Chapter 7

Thinking Ahead:
New and Emerging Trends and Innovations in Coaching for Retention and Student Success

ABSTRACT

This chapter looks at current and emerging trends in coaching and also explores what near-term incremental improvements, innovations, and new developments to coaching models and strategies are on the horizon. The chapter also looks at how institutions can realign and innovate with positions and supports within their organizational structures that can help to support and optimize coaching performance and institutional retention rates. Chapter 7 also investigates a few new student success tools and technology options that offer promising strategies or approaches to improved retention through coaching. The chapter also explores some future research directions that should be explored in order to further develop the scholarship and academic literature in the area of retention and student success coaching.

INTRODUCTION

This Chapter looks at current and emerging trends in coaching and also explores what near term incremental improvements innovations and new developments to coaching models are on the horizon. The Chapter also looks at how institutions can realign and innovate with positions and supports within

the organizational structure that can help to support and optimize coaching performance. Chapter Seven also investigates a few new student success tools and technology options that offer promising strategies or approaches to improved retention through coaching. The chapter also explores some future research directions that should be explored in order to further develop the scholarship and academic literature in the area of retention and student success coaching.

In developing this chapter, the author interviewed experts in the fields of coaching, retention, enrollment management, non-cognitive assessment and educational processes consulting. The chapter brings together the thinking of these experts with the experiences of the author, seminal studies and the academic literature. The goal of the chapter is not to try to predict the future or even the future direction of the current trends discussed. Rather, the goal of the Chapter is to provide thoughtful discussion around meaningful and current coaching issues and topics and to give some direction on how institutions might work with or evaluate these new and evolving topics as they explore coaching options and directions within their own organizations and institutions.

Catching Up

A lot of the changes, innovations and advances over the next several years will be catching up to good practices, assessment tools and retention models that we know about but have not yet integrated into coaching models or institutional retention processes. Predictors of retention and student success will need to be intentionally and systematically integrated into the discussion of student learning and vise-versa and then meaningful assessment and improvement initiatives will need to take place in order to optimize the changes. Institutions will need to become open and explicit about their processes and systems for tracking retention and student success as we move toward the second decade of the 21st century. Institutions and organizations working in the areas of coaching, retention and student success will need to understand how to use predictive modeling and optimization algorithms (Vasant, Alparslan-Gok, & Weber, 2018) to target where coaching and support resources can be used most efficiently and to understand where they can be most effectively deployed to maximize retention impact.

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/thinking-ahead/207106

Related Content

Degree Attainment in Online Learning Programs: A Study Using National Longitudinal Data
Heather Carter, Credence Baker, Kim Rynearsonand Juanita M. Reyes (2020). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 19-43).*
www.irma-international.org/article/degree-attainment-in-online-learning-programs/265505

Using Experiential Learning to Improve Student Attitude and Learning Quality in Software Engineering Education
Ferdinand Ndifor Che, Kenneth David Strangand Narasimha Rao Vajjhala (2021). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-22).*
www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133

Evaluation of Multi-Peer and Self-Assessment in Higher Education: A Brunei Case Study
David Hasselland Kok Yueh Lee (2020). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 37-53).*
www.irma-international.org/article/evaluation-of-multi-peer-and-self-assessment-in-higher-education/245772

Accreditation and Higher Education: The Case of Zimbabwe
Menard Musendekwa, Charles Govero Chipikaand Barbra Zvisinei Podzo (2022). *New Perspectives on Using Accreditation to Improve Higher Education (pp. 227-249).*
www.irma-international.org/chapter/accreditation-and-higher-education/310037

Smartphone-Based Virtual Reality as an Immersive Tool for Teaching Marketing Concepts
Haithem Zourrig (2021). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-13).*
www.irma-international.org/article/smartphone-based-virtual-reality-as-an-immersive-tool-for-teaching-marketing-concepts/273628