

What is the DSPS /EOPS Life Coaching Program

at Grossmont College?

The International Coaching Federation defines life coaching as: "Working with clients in a thought-provoking and creative process to help them maximize their personal and professional potential." Many professionals recognize the benefits of life coaching, a process that helps them balance their careers and personal lives. As a well-known strategy for success among CEOs, business executives, and education administrators, life coaching has become popular in other professional groups such as the legal and public administration communities. Consequently, many graduate programs now include life coach training in their curriculum.

At Grossmont College we believe that if life coaching is good enough for professionals, it should be available to select students on their way to join these ranks. Grossmont College offers personal life coaching to DSPS or EOPS students who face academic and life challenges. Most are first-year students or have been referred by a counselor.

The DSPS/EOPS Life Coaching Program

Life coaching at Grossmont College is a **one semester program**. Research indicates that students who succeed one semester are more likely to successfully reach their academic goal. The first contact is over the phone so that you and your coach can get to know each other. This gives you a chance to ask questions and schedule an initial appointment.

The first session is longer than subsequent meetings and can last as long as one-and-a-half hours. The two of you talk about what is working for you, what challenges you face and what are some specific areas you would like to focus on. At the end of the session you and your coach have an idea what you will be working on, when and where your future meetings will take place and the best methods for weekly check-ins. You will both complete and sign a contract that specifies your individual goals and related actions for the semester. These may include general goals such as: goal setting, scheduling, organizing, focusing, managing crisis, prioritizing, persisting and confidence building. The contract may also include more specific objectives such as eating more nutritionally balanced foods, taking daily vitamins, exercising regularly, eliminating or reducing caffeine/ alcohol/ TV / video games, sitting in the front rows of classes, creating and adhering to a budget, organizing and finding child care, and making regular use of campus and community resources. The contract is fluid and goals often change throughout the semester.

The initial session is followed by weekly sessions. Students and coaches meet for no less than 30 minutes and up to 45 minutes per week. By the end of the coaching semester most students have internalized what they have learned and are ready to graduate from the coaching program.

SUPPORT JEANNE DUNPHY

FOR FACCC PRESIDENT ELECT

- Jeanne is an advocate for **ALL** faculty, and has the experience and skills to represent **ALL** faculty as FACCC President.
- 29 years in the classroom in both part time and full time positions: *Pasadena City College, Citrus College, Cal State Los Angeles, Cal Poly Pomona, Union Institute and University, New Hampshire Technical College, Glendale College in Arizona and Los Angeles City College*
- 5 years as Speech Dept Chair, Los Angeles City College
- 2 years as Grievance Officer, AFT Local 1521
- 2 Faculty Negotiating Teams, AFT Local 1521
- 8 years Academic Senate member
- 18 years of coaching successful Speech and Debate teams at Los Angeles City College, Glendale College in Arizona, and Pasadena City College



**FACULTY RIGHTS
FACULTY EQUALITY
FACULTY EXCELLENCE**

Academic Senate for California Community Colleges Spring 2010 Plenary Session Highlights

Elections:

President – Jane Patton

Vice President – Michelle Pilati

Secretary – Wheeler North

Treasurer – Beth Smith

South Representative – David Morse

Adopted Resolutions to:

- Potentially expand the pool of faculty eligible to run for Executive Committee and increase pools of faculty seeking to serve on statewide committees.
- *• Confer Senator Emeritus status on Hoke Simpson (former Grossmont College faculty) and Barbara Davis-Lyman.
- Develop a paper that distinguishes the roles of faculty and researchers in Student Learning Outcome (SLO) assessment.
- Urge local senates to promote board policies requiring accreditation documents be made available to the college community within 48 hours of receipt.
- Express to the Consultation Task Group on Accreditation the ongoing concerns about the operations of the Accrediting Commission for Community and Junior Colleges (ACCJC) and commit to continuing efforts with the Task Group on determining next steps.
- 1) Support legislation to allow but not mandate the establishment of transfer associate degrees that guarantee transfer and protect students from repeating coursework, 2) work with CSU and UC senates to identify major preparation pathways, and 3) strongly encourage local senates to ensure that students are provided with degree options that meet their needs.
- Support improving degree articulation for Early Childhood educators via SB 1126 and encourage the state Chancellor's office and other statewide entities to ensure adequate funding for Child Development Labs and Centers.
- Oppose any expansion of the community college mission as proposed in AB2400.
- Strongly urge legislature to restore categorical funding to at least 2007-08 levels.
- Not recognize the state chancellor's office MOU with Kaplan University and urge the state chancellor to withdraw from the MOU.
- Participate fully in the CCC Assess Project.
- Urge college administrators not to substitute paraprofessionals for experienced, trained counseling faculty.
- Work with the state chancellor's office to change Title 5 to define the minimum number of counseling faculty required based on a counselor to student ratio of 1:370.
- Encourage colleges to honor GE courses from any California community college.
- Encourage local senates to consider embedding program SLO assessment in the program review process.
- Strongly oppose disproportionate reductions in humanities, fine arts, and physical education offerings without collegial consultation with the local Academic Senate.
- Recommend non-credit minimum qualifications be removed from Title 5 and placed in separate category on the disciplines list.
- Support the position that faculty hired to teach in the disciplines on the two Master's-not-expected lists must possess both a degree (or equivalent) and professional experience.
- Affirm that high unit counts beyond direct necessity for degree or certificate completion or for transfer are not inherently negative and urge all statewide constituencies to acknowledge the benefits that accrual of such units may, in some cases, render.

Adopted papers:

- *Student Equity: From Dialog and Access to Action*
- *Practices that Promote Equity in Basic Skills in California Community Colleges*