

ROLE & RESPONSIBILITIES OF THE FACULTY ACADEMIC COACH

A. Purpose

The purpose of this policy is to define the role and responsibilities of the Faculty Academic Coach (FAC) within the School of Nursing (SON) at the University of Texas Rio Grande Valley (UTRGV) and to establish guidelines for implementing and sustaining Faculty Academic Coaching as an integral component of the Student Success Initiative. This policy aims to support undergraduate nursing students by enhancing their academic achievement, fostering professional growth, and promoting timely progression through the BSN program, ultimately contributing to increased NCLEX pass rates and the development of competent nursing professionals.

B. Persons Affected

- Undergraduate Nursing Students – At-risk and high-risk students who will receive targeted academic coaching and support to improve their academic performance, professional readiness, and progression through the BSN program. All students benefiting from the enhanced learning environment fostered by Faculty Academic Coaches (FACs).
- Faculty Academic Coaches (FACs) – Faculty members certified by inside-track coaching is responsible for providing personalized coaching, developing performance improvement plans, and supporting students in overcoming academic and personal challenges.
- Student Success Initiative Committee (SSIC) – Members responsible for identifying at-risk and high-risk students, assigning FACs, and monitoring the effectiveness of coaching interventions.
- SON Student Success Coordinator (SSC) – The coordinator responsible for facilitating the assignment of FACs, overseeing program implementation, and ensuring timely communication between students and faculty.
- SON Administration – Leadership tasked with monitoring program outcomes, supporting FACs, and integrating Faculty Academic Coaching into the broader mission and goals of the School of Nursing.

C. Definitions

1. Faculty Academic Coach (FAC) – A faculty member within the School of Nursing who are certified to assess and provides personalized academic and professional support to undergraduate nursing students, focusing on improving academic performance, fostering skill development, and supporting timely progression through the program.
2. At-Risk Students – Undergraduate nursing students identified as needing additional academic support due to performance below established benchmarks. This includes but is not limited to:
 - a. First Semester – Students scoring below 70% on one or more Fundamentals or Health Assessment exams.
 - b. Second Semester – Students with final grades below 80% in Fundamentals or Health

Assessment or scoring below 70% on Adult Health I or Mental Health exams, including Level 1 scores in one or more of the following ATI proctored assessments: Fundamentals or Mental Health

- c. Third Semester – Students with final grades below 80% in Adult Health I or Mental Health or scoring below 70% on Adult Health II or Family Health exams, including Level 1 scores in one or more of the following ATI proctored assessments: Medical/Surgical, Maternal, Pediatrics, Nutrition, or Pharmacology.
 - d. Fourth Semester – Students with final grades below 80% in Adult Health II or Family Health or scoring below 70% on Leadership or Community Nursing exams, including Level 1 scores in one or more of the following ATI proctored Assessments: Fundamentals, Mental Health, Medical/Surgical, Maternal, Pediatrics, Nutrition, Pharmacology, Leadership, or Community Health.
3. High-Risk Students – Students who require intensive intervention due to academic or clinical challenges, including:
 - a. Returning students who did not achieve final grades of 75% or greater in key courses (e.g., Fundamentals, Health Assessment, Adult Health I or II, Family Health).
 - b. Students with Below Level 1 scores in ANY ATI proctored assessments.
 - c. Students readmitted to the program after failing a course.
 4. Student Success Coordinator (SSC) – The individual responsible for managing the Faculty Academic Coaching program, including identifying at-risk and high-risk students, assigning FACs, and facilitating communication between stakeholders.
 5. Student Success Initiative Committee (SSIC) – A committee tasked with evaluating student performance data, identifying students in need of support, and implementing strategies to enhance academic success across the School of Nursing.
 6. Student Performance Improvement Action Plan – A policy, which is customized, student-driven plan developed with the guidance of a FAC to identify academic goals, interventions, and actionable steps for success within the current semester and beyond.
 7. InsideTrack Framework – A coaching model designed to support student success through building relationships, assessing needs, advancing progress, and motivating students toward achieving academic and personal goals.
 8. GROW Framework – A structured coaching model used by FACs to help students identify their goals, assess their current situation, explore options, and develop actionable next steps.
 - *Goal:* What do you want?
 - *Reality:* Where are you now?
 - *Options:* What could you do?
 - *What's Next:* What will you do?
 9. SMART Goals – Specific, Measurable, Attainable, Relevant, and Time-bound goals that guide students in achieving academic and personal success.
 10. Student Success Assessment – A comprehensive evaluation conducted by the FAC to identify a student's strengths, weaknesses, and needs in areas such as academics, time management, finances, and health.
 11. ATI Proctored Assessment – Standardized exams provided by Assessment Technologies Institute (ATI) to evaluate nursing students' understanding of course content and

preparedness for the NCLEX.

12. NCLEX (National Council Licensure Examination) – The standardized examination that nursing graduates must pass to obtain licensure as a registered nurse.
13. Timely Progression – The ability of a student to successfully complete academic requirements and progress through the nursing program within the prescribed timeline.

D. Policy

It is the policy of The University of Texas Rio Grande Valley School of Nursing (UTRGV SON) to describe the process and guidelines for addressing academic performance, clinical performance, and professional conduct.

E. Procedures

1. *Step1: Faculty Academic Coaching Role Clarification*

Faculty Academic Coaching will be explained to all new students as part of their new student and family orientation to the UTRGV SON BSN Program. Role clarification will be addressed emphasizing the following:

- Applying the Inside Track framework, Faculty Academic Coaching provides a personal contact point for at-risk and high-risk students and is intended to Build Supportive Relationships, Assess Personal and/or Academic Success Needs, Advance Progress in Personal and/or Academic Success using the GROW Framework, Build Motivation, and Strategize.
- Faculty Academic Coaching does not provide counselling, financial advice, disability and dyslexia support, health or wellbeing or any other specialist advice, but rather refers students to the appropriate service, providing support to book if needed.

2. *Step2: Student Body Assessment*

The course coordinator and course lead will conduct a student body assessment to identify at-risk and high-risk students at the beginning of each semester and immediately following each major exam to identify at-risk or high-risk students. The course coordinator and course lead will coordinate with the Student Success Coordinator.

3. *Step3: Faculty Academic Coach-Student Assignment and Notification*

The Student Success Coordinator (SSC) will assign each student identified as at-risk or high-risk a Faculty Academic Coach (FAC) and send out corresponding email notifications to both parties within one week of identification. Where possible the FAC should remain with the student on their academic journey from induction through to graduation.

4. *Step4: FAC Student Invitations and Initial Coaching Session*

FACs will invite identified at-risk students (non-mandatory) and high-risk students (mandatory) to participate in faculty academic coaching within 72 hours of student assignment notification. The initial coaching session, approximately 45 min, will occur within one week of the accepted invitation. An in-person coaching is highly recommended for the first session to allow the FAC to build rapport with the student and conduct a thorough student success assessment.

5. *Step5: FAC Regular Sessions*

Regular sessions with students to monitor progress toward personal and/or academic goals will be scheduled to allow for adjustment of plans as needed. Each consecutive session will last about 30 minutes and will include a FAC led frame, assessment, discussion of goals and

interventions, and summary. All sessions will be documented using the FAC session form. Bi-Weekly and monthly grand rounds will be conducted virtually to assess students' progress and challenges.

6. *Step6: FAC Responsibilities and Student Rights*

FACs will provide students with a coach instructed/student developed action steps and interventions based on student stated goals to ensure student success within the current semester courses. FACs will end the initial and every session afterwards with a summary of actions that will be taken to meet personal and/or academic goals as well as interventions. In the event of a problem arising in the FAC/Student relationship, students have the right to take the matter to the SSC or Director of the BSN Programs.

7. *Step7: FAC Record Keeping*

A record of the Faculty Academic Coaching session is made using an online form, which is stored in the Student Success Initiative Program Teams account and is available to all FACs. A copy of the form will also be retained in the student's file.

8. *Step8: End-of-Semester Reviews*

At the end of each semester, an End-of-Semester Review will be conducted by the FAC and Student to assess if personal and/or academic goals were met and reflect on achievements throughout the semester and areas for improvement. Assessment findings will be reported to the SSIC.

F. Related Statutes or Regulations, Rules, Policies, or Standards

Although Performance Improvement Plans are documented, conversations with a FAC are private. FACs are obligated to share what is discussed, even without student consent, in the event that the following occurs:

- The FAC believes the student or someone close to the student is in danger
- The FAC learns of a violation of the UTRGV SON Student Conduct Code
- The FAC learns of any conduct that violates UTRGV's sexual misconduct policy

G. Attachments

1. Faculty Academic Coaching Session Report Form

H. Dates Reviewed or Amended

Dates: Reviewed by AD_SS_E January 21, 2025

Date sent to SONFO: January 21, 2025

**Faculty Academic Coaching
Session Report Form**

Session Date: _____ Session Number: _____

Faculty Academic Coach: _____

Student: _____

Attendance: ☐ Present ☐ Absent without Notice ☐ Absent with Notice ☐ Rescheduled

Mode of Session: ☐ In Person ☐ Virtual ☐ Phone ☐ Direct Message

Assessment Areas: ☐ Finances ☐ Academics ☐ School Community ☐ Commitments ☐ Health ☐

Career ☐ Graduation ☐ Effectiveness

Discussion Topic:

Short-term Goals:

Long-term Goals:

Challenges Identified:

Action Steps:

Support and Resources Provided:

Outcome and Next Steps:

Next Faculty Academic Coaching Session Date:

Faculty Academic Coach Signature:

Date Reviewed: AD_SS_E: January 21, 2025

Date sent to SONFO: January 21, 2025

SONFO Approved on February 7, 2025

Signature of SONFO Chair: *Kochurani Joseph*

Dean signature: *Lilia Fuentes*