

Spring 2011-Spring 2015

5/1/2015

**2015**

Kortschak Center for Learning and Creativity Data Usage Report

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**Table of Contents**

**Executive Summary**  2-4

**Discussion**  5

**Academic Coaching Participants** 6-7

**Disability Services and Programs Usage**  8-9

**KCLC Visits** 10-19

**Spring 2015 Intake Summary**  20-23

**Spring 2015 Drop-In Sessions** 24

**Spring 2015 Feedback Forms and Worksheets** 24-25

**Spring 2015 Workshops** 26-27

**Fall 2014 Evaluations** 28-33

**Spring 2015 Mid-Semester Survey** 34-36

**Website Updates** 37

**Google Analytics** 38

**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 USC Kortschak Center for Learning and Creativity (KCLC) provides enhanced academic support using a multi-disciplinary approach for students who learn differently by empowering them to become successful and self-directed lifelong learners. Programs and services include academic coaching, workshops, learning assessments, Creativity Computer Lab, Quiet Study Room and individual consultations with professional staff.

**Academic Coaching Participants Summary (pgs. 6-7):**

* The Academic Coaching program started in the Spring 2011 with an enrollment of 36 students. The Spring 2015 semester has seen 85 students come through the coaching program. As of Spring 2015, 571 students have been enrolled in the coaching program.
* A majority of students, 60.2%, have participated in the coaching program for only 1 semester; 27% for 2 semesters.
  + 42.4% (36 students) of the Spring 2015 coaching students are new to the coaching program.
  + The average for students that have participated in the coaching program is 1.6 semesters.

**Disability Services and Programs (pgs. 8-9):**

* Overall, 59.9% (341 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP).
  + Of the 341 DSP students, at least 54.3% have been diagnosed with ADHD and 31.4% with a Learning Disability.
* For the Spring 2015 semester, 36.5% (31 students) enrolled in Academic Coaching are concurrently registered with DSP.
  + Of the 31 students registered concurrently with DSP, 35.5% have been diagnosed with dual diagnoses, including 6 students with both ADHD and LD.

**KCLC Visits (pgs. 10-19):**

* From Spring 2011- Spring 2015 (as of 4/15/15), there have been 10,880 visits to KCLC.
* As of April 15, 2015, there have been 1050 visits to KCLC in Spring 2015.
* The three main uses of KCLC are Academic Coaching, Quiet Study and the Computer Lab.
* For the Spring 2015 semester, the busiest hours are 10AM, 11 AM and 1PM.
* For Academic Coaching usage, in the Spring 2015 semester, the busiest hours are 10AM, 11AM and 1PM.
* For the Computer Lab usage, in the Spring 2015 semester, the busiest hours are 1PM, 2PM and 9AM.
* For Quiet Study Room usage, in the Spring 2015 semester, the busiest hours are 11AM, 10AM and 12PM.
* For the Spring 2015 semester, the busiest day was Tuesday and the busiest month was February.

**Intake Summary (pgs. 20-23):**

* From the 68 Spring 2015 student intakes, 29.4% are transfer students, 23.5% are spring admits, and 16.2% are currently on Academic Probation.
* For Spring 2015 semester, 16.18% of students are majoring in Accounting/Business, and 13.24% are majoring in Global Health/Health Promotion.
* For the Spring 2015 semester, the average number of units students are taking is 15 with a range from 8-20 units. The average GPA goal is 3.43 with a range from 2.7-4.0.
* The Intakes identified 3 major categories: Study Habits, Time Management and Response to Stress.
* Challenges students noted as reasons for coming in for an Intake: 85% study habits, 77% time management, and 53% response to stress.
* 5 sub categories were identified more commonly as challenges:
* Procrastination (78 students)
* Note-Taking (60 students)
* Reading (60 students)
* Organization (59 students)
* Attention, Concentration, and Memory (56 students)

**Spring 2015 Drop-In Sessions: Pilot Study (pgs. 24):**

* Since Spring Break, 9 students have come in for Drop-In hours with Professional Staff and 6 have come in for Drop-In Sessions.

**Spring 2015 Feedback Forms and Worksheets (pgs. 24-25):**

* The Spring 2015 semester has seen 425 individual coaching sessions.
  + 92% of sessions have discussed time management, 41.6% have discussed self-care.
  + The challenges mentioned in sessions: 45.9% Time Management, 22.4% Self-care, and 20% Anxiety.
  + 60% of sessions used a Weekly Action Plan, 17.4% used a Weekly calendar, and 16.5% used a semester calendar during their Sessions.
* The top 5 worksheets used in the office during the Spring 2015 semester: Weekly Schedule, Semester Calendar, Blank Weekly Action Plan, Priority Quadrants and Study Plan.

**Spring 2015 Workshops (pgs. 26-27):**

* During the Spring 2015 semester, 10 weekly workshops were offered on various topics. 57 students total attended workshops with February being the busiest month.

**Fall 2014 Evaluations (pgs. 28-33):**

* 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 4.61 to 4.94.
* Students most commonly listed time management, active reading strategies, organization, importance of sleep, and chunking assignments as ways they have grown as a result of academic coaching. (See pgs. 29-33 for student quotes).

**Spring 2015 Mid-Semester Survey (pgs. 34-36):**

* 25 students filled out the survey.
* 37.1% of students heard about KCLC from an academic advisor, and 31% had been in KCLC before.
* Areas students expected to gain/improve from academic coaching: 89.3% time management skills, and 53.6% stress management.
* 100% of students have felt their Academic Coach was prepared to help them.
* 100% have felt they have had a productive experience.
* 92.9% of students were satisfied or very satisfied with their academic coach this semester.
* 71.4% of students are aware of the workshops that are offered. Time management, Sleep, and stress management are the top 3 workshops that students would like to see.
  + Friday, Wednesday and Thursday afternoons were listed as the top times for workshops.

**Website Updates (pgs. 37):**

* Event Calendar and Workshop sign-ups were added in Spring 2015.
* Plans for Summer 2015 include: Voicethread of workshops, Learning theory videos, dissertation listings and additional pictures.
* Future plans include: an appointment calendar, additional workshop videos, a newsletter, and social media outreach.

**Google Analytics (pgs. 38):**

* Since the website relaunch in November 2014, Google Analytics was installed to be able to track website usage. Since the relaunch through April 15, 2015, there have been 5457 visits by 4280 visitors with an average visit of 1 min 59 seconds.
* Majority of visitors are from the United States (89%). Within the United States, 81% are from California.
* Visitors are accessing the website from many platforms including computers, cell phones and tablets. 45% are accessing on a Windows platform and 36% on a Macintosh.
  + For Browsers, 49% are using Google Chrome, and 24% are using Safari.
  + Cell phones account for 15% of website traffic with 61% using Iphones.
* The 5 most popular website pages: Home page, Tools and Resources, Academic Coach Program, Academic Workshops, and Events.

**Discussion**

**Improvements Made Since Last Report**

* Intakes
  + Additional information gathered including semester goal GPA and number of units taken
* Drop-In sessions
  + Successfully switched to Drop-in hours after Spring Break, which are on as needed basis
* Website
  + Added Event Calendar with sign-ups
  + Added Online workshops and learning theory videos
* Google Analytics
  + Able to track how people are accessing the website
  + Added counting sheet and are now able to track which printed resources are the most popular in the office
* Feedback Forms
  + Reformatted to be easier to analyze data

**Projects in Progress**

* Beta CoPilot Site
* Wellness Component
* Spring 2015 Workshop Series
  + 10 workshops on various topics
* MFT Interns working as Academic Coaches in the Fall
* EDUC140 transitioning to GESM-160g: Psychometrics of Learning and Motivation
* Computer Lab
  + Kickstarter Game Development Contest for Undergraduates utilizing pedagogy in learning as one of the elements
  + Audit of hardware and software programs including Quotient

**Long-Term Goals**

* Expand Workshops
* Institute Drop-In Hours: 2 per day (1 in the morning, 1 in the afternoon)
* Update Academic Coach Training with journal articles and a book club
* Install Adobe Connect/Skype/GoToMeeting to allow for Online Coaching Sessions (evening hours)
* Update Intake forms: moving the process electronically to Ipads, will add assessments, and review psychoeducational assessment as needed with students
* KCLC 5th Year Anniversary Celebration: Spring 2016 semester

**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 2015 semester has serviced 571 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 | 81 | | Spring 2015 | 85 | | TOTAL | 909 | |

\*\*Fluctuation of number of students enrolled in academic coaching per semester has transpired because of refining Intake processes, number of academic coaches working, number of academic coaching hours, and streamlining data tracking processes

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% | | Fall 2014 | 61 | 75.3% | | Spring 2015 | 36 | 42.4% | |

A majority of students, 60.2%, have participated in the coaching program 1 semester; 27% for 2 semesters. The average for all students is 1.6 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 | 344 | | 2 | 154 | | 3 | 42 | | 4 | 24 | | 5 | 2 | | 6 | 14 | | 7 | 1 | | TOTAL | 571 | | AVERAGE | 1.6 semesters | |

**DISABILITY SERVICES AND PROGRAMS OVERVIEW**

Overall, 59.9% (341 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 341 DSP students, at least 54.3% have been diagnosed with ADHD and 31.4% 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 | 341 | 59.9% | | 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 | 24 | 40.3% | | Spring 2015 | 31 | 36.5% | |

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| Table 5. DSP Students with ADHD, LD, Anxiety, Depression |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | DSP REGISTERED | Number of Students | ADHD | LD | Anxiety | Depression | | ALL | 341 | 185 | 107 | 49 | 43 | | 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 | | Spring 2015 | 31 | 23 | 12 | 5 | 5 | |

Of the 31 students registered concurrently with DSP currently, 35.5% have been diagnosed with dual diagnoses, including 6 students with both ADHD and LD (see Table 6).

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| Table 6. Students Registered with DSP with Dual Diagnoses |
| |  |  |  | | --- | --- | --- | | Fall 2013 dual diagnosis | Number of Students |  | | ADHD+ LD | 6 |  | | ADHD+ Anxiety+ Depression | 3 |  | | ADHD+ Anxiety | 1 |  | | ADHD + LD + Depression | 1 |  | | TOTAL | 11 |  | |

**KCLC VISITS**

The front desk has tracked the total number of visits and students that use the services in KCLC by checking the students in as they enter the Center. Beginning with Spring 2011 until Spring 2015 (as of 4/15/15), Chart 1 shows the total number of times the center was visited, according to swipe data.

There have been 1,050 visits as of 4/15/15 to the KCLC in Spring 2015 semester. The total number of visits to KCLC is 10,880. (Note: the 10,000 student visited the KCLC this semester) (See Chart 1).

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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.

Chart 2 shows a comparitive breakdown of the three main services students utilized from Spring 2011 until Spring 2015 (as of 4/15/15). Chart 3, Chart 4, and Chart 5 show the breakdown of each service’s utilization from Spring 2011 until Spring 2015 (as of 4/15/2015).

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| Chart 2. Services Utilization in KCLC Breakdown |
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| Chart 3. Quiet Study Visits |
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| Chart 4. Academic Coaching Visits |
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| Chart 5. Computer Lab Visits  During transition and environmental cleanup, the Computer Lab was closed in the Fall 2014 semester from August to November. |
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From August 2014 to April 2015, most students swiped into KCLC during February (379). Across these months, most students came into the center at 10am, 11am, 1pm and 2pm with 10am (353) being the most common 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 7 through Chart 12.

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| Chart 6. Swipe Data by Month and Hour August 2014 to May 2015 |
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| Chart 7. Swipe Data by Month and Hour for Academic Coaching Visits  (August 2014 to May 2015) |
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| Chart 8. Swipe Data by Hour for Academic Coaching Visits  (August 2014 to May 2015) |
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| Chart 9. Swipe Data by Month and Hour for Computer Lab Visits (August 2014 to May 2015) |
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| Chart 10. Swipe Data by Hour for Computer Lab Visits (August 2014 to May 2015) |
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| Chart 11. Swipe Data by Month and Hour for Study Visits (August 2014 to May 2015) |
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| Chart 12. Swipe Data by Hour for Study Visits (August 2014 to May 2015) |
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**Day of Week/Month Usage**

For the Spring semester, the busiest day in the Center was Tuesday, and the busiest month was February (See Charts 13 and 14).

Chart 13. Total Number of Visits by Day of the Week (through 4/15/15).

Chart 14. Visits per Month by Day of the Week (through 4/15/15).

For Academic Coaching, Tuesday is the busiest day (See Chart 15).

Chart 15. Academic Coaching by Month and Day of the Week (through 4/15/15).

For the Computer Lab, Tuesday was the busiest day, and February was the busiest month (See Chart 16).

Chart 16. Computer Usage by Month and Day of the Week (through 4/15/15).

For the Quiet Study, Wednesday was the busiest day, and February was the busiest month (See Chart 17).

Chart 17. Quiet Study by Month and Day of the Week (through 4/15/15).

**SPRING 2015 INTAKES**

Intakes are the first meetings given to students that want to participate in the Academic Coaching Program. From these intake appointments, appropriate students are matched up with an academic coach that will meet their needs. When doing Intakes, students are asked a list of questions about their demographics. For the Spring 2015 semester, there were 68 intakes given by the full-time staff. A majority of Intakes are referred from Academic Advisor, Academic Support Services on campus and friends.

29.4% have been transfer students into USC (See Table 7) and 23.5% have been Spring admit students (See Table 8). 11 students (16.2%) are currently on Academic probation.

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| Table 7. Entered USC as a Freshmen or Transfer |
| |  |  | | --- | --- | | Freshmen/Transfers-spring 2015 | Number  of Students | |  |  | | Transfer | 20 | | Spring Admit | 16 | |

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| Table 8. Class Status in for Students Enrolled in the Coaching Program |
| |  |  | | --- | --- | | Class Status  (Spring 2015) | Number of Students | | Freshmen | 23 | | Sophomore | 20 | | Junior | 21 | | Senior | 3 | |

For Spring 2015 semester, 16.18% of students are majoring in Accounting/Business, and 13.24% are majoring in Global Health/Health Promotion (See Table 9).

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| **Major-Spring 2015** | **Number of Students** | **Percentage** |
| **Accounting/Business** | 11 | 16.18% |
| **Global Health/HP** | 9 | 13.24% |
| **Biology** | 8 | 11.76% |
| **Engineering** | 8 | 11.76% |
| **Undeclared** | 5 | 7.35% |
| **Cognitive Science/Neuroscience** | 4 | 5.88% |
| **Cinematic Arts** | 3 | 4.35% |
| **Policy, Planning, Development (PPD)** | 3 | 4.35% |
| **Arts** | 2 | 2.90% |
| **Political Science** | 2 | 2.90% |
| **Economics** | 2 | 2.90% |
| **Communications/Journalism** | 2 | 2.90% |
| **Math** | 1 | 1.45% |
| **Psychology, Sociology, Theater, Classics, Linguistics, Music Industry, International Relations** | 1 each | 1.45% each |

Table 9. Majors for Students in the Academic Coaching Program in Spring 2015 Semester

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| For the Spring 2015 semester, the average number of units students are taking is 15 with a range from 8-20 units. The average GPA goal is 3.43 with a range from 2.7-4.0. |

Below are the analyses for the 68 students that completed Intakes in Spring 2015 (as of 5/1/2015). The Intakes identified three main themes (Study Habits, Time Management and Response to Stress) as the reasons for seeking services at KCLC. These themes were grouped from 13 sub-categories (See Table 10 and Chart 18).

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| Table 10. Percentage of Students Presenting Each Challenge in Spring 2015 Semester |
| |  |  |  | | --- | --- | --- | | Theme | Subcategory | % of Students Presenting Challenge | | Study Habits (85%) | Reading | 57% | | Writing | 52% | | Attention, Concentration, and Memory | 52% | | Note-Taking | 45% | | Test-taking | 45% | | 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 18. Percentage of Student Presenting Challenges in Spring 2015 Semester |
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Of the 13 sub-categories, five main areas were most frequently presented as common challenges (See Chart 19):

* Procrastination (78 students)
* Note-Taking (60 students)
* Reading (60 students)
* Organization (59 students)
* Attention, Concentration, and Memory (56 students)

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

* Attending Class (25 students)
* Punctuality (29 students)
* Emotional Stress (34 students)

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| Chart 19. Number of Students Facing Academic Challenges by Category in Spring 2015 Semester |
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In addition to understanding what challenges to target through academic coaching, referrals are given to students for additional campus resources. During the Spring 2015 Intakes, 75 referrals were made to 69 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 20).

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| Chart 20. Number of Students Referred to Each Resource in Spring 2015 Semester |
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| \*Other Outside Resources Students were Referred to: **Academic Support Programs** (Instructor's Office Hours, Math Center); **Additional Support Centers** (Career Center, APASS, El Centro); **Additional Involvement** (Campus Activities, Marshall Mentor, SI Sessions, Student Orgs, Study Abroad, RA Programs/ResEd, Volunteer Center) |

**Spring 2015 Drop-in Sessions: Pilot**

After Spring Break 2015, the weekly Intake hours that were available by appointment with full-time staff were turned into Drop-In hours. For additional flexibility and to accommodate more students, Weekly Drop-In hours with academic coaches were added Wednesday 12PM and Friday 12PM so that students could get individualized help without being enrolled in the academic coaching program.

For March, a pilot was conducted. 9 students attended Drop-Ins in 7 days. For April, as of 4/15/2015, 6 students attended Drop-Ins in 15 days (See Table 11).

Table 11. Number of Students that Have Attended (Pilot Study)

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| --- | --- | --- |
| **Month** | **Drop-in Sessions with Professional Staff** | **Drop-in Sessions with Coach** |
| March | 6 | 3 |
| April | 3 | 3 |

**Spring 2015 Feedback Forms**

In the beginning of the Spring 2015 semester, the feedback forms that are used after individual academic coaching sessions was modified to gather more information and also make reporting data easier. The Spring 2015 semester has seen 425 individual coaching sessions.

During the academic coaching sessions, 92% of sessions discuss time management concerns, 41.6% discuss self-care (See Table 12).

Table 12. Topics Discussed in Sessions

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| --- | --- |
| **Topics Discussed in Sessions** | **Percentage** |
| **Time Management** | 92 |
| **Self-Care** | 41.6 |
| **Focus** | 40.9 |
| **Study Skills** | 37.9 |
| **Goal Setting** | 32.5 |
| **Anxiety** | 18.1 |
| **Stress Management** | 12 |

The challenges mentioned in sessions: 45.9% Time Management, 22.4% Self-care, and 20% Anxiety (See Table 13).

Table 13. Challenges Mentioned in Session

|  |  |
| --- | --- |
| **Challenges Mentioned in Session** | **Percentage** |
| **Time Management** | 45.9 |
| **Self-Care** | 22.4 |
| **Anxiety** | 20 |
| **Study Skills** | 19.1 |
| **Focus** | 17.6 |
| **Goal Setting** | 7.5 |
| **Stress Management** | 6.6 |

60% of sessions used a Weekly Action Plan, 17.4% used a Weekly calendar, and 16.5% used a semester calendar during their Sessions (See Table 14).

Table 14. Handouts Given/Used

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| --- | --- |
| **Handouts Given** | **Percentage** |
| **Weekly Action Plan** | 60 |
| **Weekly Calendar** | 17.4 |
| **Semester Calendar** | 16.5 |
| **To Do list** | 12.2 |
| **Exam Study Strategies** | 9.9 |
| **Writing Strategies** | 6.6 |
| **Priority Quadrants** | 5.6 |
| **reading Strategies** | 3.5 |
| **Syllabus Analysis** | 2.6 |
| **Daily Calendar** | 2.4 |
| **Project Plan** | 2.1 |
| **Self-care Tips** | 1.6 |

**Worksheets**

The top 5 worksheets used in the office during the Spring 2015 semester:

* Weekly Schedule
* Semester Calendar
* Blank Weekly Action Plan
* Priority Quadrants
* Study Plan

**Spring 2015 Workshops**

During the Spring 2015 semester, 8 weekly workshops hosted by Academic Coaches were implemented to expand the workshop offerings of the KCLC. All workshops take place in the KCLC Conference Room and last for 50 minutes. Students can RSVP or just show up.

**MONDAYS at 11 am : “KCLC Writing Strategies: Anatomy of an Essay"**

This workshop will discuss how to construct an essay. From paragraph formation to thesis structure, the goal of this session is to help you become a more confident writer and feel more comfortable with the writing process.

**MONDAYS AT 1 pm :**“**Unlocking Your Power: Mindfulness and Positive Thinking”**

Learn how to combat negative influences and patterns of thinking. This workshop will focus on how to remain present, reframe your thoughts, and embrace unexpected sources of happiness that can positively impact your academics and overall well-being.

**TUESDAYS at 12 pm :“ Sleep 101: Getting Your ZZZ’s”**

Are you tired of being tired? In this workshop, you will learn not only learn how sleep deprivation can impact academic performance and overall well-being, but also get tips on how to improve your sleep habits and feel more well-rested.

**TUESDAYS at 3 pm :“Life Hacks: Prioritizing for Personal Productivity”**

Find your optimal wellness by learning to organize your time efficiently. Using Stephen Covey's time management quadrants, this workshop will show you a framework for managing your time in order to get the most out life!

**WEDNESDAYS at 12 pm: Learning Enrichment Workshops**

2/11/2015-Reading 4 Content

2/18/2015-Writing Papers

2/25/2015-Why Critical Thinking?

3/4/2015-Practicing Mindfulness While Preparing for Exams

Monday, 5/4/2015- Practicing Mindfulness While Preparing for Exams

**WEDNESDAYS at 2 pm :“Say Goodbye to Test Anxiety”**

This workshop will help you understand the causes of test anxiety and provide practical tips on how to reduce anxiety before taking an exam.

**THURSDAYS at 10 am: “Effective Reading Strategies: Read Smarter, Not Harder”**

This workshop will provide strategies for how to read articles and textbooks more effectively in order to help you tackle large reading assignments. You will learn tips for how to reduce your reading time as well as strategies to improve your understanding of the material.

**THURSDAYS at 2 pm:“Developing Effective Communication Skills”**

This session will explore the barriers that we face every day with communication and what we can do to overcome them. In this workshop, you will learn practical strategies for how to improve your communication skills that can be used in your daily interactions with both peers and professors.

In addition to these Workshops, 2 sets of workshops were offered in the Computer Lab:

**SmartPen**

This workshop is for students who wish to check out one of KCLC’s Echo Livescribe Smart Pens for the semester. Attendees will be able to immediately incorporate this effective study tool into their note taking routines, thereby giving them the ability to refer back to a recording of what their Professor was saying as they were writing a particular line of notes during lecture.

**Computer Lab Programs (Kurzweil 3000, Inspiration and Dragon Diction)**

This workshop will introduce attendees to three programs designed to help them succeed in their studies (all available for use in the KCLC computer lab). Briefly, Kurzweil allows users to listen to articles and other digital texts as opposed to having to read them, and Inspiration provides users with one of the best mind-mapping interfaces around.

Attendance across all workshops have totaled 57 students, which is much higher than the Fall 2014 semester. The biggest month of attendance was February with 48 students (See Table 15).

Table 15. Workshop Attendance for the Spring 2015 Semester as of 4/15/15

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workshop** | **Feburary** | **March** | **April** | **TOTAL** |
| **Writing Strategies** | 6 |  |  | 6 |
| **Mindfulness** | 4 |  |  | 4 |
| **Sleep 101** | 5 | 2 |  | 7 |
| **Life Hacks** | 7 | 2 |  | 9 |
| **Learning Enrichment** | 3 |  |  | 3 |
| **Test Anxiety** |  | 4 |  | 4 |
| **Reading Strategies** | 4 | 1 |  | 5 |
| **Communication Skills** | 15 |  |  | 15 |
| **Computer Lab** | 4 |  | -\* | 4 |
| **TOTAL** | 48 | 9 | 0 | 57 |

\*- means not offered that month

**Fall 2014 Evaluations**

At the end of the Fall 2014 semester, KCLC administered an evaluation to students who participated in the Academic Coaching program. 35 students responded. Chart 21 through 23 show the mean agreement level in responses to a list of statements about the KCLC Academic Coaching experience. Table 13 through Table 23 show the students’ coded responses to open-ended questions. Additional correlating quotes directly from students are included below each table.

|  |
| --- |
| Chart 21. "My Academic Coach" Evaluation |
|  |

|  |
| --- |
| Chart 22. "Because of the Academic Coach Program" Evaluation |
|  |

|  |
| --- |
| Table 13. At Least One Goal Worked on with Academic Coach |

|  |  |  |
| --- | --- | --- |
| Theme | Subcategory | # of Students’ Goal |
| Study Habits | GPA Improvement | 5 |
| Study Tips | 3 |
| Concentration | 1 |
| Office Hours | 1 |
| Passing Class | 1 |
| Time Management | Organization | 15 |
| Assignment Completion | 5 |
| Procrastination | 2 |
| Behavioral | Reduce Stress | 3 |
| Social Skills | 2 |
| Reduce Anxiety | 1 |

Quote: “Relaxing, actually. I have always been very stressed out about work and assignments, but [Academic Coach] helped me prioritize and focus my energy and effort on assignments without overextending myself.”

|  |
| --- |
| Chart 23. Goal Accomplishment-Do You Feel you accomplished this goal? |
|  |

Quotes:

* “I don’t think of my goal as something to be achieved, but something to constantly work towards, and think that I made a lot of progress this semester.”
* “Yes. Despite not reaching my desired GPA, I feel like I can work better moving forward.”
* “Breaking through my shell of shyness improved as I stayed in this club. [Academic Coach] pushed me to do things that I never thought I would be able to do.”

Table 14: Please list 1-2 time management strategies you learned this semester

|  |  |
| --- | --- |
| Please list 1-2 time management strategies you learned this semester | # of Times Mentioned |
| Scheduling | 18 |
| Prioritizing | 11 |
| Study Breaks | 5 |
| Realistic Goals | 2 |
| Reviewing Notes | 1 |

Table 15: Please list 1-2 procrastination strategies you learned this semester

|  |  |
| --- | --- |
| Please list 1-2 procrastination strategies you learned this semester | # of Times Mentioned |
| Scheduling/Plan | 10 |
| Breaking Down Assignments | 7 |
| Prioritizing | 3 |
| Study Breaks | 3 |
| Limiting Distractions | 2 |
| Goal Setting | 1 |

Table 16: Please list 1-2 note-taking strategies you learned this semester

|  |  |
| --- | --- |
| Please list 1-2 note-taking strategies you learned this semester | # of Times Mentioned |
| Color Coding/Highlighting | 4 |
| Summarizing | 4 |
| Writing Down Concise Concepts | 3 |
| Cornell Notes | 2 |
| Using Abbreviations | 1 |
| Focusing | 1 |
| iPad Apps | 1 |
| Organizing/Labeling Notes | 1 |
| Post-Its | 1 |
| Typing | 1 |

Table 17: Please list 1-2 writing strategies you learned this semester

|  |  |
| --- | --- |
| Please list 1-2 writing strategies you learned this semester | # of Times Mentioned |
| Outlines | 5 |
| Dividing Assignments Into Parts | 3 |
| Thesis Creation | 3 |
| Time Allotment | 2 |
| Goal Setting | 1 |
| Writing Earlier | 1 |

Table 18: Please list 1-2 reading strategies you learned this semester

|  |  |
| --- | --- |
| Please list 1-2 reading strategies you learned this semester | # of Times Mentioned |
| Active Reading | 5 |
| Study Breaks | 3 |
| Time Allotment | 3 |
| Summarizing | 1 |

Table 19: Please list 1-2 self-care strategies you learned this semester

|  |  |
| --- | --- |
| Please list 1-2 self-care strategies you learned this semester | # of Times Mentioned |
| Sleep | 10 |
| Focus On Self | 4 |
| Meditation | 3 |
| Taking Breaks | 3 |
| Exercising | 2 |
| Eating | 1 |
| Join a Club | 1 |

Quotes:

* “Self-care is an area that I really struggled with this semester, and without [Academic Coach], I would have struggled even more.”
* “Join a club that will not only enhance your social skills, but also your leadership skills.”
* “Making time to eat and exercise during my day.”

Table 20: In what ways have you grown as a result of meeting with your AC

|  |  |
| --- | --- |
| In what ways have you grown as a result of meeting with your AC? | # of Times Mentioned |
| Time Management | 12 |
| Organization | 8 |
| Study Habits | 4 |
| Assignment Completion | 3 |
| Goal Setting | 3 |
| Self-Care | 3 |

Quotes:

* “I have grown as an individual in that I feel like if something were to happen that me and my Academic Coach could not meet one day, I would know what to do and how to go about it without worrying that I could fail.”
* “I have developed more self-discipline which has helped me to ensure that I start on my assignments and stick to my schedule.”
* “I have reduced anxiety with the help of study plans week by week that help me visualize my future success.”

|  |
| --- |
| Table 21. Most Helpful about Academic Coach |
| |  |  | | --- | --- | | What did you find most helpful about your Academic Coach | # of Times Mentioned | | Help with scheduling/time management | 13 | | AC was easy to talk to/relatable | 11 | | Understanding/Patient | 11 | | Organized | 6 | | Motivating | 4 | | Helped breakdown assignments | 3 | | Referred to different resources and campus partners | 3 | | Help with scheduling/time management | 13 | | AC was easy to talk to/relatable | 11 | |

Quotes:

* “This semester was the hardest for me—academically and emotionally. [Academic Coach] really inspired me to pull through. When I was really down, he urged me to use campus resources like the counseling center, and even walked me over there to provide support. “
* “Being very flexible and understanding and patient with all of my conflicts and general uneasiness.”

|  |
| --- |
| Table 22. Least Helpful about Academic Coach |
| |  |  | | --- | --- | | # of Times Mentioned | What did you find least helpful about your Academic Coach? | | 4 | **Worksheets** | | 1 | **More study strategies** | |

Quotes:

* 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.
* that she didn't have more guidance as to have things work best and not just to each their own
* 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.
* 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.
* 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.

|  |
| --- |
| Table 23. How Could Academic Coaches be More Effective |
| |  | | --- | | In what ways could your Academic Coach be more effective? | | Re-evaluate intake strategies | | Meeting more than once a week | | Different methods of scheduling | | Follow-up | | Different/more study strategies | | Do more than just scheduling the week | | Strengths and weakness assessments | | Re-evaluate intake strategies | |

When students were asked if they had any additional comments or suggestions, 70% of students were very positive about their experiences. Below are additional selections of student responses to this question:

* More convenient times for study seminars
* More publicity for the Kortschak Center
* I would be willing to try a pilot program of dual academic coaching with another student. I feel like a lot of time I don’t know what to say or how to articulate my learning difficulties, but when paired with another student I find it easier to discuss those sorts of things (how I’m similar or different to that student). One of my good friends is also in AC, and they sometimes feel they don’t get as much out of it as I do, so perhaps it would be helpful to have a session (maybe not every week, but once every few weeks, where we have a coaching session together). Just a thought.

**Spring 2015 Mid-Semester Survey**

The Mid-semester survey was started in the Fall 2014 semester as a pilot and was implemented in the Spring 2015 semester to use to gather information on why students are participating in the academic coaching and gather more information on potential workshop times. For the Spring 2015 mid-semester survey, 25 students filled out the survey.

37.1% of students heard about KCLC from an academic advisor, and 31% had been in KCLC before (See Chart 24).

Chart 24. How did you hear about the KCLC?

89.3% expected to gain/improve time management skills, and 53.6% stress management from academic coaching (See Chart 24).

Table 24. What did you expect to Gain/Improve from the Academic Coaching Program? (Select all that Apply)

|  |  |
| --- | --- |
| **Area of Improvement** | **Percentage** |
| Time Management | 89.3% |
| Stress Management | 53.6% |
| Goal Setting | 50.0% |
| Study Strategies | 50.0% |
| Test-Taking | 35.7% |
| Self-Care | 21.4% |
| Note-Taking | 17.9% |

71% of students had received prior assistance before coming to KCLC (See Chart 25).

Chart 25. Have you ever Received Assistance in any of these area prior to visiting the KCLC?

92.9% have used Weekly Action Plan, and 75% have used a calendar (See Table 25).

Table 25. What kind of assistance is your Academic Coach providing in order for you to gain/improve your skills? (Please select all that apply.)

|  |  |
| --- | --- |
| **Assistance Type** | **Percentage** |
| Weekly Action Plan | 92.9% |
| Calendar | 75.0% |
| Handout | 42.9% |
| Interactive Worksheet | 25.0% |
| Apps (for computer, iPhone, Tablet, iPad, Android, etc.) | 25.0% |

100% of students have felt their Academic Coach was prepared to help them. 100% have felt they have had a productive experience. 92.9% of student were satisfied or very satisfied with their academic coach this semester.

21.4% feel that they could benefit from more frequent meetings with their coach, 7.1% could benefit from longer sessions and 3% could benefit from having more walk-in hours.

71.4% of students are aware of the workshops that are offered. Time management, Sleep, and stress management are the top 3 workshops that students would like to see (See Table 26).

Table 26. What topics would be most beneficial for you in a workshop?

|  |  |
| --- | --- |
| **Topics** | **Number of Students** |
| **Time management** | 16 |
| **Sleep** | 3 |
| **Stress Management** | 2 |
| **Test taking strategies** | 2 |
| **Note taking** | 2 |
| **Study Strategies** | 1 |
| **Writing** | 1 |
| **Test Anxiety** | 1 |

When students were asked what time would work best for workshops, Friday, Wednesday and Thursday afternoons were listed as the top times (See Chart 26).

Chart 26. Time that would work best for workshops.

**Website Updates**

The KCLC website was relaunched in November 2014 with a fresh look and new pages.

**Updates-Spring 2015:**

* Events Calendar
* Workshop Sign-ups
* News Updates

**Updates Planned-Summer 2015:**

* Pictures on website
* Photo Tour of Center
* Reorganization of Resources
* Voicethread of Workshops
* Learning theory videos
* Dissertation listings
* Updated ADHD/LD Article list
* Captioning on Videos

**Future:**

* Appointment calendar
* Additional workshop videos
* Additional Success stories
* Newsletter
* E-mail listserve
* Social Media outreach: Facebook, Twitter, Instagram, Snapchat, LinkedIn

**Google Analytics**

Since the website relaunch in November 2014, Google Analytics was installed to be able to track website usage. Since the relaunch through April 15, 2015, there have been 5457 visits by 4208 visitors with an average visit of 1 min 59 seconds (See Table 27).

Table 27. Statistics on Visits to the KCLC Website

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Month** | **Monthly Visits** | **Monthly Users** | **Monthly Pageviews** | **Average Pages per Session** | **Average Length of Session** | **New sessions** | **Bounce Rate** |
| **November** | 365 | 301 | 920 | 2.52 | 2 min 2 sec | 82% | 53% |
| **December** | 566 | 430 | 1477 | 2.61 | 2 min 32 sec | 71% | 54% |
| **January** | 918 | 677 | 2461 | 2.68 | 2 min 8 sec | 70% | 51% |
| **February** | 1803 | 1356 | 4576 | 2.54 | 1 min 44 sec | 71% | 56% |
| **March** | 1248 | 988 | 3092 | 2.48 | 1 min 46 sec | 70% | 66% |
| **April** | 557 | 456 | 1271 | 2.28 | 1 min 43 sec | 71% | 63% |
| **TOTAL** | 5457 | 4208 | 13797 | 2.53 | 1 min 59 seconds | 73% | 57% |

*\*New sessions represents the new of new visitors to the website in that month. Bounce Rate is the number of people that visit the website and leave from the same page*

Majority of visitors are from the United States (89%). Within the United States, 81% are from California. At least one person has visited from every state except North Dakota. The top 5 states behind California are: New York, Texas, Illinois, Arizona and Florida.

For visitors outside of California, the top countries visiting are: China, Canada, United Kingdom, Russia, India, Germany, Hong Kong and South Korea.

Visitors are accessing the website from many platforms including computers, and portable devices. 45% are accessing on a Windows platform and 36% on a Macintosh. For Browsers, 49% are using Google Chrome, and 24% are using Safari. Cell phones account for 15% of website traffic. From mobile traffic, 61% are using Iphones and 15% are using Ipads. For traffic coming from cell phones, they average shorter sessions and higher bounce rates.

The most popular page is the Home Page. 71% of users start from there and 47% also leave from there (See Table 28).

Table 28. 5 Most Popular Website Pages for the KCLC

|  |  |
| --- | --- |
| **5 most popular pages** | **Percentage Visiting** |
| **Home page** | 35% |
| **Tools and Resources** | 14% |
| **Academic Coach Program** | 6% |
| **Academic Workshops** | 3% |
| **Events** | 3% |