

Spring 2011-Spring 2014

4/25/2014

**2014**

Kortschak Center for Learning and Creativity Data Usage Report

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**Executive Summary**

The USC Kortschak Center for Learning and Creativity (KCLC) was founded in the Summer of 2010 as a support center for students whom learn differently. The programs and services offered by KCLC include academic workshops, computer lab access with assistive technology, quiet study rooms, learning assessments, tutoring, and academic coaching. The academic coaching program empowers USC students to become successful and self-directed lifelong learners by working 1-on-1 with a trained graduate-level Academic Coach. Through the coaching program, the coaches can assist students with planning daily schedules, study strategies, time management, SMART goals, and test taking strategies.

**Academic Coaching Participants Summary**

* The Academic Coaching program started in the Spring 2011 with an enrollment of 36 students. As of Spring 2014, 468 students have been enrolled in the coaching program.
* A majority of students, 60.9%, have participated in the coaching program for only 1 semester; 26.5% for 2 semesters.
  + The average for students that have participated in the coaching program is 1.59 semesters enrolled in the coaching program.
  + 45.9% (45) of the Fall 2013 coaching students continued in Spring 2014

**Demographics**

* 86.5% of students that have enrolled in coaching have been undergraduates.
  + 24.5% of students enrolled in the coaching program for the Spring 2014 semester are freshmen.
* 22.9% have been transfer students into USC.
  + 19 new transfer students began using the Academic Coaching in Spring 2014
* Of all coaching program participants, 57.7% have been female; 42.3% have been male.
  + For the Spring 2014 semester, there are 55 females and 51 males are enrolled.
* 24.2% of coaching program participants self-identified as first generation students.
  + In the Spring 2014, 28.3% of students enrolled in the program have self-reported as first generation.
* 62.8% of students have identified as non-white ethnic groups.
* 10.3% of all students in the coaching program have been international students.
  + They hail from 31 different countries including: 14 students from China, 7 from South Korea and 6 from Canada.

**Academics**

* Since Spring 2011, degree candidates from almost all professional schools have participated in the Academic Coaching program.
  + For Spring 2014 semester, 43.4% are degree candidates at Dornsife and 18.9% are degree candidates at Marshall.
* Majority of students, 67.9%, that have been in the coaching program have received satisfactory academic progress.
  + For the Spring semester of 2014, there are 10 students in the coaching program on academic probation.

**Disability Services and Programs**

* Overall, 41.8% (204 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP).

**GPA**

* From the Coaching program’s inception, participants’ mean semester GPA has risen from 2.39 in the Spring 2011 cohort to 3.03 in the Fall 2013 cohort.

**KCLC Visits**

* From Spring 2011- Spring 2014 (as of 4/21/14), there have been 8,583 visits to KCLC.
* As of April 21, 2014, there have been 1,076 visits to KCLC in Spring 2014.
* The three main uses of KCLC are academic coaching, quiet study and the computer lab.

**Smart Pens**

* 28 Smart Pens are currently available for student use with 14 students having them checked out this semester.
  + 10 are enrolled in the Academic Coaching program.

**Intake Summary**

* From the 92 Fall 2012 and 45 Spring 2013 (as of 3/5/14) student intakes, presenting challenges were grouped into 3 categories: Study Habits, Time Management and Response to Stress.
  + Presenting challenges student noted as reasons for coming in for an intake as: 80% study habits, 77% time management, and 53% response to stress.
* 5 sub categories were identified more commonly as challenges:
  + Time Management - Procrastination (97 students)
  + Study Habits - Reading (78 students)
  + Study Habits - Attention, Concentration, and Memory (71 students)
  + Study Habits - Note-Taking (62 students)
  + Time Management - Organization (62 students)
* Most students did not have a problem concerning: Attending Class and Punctuality.

**Fall 2013 Evaluations**

* When students were asked if a series of positive attributes and behaviors described their Academic Coach, the mean scores on a 5 point scale ranged from 4.67 to 4.91.
* Students most commonly listed planning, stress reduction, and self-efficacy as ways they have grown as a result of academic coaching. (See pgs. 26-31 for student quotes.)

**Discussion**

**Improvements Made Since Last Report**

* More efficient Intake forms
  + Increase in demographic data
  + Knowledge about referrals
* Smart Pens
  + How many are checked out for the semester
  + Semester and cumulative GPA
* Evaluations
  + Added to official report for the first time in Spring 2014.
  + Comprehensive breakdown of responses included a quantitative coded analysis and raw qualitative data.

**Projects in Progress**

* Alumni Databases (Coaches & Students)
  + Where are they now?
  + Are they using what they learned at KCLC? How has it applied?
* Smart Pens
  + Gathering qualitative data about satisfaction and use (certain majors/classes for which a Smart Pen may be more useful).
  + Targeting the promotion of Smart Pens especially to new students.
  + Establishing a seminar to bolster students’ effective use of Smart Pens supplemented by additional note taking in class

**Long-Term Goals**

* Case study/small population study
  + Track students who have a pre, during and post GPA to see if there is a rise from KCLC services
  + Analyze how they continue to use the space after completing the academic coaching program
  + Track small populations of students
  + Seeing where research is going and what they are discovering
* Evaluations (both quantitative and qualitative)
  + Pre, middle, post during semesters enrolled in academic coaching
  + Satisfaction survey – how students like the space, friendliest of the staff, etc.
  + Suggestions from students on how to improve
  + Utilizing the coach-specific feedback during the coaches’ exit interviews
* Use of Resources
  + What printed resources are the most popular in the office as well as online popularity of resources (using Google analytics)

**Kortschak Center for Learning and Creativity Data Usage Report**

The USC Kortschak Center for Learning and Creativity (KCLC) was founded in the Summer of 2010 as a support center for students whom learn differently. The programs and services offered by KCLC include academic workshops, computer lab access with assistive technology, quiet study rooms, learning assessments, tutoring, and academic coaching. The academic coaching program empowers USC students to become successful and self-directed lifelong learners by working 1-on-1 with a trained graduate-level Academic Coach. Through the coaching program, the coaches can assist students with planning daily schedules, study strategies, time management, SMART goals, and test taking strategies.

**ACADEMIC COACHING OVERVIEW**

The academic coaching program was started in the Spring 2011 with 36 students and as of the Spring 2014 semester has serviced 468 individual students (See Table 1).

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| Table 1. Number of Students Enrolled in the Academic Coaching Program |
| |  |  | | --- | --- | | Semester | Number of Students Enrolled in the Coaching Program | | Spring 2011 | 36 | | Fall 2011 | 141 | | Spring 2012 | 69 | | Fall 2012 | 153 | | Spring 2013 | 140 | | Fall 2013 | 98 | | Spring 2014 | 106 | | TOTAL | 743 | |

On average, the academic coaching program recruits more new students in the Fall semesters and retains more students in coaching in the Spring semesters (See Table 2).

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| Table 2. Number of Students Enrolled for the First Time Per Semester |
| |  |  |  | | --- | --- | --- | | Semester | Number of Students Enrolled in the Coaching Program for the First Time | Percentage of student enrolled for the first time for the semester | | Spring 2011 | 36 | 100.0% | | Fall 2011 | 105 | 74.5% | | Spring 2012 | 5 | 7.2% | | Fall 2012 | 125 | 81.7% | | Spring 2013 | 72 | 51.4% | | Fall 2013 | 69 | 70.4% | | Spring 2014 | 56 | 52.8% | |

A majority of students, 60.9%, have participated in the coaching program 1 semester; 26.5% for 2 semesters. The average for all students is 1.59 semesters enrolled in the coaching program (See Table 3).

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| Table . Number of Semesters Enrolled in the Coaching Program |
| |  |  | | --- | --- | | Numbers of SEMESTERS  Enrolled in the Coaching Program | Number of Students | | 1 | 285 | | 2 | 124 | | 3 | 31 | | 4 | 24 | | 5 | 3 | | 6 | 1 | | TOTAL | 468 | | AVERAGE | 1.59 semesters | |

86.5% of students that have been enrolled in the coaching program have been

57.7% of all participants in the coaching program have been female; 42.3% have been male. For the Spring 2014 semester, there are 55 females and 51 males enrolled in the program (See Table 9).

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| Table 9. Gender Breakdown by Semester |
| |  |  |  |  | | --- | --- | --- | --- | | Semester Enrolled | Females | | Males | | Spring 2011 | 19 | | 17 | | Fall 2013 | 76 | | 65 | | Spring 2012 | 42 | | 27 | | Fall 2012 | 98 | | 55 | | Spring 2013 | 86 | | 54 | | Fall 2013 | 53 | | 45 | | Spring 2014 | 55 | 51 | | | TOTAL | **429 (57.7%)** | | **314 (42.3%)** | |

24.2% of participants in the coaching program have been self-identified as first generation students. In the Spring 2014, 28.3% of students enrolled in the program have been self-reported as first generation (See Table 10 and Table 11).

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| Table 11. First Generation - Spring 2014 |
| |  |  | | --- | --- | | First Generation | Number of Students | | Spring 2014 |  | | Yes | 30 | | No | 76 | |

62.8% of students have been non-white ethnicities (See Table 16).

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| Table . Ethnicity |
| |  |  | | --- | --- | | Ethnicity | Number of Students | | White | 174 | | Hispanic | 111 | | Asian | 82 | | African-American | 62 | | Other | 22 | | Unknown | 17 | |

For Spring 2014 semester, 43.4% are degree candidates at Dornsife and 18.9% are degree candidates at Marshall (See Table 21).

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| Table . Owner for Students in the Academic Coaching Program in the Spring 2014 Semester |
| |  |  |  | | --- | --- | --- | | **Owner-Spring 2014** | **Number of Students** | **Percentage** | | **DORNSIFE** | 46 | 43.40% | | **BUSINESS** | 20 | 18.87% | | **ENGINEERING** | 11 | 10.38% | | **ACCOUNTING** | 6 | 5.66% | | **THEATRE** | 5 | 4.72% | | **CINEMATIC ARTS** | 4 | 3.77% | | **COMMUNICATION** | 4 | 3.77% | | **FINE ARTS** | 3 | 2.83% | | **MUSIC** | 3 | 2.83% | | **PUBLIC POLICY** | 2 | 1.89% | | **DENTAL** | 1 | 0.94% | | **MEDICINE** | 1 | 0.94% | |

Majority of students, 67.9% that have been in the coaching program have received satisfactory academic progress (See Table 22). For the Spring semester of 2014, there are 10 students in the coaching program on academic probation (See Table 23).

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| Table 23. Last Active Status for Spring 2014 |
| |  |  | | --- | --- | | LAST ACTIVE STATUS Spring 2014 | Number of Students | | Spring 2014 | Total | | OK | 82 | | None/NEW | 10 | | Probation Semester 1 | 6 | | Probation Semester 2 | 3 | | Probation Removed | 2 | | Readmission | 2 | | Probation Semester 3 | 1 | |

Overall, 41.8% (204 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP) (See Table 24).

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| Table . DSP Students with ADHD, LD, Anxiety, Depression |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | DSP REGISTERED | Number of Students | ADHD | LD | Anxiety | Depression | | ALL | 203 | 99 | 50 | 35 | 23 | | Spring 2011 | 23 | 11 | 6 | 5 | 8 | | Fall 2011 | 56 | 31 | 18 | 11 | 8 | | Spring 2012 | 28 | 13 | 12 | 3 | 2 | | Fall 2012 | 58 | 34 | 19 | 3 | 8 | | Spring 2013 | 47 | 24 | 16 | 5 | 1 | | Fall 2013 | 36 | 23 | 13 | 4 | 3 | | Spring 2014 | 38 | 20 | 10 | 8 | 5 | |

Of the 38 students registered concurrently with DSP currently, 23.7% have been diagnosed with dual diagnoses, including 4 students with both ADHD and LD (see Table 26).

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| Table . Students Registered with DSP with Dual Diagnoses |
| |  |  |  | | --- | --- | --- | | Fall 2013 dual diagnosis | Number of Students |  | | ADHD+ LD | 4 |  | | ADHD+anxiety+depression | 2 |  | | ADHD+ anxiety | 1 |  | | ADHD + depression | 1 |  | | LD+ Anxiety | 1 |  | | TOTAL | 9 |  | |

As the program has continued, semester GPA has risen from 2.39 in Spring 2011 cohort of students in the Coaching program to 3.03 in Spring 2014 cohort of students in the Coaching program (see Table 27). In other words, on average, Term GPA for students that start working with the KCLC Academic Coaching Program brings up their cumulative GPA.

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| Table . Student GPA for the Semester Registered in Coaching |
| |  |  |  |  | | --- | --- | --- | --- | | Semester Enrolled in Coaching | Average Term GPA | Average Cumulative GPA | Number of Students | | Spring 2011 | 2.39 | 2.61 | 28 | | Fall 2011 | 2.60 | 2.41 | 119 | | Spring 2012 | 2.89 | 2.78 | 63 | | Fall 2012 | 2.99 | 2.92 | 138 | | Spring 2013 | 2.93 | 2.84 | 109 | | Fall 2013 | 3.03 | 3.05 | 91 | |

**KCLC SERVICES**

The front desk has tracked the total number of visits and students that use the services in KCLC by swiping students as they come into the Center. Beginning with Spring 2011 until Spring 2014 (as of 4/21/14), Chart 1 shows the total number of times the center was visited, according to swipe data. Since KCLC’s inception in Spring 2011, the number of visits to the center has more than tripled.

While the number of students who used the center slightly decreased between Fall 2011 and Fall 2012, the Spring 2013 visits increased to far surpassing its peak in Fall 2013. Spring 2014 – As of April 21, 2014, there have been 1,076 visits to KCLC in Spring 2014.

As of Spring 2014, the total number of visits to KCLC is 8,583 (See ).

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| Chart 1. Number of Student Visits to KCLC |
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* The three main uses of KCLC are academic coaching, quiet study space and the computer lab.
* The number of academic coaching sessions reflects the number of students enrolled in the academic coaching program.
* The number of students using the computer lab has decreased as more disability testing has been taking place in the computer lab and could also be caused by the acquisition of the Kurzweil 3000 Universal Site License after which students no longer needed to come into the lab to access Kurzweil.

Chart 2 shows a comparitive breakdown of the three main services students utilized from Spring 2011 until Spring 2014 (as of 4/21/14). Chart 3, Chart 4, and Chart 5 show the breakdown of each service’s utilization from Spring 2011 until Spring 2014 (as of 3/5/2014).

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| Chart 2. Services Utilization in KCLC Breakdown |
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| Chart 3. Quiet Study Visits |
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| \*As of 4/21/14 students have swiped into KCLC for Quiet Study visits 234 times during the Spring 2014 semester. Which will be higher than Spring 2013. |

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| Chart 4. Academic Coaching Visits |
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| \*As of 4/21/14 students have swiped into KCLC for Academic Coaching visits 582 times during the Spring 2014 semester. The numbers will be lower than Spring but there have been less students enrolled in the program. |

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| Chart 5. Computer Lab Visits |
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| \*As of 4/21/14 students have swiped into KCLC for Computer Lab visits 166 times during the Spring 2014 semester. The numbers are on track for being roughly the same as Spring 2013. |

From August 2013 to February 2014, most students swiped into KCLC during October (614). Across these months, most students came into the center from 11am to 2pm (more than 349 each hour) with 1pm (384) being the most common time (See ). The three main reasons for visiting (academic coaching, computer lab, and quiet study) are disaggregated by month and hour in through .

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| Chart 6. Swipe Data by Month and Hour August 2013 to February 2014 |
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| Chart 7. Swipe Data by Month and Hour for Academic Coaching Visits  (August 2013 to February 2014) |
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| Chart 8. Swipe Data by Hour for Academic Coaching Visits  (August 2013 to February 2014) |
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| Chart . Swipe Data by Month and Hour for Computer Lab Visits (August 2013 to February 2014) |
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| Chart 10. Swipe Data by Hour for Computer Lab Visits (August 2013 to February 2014) |
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| Chart 11. Swipe Data by Month and Hour for Study Visits (August 2013 to February 2014) |
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| Chart 12. Swipe Data by Hour for Study Visits (August 2013 to February 2014) |
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**SMART PENS**

14 students were issued Smart Pens for the Spring 2014 semester. Of those, 10 have ever been enrolled in the Academic Coaching program and 8 are currently enrolled in the Academic Coaching program for Spring 2014.

The most common majors fall are within Business (3) or Dornsife (2). Less Freshmen are serviced than Sophomores, Juniors, and Seniors (See Chart 13).

Of these 10 students:

* 3 students have been enrolled in the Academic Coaching programs for 1 semester
* 2 students have been enrolled for 2 semesters
* 2 students have been enrolled for 3 semesters
* 3 students have been enrolled for 4 semesters.
* 5 of the 10 are currently registered with DSP (Disabilities Services and Programs). (See Chart 14).

The mean Fall Semester GPA of students with Smart Pens was 3.27 (See Chart 15). We will compare this to their Spring GPAs when spring grades are finalized.

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| Chart 13. Smart Pen Users (Spring 2014): Academic Breakdown |
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| Chart 14. Smart Pen Users (Spring 2014): Use of Services |
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| Chart 15. Smart Pen Users (Spring 2014): GPA |
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**FALL 2013 AND SPRING 2014 INTAKES (As of 3/5/14)**

Intakes are the first meetings given to students that want to participate in the Academic Coaching Program. They are one-hour meetings where the students are asked why they want to participate in the coaching program, what academic challenges they experience, and what habits and tools they implement while working on academics. From these intake appointments, appropriate students are matched up with an academic coach that will meet their needs. In addition, students are given referrals for additional supportive resources around campus, i.e. Writing Center, Tutoring, Occupational Therapy and Disability Services. Throughout the semester, the student and the academic coach meet for at least one-hour per week.

At the beginning of the intake, students are asked who referred them to KCLC. This knowledge helps us to understand our greatest allies in recruiting students and who we can reach out to for stronger partnership. According to students, Academic Advisors, friends/peers, the Structured Curricular Program (SCP), and Disability Services and Programs (DSP) make the most successful referrals to KCLC, success is defined here as students following through with an Academic Coaching intake appointment.

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| Chart 16. Number of Students Referred to KCLC by Outside Resources |
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| \* Cultural Centers Include: CBCSA (4), the Black & Latino Symposium (3), El Centro (2), the Latino Student Association, and Project Remix  \*\*Other Outside Resources Who Referred Students to KCLC: Orientation (3), Academic Review (2), Advertisements (2), Engemen Health Center (2), before attending USC (2), Norman Topping SAF (2), SSA (2), at work, Mr. Kortschak, Trojan Guardian Scholars, YouTube, Professors, and a transfer workshop. |

Below are the analyses for the 137 students that completed Intakes in Fall 2013 and Spring 2014 (as of 3/5/2014). The intakes identified three main themes (Study Habits, Time Management and Response to Stress) as the reasons for seeking services in KCLC. These themes were grouped from 12 sub-categories (see Table 28 and ).

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| Table 28. Percentage of Students Presenting Each Challenge |
| |  |  |  | | --- | --- | --- | | Theme | Subcategory | % of Students Presenting Challenge | | Study Habits (80%) | Reading | 57% | | Attention, Concentration, & Memory | 52% | | Note-Taking | 45% | | Test-Taking | 40% | | Time Management (77%) | Procrastination | 71% | | Organization | 45% | | Assignment Completion | 36% | | Class Attendance | 24% | | Punctuality | 23% | | Response to Stress (53%) | Self-Care | 36% | | Behaviors/Reactions | 36% | | Emotional Stress | 34% | |

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| Chart 17. Percentage of Student Presenting Challenges |
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Of the 12 sub-categories, four main areas were most frequently presented as common challenges (See Chart 18):

* Procrastination (97 students)
* Reading (78 students)
* Attention, Concentration, and Memory (71 students)
* Note-Taking (62 students)
* Organization (62 students)

On the other end, most students did not have a problem:

* Attending Class (33 students)
* Punctuality (31 students)

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| Chart . Number of Students Facing Academic Challenges by Category |
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In addition to understanding what challenges to target through academic coaching, Academic Coaches are trained to refer students to additional campus resources. During the Fall 2013 and Spring 2014 intakes (as of 3/5/2014), 70 referrals were made to 42 students. Most referrals were made within KCLC and Disability Services and Programs (DSP); however referrals were also made for Advisors, Tutors, the Counseling Center, and other specific resources to meet students’ needs (See Chart 19).

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| Chart 19. Number of Students Referred to Each Resource |
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| \*Other Outside Resources Students were Referred to: **Academic Support Programs** (Academic Director, Instructor's Office Hours, Math Center, Pre-Health, Psych, Rossier Doctoral Support Center, SCP, Tutors); **Additional Support Centers** (Career Center (2), APASS, El Centro, Transfer Center); **Additional Involvement** (Campus Activities, Marshall Mentor, SI Sessions, Student Orgs, Study Abroad, RA Programs/ResEd, Volunteer Center) |

**Fall 2013 Evaluations**

At the end of the Fall 2013 semester, KCLC administered an evaluation to students who participated in the Academic Coaching program. 50 students responded. Chart 20 through Chart 22 show the mean agreement level in responses to a list of statements about the KCLC Academic Coaching experience. Table 29 through Table 34 show the students’ coded responses to open-ended questions. Additional correlating quotes directly from students are included below each table.

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| Chart 20. "My Academic Coach" Evaluation |
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| Chart 21. "Because of the Academic Coach Program" Evaluation |
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| Table 29. Goal-Setting Strategies Learned |
| |  |  | | --- | --- | | # of Times Mentioned | Please list 3 goal-setting strategies you learned this semester. | | 34 | Weekly timeline/schedule/calendar/to do list | | 13 | SMART goals | | 12 | Study strategies (utilize library, professors, study groups, and active reading) | | 8 | Self-care (sleep, less stress, take breaks, positive thinking) | | 8 | Time management | | 7 | Chunking assignments | | 5 | Prioritize | | 5 | Procrastination | | 5 | Task worksheet (how long things will really take) | | 4 | Organization | | 3 | Paper writing timeline | | 2 | Note-taking strategies | | 1 | Email etiquette | | 1 | Transition to USC | |

Table 29 Additional Quotes:

1. -goals have to be reasonable and realistic (you have to know that you will be able to complete the goals)

-goals have to have time (you have to set a time by when you want to accomplish your goal; ex. end of the semester)

-goals have to be specific so that you know when you have accomplished your goal

1. I fine-tuned my prioritizing skills, email etiquette, and organizing academic and social time.
2. Prioritize, prioritize, prioritize.
3. Not to hesitate to go to the library, use my phone calendar better, get better sleep
4. 1. Weekly homework goals- writing out and planning what I have to get done during the week

2. Reading actively- quizzing myself during my readings to see if I understand the material that I've read

3. Time management- setting up times to work on what I have to do; force myself to avoid procrastination

1. 1. Making a list of what I want to accomplish and steps to do it

2. Keeping goals in my reach and seeking help when needed

3. Keeping a log of a certain goal ex. sleep log

1. Well for me, we decided my biggest issue was procrastination. My AC did a great job of getting me to plan my essay writing/ study times out in advance. We talked about using my phone timer to make me start which was very helpful. Something else that worked really well was deciding how much time needed to be spent on certain things and then going in and allotting time in a calendar view.

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| Table . At Least One Goal Worked on with Academic Coach |
| |  |  | | --- | --- | | # of Times Mentioned | Please list at least one goal you worked on this semester with your Academic Coach. | | 22 | Time management/scheduling | | 5 | No procrastination | | 4 | Study skills | | 4 | Motivation | | 3 | Healthy habits (eating well, sleeping well) | | 3 | Managing stress | | 3 | Reading | | 2 | Grades | | 2 | Test taking | | 2 | Attending office hours | | 1 | Internships | | 1 | Paper writing strategy | | 1 | Note taking | | 1 | Test anxiety | |

Table 30 Additional Quotes:

1. One goal was not procrastinating on my studying and starting a week, even two weeks in advance when studying for an exam so the stress wouldn't reach me. IT WORKED!

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| Chart 22. Goal Accomplishment |
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Chart 22 Additional Quotes “Please Explain”:

1. No I still find that I am not on top of it part because of my discipline but also part because of my lack of purpose to learn in the classroom
2. I think it's a work in progress. I still have a lot to improve on, which is why I would like to continue coming to the Kortschak Center.
3. I think it definitely improved but will take a lot more progress however my AC really helped me feel more relaxed before exams and taught me really helpful breathing treatments that I used before and during exams.
4. YES! SHE REALLY HELPED ME SO MUCH AND I WAS ABLE TO IMPLEMENT THESE STRATEGIES ON THE WEEKS THAT I DIDN'T GET TO MEET WITH HER, WHEN I WAS SICK.
5. Yes, every week I improve with my time management skills, and I am able to stay focused and driven towards my goals
6. I am getting a lot better. I am a procrastinator at heart, but My AC is definitely helping me change that.
7. HECK YES!!! My AC was extremely helpful with me accomplishing my goals! She would always ask me about my progress on different things I was trying to plan, and would actively help me think through and strategize how to accomplish my goals.

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| Table . Ways Students have Grown as a Result of Meeting with Their Academic Coaches |
| |  |  | | --- | --- | | # of Times Mentioned | In what ways have you grown as a result of meeting with your Academic Coach? | | 14 | Planning/future thinking/organization | | 8 | Know personal limits/how not to get stressed/no is not alone | | 7 | Confidence/Self-efficacy | | 6 | Time management | | 3 | No procrastination/stay on task | | 2 | Prepared for assignments | | 2 | How to set goals | | 1 | Stronger writer | | 1 | Study skills | |

Table 31 Additional Quotes:

1. I have more respect for myself as a student and for my time, as well as an appreciation for the fact that everyone has limits, not just me, as far as what they are able to accomplish in an academic year. My AC helped me accept my limitations (although he also of course encouraged me to push myself).
2. I get a feeling that I am not alone in the academic struggle. My AC helps me with what needs to be done and gives me hope for the future.
3. I have grown by being more confident with my work and study habits and I feel like I was given so many resources to do better and be happier. I have also learned a lot about myself and mental state and learned that it is okay to have stress and anxiety as long as you know how to deal with it.
4. Be aware of what I am doing and being accountable for those actions
5. There has been a significant difference in my anxiety since I started meeting with my AC. I am much less stressed about school and I am able to enjoy my classes a lot more now!
6. I am more open to utilizing the resources offered at USC
7. Feel more comfortable talking about what I want out of college
8. My AC has been encouraging and inspiring. She changed my perspective on the way I take failure
9. As a result of meeting with my Academic Coach, I have learned to be a little more confident in myself and my work. Sometimes I thought of all the negative things with the work I did instead of positive and when that happened, my AC helped me look at things in an optimistic way.

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| Table . Most Helpful about Academic Coach |
| |  |  | | --- | --- | | # of Times Mentioned | What did you find most helpful about your Academic Coach? | | 16 | Scheduling/timeline/calendar/color coding | | 11 | Positive attitude/caring/helpful | | 8 | Handouts/strategies | | 7 | Easy to talk to | | 5 | Motivation/encouragement/moral support | | 5 | Weekly meetings/check-in/accountability | | 5 | Great listener | | 4 | Knowledgeable about campus resources | | 2 | Study skills | |

Table 32 Additional Quotes:

1. That not only were they there to help organize your week and other academic stuff, but they have proven to be very great people to talk to and be great role models.
2. My AC is so incredibly supportive and knowledgeable about everything. He is really easy to talk to and is never judgmental. He really pushed me to be the best I can be and was so helpful whether it was school related, stressed about grades, or even a personal problem. He was my rock this semester and he always would help me find solutions and alternatives to any problem I had.
3. This was one of the best experiences of my semester at USC. It's very nice to have a grad student to show you the path that they've taken to get where they are and then to have them help you forge your own path to reach your dreams.
4. My AC helped a lot in the sense that she not only helped me plan my semester, but she allowed me to discuss problems I had or questions which other students couldn't answer, but that professors probably don't have time to answer. She listened and gave back really good input.
5. My AC is always available and helpful. She goes above and beyond to ensure that I am doing well.
6. How much she cared about me, and how she really did want to support me!
7. My AC was very approachable and willing to adjust to my learning style.
8. Motivated me to try and do better.

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| Table . Least Helpful about Academic Coach |
| |  |  | | --- | --- | | # of Times Mentioned | What did you find least helpful about your Academic Coach? | | 18 | Nothing | | 2 | To each his own | | 2 | Takes time to have these meetings | | 1 | Talking about non-academic things | | 1 | Not able to proofread work | | 1 | Organization tips | | 1 | Some work hard to do in session | | 1 | Assessment (LASSI?) | | 1 | Need just 30 minute sessions | | 1 | Limited time with coach because joined later | | 1 | Detailed schedule caused stress | |

Table 33 Additional Quotes:

1. He seemed to take a very psychology-focused interest in my life - so instead of focusing on my academics, sometimes he focused on other events going on in my life that I didn't mind talking about, but were completely separate or not quite germane to working on school-work.
2. that she didn't have more guidance as to have things work best and not just to each their own
3. The fact that I do a lot of thinking myself and some of the suggestions offered may have overlapped with suggestions that I have previously thought about.
4. I got connected with the program later in the semester so I had limited time to develop my skills for this semester, but really I think having more advertising for this service would solve that problem.
5. I discovered that making a schedule day by day, hour to hour was really stressing me out and we changed planning methods. A list of the things I need to do on a daily basis worked better.

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| Table . How Could Academic Coaches be More Effective |
| |  |  | | --- | --- | | # of Times Mentioned | In what ways could your Academic Coach be more effective? | | 18 | Nothing | | 3 | More exposure to different methods (i.e. study skills) | | 2 | Writing Support (i.e. proofreading) | | 2 | Create task/to do lists | | 1 | Have students pick the focus | | 1 | Guiding students more | | 1 | Practice exams for anxiety | | 1 | Know student’s schedule prior to appointments | |

Table 34 Additional Quotes:

1. Give me tasks to ensure that I am keeping up with my schedule and classes. Making me more accountable.
2. I think having more ways/or handouts to work on better studying skills and exam practice for anxiety would be helpful.
3. I think it's more on my part that I have to be more effective. I came to the Kortschak Center late in the semester. I need to come in from the beginning of the semester next time.
4. I'm not sure if she always does this or not but if after we met she sent an email reminding me of what I'm supposed to do to be prepared for our next meeting that would really help me remember.
5. Ask at the beginning of the session what I want to work or focus on that day.

When students were asked if they had any additional comments or suggestions, 75% of students were very positive about their experiences. One student recommended printing services be allowing in the center and another recommended snacks be provided. Below are additional selections of student responses to this question:

1. I really enjoyed getting to know my AC and receiving her advice on things both academic and personally related. I find that it was a great experience to have someone hold me accountable to my goals.
2. He's great, really. A lot more than what I ever even expected out of an AC
3. My AC was very supportive throughout the semester. When I emailed her, she emailed be back within a day. I'd ask her questions that she didn't have answers to, but she always gave me an answer whether it took her a day or week to figure out. Point is she figured it out. She's great.
4. My AC is truly such a gem and has made me feel so much more confident about this semester!
5. My AC was great to me this semester. I highly recommend other students to use academic coaching.
6. THANKS for being so helpful!!!