



COACHING TO COMPLETE

The University of Oklahoma Academic Life Coaching Model



ACADEMIC LIFE COACHING
The UNIVERSITY of OKLAHOMA

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STUDY SYSTEMS

STUDENT LEARNING OUTCOMES

- 1** Students will understand their individual learning preferences and design a system of optimal performance.
- 2** Students will identify resources and integrate them into their personal learning systems.
- 3** Students will learn from prior academic performance to enhance their current study strategies.
- 4** Students will be able to describe their academic habits (i.e. schedule, tools, group vs. individual, environment, etc.) and maximize campus resources to achieve their goals.

STUDENT LEARNING OUTCOME 1

Students will understand their individual learning preferences and design a system of optimal performance.

How have you discovered your best ways to learn?

How does your learning style affect the study methods you've established?

What conditions contribute to your highest levels of concentration?

How can you apply your learning preference to improve your current academic performance?

What modifications could you put into place to enhance your current learning system?

What strategies do you use to organize your different academic responsibilities?

In what ways do you manage your upcoming due dates and deadlines?

Among all of your assignments, which are most energizing and why?

In what ways have you/are you experiencing academic concern?

How have you modified previous habits to strengthen your learning system?

In what ways do you ask for help to avoid struggling academically?

When do you experience resistance or procrastination?

What does your ideal study environment look like?

How can you adapt to different teaching methods?

STUDENT LEARNING OUTCOME 2

Students will identify resources and integrate them into their personal learning systems.

What conditions promote you to perform at your ideal level?

How have you evaluated your personal learning preferences?

In what ways does your learning style affect the study methods you've established?

How can you apply your learning style to improve your current academic performance?

How have you incorporated OU academic resources into your personal learning system?

How do you identify outside resources that fit your specific academic needs? (i.e. applications, blogs, podcasts, etc.)

STUDENT LEARNING OUTCOME 3

Students will learn from prior academic performance to enhance their current study strategies.

What is missing from your current personal learning system?

When you think about your time as a student, in what areas have you grown?

What are your three greatest academic accomplishments?

How were you able to achieve these accomplishments?

When you've faced an academic struggle in the past, how were you able to overcome the challenge?

What did you learn about yourself from these experiences that you can apply to your current academic situation?

What patterns and behaviors help you achieve your goals?

What distractions cause you to lose momentum?

When you feel like giving up, what are some specific strategies that keep you moving forward?

In what ways does your mindset impact your academic success?

When you faced an academic setback, what messages or thoughts did you perceive about yourself?

In what ways can you transform negative "self-talk" into a more constructive dialogue?

STUDY SYSTEMS

STUDENT LEARNING OUTCOME 4

Students will be able to describe their academic habits (i.e. schedule, tools, group vs. individual, environment, etc.) and maximize campus resources to achieve their goals.

What academic resources have you used or created as a habit or routine?

What campus resources have you utilized to strengthen your learning system?

Where are your favorite places to study?

What scheduling tools do you utilize to stay organized?

How do you manage your study sessions throughout the day?

When are you able to best focus and concentrate?

In what ways do you relate course content to the learning objectives listed in your syllabus?

How do you connect your in-class learning to your independent study time?

How confident are you in your study methods?

What are the similarities and differences in your study approach for each of your classes?

What are some ways you can improve your current note-taking methods?

How can you improve the efficiency of your learning systems?

What value do you gain from participating in review sessions, office hours, or study groups?

What are the different types of resources you utilize most?

In what ways do you seek out support from instructors, TA's or tutors?

What does your study workspace look like?

What online tools do you use to support your current learning system?

STUDY SYSTEMS

MAJOR TO CAREER DESIGN

STUDENT LEARNING OUTCOMES

- 1** Students will be able to articulate their values, interests, and skills that lay the foundation of academic success.
- 2** Students will be able to engage in active and informed decision making regarding the major/minor selection process.
- 3** Students will be able to investigate various career fields and establish objectives that align with their career goals.
- 4** Students will engage in experiential learning and professional development to fully explore academic and career choices.

STUDENT LEARNING OUTCOME 1

Students will be able to articulate their values, interests, and skills that lay the foundation of academic success.

What activities and experiences leave you feeling energized?

If you had more free time, how would you choose to spend it?

When you explore new ideas through books, websites, podcasts, etc., what topics do you find most engaging?

What hobbies or activities do you have that could lead to possible career options?

What advice have you received from your peers and family regarding your choice of major?

When you examine your life, what unique passions have stayed consistent over time?

In what ways have you allowed others to influence the pursuit of your dreams and ambitions?

When have you received recognition for your accomplishments?

What skills come easily to you, but not necessarily to others?

What academic subjects come most easily to you?

What is an academic challenge that you overcame through hard work and perseverance?

Where have you received recognition for outstanding achievement or accomplishments?

MAJOR TO CAREER DESIGN

STUDENT LEARNING OUTCOME 2

Students will be able to engage in active and informed decision making regarding the major/minor selection process.

What is most important to you when selecting a major?

What major or minors are you interested in exploring?

What resources have you used to assist you in comparing and contrasting degree requirements?

When selecting a major, what are the significant factors that you are taking into consideration?

What steps have you taken or would like to take to feel confident with your choice of major/minor?

What are some strategies for evaluating related majors to be sure you are determining the best fit?

What is your understanding of the advising and academic support services that are available to you?

How will your minor enhance your academic and career goals?

What strategies and tools do you use to keep track of your academic progress?

In what ways do you understand how general education, major requirements, and program electives make up your degree plan?

What is the value in understanding the differences among general education, major requirements, and program electives?

What steps have you taken to feel confident in your major selection process?

What scares you the most about your major?

MAJOR TO CAREER DESIGN

STUDENT LEARNING OUTCOME 3

Students will be able to investigate various career fields and establish objectives that align with their career goals.

How would you describe the intersection of your personal, academic, and career goals?

How have your family or mentors influenced your career goals?

From your observations of family/peers/mentors, what do you think has contributed to their job satisfaction?

How do you distinguish the differences between a job and a career?

What career or self-discovery assessments have you taken to analyze your skills and interests?

In what ways have you investigated specific career fields that interest you?

STUDENT LEARNING OUTCOME 4

Students will engage in experiential learning and professional development to fully explore academic and career choices.

What steps have you taken to connect your academic major to potential career opportunities?

How do you go about exploring resources on projected job growth and income outlook?

What is your definition of a professional?

In what ways can you seek out professionals to offer guidance and insights on your potential career pathways?

How have you explored internships or other work experience opportunities that relate to your major?

When in your academic career would you like to incorporate job shadowing or internships with potential employers?

How will you initiate a clear plan to meet your career goals?

MAJOR TO CAREER DESIGN

HEALTH AND RESILIENCY

STUDENT LEARNING OUTCOMES

- 1** Students will be able to build systems that will enhance their overall health, wellness, and nutrition.
- 2** Students will be able to apply creative strategies to manage daily stressors.
- 3** Students will be able to construct a holistic plan with techniques that enhance their overall mental and physical self.
- 4** Students will be able to acknowledge adversity and challenges and overcome setbacks through resilience.

STUDENT LEARNING OUTCOME 1

Students will be able to build systems that will enhance their overall health, wellness, and nutrition.

What comes to mind when you hear the words health and wellness?

What contributes to you feeling like you are at your healthiest and strongest self?

How would you rate your current state of health?

How are you taking care of yourself?

What practices can you apply to enhance your overall health and well-being?

How can you include self-appreciation into your daily routine?

Identify a few areas in your life that you'd like to improve with additional support?

What OU student services have you utilized and in what ways did they or did they not help you?

What does an optimal nutritional wellness plan look like for you?

Have you observed how different food choices affect your ability to concentrate?

What nutritional habits would you like to modify to increase your energy and focus?

How often have you experienced concerns about your ability to purchase adequate/healthy food?

What campus resources can you identify that would support your nutritional goals?

HEALTH AND RESILIENCY

STUDENT LEARNING OUTCOME 2

Students will be able to apply creative strategies to manage daily stressors.

What is an action you could take right now that would have the greatest impact on your well-being?

What are some areas of concern for you right now?

What do you spend the most time worrying about?

How do you separate those elements that fall within and outside of your control?

How do you keep yourself from becoming overwhelmed?

What are some recent examples of setbacks you've experienced and the coping mechanisms you've employed?

What coping mechanisms have you used in the past that no longer serve you?

How do you separate your personal life from your academic self?

What are some healthy ways you manage stress?

What thought patterns do you have that prevent you from achieving your goals?

How do you manage circumstances that trigger negative thinking?

What are some methods you use to replace limited thinking with a more open-minded approach?

STUDENT LEARNING OUTCOME 3

Students will be able to construct a holistic plan with techniques that enhance their overall mental and physical self.

What do you need to do to feel nourished, healthy, and strong?

What habits are working well that you would like to further develop?

When you need to take an academic break, what activities re-energize you?

How does your current mindset impact your well-being?

What are some techniques you incorporate into your (daily, weekly, monthly) schedule that help offset life's stressors?

What are some events in your life that pushed you to demonstrate personal strength and resilience?

What did you learn about yourself that you can take into the future?

What activities outside of work and school do you enjoy?

How much time, if any, do you set aside to enjoy these activities?

What do you do when you take a break from study?

How do you feel when you put fun over academics and other commitments?

Why do you think fun is important in a healthy life?

In what ways do you nurture and take care of yourself?

What activities recharge you?

In what ways do you disconnect from the world and focus on you?

How would you rate your sleep, nutrition, and exercise?

HEALTH AND RESILIENCY

STUDENT LEARNING OUTCOME 4

Students will be able to acknowledge adversity and challenges and overcome setbacks through resilience.

How do you define resilience?

In what ways do you consider yourself resilient?

What characteristics do you have that motivate you to move forward after a setback?

What steps would you need to take in order to overcome adversity or challenges?

How do you adapt when you are faced with a difficult situation?

How do you manage academically stressful situations?

If you knew you could not fail, what risk would you take in life?

In what ways have you learned from past failures?

How do you let go of the feeling of failure and rise up?

What change do you need to make in order to get over the past and move forward?

How do you respond to change?

Have you retreated from an area in your life because of an obstacle you felt you could not overcome?

What do you think is a vital key to success?

When will you know that you have achieved resilience in your own life?

HEALTH AND RESILIENCY

FINANCIAL CONFIDENCE

STUDENT LEARNING OUTCOMES

- 1** Students will take ownership of the financial responsibilities associated with attending The University of Oklahoma.
- 2** Students will be able to articulate the lifelong financial benefits of degree completion.
- 3** Students will be able to understand the implications of student loan debt.
- 4** Students will be able to recognize on-and off-campus resources that will help reduce financial strain.

STUDENT LEARNING OUTCOME 1

Students will take ownership of the financial responsibilities associated with attending The University of Oklahoma.

What does the conversation sound like when you talk to your family or support system about how to pay for college?

What are the various resources (grants, loans, scholarships, etc.) that you can access to help fund your education?

What is your current financial plan for paying tuition, fees, books, and living expenses?

What resources do you utilize in order to fund your college expenses?

What would you do if you were unable to enroll due to a registration hold?

What is your understanding of flat-rate tuition?

How would withdrawing from classes impact your finances in the long term?

How often do you stress about paying for school or other living expenses?

What costs are included in your living expenses?

What are the three sources that cause your financial stress?

How do you plan for emergency expenses?

When you hear terms like budget, financial plan, etc., what comes to mind?

What costs are included in your living expenses?

What does a personal financial budget look like to you?

FINANCIAL CONFIDENCE

STUDENT LEARNING OUTCOME 2

Students will be able to articulate the lifelong financial benefits of degree completion.

In what ways have you evaluated the financial benefits of obtaining your degree?

What resources have you used to determine employability and projected salaries?

How have you evaluated salary differences between degree levels?

How would your life be different if you did not complete your degree?

What originally motivated you to seek a degree?

How could your finances be different if you were not in college?

STUDENT LEARNING OUTCOME 3

Students will be able to understand the implications of student loan debt.

How do you currently pay your college-related expenses?

How much have you borrowed through student loans?

How are you tracking the loans you've borrowed?

In what ways have you looked at the repayment terms and conditions of student loans?

How have you investigated student loan forgiveness programs?

What is the difference between a private student loan and a federal student loan?

What is the maximum lifetime amount you can receive in student loans?

What does a plan for student loan repayment look like?

What is the difference between a grant and a loan?

What is the difference between a subsidized and an unsubsidized student loan?

If you are receiving financial aid, what is your understanding of the Satisfactory Academic Progress guidelines?

STUDENT LEARNING OUTCOME 4

Students will be able to recognize on-and off-campus resources that will help reduce financial strain.

How many times have you met with an OU Money Coach?

What does “being financially stable” look like to you?

In what ways have you searched for on-and off-campus resources that can help your financial situation?

How can you utilize these resources?

What has prevented you from using the resources available to you?

What is a barrier that is preventing you from accessing financial resources?

What is the difference between an on-and off-campus resource that can help you with your financial situation?

SUPPORT NETWORKS

STUDENT LEARNING OUTCOMES

- 1** Students will understand the value of creating and cultivating a positive support network.
- 2** Students will learn how to identify campus organizations that strengthen their commitment to success.
- 3** Students will be able to identify the trusted relationships that comprise their support network.
- 4** Students will be able to identify the individuals they can turn to for support.

STUDENT LEARNING OUTCOME 1

Students will understand the value of creating and cultivating a positive support network.

What leaders on campus do you admire?

What does a mentor relationship look like to you?

What do you hope to gain from a mentoring relationship?

What does your support network look like?

Who are the people you turn to when you need support with your academic goals?

How would you describe support (spiritual, emotional life, financial) from the people in your life?

How would you describe ways you support yourself?

How has your support network developed over time?

When in your life have you felt most supported?

How supported do you feel on campus?

In my role as your coach, what are some ways I can support you?

SUPPORT NETWORKS

STUDENT LEARNING OUTCOME 2

Students will learn how to identify campus organizations that strengthen their commitment to success.

What impacted your decision to attend The University of Oklahoma?

What does campus involvement look like to you?

In what ways can you contribute to the OU community?

What are the potential benefits of joining student organizations?

What do you look for when joining a student organization or club?

How do you find and connect with student organizations and events that interest you?

What might prevent you from attending a student event or program?

SUPPORT NETWORKS

STUDENT LEARNING OUTCOME 3

Students will be able to identify the trusted relationships that comprise their support network.

What are the characteristics you look for in a trusted friend?

How would you describe your inner circle?

Describe a relationship that began as an acquaintance and turned into a friendship?

What qualities do you share with your significant friend group?

How do you establish new friendships?

What may be keeping you from developing a strong support network?

SUPPORT NETWORKS

STUDENT LEARNING OUTCOME 4

Students will be able to identify the individuals they can turn to for support.

Who do you turn to when you are faced with a difficult situation?

How can you identify when someone does not have your best interest at heart?

What does it mean for someone to truly have your back?

How have people in your life shown you that your goals are genuinely supported?

How do you feel when your goals are validated?

What are the pros and cons in asking for what you need?

In what ways can you expand your connections?

SUPPORT NETWORKS



COMPETING RESPONSIBILITIES

STUDENT LEARNING OUTCOMES

- 1** Students will be able to develop and implement an effective time management system.
- 2** Students will prioritize academic and non-academic commitments.
- 3** Students will understand how to balance academic success and the demands of work.
- 4** Students will be able to make time commitments that reflect their values and goals.

STUDENT LEARNING OUTCOME 1

Students will be able to develop and implement an effective time management system.

How do you know if your current time management system is working for you?

What strategies have you incorporated into effectively managing your time?

What consequences have you faced when you were not able to meet your commitments?

How do you create a schedule for your day?

What academic and non-academic tasks would you include?

How do outside obligations strengthen or weaken your academic performance?

What would it take to free up more time in your schedule?

How do you know when you are overextended (what circumstances contribute to this experience)?

How do you know when you have spread yourself too thin?

COMPETING RESPONSIBILITIES

STUDENT LEARNING OUTCOME 2

Students will prioritize academic and non-academic commitments.

What are your other competing responsibilities to academics?

What is an example of an outside commitment that has impacted your time?

How do you protect your time?

How would you feel if you had more control of your time?

How can you better regulate the time that you have?

How do you evaluate the time you spend on your daily routines?

What responsibilities could you combine to complete tasks more efficiently?

How do you differentiate the things you have to do with the things you want to do?

COMPETING RESPONSIBILITIES

STUDENT LEARNING OUTCOME 3

Students will understand how to balance academic success and the demands of work.

What strategies do you use to balance employment and school responsibilities?

How do your work responsibilities impact your ability to reach your academic goals?

What resources have you explored for working students?

In what ways has your work experience help shape your understanding of your values and strengths?

What does your work environment look like?

How does your employer support you in balancing your responsibilities?

How do you advocate for yourself when work responsibilities have interfered with your assignments?

COMPETING RESPONSIBILITIES

STUDENT LEARNING OUTCOME 4

Students will be able to make time commitments that reflect their values and goals.

What value does your outside commitments bring to your life right now?

What are you doing today to impact your future goals?

Where can you focus your energy to ensure positive outcomes?

What does it mean to maximize your college experience?

How is college helping you grow personally and professionally?

How could you free up two to three extra hours a week (how would you spend that time)?

What sacrifices have you made in order to fulfill your outside commitments?

How have your outside activities impacted your academics?

What brings you joy in your academic responsibilities?

What would it take for you to say no to an outside responsibility?

COMPETING RESPONSIBILITIES



MOTIVATION AND ACHIEVEMENT

STUDENT LEARNING OUTCOMES

- 1** Students will be able to identify motivation strategies for goal attainment.
- 2** Students will be able to identify short-term goals that lead to long-term success.
- 3** Students will be able to differentiate intrinsic and extrinsic motivators.
- 4** Students will be able to utilize strategies to meet their goals and objectives.

STUDENT LEARNING OUTCOME 1

Students will be able to identify motivation strategies for goal attainment.

What factors contributed to your decision to attend The University of Oklahoma?

How would you describe the difference between your current college experience and your previous expectations?

What motivates you to be successful?

When in your academic life have you been highly motivated?

What type of environment contributes to your motivation?

When faced with disappointments or setbacks, how do you persevere and move forward?

What are you doing when you lose track of time?

What time of the day do you feel most productive?

What has contributed to your success so far?

MOTIVATION AND ACHIEVEMENT

STUDENT LEARNING OUTCOME 2

Students will be able to identify short-term goals that lead to long-term success.

What do you want your life to look like after college?

How do you see your future self in 5, 10, and 15 years?

What are some specific actions you can take now to create that future life?

If you could visualize an ideal end to the semester, what would that look like?

What steps will require the least/most effort?

How do your short-term and long-term goals connect?

What does it mean to live a life of purpose?

What ways do you hope to use your talents and skills to make a difference in the world?

How can the OU experience support you in achieving your goals?

MOTIVATION AND ACHIEVEMENT

STUDENT LEARNING OUTCOME 3

Students will be able to differentiate intrinsic and extrinsic motivators.

How do the expectations of others affect your choices?

How do you differentiate friendly advice from what you know is right for yourself?

How do you know when you are making good decisions for yourself?

What qualities do you have to help you overcome challenges?

What motivates you to reach your full potential?

How do you increase motivation levels when you are feeling overwhelmed by a project?

What types of rewards are most motivating to you?

When do you feel energized to go the extra mile?

What did your last significant accomplishment look like?

STUDENT LEARNING OUTCOME 4

Students will be able to utilize strategies to meet their goals and objectives.

What actions do you need to take to move forward with your goals?

How does your belief about yourself impact what you are capable of achieving?

How can you adjust your expectations to better meet your goals?

How do you hold yourself accountable?

In what ways does fear of failure compromise your ability to succeed?

Who supports you when you experience low levels of motivation?

What are you doing when you feel most energized and alive?

MOTIVATION AND ACHIEVEMENT



IDENTITY AND INCLUSION

STUDENT LEARNING OUTCOMES

- 1** Students will be able to recognize their personal and social identities.
- 2** Students will be able to evaluate personal influences that shape their understanding of success.
- 3** Students will be able to cultivate relationships that build their self-confidence and deepen their sense of belonging.
- 4** Students will be able to recognize the signs of homesickness and attend to the social transitions associated with a new campus culture.

STUDENT LEARNING OUTCOME 1

Students will be able to recognize their personal and social identities.

How does your identity define you?

What are some key elements of your identity?

How easily do you accept yourself for who you are?

How do you believe you are viewed by others?

What social groups do you identify with?

In what ways does your identity change when you are interacting with different groups?

How do people from different backgrounds enrich your sense of self?

How do you separate your achievements from your identity?

STUDENT LEARNING OUTCOME 2

Students will be able to evaluate personal influences that shape their understanding of success.

What is your definition of success?

How would you design a life of meaning and fulfillment?

When you look back on your life, how will you know you've been successful?

What areas do you need to prioritize in order to become a stronger version of yourself?

Who are some of the most accomplished people you've known throughout your life and what are the markers of their achievements?

Who in your life has shaped your understanding of success?

What does success look like at different stages of life?

What habits can you adopt today that will build a better future?

In what areas of your life have you been most proud?

IDENTITY AND INCLUSION

STUDENT LEARNING OUTCOME 3

Students will be able to cultivate relationships that build their self-confidence and deepen their sense of belonging.

When have you been most at ease within a new group and what factors contributed to feeling comfortable?

How would you describe your personality?

How do the most significant people in your life bring out the best in you?

What makes you feel like you belong?

When do you feel you are valued on our campus?

How often do you feel left out among your peers?

In what ways do you feel you are supported both socially and emotionally?

What are some unique challenges that you have experienced on campus?

In what ways have you challenged yourself to interact with different peers or groups on campus?

IDENTITY AND INCLUSION

STUDENT LEARNING OUTCOME 4

Students will be able to recognize the signs of homesickness and attend to the social transitions associated with a new campus culture.

How are you managing the adjustment of making campus your new home?

What are some of the changes you have encountered and how are they affecting you?

How have you made time to reflect on the changes you are going through?

In what ways have you experienced signs that you are homesick; (i.e. longing for the familiar, feeling isolated, missing the comforts of home, managing the expectations of others, etc.)?

How are you maintaining the balance between staying connected to home while creating new campus experiences?

How have you explored your new campus environment?

What would it look like to discover new and enriching off-campus activities?

COACHING TO COMPLETE

PERSISTENCE THEMES

1. Study Systems
2. Major to Career Design
3. Health and Resiliency
4. Financial Confidence
5. Support Networks
6. Competing Responsibilities
7. Motivation and Achievement
8. Identity and Inclusion

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