Kortschak Center for Learning and Creativity Data Usage Report

**2013**

Spring 2011-Fall 2013

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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 was started in the Spring 2011 with 36 students and has serviced 413 students as of the Fall 2013 semester.
* A majority of students, 63.7%, have participated in the coaching program 1 semester; 23.5% for 2 semesters.
  + The average for all students is 1.54 semesters enrolled in the coaching program.

**Demographics:**

* 38.8% of students enrolled in the coaching program for the Fall 2013 semester are freshmen.
* 24.5% have been transfer students into USC.
* 22.5% of participants in the coaching program have self-identified as first generation students.
* In the Fall 2013, 32.7% of students enrolled in the program have self-reported as first generation.
* 58.1% of students have identified as non-white ethnic groups.
* 9.2% of all students in the coaching program have been international students.
  + They hail from 14 different countries including: 12 students from China, 6 from Canada and 5 from India.

**Academics:**

* Students from almost all professional schools have participated in the Academic Coaching program over time:
  + For Fall 2013 semester, 45.2% are degree candidates at Dornsife and 17.4% are degree candidates at Marshall.
* Majority of students, 56.9%, that have been in the coaching program have received satisfactory academic progress.
  + For the Fall semester of 2013, there are 11 students in the coaching program on academic probation.

**Disability Services and Programs:**

* Overall, 44% (182 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP).
  + Of the 182 DSP students, at least 41.8% have been diagnosed with ADHD and 21.4% with a Learning Disability.

**GPA**

* As the program has continued, semester GPA has risen from 2.39 in Spring 2011 cohort of students in the Coaching program to 2.93 in Spring 2013 cohort of students in the Coaching program

**Intake Summary:**

* From the 142 students of the Fall 2012 intakes, 3 main categories emerged: Study Habits, Time Management and Response to Stress as the main reasons for seeking KCLC services.
  + Students noted their presenting challenges as the reasons for coming in for an intake as: 48% of study habits, 39% time management, and 41% response to stress
* Breaking down these three categories into smaller components, 4 main areas materialized as common challenges:
  + Procrastination (104 students)
  + Reading (82 students)
  + Emotional Stress (75 students)
  + Test-Taking (71 students)
* Most students did not have a problem concerning: Attending Class, Punctuality, and Self-Care.

**KCLC Visits:**

* From Spring 2011- Spring 2013, the total number of visits to KCLC equals 5,807.
* As of October 28, 2013, there have been 990 visits to KCLC in Fall 2013.
* The three main uses of KCLC are academic coaching, quiet study space and the computer lab.

**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 has serviced 413 students as of the Fall 2013 semester (See Table 1).

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 |
| **TOTAL** | 413 |

A majority of students, 63.7%, have participated in the coaching program 1 semester; 23.5% for 2 semesters. The average for all students is 1.54 semesters enrolled in the coaching program (See Table 2).

Table 2. Number of Semesters Enrolled in the Coaching Program

|  |  |
| --- | --- |
| **Numbers of SEMESTERS**  **Enrolled in the Coaching Program** | **Number of Students** |
| 1 | 263 |
| 2 | 97 |
| 3 | 35 |
| 4 | 15 |
| 5 | 3 |
| **TOTAL** | 413 |
| **AVERAGE** | 1.54 semesters |

38.8% of students enrolled in the coaching program for the Fall 2013 semester are freshmen (See Table 5).

Table 5. Class Status in Fall 2013 for Students Enrolled in the Coaching Program

|  |  |
| --- | --- |
| **Class Status-Fall 2013** | **Number of Students** |
| Freshmen | 38 |
| Sophomore | 26 |
| Junior | 18 |
| Senior | 10 |
| Unknown | 6 |

58.1% of students have been non-white ethnicities (Table 14).

Table 14. Ethnicity

|  |  |
| --- | --- |
| **Ethnicity** | **Number of Students** |
| White | 146 |
| Hispanic | 91 |
| Asian | 69 |
| African-American | 57 |
| Unknown | 27 |

For Fall 2013 semester, 45.2% are degree candidates at Dornsife and 17.4% are degree candidates at Marshall (See Table 19).

Table 19. Owner for Students in the Academic Coaching Program in the Fall 2013 Semester

|  |  |
| --- | --- |
| **Owner** | **Number of Students** |
| **Fall 2013** |  |
| DORNSIFE | 45 |
| BUSINESS | 17 |
| UNKNOWN | 6 |
| ACCOUNTING | 6 |
| THEATRE | 5 |
| ENGINEERING | 4 |
| CINEMATIC ARTS | 3 |
| FINE ARTS | 3 |
| MEDICINE | 2 |
| MUSIC | 2 |
| PUBLIC POLICY | 3 |
| COMMUNICATION | 1 |
| GERONTOLOGY | 1 |

Majority of students, 56.9% that have been in the coaching program have received satisfactory academic progress (See Table 20).

For the Fall semester of 2013, there are 11 students in the coaching program on academic probation (See Table 21).

Table 21. Last Active Status for Fall 2013

|  |  |
| --- | --- |
| **LAST ACTIVE STATUS Spring 2013** | **Number of Students** |
| **Fall 2013** | **Total** |
| OK | 46 |
| Unknown | 40 |
| Probation Semester 1 | 6 |
| Probation Semester 2 | 4 |
| Probation Semester 3 | 1 |
| Probation Removed | 1 |

Of the 36 students registered concurrently with DSP, 11.2% have been diagnosed with dual diagnoses, including 8 students with both ADHD and LD (see Table 24).

Table 24. Students Registered with DSP with dual diagnoses

|  |  |  |
| --- | --- | --- |
| **Fall 2013 dual diagnosis** | **Number of Students** |  |
| ADHD+ LD | 8 |  |
| ADHD+ LD+ Depression | 1 |  |
| ADHD+ anxiety | 1 |  |
| LD+ Anxiety | 1 |  |
| **TOTAL** | 11 |  |

As the program has continued, semester GPA has risen from 2.39 in Spring 2011 cohort of students in the Coaching program to 2.93 in Spring 2013 cohort of students in the Coaching program (see Table 25). In other words, on average, Term GPA for students that start working with the KCLC Academic Coaching Program brings up their cumulative GPA.

Table 25. 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 2012 INTAKES**

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 and what their presenting academic challenges are that brought them in for an appointment. 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.

Below are the analyses for the 142 students that completed Intakes in Fall 2012. These are the most up to date intakes that have been analyzed. The intakes identified three main categories: Study Habits, Time Management and Response to Stress as the top reasons for seeking services in KCLC.

Focusing on these three categories, students noted their presenting challenges as the reasons for coming in for an intake (Chart 1 and 2):

48% study habits

39% time management

41% response to stress

Chart 1. Percentage of Student’s Presenting Challenge (Fall 2012 Intake)

Chart 2. Percentage of Student’s Presenting Challenge (Fall 2012 Intake)

Breaking down these three categories into smaller components, four main areas materialized as common challenges (See Chart 3):

* Procrastination (104 students)
* Reading (82 students)
* Emotional Stress (75 students)
* Test-Taking (71 students)

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

* Attending Class
* Punctuality
* Self-Care

Chart 3. Number of Students Facing Academic Challenges by Category

**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 2013, Chart 4 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 nearly reaching the peak of Fall 2011. As of October 28, 2013, there has been 990 visits to KCLC in Fall 2013.

As of Spring 2013, the total number of visits to KCLC is 5,807(See Chart 4).

Chart 4. Number of Student Visits to KCLC

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 number of students enrolled in the academic coaching programs. The number of students using the computer lab has decreased as more disability testing has been taking place in the computer lab as well could be contributed to having the Kurzweil 3000 Universal Site License so students did not need to come into the lab to access Kurzweil.

Chart 5, 6, 7 and 8 shows the breakdown of services students utilized from Spring 2011 until Fall 2013 (as of 10/28/13).

Chart 5. Services Utilization in KCLC Breakdown

Chart 6. Quiet Study Visits

Chart 7. Academic Coaching Visits

Chart 8. Computer Lab Visits