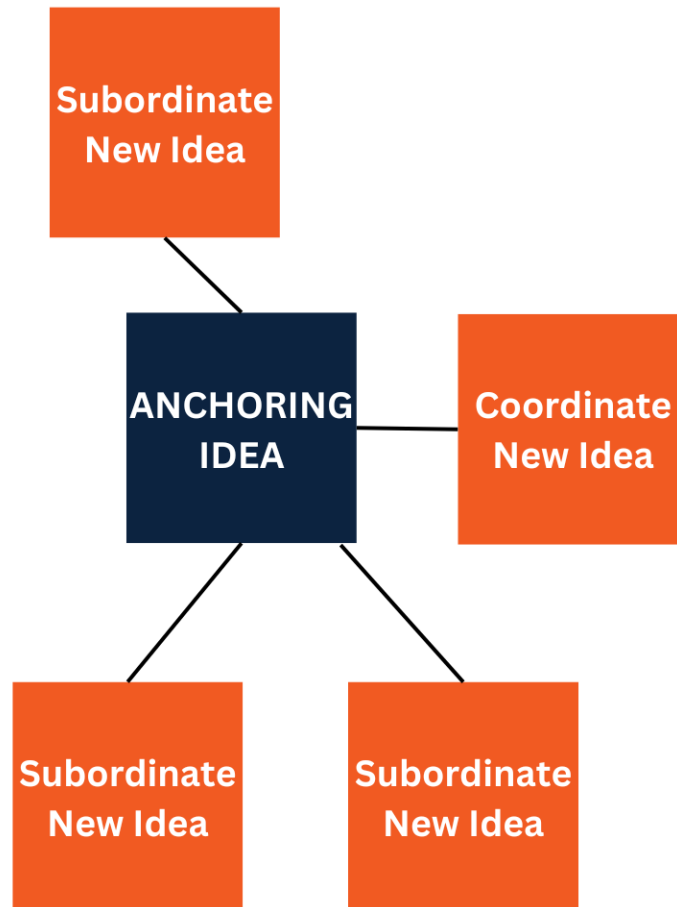
# Meaningful Learning Theory

According to David Ausubel’s Meaningful Learning Theory (1960), there are three conditions which must be met for meaningful, effective learning to occur: first the learner must intend to apply meaningful learning strategies to any learning task (intent); second, the material to be learned must have potential meaning to the learner (relevance); and third, the added information must be connected to the learner’s prior knowledge base, also known as “schema” (connection).





Once the above-mentioned conditions are met, according to the theory, the learner is said to make meaning of new material. In other words, the learner actively interprets their learning experience based on internal, cognitive operations. Within the mind of the learner there exists a cognitive structure which provides a framework for learning based on “anchoring ideas.” These anchoring ideas are existing ideas which provide a specific point for added information to be connected. As latest information is received it is connected to existing ideas (anchor points) in one of three ways: subordinately (lower in the cognitive structure), super ordinately (higher in the cognitive structure), or coordinately (at the same level in the cognitive structure). See diagram below:



Academic coaches can help students apply intentional learning strategies through discussion of study skills, time management, and other learning strategies. Additionally, coaches can assist students in making connections to existing knowledge while learning new material as well as seeing the relevance of material in all their coursework.

Ausubel, D. P. (1962). *A subsumption theory of meaningful verbal learning*. Journal of General Psychology, 66, 213-224

## Communication

The way coaches communicate with students can help a student feel seen, heard, and help the progress of student’s academic confidence and sense of belonging. Some models and theories to consider when interacting with students: Validation Theory, Gibb’s Communication Model, and Marginality & Mattering.





# Validation Theory

Validation theory, introduced by Laura Rendón in 1994, “refers to the intentional, proactive affirmation of students by in- and out-of-class agents (i.e., faculty, student, and academic affairs staff, family members, peers) in order to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment” (Rendón & Muñoz, 2011, p. 12). Rendón (1994) stresses interpersonal, out-of-class validation as a key component to student learning and retention. Furthermore, validation is active: “the role of the institution in fostering validation is active—it involves faculty, counselors, coaches, and administrators actively reaching out to students or designing activities that promote active learning and interpersonal growth among students, faculty, and staff” (Rendón, 1994, p. 44). Validation allows students to be self-confident, affirms that they are capable of learning, and is empowering.

Academic coaching is a perfect example of both interpersonal and academic out-of-class validation. Based on Rendón’s work, academic coaches can be out-of-class validating agents in the following ways:

- Be supportive and caring
- Maintain high standards, not lower standards
- See students as capable of being powerful learners
- Assure students that their ways of constructing knowledge are valid
- Actively reach out to students
- Teach stress and time management

Validation is especially important for retention of nontraditional or underrepresented students who may have not received validation from others in their past or who may continue to not receive in-class validation (Rendón, 1994; Rendón & Muñoz, 2011). As many undergraduate and graduate students at UTSA are nontraditional, incorporating validation into academic support is very important. Academic coaching fills this need by providing validation in a safe, one-on-one environment. Furthermore, validation is a process and validating experiences should be provided early and continuously to students through academic coaching.

Zimmerman, B. J. and Schunk, D. H. (Eds.). (2008). *Self-regulated learning and academic achievement: Theoretical perspectives* (2<sup>nd</sup> ed.). Taylor & Francis e-Library.





# Gibb's Communication Model

Using Gibb's communication model, you can become a more effective and supportive academic coach. This model of communication seeks to find common ground between you and the person you are assisting and considers one style of communication destructive and the other constructive.

Destructive	Problem with this Language	Supportive	Solution with this Language
<u>Evaluate</u>	Destructive "you" language	<u>Describe</u>	Separates student from problem
<u>Control</u>	Ownership shifts to the advisor	<u>Assist</u>	Student owns ideas, language, and problems
<u>Manipulate</u>	Creates negative feelings	<u>Facilitate</u>	Acknowledges problem and creates space for problem-solving
<u>Superior</u>	Academic Coach dominates ideas and discussion	<u>Equal</u>	Coach stimulates thought so student can actively participate
<u>Certain</u>	Academic Coach knows answer and encourages the banking model of education	<u>Possible</u>	Coach encourages student understanding and critical thinking. Inspires inquiry learning
<u>Indifference</u>	Dismisses student's emotional reaction to academic problem	<u>Empathy</u>	Acknowledges feeling and emotions & keeps communication open





# Marginality and Mattering

Both marginality and mattering are products of relationships and interactions within a community. The role of an academic coach is to minimize feelings of marginality and help students matter. Nancy Schlossberg (1989)

	Question	Marginality	Mattering
<b>Cues</b>	What is being communicated through this interaction?	Excluded Disconnected Silenced Shut-Down Invisibility Make Assumptions Fear	Recognition Verbal or Written Validation Given Voice Given Independence Specific/Positive Feedback
<b>Feelings</b>	What is the impact of this interactions?	Out of Place Hurt Angry/Frustration Humiliation Resentful Ignored/Isolated Annoyed	Validated Valued Proud Humbled Good Competent Warm and Fuzzy
<b>Actions</b>	What happened as a result of this interaction?	Avoid Social Settings Disconnection Negatively Bend Rules Avoid or Withdraw Passive-Aggressive Do the “job” and that’s it “To hell with ‘em”	Take on More Responsibility Respond Well Stay Committed to Organization Stay Emotionally Involved Try Harder Take Risks Engage in Relationships

## Goal setting

When working with students on setting goals and creating tasks, there are a couple of approaches to keep in mind depending on the unique needs and characteristics of the student.





# Baxter Magolda's (2004) Model of Epistemological Reflection

This theory allows academic coaches to ask students how their goals are in alignment with their personal and academic missions. The Model of Epistemological Reflection allows students to venture through three separate phases: Cognitive Development, Intrapersonal Development, and Interpersonal Development. This model allows students to reflect on how they have progressed as academics throughout the course of their collegiate career. This process creates a vision for

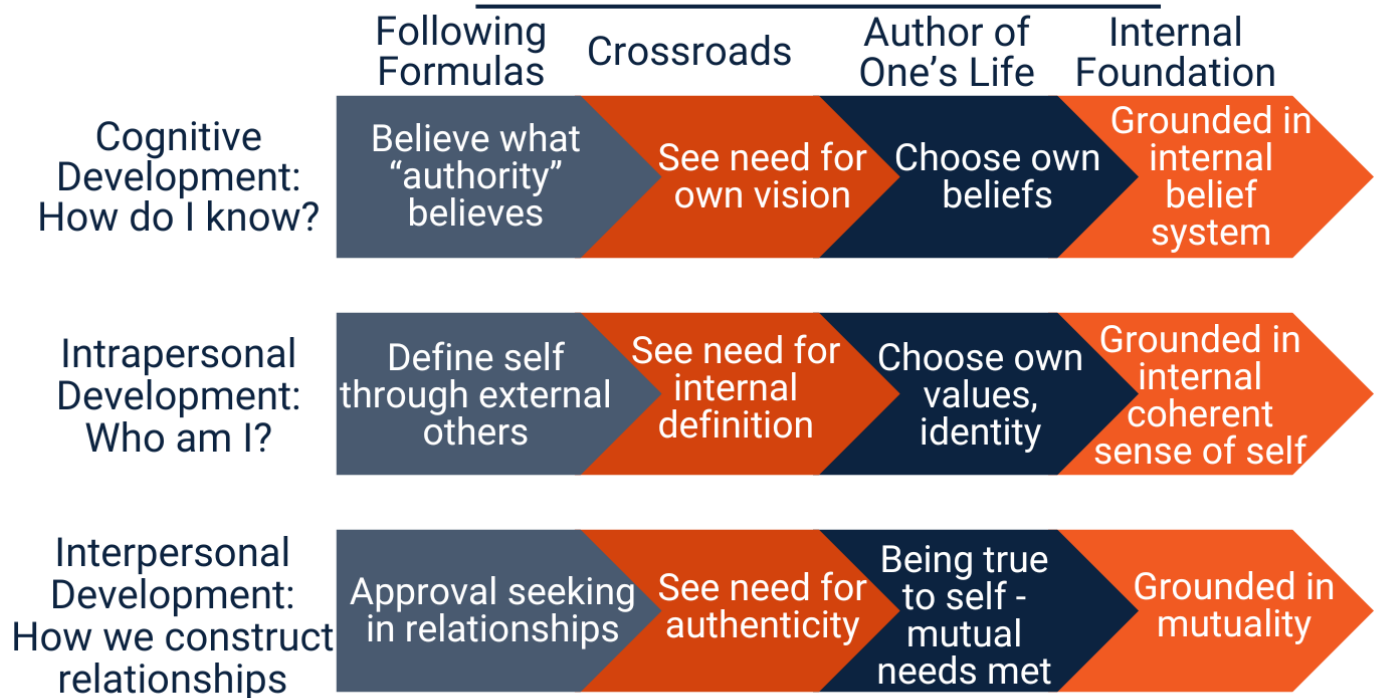
- i. Guiding Assumptions
  - 1. Ways of knowing & patterns within them socially constructed
  - 2. Ways of knowing understood through naturalistic inquiry
  - 3. Fluid use of reasoning patterns
  - 4. Patterns are related, but not dictated by, gender
  - 5. Student stories are context-bound
  - 6. Ways of knowing are patterns
- ii. Stages
  - 1. Stage 1- Absolute Knowing- Receiving & mastering knowledge
  - 2. Stage 2- Transitional Knowing- Interpersonal & impersonal knowing
  - 3. Stage 3- Independent Knowing-Individual & Interindividual knowing
  - 4. Stage 4- Contextual Knowing.







## PHASES





## Chapter 3

# Populations Served





# Student Demographics

UTSA boasts an incredibly diverse group of undergraduate students. Serving them starts with understanding who they are. Below are select student demographic reports from Fall 2021 to Fall 2023.

## Undergraduate Students

(UTSA students enrolled at the undergraduate level)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	29,466	29,654	30,020

## First Generation Undergraduate Students

(UTSA undergraduates who will be the first in their family to earn a bachelor's degree)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	13,259	13,344	13,509
% of Undergraduate Students Enrolled	45%	45%	45%

## First Time in College (FTIC) Undergraduate Students

(UTSA undergraduates for whom UTSA is their first college or university since high school graduation)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	5,522	5,692	5,866
% of Undergraduate Students Enrolled	28%		

## Undergraduate Transfer Students

(UTSA undergraduates who left another college or university to enroll at UTSA)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	3,180	2,973	2,901
% of Undergraduate Students Enrolled	39%		32%

## Undergraduate Military-Affiliated Students

("Military Affiliated" includes active-duty military members, veterans, reserves/guard, ROTC and their spouses or dependents)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	3,148		
% of Undergraduate Students Enrolled	11%		



**Undergraduate Students by Gender**

	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>
<b>Female</b>	15,402 (52% of total undergraduates enrolled)	18,048 (53% of total undergraduates enrolled)	18,310 (53% of total undergraduates enrolled)
<b>Male</b>	14,064 (48% of total undergraduates enrolled)	16,296 (47% of total undergraduates enrolled)	16,554 (47% of total undergraduates enrolled)

**Undergraduate Students by Ethnicity**

	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>
<b>White</b>	6,091 (21% of total undergraduates enrolled)	7,105 (21% of total undergraduates enrolled)	6,820 (20% of total undergraduates enrolled)
<b>Black or African American</b>	2,430 (8% of total undergraduates enrolled)	2,679 (8% of total undergraduates enrolled)	2,679 (8% of total undergraduates enrolled)
<b>Hispanic or Latino</b>	17,551 (60% of total undergraduates enrolled)	20,148 (59% of total undergraduates enrolled)	20,739 (59% of total undergraduates enrolled)
<b>Asian</b>	1,645 (6% of total undergraduates enrolled)	1,880 (5% of total undergraduates enrolled)	1,941 (6% of total undergraduates enrolled)
<b>American Indian or Native American</b>	35 (0% of total undergraduates enrolled)	45 (0% of total undergraduates enrolled)	42 (0% of total undergraduates enrolled)
<b>International</b>	404 (1% of total undergraduates enrolled)	974 (3% of total undergraduates enrolled)	942 (3% of total undergraduates enrolled)
<b>Unknown or Not Reported</b>	159 (0% of total undergraduates enrolled)	345 (1% of total undergraduates enrolled)	453 (1% of total undergraduates enrolled)
<b>Native Hawaiian or Other Pacific Islander</b>	46 (0% of total undergraduates enrolled)	54 (0% of total undergraduates enrolled)	65 (0% of total undergraduates enrolled)
<b>Two or More Races</b>	1,105 (4% of total undergraduates enrolled)	1,114 (3% of total undergraduates enrolled)	1,183 (3% of total undergraduates enrolled)





### Undergraduate Students by Course Load

("Course Load" refers to full-time or part-time status.)

	Fall 2021	Fall 2022	Fall 2023
Full Time	22,001 (75% of total undergraduates enrolled)	21,605 (74% of total undergraduates enrolled)	22,521 (75% of total undergraduates enrolled)
Part Time	7,465 (25% of total undergraduates enrolled)	7,721 (26% of total undergraduates enrolled)	7,499 (25% of total undergraduates enrolled)

### Undergraduate Student-Athletes

(UTSA undergraduates participating only in the following varsity sports: Baseball, Basketball, Cross Country, Football, Golf, Tennis, Track, Soccer, Softball, Volleyball)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	394		
% of Undergraduate Students Enrolled	1%		

### Undergraduate Students on Academic Probation or Warning

(UTSA undergraduate students who began the Fall semester on academic probation or warning)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	2,721		
% of Undergraduate Students Enrolled	9%		

### Undergraduate Students Receiving Financial Aid

("Financial Aid" includes loans, scholarships & stipends, grants, work-study)

	Fall 2021	Fall 2022	Fall 2023
Enrolled	21,358		
% of Undergraduate Students Enrolled	73%		





# Points of Pride

Of the myriad subpopulations that can be identified within UTSA's richly diverse undergraduate class, the following four have become points of pride for UTSA.

## Hispanic Serving Institution



UTSA is proud to be a federally designated ***Hispanic Serving Institution (HSI)***. The university received the distinction back in 1994 by the U.S. Department of Education. In fact, UTSA is recognized by some of the most prestigious organizations in the country for being among the best **HSI's** in Texas and nationwide. Don't take our word for it. See below for ranks!

Our foundation—based on a promise of social mobility and opportunity for San Antonio's predominantly Mexican American population—underpins our commitment to positioning Hispanic students, staff, and faculty for growth, leadership, and success.

But holding the HSI designation is only a first step. Looking to the future, we are taking bold steps to go beyond this designation and become an institution where Hispanic students can truly thrive. Guiding that work is the Hispanic ***Thriving Institution Leadership Council***, which advises the university's efforts to provide the highest quality education to advance social mobility and economic opportunities for Latino students and their communities.





### Top School for Hispanics



**#2 in the Nation**

for bilingual, multilingual, and multicultural education

*Hispanic Outlook on Education Magazine – Top 10 Schools by Major 2019*



**#8 in Texas**

Best Value Hispanic-Serving College/University

*Best Value Schools 2019*



**#9 in the Nation  
#3 in Texas**

for granting undergraduate degrees to Hispanics

*Hispanic Outlook on Education Magazine – Top 100 Schools for Hispanics 2020*



**#22 in the Nation  
#5 in Texas**

for granting graduate degrees to Hispanics

*Hispanic Outlook on Education Magazine – Top 100 Schools for Hispanics 2020*



**#17 in the Nation**

in Hispanic graduate student enrollment

*Hispanic Outlook on Education Magazine – Top 100 Schools for Hispanics 2020*



**#20 in the Nation**

highest percentage of Hispanic, degree-seeking undergraduates

*U.S. News and World Report – 20 Colleges with the Most Hispanic Students 2019*







## First-Generation & Transfer Students



*First-Generation & Transfer Student Programs* is committed to supporting students who identify as first-generation or transfer students. Through mentorship, student success activities, and community building, this center is dedicated to ensuring our First-Generation & Transfer students make the most out of their UTSA experience.

## Military-Affiliated Students



UTSA has been a longtime leader in ensuring success for its student-veterans and other Roadrunners with military connections. Our commitment to supporting military-affiliated students was even recognized by *Military Times*, who—after surveying more than 300 schools for costs, programs, policies, and services impacting military-affiliated students—named UTSA in its 2021 list of **Best for Vets: Colleges!**

UTSA's veteran services are consolidated within the Center for Military Affiliated Students, located on the first floor of the John Peace Library, to guide UTSA's military community in networking, socializing, discovering benefits, and navigating the university.





## Pell Grant Recipients



**43%** of UTSA's undergraduate students received Federal Pell Grants, a Federal grant offered to undergraduate students who are seeking their first degree and demonstrate financial need. A Pell Grant, unlike a loan, does not need to be paid back.

This means **43%** of UTSA's undergraduate students are smart, capable, hard workers—descended from a long line of the same—who, but for the Pell Grant, would not be able to attend college. This group is especially eager to fly and succeed. UTSA is proud to give them the runway to do so.

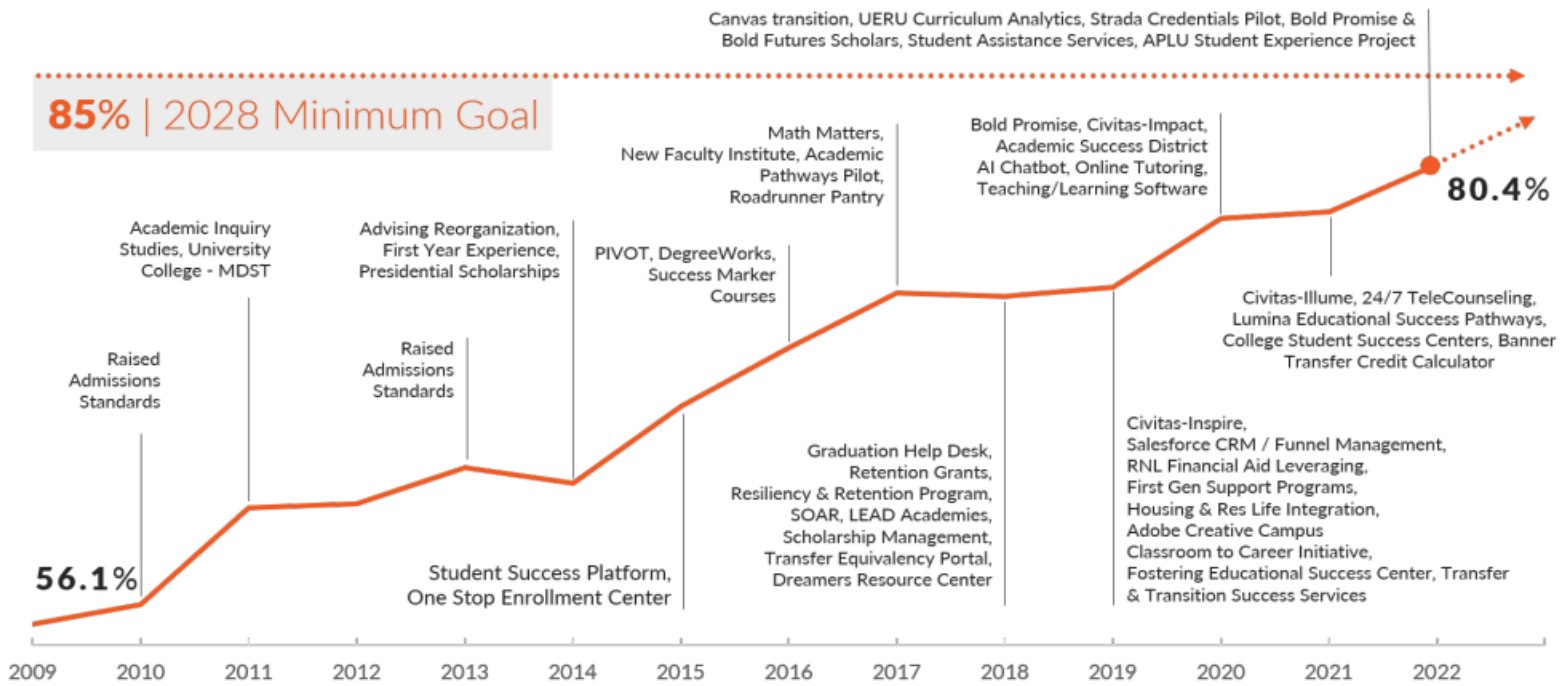
## First Year Retention Rate

UTSA's **First-Year Retention Rate** is the percentage of first-time freshmen who return to their second year. Run annually, this metric helps UTSA gauge and sharpen efforts to meet the needs of this freshmen cohort, to be a university they want to come back to in the fall.


We fervently serve all of our students, of course, but our duty to first-time freshmen is distinct. They momentarily placed their first college experience in our hands. We steward that trust by showering them with mentoring to ease the college transition; programs, resources, and tools to foster academic development; and inclusive opportunities to inspire a sense of community and belonging.

Owing to these efforts, which never slowed during the pandemic, the fall of 2022 saw a record **80.4%** of previous first-time freshman return to UTSA.





Of note, **Student Success Coaching**—at its core a retention and persistence program—has been instrumental in moving the retention needle forward. The “why” is apparent. Success Coaches embody all facets of student engagement, from personal to academic to social. The more they pour into first-time freshmen—ensuring they flourish and feel seen—the more those students put down roots and return.

Success Coaches are key players in an unprecedented push to increase student satisfaction. Judging from record retention and persistence rates across all undergraduate levels,  UTSA is pushing in the right direction. Keep a finger on the pulse of progress by staying up to date on UTSA’s **First-Year Retention Rate**.





## Chapter 4

# Study Skills





# Four Steps to Success

The Student Success Coaching department believes there are four basic steps to success that are universal, for both undergraduate and graduate students. Encourage your students to incorporate these approaches into their study habits. The best way for them to become proficient in the use of these strategies is to practice them daily. If they are concerned about their academic progress or appear to be having problems with their classes, you may refer them to any of the SDLBAS student support services.

## **Step 1 – Attend every class**

- Arrive on time
- Stay for the entire class
- Attend every class

## **Step 2 – Read text assignments BEFORE each class**

- This helps you understand the lecture
- It improves your understanding of the topic
- It improves your notetaking

## **Step 3 – Revise your lecture notes the same day you take them**

- This improves your memory by 400%
- Fill in the blanks you left as you wrote
- Look up difficult terms
- Show the main ideas and the supporting details

## **Step 4 – Study 2-3 hours for every 1 hours of class**

- Include the time you spend revising your notes
- Use the time between classes; don't go home or waste time
- Find a good place to study
- Guard against interruptions





## Four Learning to Learn Tools

One set of tools you can emphasize are Marcia Heiman's and Joshua Slominanko's four thinking strategies of successful learners. The following is stated in "Learning to Learn: Thinking Skills for the 21<sup>st</sup> Century":

1. **Ask questions**- asking yourself questions about new information will help predict exam questions.
2. **Break tasks into smaller parts**- will help you manage your time better.
3. **Being goal-directed** will help you find important facts and ideas in the material you are learning and help you assess your progress
4. **Get feedback on your learning process** –find out what you know...and what you need to know.

*M. Heiman & J. Slomianko "Learning to Learn: Thinking Skills for the 21<sup>st</sup> Century" (2004)*

## The PLRS Learning Theory Cycle

The PLRS Learning Theory Cycle is one of the tools that undergraduate academic coaches have as one of their theory-based tools when working with students. This has helped with assisting students to improve their study approach. The following is adapted from Frank Christ's PLRS Cycle (University of Idaho, 2011):

### PREVIEW

This immediate preparation before class is like a warm-up. It develops a specific readiness before a class by going over previous lecture notes and textbook study notes. Written assignments and problems are proof-read before being turned in.

### LECTURE

Formal learning begins or is extended in the lecture hall where students and instructor engage in dialogue. Through efficient listening/note-taking techniques and incisive questions, frequent recitations, and lively discussion, learning takes place in a dynamic atmosphere.

### REVIEW

This active response to classroom learning includes both recall and reorganization of the lecture and preparation for later intensive study. It should take place as soon after class as possible. This review requires that lecture notes be edited and summarized and that any class assignments be planned while its details are still fresh in the mind. The review following each course's final weekly class session can be expanded into a full review of all material covered in the past weeks (assignments and lectures.)







## **STUDY**

This intensive session occurs normally the night before the next class lecture. It begins with a brief review of the latest lecture notes. Then the textbook assignment is overviewed and mastered with a study-reading technique such as Survey-Question/Study-Read/Summarize-Test. Questions and personal reactions to the study-reading should be written down to be brought up for clarification and discussion in class.

By following the recommendations of the PLRS LEARNING CYCLE, students will increase dramatically the number of times they work at learning with little, if any, increase in their total study time. Some students will probably spend less time in the intensive study sessions because of the class previews and reviews. Cramming before major tests will be replaced by the weekly cumulative reviews that include each week's course work. Remember, CONTROL over a student's time begins when signing up for classes. The number of courses students take and how class hours are arranged greatly determine their study schedule.

### **Preview**

Immediate preparation before class

1. Review notes and textbook
2. Review written assignments or problems
3. Anticipate lecture (review syllabus, previous new chapter & questions)

### **Lecture**

Class lecture activities

1. Listen
2. Take notes
3. Ask Questions
4. Recite/Discuss

## **PLRS Cycle**

### **Study**

Intensive study session

1. Review lecture notes
2. Study-read textbooks that correspond to lecture notes
3. Question & Reflect
4. Review & summarize main points

### **Review**

Immediate review after class

1. Edit, process, and summarize notes
2. Question & Reflect
3. Set purposes for later study





# Learning Log

A learning log supplements your lecture and textbook notes. You will track your learning by writing down your ideas, questions, problems, and solutions for each class.

## The Benefits

1. Makes Meaning of What You're Learning
2. Helps you Discover and Solve Learning Problems
3. Allows you to Practice Expressing Yourself Through Writing

## Example

### Psychology Learning Log

10/3-Need to spend more time reading the textbook before class, having trouble

10/5-Interesting discussion today about "projections." Prof. said projections are a big issue in dating. What to think about dating experiences, talk to Liz and Aaron about them.

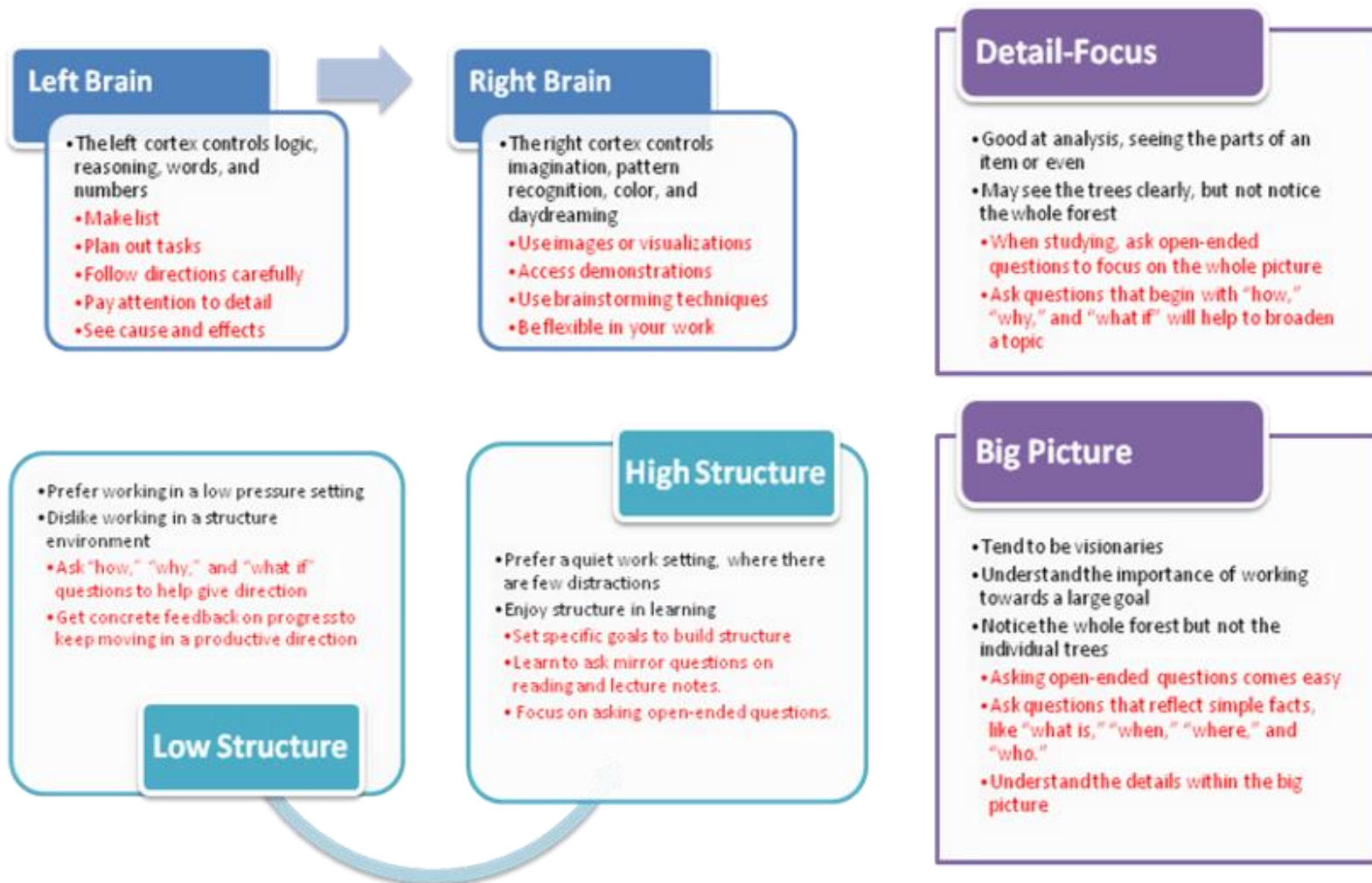
J. (2002) Succeeding in college: Study skills and strategies. New Jersey: Pearson Education, Inc.







## Learning Styles



**The Appendix contains handouts used in Student Success Coaching sessions.**





## Chapter 5

# Common Success Coaching Issues





As a student success coach, you will encounter many students, each with a unique personality. However, there may be frequently occurring issues among your students. Some of the most common are listed below:

- **Resistance**- Your student does not care to participate in coaching, so they do not come to appointments, comes to appointments unprepared or comes to appointments but does not give more than a one syllable answer to any of your attempts at drawing them into discussion.
- Your student **blames academic difficulties** on everyone or everything other than taking any personal responsibility.
- Your **student hugs you** at the end of an appointment.
- Your student brings you **gifts**.

How academic coaches deal with these issues will vary, and stylistic differences are great teaching and learning tools. However, there are some things we ask you to keep in mind:

- Resistance will present in different forms, and there is *no one right way to resolve this issue*.
- This is an opportunity to *develop your own “helping” style*.
- No matter what your level of frustration is with a student, *be supportive and encouraging*.
- Express your concerns with your student in an *effective, assertive manner*.
- *If in doubt, discuss the situation with your supervisor*. You must communicate with your supervisor. They have a wealth of experience in dealing with these same issues and may be able to give you a new perspective in managing these types of concerns.

## When to Refer Your Student for Emotional and Psychological Counseling

In building relationships with students, coaches will certainly encounter times when their students require help that the coach is unable or unequipped to offer. Do not hesitate to make appropriate referrals. If, as a student success coach, you are uncertain about the appropriateness of your referral, discuss the situation with your supervisor.

There may also be times when situations arise that will require referrals made to Counseling Services on campus.





Some helpful signs to look for in determining whether your student may benefit from personal counseling are listed below: (Typically more than one)

### **Behavior Markers**

- Marked change in personal hygiene
- Dramatic weight gain or loss
- Frequent falling asleep in class
- Irritability, particularly in conjunction with unruly behavior
- Impaired speech or garbled, disjointed thoughts
- Unusually soft or loud voice, or unusually slow or fast speech cadence
- Tearfulness or intense emotion

### **Academic Problems**

- Significant advising problems
- Inability to choose courses
- Unwillingness to take required courses
- Career indecision
- Shift from discussion of coursework to personal issues
- Excessive procrastination
- Uncharacteristically poor work
- Inconsistent work
- Repeated requests for special consideration
- Excessive absences

### **Interpersonal interactions**

- Dependency on advisor (“hanging around”)
- Avoidance of professor or other students
- Behavior that regularly interferes with classroom dynamics
- Complaints from peers

### **Indicators of Emergency Situations**

*GET HELP IMMEDIATELY!*

- Expression of suicidal thoughts
- Expression of homicidal thoughts
- Severe loss of emotional control
- Gross impairment of thinking ability





## In Case of Emergency

Call Counseling Services (458-4140) Monday through Friday between 8 a.m. and 5 p.m. After hours, call University Police (458-4242), who will put you in touch with an on-call crisis counselor. In cases of acute risk of violent behavior, always call the campus police.

## How to Make a Referral

If you become aware that a student is having personal or family problems (for example, illness of a family member), it is often useful to ask the student, “Are you talking with anyone about this?”

If you feel that the student would benefit from a counseling referral, it is usually best to express your concern and recommendation directly to the student and allow the student to make his or her own decision. If student needs help immediately, offer to call Counseling Services while the student is present.

If you call Counseling Services on behalf of a student, identify yourself and explain to the receptionist that you are assisting a student in making an appointment. Allow the student to speak to the receptionist to arrange an appointment time. Let the receptionist know if it is a crisis or emergency.

Client confidentiality prohibits Counseling Services from providing you with information about a student that you have referred, but it is almost always appropriate for you to check back with the student to see whether he or she followed through on your recommendation. This communicates your continued interest and concern.

**Coaches should always inform their supervisor of referrals made on behalf of a student to Counseling Services.**





## Chapter 7

# Forms and Assessments Used





In this chapter, you will find the forms that our Student Success Coaches currently use before, during, and after coaching sessions.

## Before Session

### Student Intake Form



Academic Success Coaching

#### Student Success Coaching Request for Appointment Form

Are you an undergraduate student at UTSA?

Student Success Coaching is still accepting appointment requests via this page! All appointments are either in-person or virtual.

Please fill out the questionnaire and click "Submit" below.

Are you an **undergraduate student** enrolled in classes at UTSA during Fall 2022?

- ☐ Yes  
☐ No

#### Block 3

Thank you for your interest in Student Success Coaching at UTSA!

Student Success Coaching is a one-on-one service provided by UTSA to identify a student's strengths and to work on academic skills needed to succeed in coursework and persist to graduation. Sessions are tailored to each student and are by appointment only.

**The following questions are designed to help us better understand your academic needs. Please answer all the questions to the best of your ability.** A staff member will contact you via email about scheduling an appointment.

Name

Does UTSA know you by any other name? If so, what? (optional)

What pronouns do you use? (optional)

Banner ID (NOT abc123 - this is on your student ID and begins with the @ symbol)

Official @my.utsa.edu email address

Preferred phone number





#### Block 4

Please fill out the responses below to help us understand your academic needs.

Major

What classes are you enrolled in this semester?

Please fill out the following information. If you are not sure, please leave the space blank.

Cumulative GPA

Term GPA for last semester

Hours taken so far

Hours this semester

How many hours per week are you working this semester?

- ☐ 0
- ☐ < 10 hours
- ☐ 11 - 19 hours
- ☐ 20 - 29 hours
- ☐ 30 - 39 hours
- ☐ 40 + hours

Do you live on-campus or off-campus?

- ☐ On-campus
- ☐ Off-campus, on my own/with roommates
- ☐ Off-campus, with family

Do you have any dependents (person[s] you are a primary caregiver for)?

- ☐ Yes
- ☐ No

Please indicate if you are part of or were referred by any of the following groups.

- ☐ I am in one of the following Scholar programs: McNair Scholar, Top Scholar, Terry Scholar, Business Scholar.
- ☐ I was referred by my EPIC Journey Case Manager.
- ☐ I am a First Gen student.
- ☐ I am a transfer student.
- ☐ I am a Student Veteran or active duty military.
- ☐ None of these groups







Basic human needs impact the learning experience. Do you need help getting connected to community resources for food or shelter? Please select all that apply.

- ☐ Food
- ☐ Housing
- ☐ Neither

### Student Information

Have you met with a student success coach before?

- ☐ Yes!
- ☐ No.

What would you like help with? Please check all that apply.

- ☐ Managing online classes
- ☐ Time management
- ☐ Reading academic texts
- ☐ Notetaking
- ☐ Test preparation or test taking
- ☐ Study skills
- ☐ Motivation or overcoming procrastination
- ☐ Goal setting
- ☐ Help understanding syllabi, professors' grading systems, or Blackboard
- ☐ Not sure
- ☐  Other (please specify):

What would you say are your strengths?

What would you say are your areas of growth?

Are you currently attending any other type of personal coaching or counseling?

- ☐  Yes
- ☐ No

Please complete the following statements:

In order to make a positive change for academic success, I am committed to...

My plan for this semester is to...





Select the days that you would be able to meet with an Academic Success Coach. For each day selected, type the time range that you might be able to meet (for example, 10-11am, 1-3pm). Please note that appointments are scheduled for 50 minutes and a coach can meet with you between 9am and 6pm. Your appointment will be scheduled based on this information, and you will receive an email indicating your appointment date and time.

- ☐  Monday
- ☐  Tuesday
- ☐  Wednesday
- ☐  Thursday
- ☐  Friday

Rank your meeting preference:

☐ I want to meet virtually

☐ I want to meet in-person

How did you learn about Academic Coaching? Please select all that apply.

- ☐ Academic Advisor
- ☐ Another staff member at UTSA
- ☐ My resident assistant
- ☐ My peer mentor
- ☐ Friend
- ☐ Family
- ☐ Through the UTSA or TRC website
- ☐ Through social media
- ☐ Orientation
- ☐ Professor/instructor
- ☐ Attended a workshop
- ☐ Passed by the office
- ☐ LEAD/SOAR
- ☐ EPIC Journey case manager
- ☐ I'm a McNair, Top, Business, or Terry Scholar
- ☐  Other (please specify)

#### EPIC

You indicated that you were referred by your EPIC Journey Case Manager. Please upload your EPIC Journey Meeting Verification Form here. If you are not able to upload it right now, please email it to [Academic.Coach@utsa.edu](mailto:Academic.Coach@utsa.edu) as soon as possible.

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## FERPA Waiver

### Student Consent To Waive FERPA Form for Student Success

Name: Date:

Student ID: @ Phone:

I am aware of the Family Educational Rights and Privacy Act (FERPA) and do hereby consent to waive my rights to privacy by having someone, other than myself and my success coach, present during my success coaching session. I am also aware that any and all information relating to my academic status, performance, history, progress, and records may indeed be discussed during my coaching session (to include, but not be limited to, the following: grades, academic dismissals, transfer course work, grade point average, petitions, substitutions, change of major and/or catalog, personal identifiable information and directory information). Additionally, by signing this form, I give consent to have my academic progress discussed with the person(s) listed below. Should I decide to revoke my consent, I will inform my success coach in writing and immediate action will be taken to comply.

Student Signature: Date:

Person(s) present at session:

Person(s) granted access to my session information:

Success Coach Signature: \_\_\_\_\_ Date:

Student consent revoked: Date:

Signed or notice from student attached.





## Student Statement of Understanding

### Success Coaching Statement of Understanding

Student Success Coaching is the one-on-one process of supporting students socially, emotionally, and academically. Success Coaches help students identify their academic or personal goals, understand their obstacles and barriers, and collaboratively devise personalized plans of action. Through a caring and holistic approach, coaches will support, challenge, and hold students accountable through their individualized sessions. Student Success Coaches will assist students with connecting with resources and providing referrals to campus services. When meeting with a Success Coach, we would like for you to keep a few things in mind:

- Each coaching session will last approximately one hour, depending on your needs.
- There is no limit to the number of appointments you may have with a Success Coach. You and your Coach will decide how often you should meet for the process to be beneficial for you.
- Please keep scheduled appointments. If you need to cancel or reschedule, please do so with as much advance notice as possible. This allows us to schedule another student during that time.
- Come prepared with questions. Think about where you are having difficulty and what you would like to address. Being ready when you meet with your coach makes for a productive session!
- Bring completed assignments to your sessions. You may be asked to bring your syllabi, book(s), notes, or calendar/planner with you, which will help in evaluating your needs and progress.
- Confidentiality: Communications between a coach and student will be protected. In most situations, we can only release information about you to others if you sign a written authorization form. If you provide us with a written authorization form to release information to any specific person(s), you must revoke the release in writing if you change your mind.

I have read and understand the expectations listed above for Success Coaching.

Student Signature

Date

Success Coach Signature

Date

S





## During Session

### Notes Forms

#### Option #1:

Session Notes				
Name:		Coach:		
Date:	Work done as assigned?	Comments:	Work assigned for next session:	Next Session Date:





**Option #2:**

<b>Student</b>			
<b>Data</b>	<b>GPA:</b>	<b>Credits:</b>	<b>Yr: Major:</b>
<b>General Notes</b>			
<b>Last Week's Goals/Status</b>			
<b>Classes</b>			
<b>Next Week's Goals</b>			
<b>Final Thoughts</b>			

**Grade Tracker**

**Success Coaching Grade Tracker**

Student Name: \_

Semester:

Course	Test Grades	Quizzes	Assignments	Comments






### After Session

### Coaching Evaluation

#### Student Success Coach Satisfaction Survey

Q1 To assist the Student Success Coaching team in understanding and supporting your needs, please respond to the following items regarding your student success coaching meetings this semester. This survey will take approximately five minutes and all responses will remain anonymous. Thank you for your participation.

Q2 What is your major?

---

Q3 What is your classification while receiving services?

- ☐ Freshman 0 to 29 hours (1)
- ☐ Sophomore 30 to 59 (2)
- ☐ Junior 60 to 89 (3)
- ☐ Senior 90 or more (4)





Q4 How often did you typically see a Student Success Coach?

- Twice a week (1)
- Weekly (2)
- Bi-weekly (3)
- Once a month (4)
- Less often (5)

Q5 My Student Success Coach was courteous and welcoming.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q6 My Student Success Coach was professional (e.g., on time and prepared for my meeting).

- Extremely unprofessional (1)
- Somewhat unprofessional (2)
- Neither professional nor unprofessional (3)
- Somewhat professional (4)
- Extremely professional (5)

Q7 When I had questions or specific topics that I wanted to discuss in our meetings, my Student Success Coach addressed my questions and specific topics.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q8 My Student Success Coach had sufficient knowledge to assist me.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q9 My Student Success Coach was helpful.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)







Q10 I gained knowledge, strategies, or skills during the student success coaching meetings that I will use to improve my academic success habits.

- ☐ Strongly disagree (1)
- ☐ Somewhat disagree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat agree (4)
- ☐ Strongly agree (5)

Q11 Based on your experience with student success coaching, how likely are you to receive their services again?

- ☐ Extremely unlikely (1)
- ☐ Somewhat unlikely (2)
- ☐ Neither likely nor unlikely (3)
- ☐ Somewhat likely (4)
- ☐ Extremely likely (5)

Q12 Please rate your satisfaction with Student Success Coaching for the following:

- ☐ Extremely dissatisfied (1)
- ☐ Somewhat dissatisfied (2)
- ☐ Neither satisfied nor dissatisfied (3)
- ☐ Somewhat satisfied (4)
- ☐ Extremely satisfied (5)

Q13 I would recommend meeting with a Student Success Coach to others.

- ☐ Extremely unlikely (1)
- ☐ Somewhat unlikely (2)
- ☐ Neither likely nor unlikely (3)
- ☐ Somewhat likely (4)
- ☐ Extremely likely (5)

Q14 What was most helpful about your Student Success Coaching meetings this semester?

---

Q15 How can your Student Success Coach improve your meeting experience to better support your needs?

---





## Appendix

### 1. Goal-Setting

#### 1.A Goal Setting Do's & Don'ts



### Goal Setting Do's & Don'ts

- Do** Write it down
- Don't!** Forget to set a deadline
- Do** Leave room for failure
- Don't!** Expect perfection
- Do** Track your progress
- Don't!** Guess about your progress
- Do** Reward your successes
- Don't!** Beat yourself up over failures
- Do** Find a support system


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## 1.B SMART Goals Worksheet

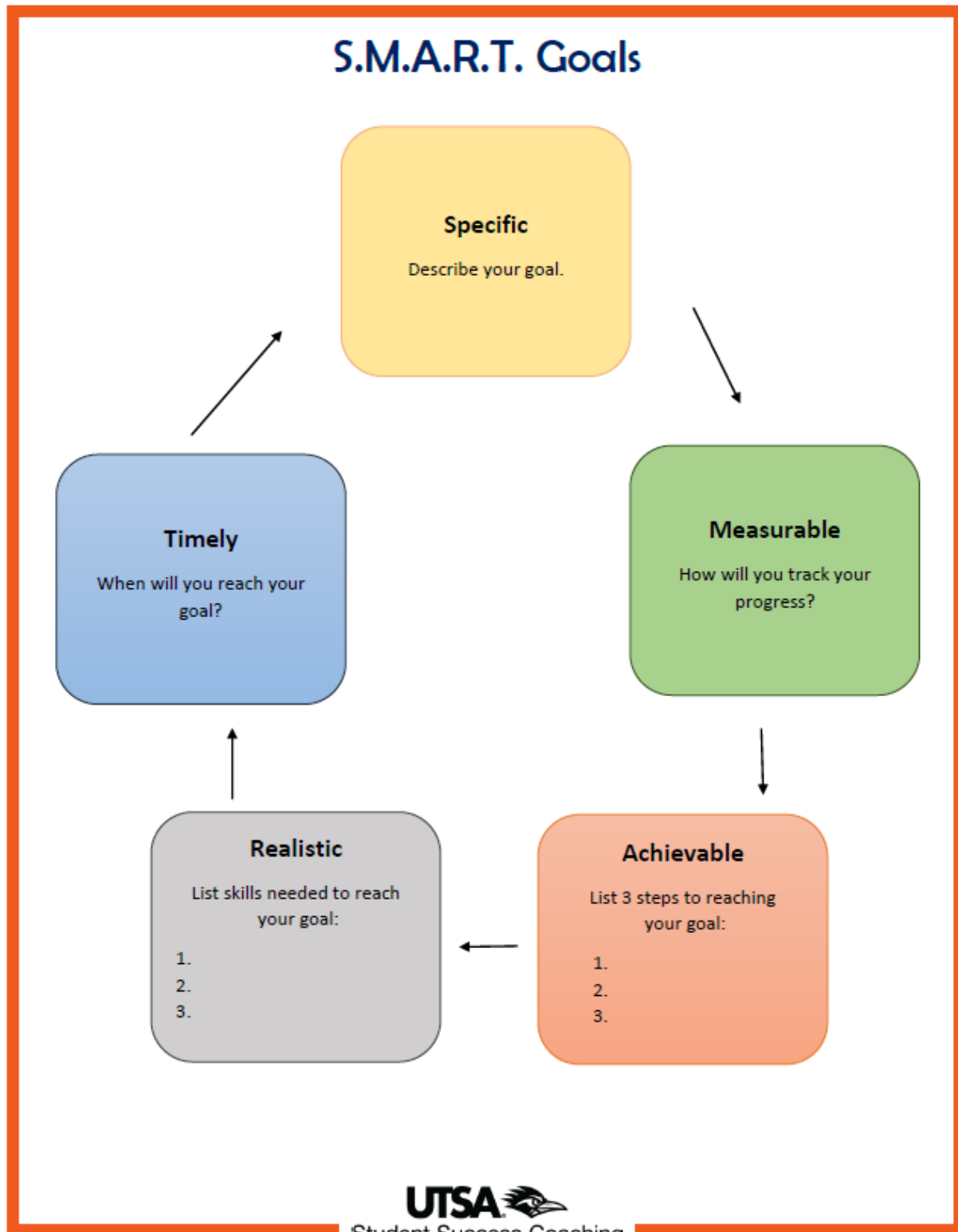
Specific, Measurable, Achievable, Realistic, & Timely	
Goal Statement:	
Where are you right now in achieving your goal?	
What do you need to do to reach your goal?	
Obstacles to achieving your goal:	Solutions to your obstacles:

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## 1.C S.M.A.R.T Goals



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## 1.D Weekly Goal Setting

### Weekly Goal Setting

Week of \_\_\_\_\_

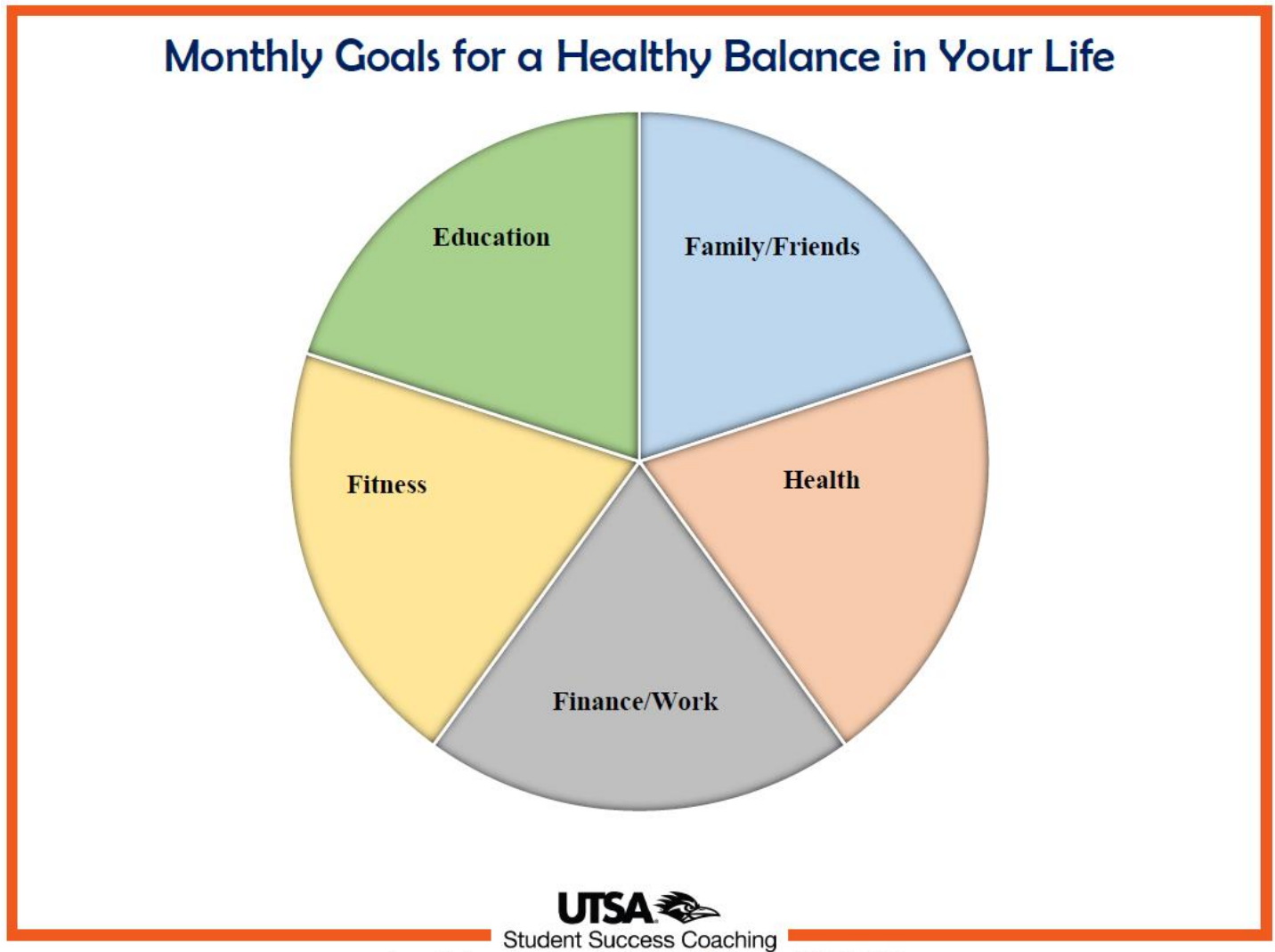
Task:	Goal:	Action:
Task:	Goal:	Action:
Task:	Goal:	Action:

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### 1.E Monthly Goals



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## 2. Motivation & Concentration

### 2.A F.O.C.U.S. to Improve Concentration

#### F.O.C.U.S. to Improve Concentration



**Five More Rule:** Just like athletes build physical stamina, you can build mental stamina by s-t-r-e-t-c-h-i-n-g your brain. When you are in the middle of a task and you feel like giving up, just do five more. Five more minutes, problems, or pages.



**One Think at a Time:** When trying to concentrate on something and your brain continues to be invaded by other thoughts or lesser priorities, write those down to address later. Assign your mind time limits and specific times to think about those other things.



**Conquer Procrastination:** Next time you are putting off a task, ask yourself 3 questions. 1) Do I have to do this? 2) Do I want it done so it's not on my mind? 3) Will it be any easier later? The task is not going away and delaying it will keep it on your mind and prevent concentration.



**Use Your Hands as Blinders:** Picture your mind as a camera and your eyes as the lens. If you are prepping for an exam and need 100% concentration, cup your hands around your eyes to create "blinders," blocking potential visual distractions, and just focus on your notes or textbook.



**See As If for the First or Last Time:** This is all about being present, mindful and in the moment. When you find you are losing focus, try stepping away and looking at your notes/textbook as though for the first time. Look with a fresh perspective and refocus.



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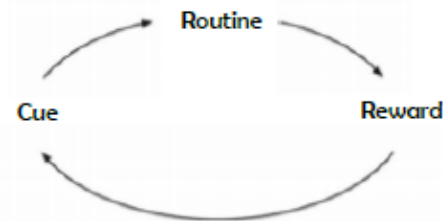


## 2.B Habits Loop Activity

### Motivation: Habit Loop Activity

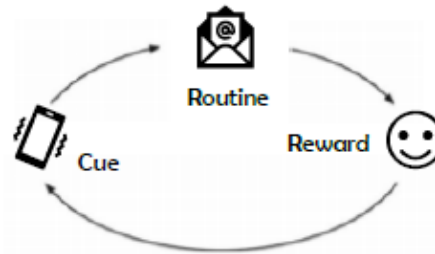
Habits allow our lives to take shape and make meaning. Our brains form habits as a means to conserving energy and maintaining productivity. You have the opportunity in college to form new habits and change existing habits. Below we will identify a personal habit and develop an action plan for how to change (if desired).

#### Part 1: Understanding Habits



1. Cue– the trigger that initiates the behavior
2. Routine– the action you take as a result
3. Reward– the benefit you gain from doing the behavior

#### Example:



1. Cue– cell phone beeps or buzzes
2. Routine– you open your email from your professor
3. Reward– you find out you received an “A” on a project

#### Part 2: Define a personal example

1. My cue: \_\_\_\_\_
2. My routine: \_\_\_\_\_
3. My reward: \_\_\_\_\_

• When did this behavior begin?

\_\_\_\_\_

• How does it continue to benefit you?

\_\_\_\_\_

• Are you interested in changing this habit? (Circle one) YES or NO.

If yes, continue to part 3.

If no, reflect on how this habit either positively or negatively holds a place in your life.

\_\_\_\_\_



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## 2.C Motivation Inventory Page 1

### Motivation Inventory

Motivation is the force that pushes us forward towards our goals; it's our drive. Without motivation, goals would not be achieved. Motivation is a very individual topic, so it's very important to get to know yourself and discover what motivates you. Here are some questions for you to think about to evaluate your motivation.

**1. Do you get intimidated and discouraged by large goals? If so, what happens as a result?**

If you do, try setting very small goals and achieve them one after another. Many people like checklists because it gives them a sense of accomplishment when they check something off. Also, only focus on one thing at a time. When it comes to goals, you can only work on one at a time.

**2. Do you have a role model that you can get inspired and motivated by? If so, who is it and how does this help you?**

If not, find someone. Inspiration comes from those who have achieved what you want to achieve, so find a mentor that you can take notes and learn from.

**3. How excited are you about what you are doing? Why?**

Get excited about your studies! Students, especially early in their college career, change majors often. Find something that you are passionate and excited about. The work will then be much more pleasurable to do.

**4. Does anyone else know about your goals? How could this help?**

If nobody but yourself knows your goals, then tell some people about it. These can be your family, friends, or colleagues. If nobody knows your goals, then nobody will be there checking in with you along the way. If people do, then they can hold you



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## 2.C Motivation Inventory Page 2

### Motivation Inventory

accountable and on track to reach your goals.

**5. Do you think about how difficult something is to achieve rather than the benefits of achieving it? How does this affect your productivity?**

Try to be optimistic about your goals. Take energy and motivation from the benefits of reaching your goals.

**6. Do you try to deal with challenging times by yourself? Why?**

You are not alone. Use the support system around you (family, friends, colleagues, and mentors) to lean on when you need help. A little chat with a friend can be the difference between you getting back to work refocused with a new attitude and giving up



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### 3. Note-Taking Methods

#### 3.A Generate Questions from Notes

## Generate Questions from Notes

### Benefits:

- Turns passive learning into active learning
- Creates a frame of reference
- Helps predict exam questions
- Clarifies important points
- Aids in retention of material

### 3 Types of Questions:

#### Mirror Questions

- Reflect the facts and ideas from the lecture
- Rely on recall information
- Examples:
  - What is the New Deal?
  - Who is Franklin D. Roosevelt?

#### Summary Questions

- Sum up the theme or main idea of the information in your notes
- Rely on understanding information
  - These questions are more general
  - They recap the section

#### Higher Level Questions

- Require you to think at a higher level
- Rely on synthesis of information
- Usually start with why/who/compare
- Example:
  - Compare Conflict Theory to Functionalism



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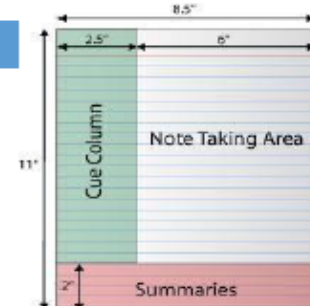
### 3.B Note Taking Methods

## Note Taking Methods

### Cornell

**HOW:** Divide your paper as shown. Take notes in the right column, leaving space between major points. After class, write key words or questions in the left column and summarize notes at the bottom of the page.

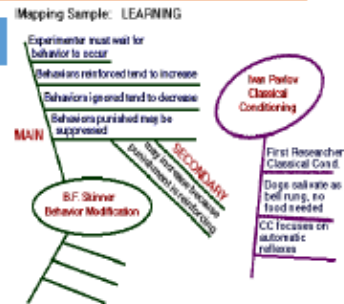
**WHEN:** In classes that cover a lot of detailed information quickly.



### Mapping

**HOW:** Start with main ideas and branch off with details and sub-topics. Leave plenty of room to connect ideas and show relationships.

**WHEN:** After lecture to organize the information in your notes in a way that makes sense to you.



### Chart

**HOW:** Make several columns, each representing an important category of information. Fill in spaces with information to compare details.

**WHEN:** Before class to provide an organized way of taking notes OR after class to organize information to see the relationship between details.

	Attribute 1	Attribute 2	Attribute 3
Item 1			
Item 2			
Item 3			
Item 4			

### Outline

**HOW:** Write main points of lecture in a logical order, indenting sub-topics and leaving space between categories. If the professor skips around, write additional information in the spaces.

**WHEN:** This method is probably the most common and natural method of note taking; works well for any class.



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### 3.C Note-Taking Strategies

## Note-Taking Strategies

### Read before class

- Take notes as you read; write down any questions you have about the material
- Make connections between notes from reading and from lecture

### Be present

- Attend every class
- During class, sit up front and put away distractions (e.g., cell phone, Social media, etc.)

### Focus on key details

- Don't try to write everything the professor says
- Capture main ideas, key facts, important vocabulary, and major examples
- Pay attention to information on PowerPoints, if they are used

### Pay attention to cues

- Listen for cues during lecture to capture main ideas
- These can include: a pause for emphasis, restating a point, or a change in tone of voice

### Use abbreviations

- Develop a system of abbreviations to make writing notes more efficient
- Keep it legible and make sure you remember what your abbreviations stand for!

### Revise your notes

- Read and revise your notes within 24 hours of class
- Organize your notes in a way that makes the most sense to you
- Create your own study guide from your notes



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### 3.D Mind-Mapping

## Mind-Mapping

### The Benefits

- Mind-Mapping Encourages You To:
- Learn Actively
- Make Connections Between the Facts & Ideas You're Studying
- Use Critical Thinking Skills

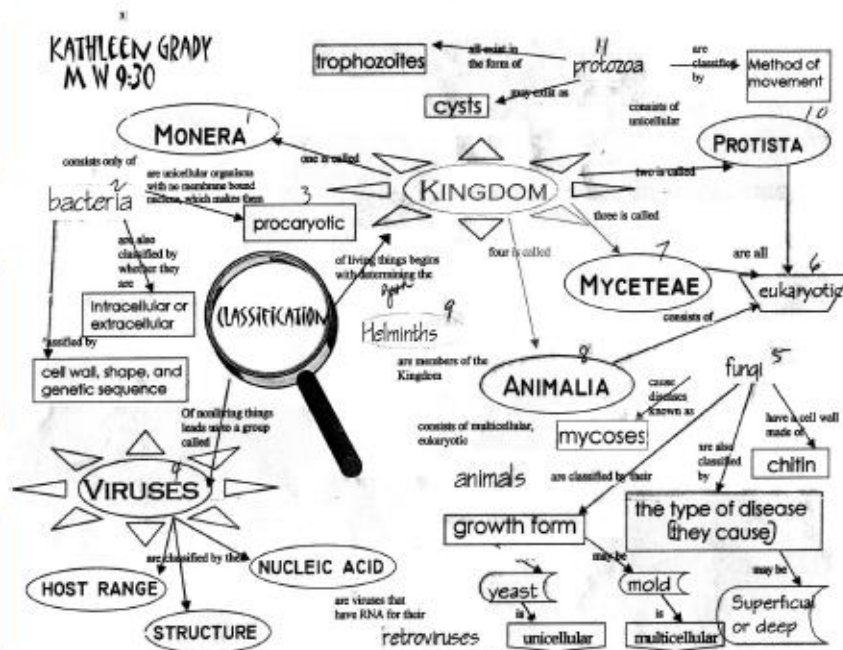
### Making a Mind-Map

Write Your Topic in the Middle of the Page

Draw a Line Outward From Your Topic & Write a Related Fact or Idea

Keep Adding Lines, Each With a Fact or Idea

### Example



J. (2002). *Succeeding in college: Study skills and strategies* New Jersey: Pearson Education, Inc.



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### 3.E Cornell Template

Cornell Notes Template		
Course:	Date:	Lecturer's Name:
Put in <b>key words, phrases, and questions</b> that your notes on the right answer.	Put <b>your notes</b> in this area. Leave lots of space between your notes.	
Summary: Think of one or two sentences to review the material on this page. This is the big picture area.		

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### 3.F Frayer Graphic Organizer

**Frayer Graphic Organizer**

<b>Definition</b>	<b>Characteristics</b>
<b>Term/concept:</b>	
<b>Examples</b>	<b>Questions</b>

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### 3.G Matrix Notes Template

## Matrix Notes Template

Term/Concept	Book Definition	Your Own Words	Example



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## 4. Procrastination

### 4.A Causes & Cures



## Procrastination

### Causes



#### **Fear of Success or Failure:**

Some students worry so much about producing a perfect product that they wait until every drop of research has been done or every avenue explored. Others engage in elaborate preparatory or avoidance activities before beginning a task, such as deciding that all the dishes must be washed and put away before you start your paper.



#### **Overestimating the time left to complete a task:**

When your teacher assigns a research project the first week of school do you begin on it right away or wait? Many students think they have plenty of time, but fail to take into account the pile of other homework and life tasks they must manage during the semester.



#### **Underestimating the time required to complete tasks:**

Many students don't have a realistic concept of how much time it will take to look up sources, take notes, extract the information and formulate a paper. People with a poor concept of time also think they can drive a 30 minute trip in ten minutes.



#### **Believing that they must be in the mood to do a task:**

Delaying the start of a task until you are in the mood is a favorite among many students.



#### **Over reliance on time-saving modern technology:**

If you've ever seen a procrastinator kick and scream at a copy machine or printer that's moving slower than they wish, you know what I mean.

### Cures



#### **Change your flawed thinking to positive, realistic thinking:**

You can't wait until you're in the mood to finish important tasks; you must use positive self-talk to get yourself motivated.



#### **Set SMART goals:**

Specific  
Measurable  
Attainable  
Realistic  
Timely



#### **Prioritize and divide your tasks:**

Have you ever tried to consume a steak in one bite? Probably not. Neither should you expect to finish an academic project in one step. Put all your assignment due dates on a semester calendar along with test dates. Determine how many parts each assignment will take and work on one piece at a time.



#### **Organize your work area and tools before you begin:**

Resist the urge to clean your work space at this time--that's just another procrastination tactic.



#### **Use a semester calendar & reminders to help you complete important tasks.**



#### **Reward yourself when you finish on time.**





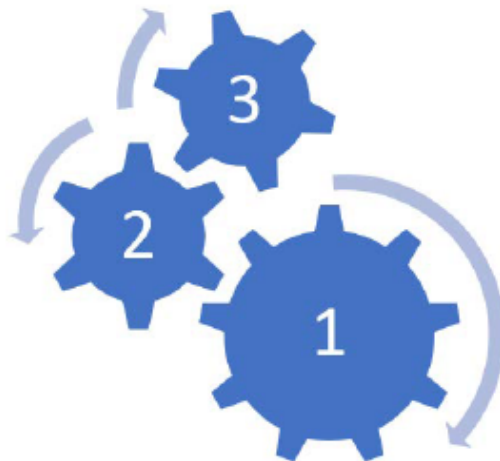
## 5. Reading Strategies

### 5.A 3.2.1 Review

## 3.2.1 Review

Try this easy review method to actively engage in reading material or reviewing your notes!

After each section, page, etc, write down the following:



3 Things you learned

2 Relevant facts

1 Question

In other words, what were the three main ideas from the section? What are two other, relevant pieces of information from that section? What is one question you have? Or can you think of a question from the section that might be on an exam?



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## 5.B How to Analyze a Reading

### How to Analyze a Reading

College assignments often ask you to think critically by “analyzing,” “inferring,” or interpreting” some article or other reading. Understanding exactly what these terms mean can help you as you plan a paper or a class presentation. Next time you are asked to analyze a reading, look over these definitions and use them to plan out your response.

#### Evaluate

When **evaluating**, you decide whether something is good, bad, accurate, misleading, worth buying, worth seeing, and so on. When you see a movie, and you tell someone else that it’s good, great, or lousy, you are giving your **evaluation** of that movie. You often add the reason why you did or didn’t like it—the plot was funny, there was too much violence, you liked the characters, and so forth. In the same way, when you **evaluate** something, you read, you give your **opinion** of its value. You should be able to point to a reason why you have that opinion—for example, the writer was logical (or illogical), the story was interesting (or boring), the point made was important (or not important). Be

#### Infer

When **inferring**, you pick up a meaning that is not specifically stated or written out. For instance, if you read: “This dog that I am taking care of is big, smelly, dirty, noisy, and has chewed up my best shoes,” then you can **infer** that the writer does not like taking care of the dog, even though this is not specifically written. “**Inferring**” is often referred to as “**reading between the lines.**”

#### Interpret

When **interpreting**, you express in your own words the meaning of something you’ve just read. You might **interpret** a very long poem, for example, by stating in a few short sentences your understanding of what the poem means or says. You can make your interpretations very short and concise or very long and creative. It’s **your own personal interpretation**. Be prepared, however, to be able to point to some words or phrases that influenced you to form your particular interpretation.



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## 5.C How to Read Scholarly Literature

### How to Read Scholarly Literature

Below are six questions you should ask yourself when reading any type of scholarly literature, whether a book, journal article, or Thesis:

- What is the Research Question?
- What is the purpose of the study?
- What sample or data do they include?
  - (What method is used to collect data?)
- What are the findings of the study?
- What is the conclusion?
- What are the limitations of the study?

When reading multiple articles, create an Annotated Bibliography to organize the information.

Include the answer to these questions. For example:

Source	Research Question	Purpose	Sample/ Data	Findings	Conclusion	Limitations	Your Notes
Title of article 1 (Citation)							
Title of article 2 (Citation)							

Additionally, consider your answers to the following questions for your “notes” section:

- Did the author(s) answer the Research Question?
- Did the author(s) include sufficient, valid sources to support their findings?
- What other sources can you find to compare/contrast to this piece of literature?



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## 5.D SQ3R Method

### SQ3R Method for Textbook Reading

#### Survey

- Look over the material *before* you read.
- Set a goal for how much you want to read in your allotted study time.
- Read the chapter objectives, skim headings and subheadings.
- Pay attention to graphics and items in margins.

#### Questions

- Turn chapter title, headings, and subheadings into questions
- Write down questions on a separate piece of paper so you can go back to them
- Ask yourself what information you want to get from each section, and turn that into a question

#### Read

- Only read when you're alert
- Determine an amount of time you want to spend reading, typically no more than 30-40 minutes at a time.
- Read one section at a time, searching for answers to your questions.
- Answer the questions in your own words.

#### Recall

- After a short break, try to answer your questions in your own words, without looking back at the material.
- Answer questions one section at a time.
- Once you're sure of the correct answers, write them down.
- Make connections to other parts of the material

#### Review

- Within 24 hours, go back over your questions and try again to answer them in your own words, without looking back at the material or the answers you wrote down
- Pay close attention to the questions you have difficulty with
- Repeat periodically to study for the exam.



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## 5.E The 5 Rs of Textbook Reading

### The 5 Rs of Textbook Reading

#### Read Selectively

- What is the main purpose of this chapter?
- Start by previewing the chapter.
  - Look over chapter outline and summaries
  - Look over headings, subheadings, charts, and illustrations
  - Master the technical vocabulary
  - Break up your readings into sections

#### Record

- Write down:
  - Your questions, take notes, make outlines, use webbing, retention diagrams, note cards

#### Recite

- Go over your questions.
- Say the answers in your own words.
- Do you really understand what the book is saying?

#### Reflect

- Can you answer those higher-level questions?
- Can you make connections?
- Do you see patterns?
- Do you relate the material to examples?

#### Review

- Review on a regular basis.
- Utilize website review material, practice quizzes on CD, go to study groups.



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## 6. Stress Management

### 6.A 4-7-8 Breathing Technique

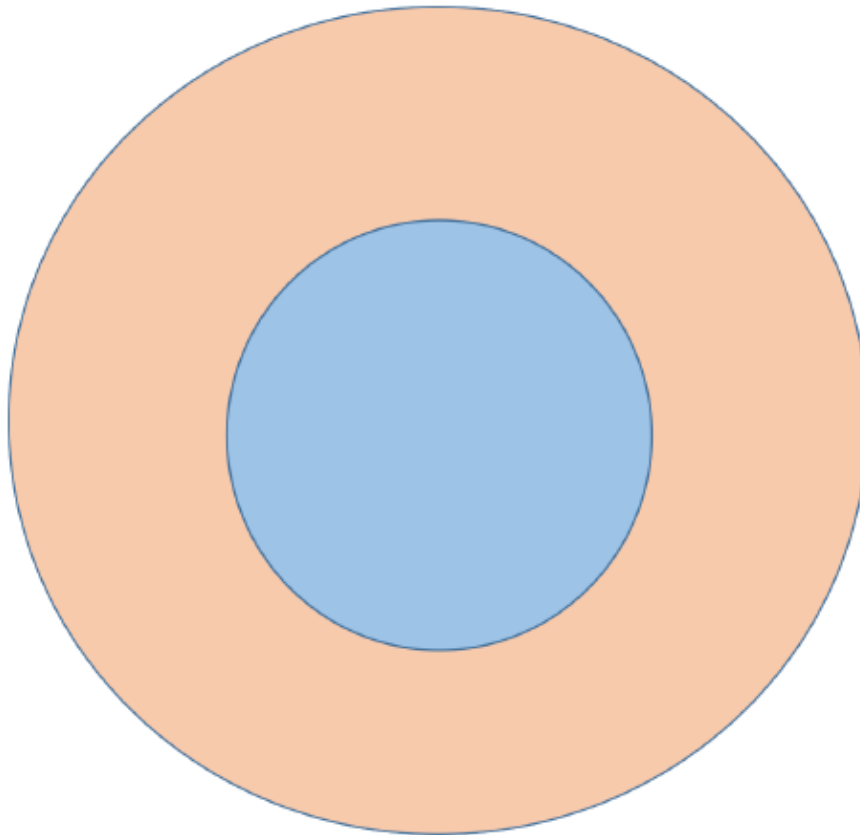






## 6.B Circle of Concern Page 1

### Circle of Concern vs. Circle of Influence



#### Activity:

In the larger circle identify the issues that cause you concern. Consider why these issues are a concern. Then in the smaller circle, identify the areas you can influence. Don't limit yourself to areas that you are in charge of; consider areas in which you have even the smallest amount of influence.

Working within your **Circle of Influence**, write one or more actions you will take to have the greatest impact on this situation. Make a commitment to work only within your Circle of Influence for 30 days!

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## 6.B Circle of Concern Page 2

### Language of Influence

*We are more effective when we focus on being proactive with our actions, rather than reacting to situations after they have occurred. We can reflect on the language we use to help determine when we are being proactive or reactive.*

*Take notes this week on what you hear yourself saying. Is it reactive language or proactive language? No judgments, just take notes and observations.*

*Put at least 2 observations under each column.*

<b>Reactive:</b> "can't," "have to," "if only"	<b>Proactive:</b> "can," "will," "do"

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## 6.C Stress Management—Think Positive Page 1

### Stress Management: Think Positive

Below, list three good things that have happened to you in the last 24 hours. These can be big (*I got an A on my math test*) or small (*There was no line at Panda Express*).

1.

2.

3.

Pick a happy thought that you can focus on when negative thoughts start creeping in. Write it below.

Below, list three positive statements that you can repeat to yourself daily for encouragement.

1.

2.

3.

Activity adapted from *No More Stress* by Gladeana McMahon



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## 6.C Stress Management—Think Positive Page 2

### Stress Management: Think Positive

#### Create a stress management game plan

What are some things that cause you stress? List them below.

What do you do to handle stress right now? Does it work?

What are some of the ways that stress impacts your life?

What can you do to reduce the stress? Consider the hit you take emotionally, mentally and physically when you're overwhelmed.

---

My Stress Management Game Plan:

Aspects of my life I can eliminate that cause me stress:

Habits I will improve to reduce stress:

When I see a potential for major stress in my future, I will do these activities to make my life less stressful:

If I become overwhelmed, these are the activities I will do to calm down:

Activity adapted from *workitdaily.com*



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## 7. Test Preparation

### 7.A Final Exam Tips

#### Final Exam Tips

##### Start Early

- Preparation Should begin even before the actual week of final exams.
- You cannot cram an entire semester's worth of information into one or two nights of studying.

##### Predict Exam Questions

- For possible questions, use the textbook headings, class notes, and previous quizzed and exams.

##### Review Main Points

- Especially review the main points you find most difficult to recall.

##### Follow The Rule of Thumb

- As a rule of thumb, go through the main headings of the text or your notes and see if you can remember the content.

##### Life Should be Normal as Possible

- For the week before and during exams, life should be as normal as possible.
- Normal habits of sleeping, eating, exercising, etc. should be maintained.

##### Arrive Early

- Choose a seat where latecomers will not disturb you
- Use this time before the test to relax, catch your breath, and take a minute to get focused.

##### Look Over the Entire Exam

- See how long it is, which parts count more in scoring, or which parts may be easier to answer or require more time.

##### Answer the Easy Questions First

- Attack only one question at a time without worrying about the ones to come.

##### Remain Calm After the Exam

- Worrying about your exam afterwards will not change a thing
- It may, however, effect how you do on your other finals
- Keep your head up and move on to the next exam.

##### Study Your Favorite Subject last & The One You Dread First

- Devote more time to a subject in which you are not strong in.



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## 7.B How to Fight Exam Freeze

### How to Fight Exam Freeze



#### **STUDY SMART**

Study material steadily throughout the semester. The more you feel prepared, the lower your stress levels will be.



#### **PRACTICE**

Practice under timed, exam-like conditions. Train your body and mind to take an exam under different conditions so you feel ready.



#### **FIND AN “ANCHOR”**

A gesture or “anchor” can help you refocus. Think about what you do when you are confident, such as rolling your shoulders or straightening your spine.



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## 7.C Overcome Test Anxiety

### Overcome Test Anxiety

#### CAUSES

- Poor study habits
- Inadequate preparation
- Unrealistic expectations
- Limited test-taking strategies
- Pressures that others may exert on you

#### SYMPTOMS

- Headaches
- Nausea
- Sweaty palms
- Perspiration
- Rapid heart beat
- Tense muscles
- Loss of appetite
- Difficulty sleeping
- Difficulty concentrating



#### OVERCOMING ANXIETY

- Analyze the cause of your anxiety
  - Where is it coming from?
  - Is there something you can change to help lessen your anxiety?
- Use POSITIVE self-talk such as “I’m trying as hard as I can.”
- Improve your study methods by practicing good study habits from Day 1
- Seek outside help from campus resources such as SI, Tutoring, and Academic Coaching
- Break tasks into smaller, manageable chunks
- Avoid procrastination
- Familiarize yourself with the instructor’s expectations
- Believe that you can do it!



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## 7.D Prioritizing Finals Worksheet

### Prioritizing Finals - Worksheet

Use the table below to help you in the process

1. Make a list of your classes.
2. Look at your current average in each of them.
3. Find out how the final exam will impact your grade. You can find this information on the syllabus.
4. Examine your level of confidence for each class.
5. Try this online calculator: <https://www.rapidtables.com/calc/grade/final-grade-calculator.html> to determine your best and worst case scenario.
6. Use this information to create a priority list. Consider color-coding the table to visualize which final(s) need your immediate attention.

Class	Current Grade	% Of Exam	Confidence	Best Case Scenario	Worst Case Scenario

\*For an example of a completed chart visit the reference link below:

<https://www.iontuition.com/students-prioritize-your-final-exams-using-this-worksheet/>



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## 7.E Raise your Test Score

### Raise Your Test Score

#### Attend EVERY Class

Any time you miss a class you potentially miss out on important information. If you absolutely cannot make it, be sure to get notes from a friend.

#### Review your notes

Preferably within 24 hours, go through your notes and organize the information in a way that makes sense to you. Do this regularly and you'll have created your own study guide for the exam.

#### Read your textbook

Reading the book will help you identify repeated concepts and key terms that may end up on the exam.

#### DON'T Cram

Seriously. Don't do it. Regular, brief study sessions over time will help your brain process and store information more efficiently than one big "cram" session the night before an exam.

#### Get a Study Buddy

Find (or make) a friend in class and study together. Go to SI sessions if offered for your class. Studying with others may help you cover information you would have missed on your own.

#### Ask questions

In class. While studying. Asking questions about material you don't understand helps your brain process the new information. So does trying to predict potential exam questions.

#### Study when you're alert

Studying when you are mentally fatigued is generally a waste of time. Period.

#### Catch some Zzzzzs

Your brain simply does not function up to capacity without enough sleep. You will be much more likely to recall what you've learned if you're rested.



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## 7.F Strategies for Taking Tests

### Strategies for Taking Test

#### Multiple Choice Tests

Answer questions in your head before looking at the answers. This helps you eliminate wrong choices.

Mark questions you aren't sure of and come back to them later.

If you are guessing between choices:

- Eliminate any wrong answer and guess between the 2 best possibilities
- If the answer call for sentence completion, eliminate answers that would not form grammatically correct answers.

If a test item seems unclear, ask for clarifications.

#### True-False Questions

Look for qualifiers such as:

- All
- Most
- Sometimes
- Never
- Rarely.

Absolute qualifier such as:

- Never
  - Always,
- generally indicate a false statement.

Names, dates, and places are often used as the key to make a statement false.

#### Open Book Tests

Prepare thoroughly for these tests; they are almost always the most difficult.

Write out any formulas or important facts you will need on a separate sheet of paper.

Mark important pages of your textbook with tabs, so you don't waste time flipping pages.

#### Essay Exams

Read all the questions first. Jot down any key ideas that occur to you as you read the questions.

Notice and underline key words in the questions that give a clue to what is expected in the answer.

Plan the amount of time you can spend on each question based on the difficulty and the number of points you will get for it. Answer the easiest questions first.

Answer all questions. If you don't know the precise answer, try to write a closely related one.

Review your answer for grammar, spelling, and legibility.

#### Problems Exams

Write down formula, equations, and rules before you begin working on the test.

Work the easiest problems first.

Show all your work; label your answers.

Check your answers when time permits.



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## 7.G Studying for Problem Based Tests Page 1

### Studying for Problem-Based Tests

#### Before Each Class

Read the assigned chapter prior to class and take notes. Then, try to work out some of the practice problems in the book, even if the answers are given. If you're having any difficulties, make a note of the issue and take it to class with you.

If the problem isn't addressed in class, ask your professor during the lecture, or take the problem to office hours.

- Compare the notes you made in class with the notes you made during your reading. Is there any overlap? If there is, this you've likely identified an important concept that will appear in your homework or on the test. Be sure to know how to solve these types of problems.
- Work all of the assigned homework problems. If you're having issues with a problem, mark it and consider looking to academic resources for help. Academic resources include tutoring services, your Supplemental Instruction leader if you have one, or your professor during her office hours.
- Finish the problems you're comfortable with before looking for outside resources, so that you utilize your time efficiently.
- Once you finish your homework, go ahead and prepare for the next class session (see "Before Each Class").

#### After Each Class

#### Before the Test

- Begin studying for a test when your professor assigns it. Remember that problem-based tests are usually cumulative, so it's very important to make sure you understand the concepts the week they are addressed in your class. Otherwise, the foundation you're building the rest of your knowledge on is shaky at best.
- Go through your homework problems, quizzes and previous tests if you have them. What questions did you get wrong? What did you lose points for? Rework each problem until you get it right. You may find it helpful to write out the steps next to each problem as a way of committing them to your memory.
- If there are any problems or concepts you don't understand, consult academic resources.
- Create flashcards or a study sheet with all of the formulas you need to know. Commit these to memory.
- Based on what your professor says will be covered, create a practice test from your study materials. Include problems similar to, but not exactly the same as, the problems covered in class, your homework and on quizzes.



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## 7.G Studying for Problem Based Tests Page 2

## Studying for Problem-Based Tests

### Before the Test (continued)

- To avoid “context clues” for these problems, write one problem apiece on flashcards, shuffle them, and complete the problems in random order. Your test will likely be a mix of problems, so you want your studying to mimic reality.
- For your practice test, aim to make it the same amount of questions and length of time as your real test. That way, you have a feel of your ability to complete the test in time. If you run out of time, consider making a plan that allots a certain amount of time to each question to keep you on track.

### During the Test

- As soon as you get your paper, write down all of the formulas you might need at the top of the page. This way, you’ll have an accurate guide to reference if you are feeling overwhelmed during your test.
- Do the problems you’re confident with first. If a problem is taking too much time, mark it and move on.
- If you have a Scantron, fill it out as you go. That way, you won’t run out of time and make mistakes as you quickly fill in your answers at the end.
- Once you’ve gotten to the end of the test, revisit the questions you did not complete or are unsure about. Starting with the unfinished questions, work through what you have left.
- If you cannot find an answer to a question on a paper-based test, work through the steps until you’re confused. It’s possible your professor will assign partial credit. Do not leave anything blank.
- If you cannot find an answer to a multiple-choice test, pick a random letter answer as a guess. If you guess on more than one question, be sure to answer with the same letter. It’s more likely that you’ll get one of them correct.

- If possible, take at least 24 hours before studying for the next class period. Your brain needs time to relax.
- Once you get your results back, go over the questions you missed. What went wrong? Try working the problem again. If you still get the wrong answer, consider getting help.
- Remember, tests are usually cumulative. If you do not make sure you understand what you did wrong, it’s very likely that you’ll do poorly on your next test too. Don’t let the semester get away from you by ignoring the results of one bad test!

### After the Test



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## 7.H Test Autopsy

### Test Autopsy

Use these guiding questions to figure out what your test prep issues are and how they can be improved.



**ASK:**



**How did you prepare?**

*How could you prepare better next time?*

**What went wrong?**

*How can you prevent that in the future?*



**What went right?**

*How can you ensure that happens again?*

**Did you seek help?**

*Who could have helped you and how do you reach out?*



**What will you try next time?**

*What is your plan to make that happen? Who can help?*



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## 7.I Test Prep Checklist

### Test Prep Checklist

- ☐ I began preparation for the test when we first covered the material in class.
- ☐ I know whether it is a quiz, test, or major exam.
- ☐ I know what material will be covered.
- ☐ I know how many questions will be on the test.
- ☐ I know how long the test will take.
- ☐ I know what kind of questions will be on the test.
- ☐ I know how the test will be graded.
- ☐ I have studied practice questions or problems for the test.
- ☐ I formed or participated in a study group (such as an SI group).
- ☐ I used different, appropriate study strategies for different types of questions.
- ☐ I re-organized my class notes.
- ☐ I summarized information from my notes and/or the textbook in my own words.
- ☐ I used two or more of my senses to engage in studying the material (i.e., sight, hearing, taste, touch, smell).
- ☐ I created my own test questions from the material and practiced answering them.
- ☐ I got plenty of sleep the week of – and the night before – the test.

---

**Score:**

- |         |   |
|---------|---|
| 14-16   | Excellent preparation   |
| 11-13   | Good preparation; consider trying some new strategies                 |
| 8-10    | Need to improve; incorporate more test preparation & study strategies |
| Below 7 | Meet with an Academic Success Coach to build your strategies!         |

Adapted from Feldman, R.S. Power Learning. New York: McGraw Hill



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## 7.J Tips to Improve Your Memory

### Tips to Improve Your Memory

#### 1. Repeat, Repeat, Repeat

Learning and memory involves a lot of repetition. Our brains also respond to novelty or repeating things in a different way and at different times.

Examples:

- Re-organize your notes after class
- Review your class material on a regular basis
- Repeat content from the textbook or lecture, using your own words

#### 2. Organize

Using a planner or smart phone calendar can help you keep track of assignments and activities. You can also use your planner or phone to journal about things you want to remember. The process of organizing clears our mind which helps us focus, concentrate, and remember more.

Examples:

- Take notes about conversations, thoughts, and experiences to help you remember
- Review current and previous day's entries or notes
- Always have your planner or smart phone with you in case you need to write something down

#### 3. Visualize

Visualization strengthens the association you are making between two things

Example:

- Linking a term with a definition is easier when you attach an image to the term. For example, the country Italy is roughly shaped like a boot. When you picture it on a map in your mind, you envision a "boot" protruding from Europe.

#### 4. Cue

You can use different types of cues to help you remember information, such as object cues, visual cues, olfactory (smell) cues, movement cues, or sound cues.

Examples:

- Use an ordinary object to identify with a particular term or topic
- Chew the same flavor of gum while studying and taking an exam
- Create hand motions to represent new terms or topics

#### 5. Group

This strategy helps extend the capacity of our short-term memory by chunking information together instead of trying to remember each piece of information separately.

Example:

- When studying processes, group steps in sets of 3-5



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## 8. Time Management

### 8.A Evaluating Your Time

#### Evaluating Your Time

On Average, how many hours per day do you spend...	Weekdays	Weekend	Hour per Week
Sleeping	_____ (x5)	_____ (x2)	
Exercising or enjoying hobbies?	_____ (x5)	_____ (x2)	
At your job?			
Preparing and eating meals?			
Showering, dressing, etc.?			
Cleaning, doing laundry and other household chores?			
Watching TV, surfing the net, relaxing?			
Socializing with friends and family?			
Getting to and from class, work, etc.?			
Studying?			
Total hours per week of routine and study			

Ask yourself:

- How many hours are in a week?
- How realistic is this schedule?
- Where can you make changes?



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## 8.B Power Hour

### Power Hour

Research shows that blocking study time into focused chunks helps make studying more effective.



Try setting aside 60 minutes time blocks for studying and divide your time according to the outline below.

1

**10 minutes – Preview assignment:**

Set a goal for this short session, ask questions.



2

**40 minutes – Work on the task:**

Read, write, study. Be engaged with the material. (Set a timer so you don't lose track!)



3

**5 minutes – Take a break:**

Walk away and do something unrelated.

\*Caution: Avoid activities that will take more than 5 minutes!



4

**5 minutes – Review:**

Can you answer the questions you wrote at the beginning of the hour?

Is there anything you still don't understand?



*At the end, if you accomplished your goal, restart another Power Hour, or if not, pick up at the point where you need to review again.*



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## 8.C Priority Matrix

		Urgency	
		High	Low
Importance	High	1. Urgent + Important	2. Important + Not Urgent
	Low	3. Urgent + Not Important	4. Not Urgent + Not Important

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## Chapter 8

# Campus Student Services Information & Directory





# Directory of Student Services

Campus Student Services Information and Directory		
Offices and Services	Main Campus Location	UTSA Downtown Location
Campus Services: Parking, Dining, Transportation, UTSA Card, Rowdy Campus Store, Vending,	<a href="https://www.utsa.edu/campuservices/">https://www.utsa.edu/campuservices/</a> MS 1.01.52 210-458-7275 <a href="mailto:campuservices@utsa.edu">campuservices@utsa.edu</a>	FS 2.424C
Campus Housing: Alvarez Hall, Chaparral Village, Chisholm Hall, Laurel Village, Guadalupe Hall, University Oaks	<a href="https://housing.utsa.edu/">https://housing.utsa.edu/</a> 210-458-6200 <a href="mailto:studenthousing@utsa.edu">studenthousing@utsa.edu</a>	
Campus Recreation: Fitness Wellness, Club Sports, Intramural Sports, Membership, Outdoor Pursuits	<a href="https://campusrec.utsa.edu/">https://campusrec.utsa.edu/</a> Recreation Wellness Center 210-458-7575 <a href="mailto:Campus.recreation@utsa.edu">Campus.recreation@utsa.edu</a>	210-458-2735 FS 1 <sup>st</sup> Floor
Career Services	<a href="https://careercenter.utsa.edu/">https://careercenter.utsa.edu/</a> Student Union 2.02.04 210-458-4589 <a href="mailto:Career.services@utsa.edu">Career.services@utsa.edu</a>	
Wellbeing Services: Wellness 360, Counseling, 24/7 Assistance, Survivor Advocacy, Recover, Programs Events & Trainings	<a href="https://www.utsa.edu/students/wellbeing/">https://www.utsa.edu/students/wellbeing/</a> Recreation Wellness Center (RWC) 1.802 210-458-4140 <a href="mailto:wellbeing@utsa.edu">wellbeing@utsa.edu</a>	
Disability Services	<a href="https://www.utsa.edu/disability/">https://www.utsa.edu/disability/</a> MS 3.01.16 210-458-4157 <a href="mailto:Disability.services@utsa.edu">Disability.services@utsa.edu</a>	
Graduate and Postdoctoral Success	<a href="https://graduateschool.utsa.edu/gps/">https://graduateschool.utsa.edu/gps/</a> MS 4.01.52 210-458-4331 <a href="mailto:gps@utsa.edu">gps@utsa.edu</a>	
Library Services:	<a href="https://lib.utsa.edu/services">https://lib.utsa.edu/services</a> John Peace Library 210-458-4574 <a href="mailto:libraryask@utsa.edu">libraryask@utsa.edu</a>	<a href="https://lib.utsa.edu/services">https://lib.utsa.edu/services</a> Buena Vista 2 <sup>nd</sup> Floor 210-458-2440 <a href="mailto:circulation@utsa.edu">circulation@utsa.edu</a>
One-Stop Enrollment: Admissions, Financial Aid, Scholarships, Registration & Records, Graduation	<a href="https://onestop.utsa.edu/">https://onestop.utsa.edu/</a> JPL 1.01.04 210-458-8000 <a href="mailto:onestop@utsa.edu">onestop@utsa.edu</a>	FS 2.400





Student Activities	<a href="https://www.utsa.edu/students/getinvolved/">https://www.utsa.edu/students/getinvolved/</a> HEB Student Union, 1.210 210-458-4160 <a href="mailto:getinvolved@utsa.edu">getinvolved@utsa.edu</a>	
UTS Tech Cafe	<a href="https://www.utsa.edu/techsolutions/techcafe/">https://www.utsa.edu/techsolutions/techcafe/</a> HSU 2.214A 210-458-5555 <a href="mailto:techcafe@utsa.edu">techcafe@utsa.edu</a>	
Supplemental Instruction	<a href="https://www.utsa.edu/studentsuccess/supplemental/">https://www.utsa.edu/studentsuccess/supplemental/</a> JPL 2.01.12A 210-458-7251 <a href="mailto:Supplemental.instruction@utsa.edu">Supplemental.instruction@utsa.edu</a>	DB 2.114 210-458-7251
Tutoring Services	<a href="https://www.utsa.edu/studentsuccess/tutoring/">https://www.utsa.edu/studentsuccess/tutoring/</a> MS 2.02.18 210-458-6783 <a href="mailto:tretutoring@utsa.edu">tretutoring@utsa.edu</a>	
Writing Center	JPL 2.01.12D 210-458-6086 <a href="mailto:Martha.smith@utsa.edu">Martha.smith@utsa.edu</a>	FS 4.432
University Police	<a href="https://www.utsa.edu/publicsafety/pd/">https://www.utsa.edu/publicsafety/pd/</a> Emergency: 210-458-4911 Non-emergency: 210-458-4242 Hearing Impaired/TDD: 210-458-4243	

