

Spring 2011-Fall 2014

11/7/2014

**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, 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 (pgs. 5-6):**

* The Academic Coaching program started in the Spring 2011 with an enrollment of 36 students. As of Fall 2014, 515 students have been enrolled in the coaching program.
* A majority of students, 62.7%, have participated in the coaching program for only 1 semester; 24.9% for 2 semesters.
  + The average for students that have participated in the coaching program is 1.57 semesters enrolled in the coaching program.
  + 11.1% (7) of the Fall 2014 coaching students have continued from Spring 2014, compared to 45.9% (45) of the Spring 2014 coaching students continued from Fall 2013.

**Disability Services and Programs (pgs. 7-8):**

* Overall, 42.7% (220 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP).
  + The highest percentage of concurrent enrollment was 63.9% in Spring 2011.
  + Since then, the number has consistently ranged between 33 and 40 percentage for subsequent semesters.
  + Of the 220 DSP students, at least 50% have been diagnosed with ADHD and 24.5% with a Learning Disability.

**KCLC Visits (pgs. 9-18):**

* From Spring 2011- Fall 2014 (as of 11/1/14), there have been 9,415 visits to KCLC.
* As of November 1, 2014, there have been 648 visits to KCLC in Fall 2014.
* The three main uses of KCLC are academic coaching, quiet study and the computer lab
* For the Fall 2014 semester, the busiest hours are 11AM, 10AM and 2PM.
* For Academic Coaching usage, in the Fall 2014 semester, the busiest hours are 11AM, 10AM and 1PM.
* For Quiet Study Room usage, in the Fall 2014 semester, the busiest hours are 11AM, 12PM and 2PM.

**Intake Summary (pgs. 19-22):**

* From the 83 Fall 2014 (as of 11/1/14) 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: 96% study habits, 90% time management, and 54% response to stress.
* 4 sub categories were identified more commonly as challenges:
  + Time Management - Procrastination (62 students)
  + Study Habits - Reading (52 students)
  + Study Habits – Note-Taking (52 students)
  + Time Management - Organization (48 students)
  + Writing (47 students)

**Spring 2014 Evaluations (pgs. 23-27):**

* 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 4.81 to 5.0.
* Students most commonly listed planning, stress reduction, and self-efficacy as ways they have grown as a result of academic coaching. (See pgs. 24-27 for student quotes.)

**Discussion**

**Improvements Made Since Last Report**

* More efficient Intake System
  + Students have an Intake scheduled with a Full-time Staff Member and then are funneled through the Academic Coaching Program depending on availability
* Evaluations
  + Comprehensive breakdown of responses included a quantitative coded analysis and raw qualitative data
* Website
  + New website launched November 2014
  + Streamlined process for requesting Intakes, Outreach and Workshop RSVP by using an online form that links to Front Desk Assistants

**Projects in Progress**

* Kortschak Creativity Computer Lab
  + Set up 4 ipads to use with apps in Coaching Sessions
  + Establishing a Workshop Series in Spring 2015 to increase use of Creativity Lab
  + Working on SmartPen training
* Mid-Semester Evaluations
  + Testing a mid-semester evaluation for the Academic Coaching Program with hope to convert to electronic for next semester.
  + 34 students took the evaluation this semester. Results will be available in the next report.

**Long-Term Goals**

* Alumni Databases (Coaches & Students)
  + Where are they now?
  + Are they using what they learned at KCLC? How has it applied?
* 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
* Evaluations (both quantitative and qualitative)
  + 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-will add in a counting sheet for Spring 2015
  + Track popular online 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, 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 Fall 2014 semester has serviced 515 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 | | Fall 2014 | 62 | | TOTAL | 805 | |

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 Coaching 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% | | Fall 2014 | 45 | 72.6% | |

A majority of students, 62.7%, have participated in the coaching program 1 semester; 24.9% for 2 semesters. The average for all students is 1.57 semesters enrolled in the coaching program (See Table 3).

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| Table 3. Number of Semesters Enrolled in the Coaching Program |
| |  |  | | --- | --- | | Numbers of SEMESTERS  Enrolled in the Coaching Program | Number of Students | | 1 | 323 | | 2 | 128 | | 3 | 35 | | 4 | 22 | | 5 | 6 | | 6 | 1 | | TOTAL | 511 | | AVERAGE | 1.57 semesters | |

**DISABILITY SERVICES AND PROGRAMS OVERVIEW**

Overall, 42.7% (220 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP) (See Table 4).

The highest percentage of concurrent enrollment was 63.9% in the Spring of 2011. In the first semester of KCLC’s opening, students were recruited directly from DSP, which could explain the higher concurrent enrollment rate. Since then, more outreach has been done to reach students who are not registered with DSP and the number has consistently ranged between 33 and 40 percent for subsequent semesters. Of the 220 DSP students, at least 50% have been diagnosed with ADHD and 24.5% with a Learning Disability (See Table 5).

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| Table 4. Students Registered with Disability Services and Programs |
| |  |  |  | | --- | --- | --- | | DSP REGISTERED | Number of Students | Percentage | | ALL | 220 | 45.3% | | Spring 2011 | 23 | 63.9% | | Fall 2011 | 56 | 39.7% | | Spring 2012 | 28 | 40.6% | | Fall 2012 | 58 | 38.0% | | Spring 2013 | 47 | 33.6% | | Fall 2013 | 36 | 36.7% | | Spring 2014 | 38 | 35.9% | | Fall 2014 | 25 | 40.3% | |

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| Table 5. DSP Students with ADHD, LD, Anxiety, Depression |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | DSP REGISTERED | Number of Students | ADHD | LD | Anxiety | Depression | | ALL | 220 | 110 | 54 | 39 | 26 | | 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 | | Fall 2014 | 24 | 15 | 6 | 7 | 5 | |

Of the 24 students registered concurrently with DSP currently, 12.5% have been diagnosed with dual diagnoses, including 4 students with both ADHD and LD (see Table 6).

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| Table 6. Students Registered with DSP with Dual Diagnoses |
| |  |  |  | | --- | --- | --- | | Fall 2014 dual diagnosis | Number of Students |  | | ADHD+ Depression | 1 |  | | Anxiety + Depression | 2 |  | | TOTAL | 3 |  | |

**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 Fall 2014 (as of 11/1/14), Chart 1 shows the total number of times the center was visited, according to swipe data.

For the Fall 2014 semester, as of November 1, 2014, there have been 648 visits to KCLC in Fall 2014. It is on track to be comparable to Spring 2014.

As of November 1, 2014, the total number of visits to KCLC has been 9,415 (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 for this semester as it was part of the Office Migration. It reopened on October 13, 2014.

Chart 2 shows a comparitive breakdown of the three main services students utilized from Spring 2011 until Fall 2014 (as of 11/1/14). Chart 3, Chart 4, and Chart 5 show the breakdown of each service’s utilization from Spring 2011 until Fall 2014 (as of 11/1/2014).

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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 11/1/14 students have swiped into KCLC for Quiet Study visits 231 times during the Fall 2014 semester, which should be on par with the Fall 2013 numbers. |

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| Chart 4. Academic Coaching Visits |
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| \*As of 11/1/14 students have swiped into KCLC for Academic Coaching visits 312 times during the Fall 2014 semester. The numbers will be lower than past semesters becauses there have been less students enrolled in the program. |

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| Chart 5. Computer Lab Visits |
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| \*As of 11/1/2014 students have swiped into KCLC for Computer Lab visits 9 times during the Fall 2014 semester. The numbers will be far below other semesters because the Lab was closed for most of the semester. |

**KCLC Usage August 2013-May 2014**

From August 2013 to May 2014, most students swiped into KCLC during October (614). Across these months, most students came into the center from 11am to 2pm (more than 428 each hour) with 1pm (499) being the busiest time (See

Chart **6**). The three main reasons for visiting (academic coaching, computer lab, and quiet study) are disaggregated by month and hour in Chart 6 through Chart 12.

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| Chart 6. Swipe Data by Month and Hour August 2013 to May 2014 |
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Chart 7. Swipe Data by Month and Hour for Academic Coaching Visits (August 2013 to May 2014)

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| Chart 8. Swipe Data by Hour for Academic Coaching Visits (August 2013 to May 2014) |
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| Chart 9. Swipe Data by Month and Hour for Computer Lab Visits (August 2013 to May 2014) |
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| Chart 10. Swipe Data by Hour for Computer Lab Visits (August 2013 to May 2014) |
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| Chart 11. Swipe Data by Month and Hour for Study Visits (August 2013 to May 2014) |
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| Chart 12. Swipe Data by Hour for Study Visits (August 2013 to May 2014) |
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**KCLC Usage: Comparing Fall 2013 to Fall 2014 (August-October)**

Comparing Fall 2013 to Fall 2014, using the months August-October, there are a few differences.

* For overall usage, Fall 2014 has not been as busy as Fall 2013. (See Chart 13).
* For use of the center by hour, Fall 2013 saw the busiest hours as 2PM, 11AM and 10AM. For the Fall 2014 semester, the busiest hours are 11AM, 10AM and 2PM. (See Chart 14).
* For Academic Coaching usage, Fall 2013 saw the busiest hours for appointments as 2PM, 1PM and 11AM. For the Fall 2014 semester, the busiest hours are 11AM, 10AM and 1PM (See Chart 15).
* For Quiet Study Room usage, Fall 2013 saw the busiest hours were 10AM, 12PM, and 2PM. For the Fall 2014 semester, the busiest hours are 11AM, 12PM and 2PM (See Chart 16).
* For Computer Lab Usage, data cannot be compared as the Computer Lab has not even been open a full month yet in the Fall 2014 semester.

Chart 13. Comparison: Total Visits (Fall 2013 to Fall 2014)

Chart 14. Comparison: KCLC Visits By Hour (Fall 2013 to Fall 2014)

Chart 15. Comparison: Academic Coaching Visits (Fall 2013 to Fall 2014)

Chart 16. Comparison: Quiet Study Visits (Fall 2013 to Fall 2014)

**FALL 2014 INTAKES (As of 11/1/14)**

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, 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, such as the 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, Residential Advisors (RA’s), 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 18. List of How Students were Referred to KCLC by Outside Resources |
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| |  | | --- | | **List of Places Students were Referred From:** | | Residential Advisors | | Academic Advisor | | Disability Services | | Norman Topping | | Black and Latino Symposium | | Website | | Friends | |

Below are the analyses for the 83 students that completed Intakes in Fall 2014 (as of 11/1/2014). 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 7 and Chart 19).

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| Table 7. Percentage of Students Presenting Each Challenge |
| |  |  |  | | --- | --- | --- | | **Theme** | **Subcategory** | **% of Students Presenting Challenge** | | **Study Habits (96%)** | Note-Taking | 62% | | Reading | 62% | | Writing | 56% | | Test-Taking | 38% | | Attention, Concentration, & Memory | 55% | | **Time Management (90%)** | Class Attendance | 22% | | Punctuality | 29% | | Assignment Completion | 41% | | Procrastination | 74% | | Organization | 57% | | **Response to Stress (54%)** | Self-Care | 33% | | Emotional Stress | 32% | | Behaviors/Reactions | 13% | |

Chart 19. 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 20):

* Procrastination (62 students)
* Reading (52 students)
* Note-Taking (52 students)
* Organization (48 students)
* Writing (47 students)

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

* Behaviors and Reactions (11 students)
* Punctuality (18 students)

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| Chart 20. 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 2014 intakes (as of 11/1/2014), 84 referrals were made. 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 20).

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| Chart 20. Number of Students Referred to Each Resource |
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**Spring 2014 Evaluations**

At the end of the Spring 2014 semester, KCLC administered an evaluation to students who participated in the Academic Coaching program. 50 students responded. Chart 21 through Chart 23 show the mean agreement level in responses to a list of statements about the KCLC Academic Coaching experience. Table 8 through Table 13 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 21. "My Academic Coach" Evaluation |
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| Chart 22. "Because of the Academic Coach Program" Evaluation |
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| Table 8. Goal-Setting Strategies Learned   |  |  | | --- | --- | | **Please list 3 goal-setting strategies you learned this semester.** | **# of Times Mentioned** | | Weekly timeline/schedule/calendar/to do list | 20 | | Preparation/Organization | 16 | | SMART goals | 8 | | Study strategies (go to the library, talk to professors, study groups, active reading) | 8 | | Time management | 8 | | Self care (sleep, less stress, take breaks, positive thinking) | 4 | | None | 3 | | Reducing Anxiety | 3 | | Reducing Procrastination | 2 | |

Table 8 Additional Quotes:

* The goal has to have a specific time span in which you want to achieve it (a weekly goal, semester goal, yearlong goal, etc.)
* It is helpful to break down your goal into steps or create a process that will lead you to achieving your goal
* Create SMART goals-Specific Measurable Attainable Realistic Timely
* Externalize things that need to be done on a piece of paper or in the form of a to-do list
* I learned how to break assignments down into categories, such as very important and not very important

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| Table 9. At Least One Goal Worked on with Academic Coach |
| |  |  | | --- | --- | | **Please list at least one goal you worked on this semester with your Academic Coach.** | **# of Times Mentioned** | | Time management/scheduling | 14 | | Raising GPA/Improving Grades | 7 | | Study skills | 4 | | Reducing Anxiety | 3 | | Networking/Internships/Grad School testing | 3 | | Attending Class | 2 | | No procrastination | 1 | | Motivation | 1 | | Healthy habits (eating well, sleeping well) | 1 | | Better Focus | 1 | | Selecting a Major | 1 | |

Additional Quotes:

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| * I learned to test myself and calm down, as well as break my tasks into things that were important * I have been trying to stay on task and make sure that my grades reflect my best effort |

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| Chart 23. Goal Accomplishment |

Chart 23 Additional Quotes “Please Explain”:

* Got my schedule sorted out and planned efficiently
* One main part of time management we worked on was trying to avoid having assignments that were due on the same week pile up
* My coach helped me a lot to get my life together
* I found that addressing negative thought patterns with positive reinforcement statements made sticking to study plans and retaining information much easier
* I am really grateful for everything my coach has taught me

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| Table 10. Ways Students have Grown as a Result of Meeting with Their Academic Coaches |
| |  |  | | --- | --- | | **In what ways have you grown as a result of meeting with your Academic Coach?** | **# of Times Mentioned** | | Academic Confidence and Strengths and Weaknesses | 15 | | Planning/future thinking/organization | 9 | | Support System | 4 | | Importance of Free Time/Self Care | 3 | | Goal Setting | 2 | | Study Skills | 2 | | On time to Class | 1 | | Reduce Anxiety | 1 | |

Table 10 Additional Quotes:

* Helped me explore inner problems and conflicts with myself
* My academic confidence have developed significantly
* My time management skills have really allowed me to successfully manage all of my classes and work
* I have learned to be more honest about what I can handle/take on and how to say no due to my priorities
* I have learned to have more faith in my knowledge

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| Table 11. Most Helpful about Academic Coach |
| |  |  | | --- | --- | | **What did you find most helpful about your Academic Coach?** | **# of Times Mentioned** | | Scheduling/timeline/calendar/color coding | 10 | | Flexible | 3 | | Supportive/Relatable | 5 | | Easy to talk to | 10 | | Motivation/encouragement/moral support | 6 | | Intelligent/Knowledgeable | 5 | |

Table 11 Additional Quotes:

* Extremely approachable and easy to talk to
* My AC was always there to help me
* I would walk into the office feeling uneasy about having too much to do, but, when I left, I felt relived and like I had a grasp on the multiple things on my to-do list
* My AC helped me plan my weeks, down to each hour
* My AC was patient as well as inquisitive
* Encouraging and patient
* My AC was able to actively listen

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| Table 12. Least Helpful about Academic Coach |

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| **What did you find least helpful about your Academic Coach?** | **# of Times Mentioned** |
| Nothing | 13 |
| Meeting Less Often | 2 |
| Time Management Focus | 2 |
| Skill Development | 1 |
| Time of Meeting | 1 |
| Goal Setting | 1 |
| LASSI | 1 |
| did not have all of the answers | 1 |

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Table 12 Additional Quotes:

* Once I have the tools, I can go without meetings
* More skill development would have been helpful
* Every week making a time management chart-it helped in the beginning but I feel like that was something I could do by myself
* Goal setting aspects don’t seem helpful to me
* The test at the beginning of the year because it was discouraging
* Did not necessarily have all of the answers/strategies to use

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| Table 13. How Could Academic Coaches be More Effective |
| |  |  | | --- | --- | | **In what ways could your Academic Coach be more effective?** | **# of Times Mentioned** | | Nothing | 15 | | More exposure to different methods (i.e. study skills) | 1 | | Walk-in Hours | 1 | | Google Doc Forms | 1 | | Test Taking Tips | 1 | |

Table 13 Additional Quotes:

* Teaching me more about test taking throughout the year
* It would help to have all forms as google docs so I can edit them and work on them wherever I go
* Maybe add walk-in hours

When students were asked if they had any additional comments or suggestions, 75% of students were very positive about their experiences. Below are additional selections of student responses to this question:

* As a film student, my needs are unusual…it would be nice to have AC’s familiar with the idiosyncrasies of different specialized schools
* One of my goals at USC is to be an All-American-I would not believe that I can do that if it was not for the confidence I gained from my AC