

Spring 2011-Fall 2015

10/30/2015

**2015**

Kortschak Center for Learning and Creativity Data Usage Report

Report Prepared by:

Juliana Calhoun, MMFT, PPS

Shujin Zhong

**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 Fall 2015 semester has seen 87 students come through the coaching program.
* A majority of students, 62.1%, have participated in the coaching program for only 1 semester; 24.6% for 2 semesters.
  + 69% (60 students) of the Fall 2015 coaching students are new to the coaching program.
  + The average for students that have participated in the coaching program is 1.59 semesters.

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

* Overall, 39.6% (250 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP).
  + Of the 250 DSP students, at least 54.3% have been diagnosed with ADHD and 32.2% with a Learning Disability.
* For the Fall 2015 semester, 27.6% (24 students) enrolled in Academic Coaching are concurrently registered with DSP.
  + Of the 31 students registered concurrently with DSP, 45.8% have been diagnosed with dual diagnoses, including 4 students with both ADHD and LD.

**KCLC Visits (pgs. 10-20):**

* From Spring 2011- Fall 2015 (as of 10/14/15), there have been 11,707 visits to KCLC.
* As of October 14, 2015, there have been 631 visits to KCLC in Fall 2015.
* The three main uses of KCLC are Academic Coaching, Quiet Study and the Computer Lab.
* For the Fall 2015 semester, the busiest hours are 12PM, 1PM, 11AM.
* For Academic Coaching usage, in the Fall 2015 semester, the busiest hours are 9AM, 12PM, 1PM.
* For the Computer Lab usage, in the Fall 2015 semester, the busiest hours are 11AM, 10AM, 1PM.
* For Quiet Study Room usage, in the Fall 2015 semester, the busiest hours are 11AM,1PM,12PM.
* For the Fall 2015 semester, the busiest day was Tuesday and the busiest month was September.

**Fall 2015 Advisement Database (pg. 21):**

* 128 students have been tagged in the Advisement Database as of October 14, 2015.
* 35.9% are Freshmen.
* 9.4% are on Probation.
* Most students have no GPA as they are new students, next highest is 3.0-3.49.

**Intake Summary (pgs. 22-26):**

* From the 76 Fall 2015 student intakes, 26.3% are transfer students, 14.5% are spring admits, and 17.1% are currently on Academic Probation.
* For Fall 2015 semester, 17.1% of students are majoring in Engineering and 14.25% in Accounting/Business.
* For the Fall 2015 semester, the average number of units students are taking is 15.8 with a range from 8-22 units. The average GPA goal is 3.5 with a range from 2.5-4.0.
* Challenges students noted as reasons for coming in for an Intake: 97% study habits, 93% time management, and 80% response to stress.
* 5 sub categories were identified more commonly as challenges:
* Procrastination (52 students)
* Reading (52 students)
* Organization (44 students)
* Test-Taking (39 students)

**Fall 2015 Adobe Connect: Pilot Study (pgs. 27):**

* Pilot study was started with 3 students and 2 academic coaches to test out the Online Coaching Sessions.
* From the observations, there seems to be a high likelihood of distractibility that is not present in face-to-face sessions.
* From interviews, thought online sessions would beneficial as make-up sessions or short check-ins during the week.

**Fall 2015 Feedback Forms and Worksheets (pgs. 27-28):**

* The Fall 2015 semester has seen 225 individual coaching sessions.
  + 90% of sessions have discussed time management, 55% have discussed self-care.
  + The challenges mentioned in sessions: 74% Time Management, 41% Self-care, and 39% Study Skills.
  + 42% of sessions used a Weekly Action Plan, 24% used a Weekly calendar, and 16.5% used a semester calendar during their Sessions.
* The top 5 worksheets used in the office during the Fall 2015 semester: Semester Calendar, To Do Time Estimation, Blank Weekly Action Plan, Study Plan, and Priority Quadrants.

**Fall 2015 Workshops (pgs. 29-30):**

* During the Fall 2015 semester, 4 weekly workshops were offered at the beginning of the semester and then switched to 4 Weekly Drop-In Sessions.

**Spring 2015 Evaluations (pgs. 31-36):**

* 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 4.63 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. 32-36 for student quotes).

**Fall 2015 Mid-Semester Survey (pgs. 37-39):**

* 42 students filled out the survey.
* 17% of students heard about KCLC from an academic advisor, and 27% had been in KCLC before.
* Areas students expected to gain/improve from academic coaching: 93% time management skills, and 69% study strategies.
* 95% of students have felt their Academic Coach was prepared to help them.
* 93% have felt they have had a productive experience.
* 923% of students were satisfied or very satisfied with their academic coach this semester.
* 50% of students are aware of the workshops/Drop-ins that are offered. Time management, Test-Taking, and stress management are the top 3 workshops that students would like to see offered.
  + Wednesday and Thursday afternoons were listed as the top times for workshops.

**Website Updates (pgs. 40):**

* Appointment calendar, Workshop videos and Learning Theory videos were added in Fall 2015.
* Future plans include: Photo tour of Center, updating dissertation and ADHD/LD article list.

**Google Analytics (pgs. 41):**

* Since the website relaunch in November 2014, Google Analytics was installed to track website usage. Since the relaunch through October 14, 2015, there have been 11,828 visits by 8,239 visitors with an average visit of 2 min 14 seconds.
* Majority of visitors are from the United States (94%). Within the United States, 87% are from California.
* Visitors are accessing the website from many platforms including computers, cell phones and tablets. 51% are accessing on a Windows platform and 30% on a Macintosh.
  + Cell phones account for 14.6% of website traffic with 61% using iPhones.
* The 5 most popular website pages: Home page, Tools and Resources, Academic Coach Program, Learning Style Assessments, and Events.

**Discussion**

**Improvements Made Since Last Report**

* Academic Coaching Training
  + Restructured training topics
  + Added in weekly reading assignments to enhance knowledge
  + Addition of 2 MFT Interns to Academic Coaching Team
* Online Academic Coaching
  + Began a small pilot test for student’s interest
* Advisement Database
  + Using system to schedule Intake appointments
  + Academic Advisors can refer directly
  + Students schedule their own appointments using myUSC
* Intakes
  + Made into an electronic format for easier data collection
* Drop-In sessions
  + Will be reformatted as Individual Planning Meetings (IPM) starting November 2nd
  + Will continue to have Drop-In times for students to attend as we transition away from additional new students in the Coaching program
* Website
  + Added Online workshops and learning theory videos
  + Reformatted pages
  + Added MindfulUSC Lab page
* Feedback Forms
  + Reformatted to allow for easier analysis of data
* Computer Lab
  + Updated to USC ITS computer lab with additional software

**Projects in Progress**

* Began testing psychoeducational assessments as part of the Intake
* Hosting weekly Psychoeducational Assessment Seminars
* Quotient Training
* MindfulUSC Lab-5 week sessions: Lab I averaged 25, Lab II has started with 18

**Long-Term Goals**

* Plan out Adobe Connect Sessions
* Expand MFT Interns to 4
* KCLC 5th Year Anniversary Celebration: Fall 2016 semester
* Creativity 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 as of the Fall 2015 semester has serviced 631 individual students (See Table 1). This semester 87 students have enrolled in academic coaching as of October 14, 2015.

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| Table 1. Number of Students Enrolled in the Academic Coaching Program |

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| 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 |
| Fall 2015 | 87 |
| TOTAL | 996 |

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\*\*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 |

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| 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% |
| Fall 2015 | 60 | 69.0% |

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A majority of students, 62.1%, have participated in the coaching program 1 semester; 24.6% 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 |

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| Numbers of SEMESTERS  Enrolled in the Coaching Program | Number of Students |
| 1 | 392 |
| 2 | 155 |
| 3 | 50 |
| 4 | 26 |
| 5 | 3 |
| 6 | 4 |
| 7 | 1 |
| TOTAL | 631 |
| AVERAGE | 1.59 semesters |

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**DISABILITY SERVICES AND PROGRAMS OVERVIEW**

Overall, 39.6% (250 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 27 and 40 percent for subsequent semesters. Of the 250 DSP students, at least 54.3% have been diagnosed with ADHD and 32.2% with a Learning Disability (See Table 5).

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| Table . Students Registered with Disability Services and Programs |
| |  |  |  | | --- | --- | --- | | DSP REGISTERED | Number of Students | Percentage | | ALL | 250 | 39.6% | | 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% | | Fall 2015 | 24 | 27.6% | |

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| Table . DSP Students with ADHD, LD, Anxiety, Depression |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | DSP REGISTERED | Number of Students | ADHD | LD | Anxiety | Depression | | ALL | 366 | 144 | 118 | 55 | 49 | | 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 | 14 | 8 | 2 | 1 | | Spring 2014 | 38 | 20 | 10 | 8 | 5 | | Fall 2014 | 25 | 15 | 6 | 7 | 5 | | Spring 2015 | 31 | 23 | 12 | 5 | 5 | | Fall 2015 | 24 | 14 | 11 | 6 | 6 | |

Of the 24 students registered concurrently with DSP currently, 45.8% have been diagnosed with dual diagnoses, including 4 students with both ADHD and LD (see Table 6).

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| Table . Students Registered with DSP with Dual Diagnoses |

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| Fall 2015 dual diagnosis | Number of Students |
| ADHD+ LD | 3 |
| ADHD+ Anxiety +Depression | 3 |
| ADHD+ Anxiety | 1 |
| ADHD+ LD+ Depression | 1 |
| Anxiety + Depression | 1 |
| TOTAL | 9 |

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**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 Fall 2015 (as of 10/14/15), Chart 1 shows the total number of times the center was visited, according to swipe data.

There have been 631 visits as of 10/14/15 to the KCLC in Fall 2015 semester. The total number of visits to KCLC is 11,707 (See ).

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| Chart 1. Number of Student Visits to KCLC |
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\*figures may reflect increased DSP testing and categorization concerns

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 Fall 2015 (as of 10/14/15). Chart 3, Chart 4, and Chart 5 show the breakdown of each service’s utilization from Spring 2011 until Fall 2015 (as of 10/14/15).

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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 2015 to October 2015 (as of 10/14/15), most students swiped into KCLC during September (386). Across these months, most students came into the center at 12pm (92 students), 1pm (90 students) and 11am (79 students) (See Chart 6). The three main reasons for visiting (Academic Coaching, Computer Lab, and Quiet Study) are disaggregated by month and hour in through Chart 12.

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

For the Fall semester (through 10/14/15), the busiest day in the Center was Tuesday, and the busiest month was September (See Charts 13 and 14).

Chart 13. Total Number of Visits by Day of the Week (through 10/14/15).

Chart 14. Visits per Month by Day of the Week (through 10/14/15).

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

Chart 15. Academic Coaching by Month and Day of the Week (through 10/14/15).

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

Chart 16. Computer Usage by Month and Day of the Week (through 10/14/15).

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

Chart 17. Quiet Study by Month and Day of the Week (through 10/14/15).

**FALL 2015 ADVISEMENT DATABASE**

In the Fall 2015 semester, the Kortschak Center began utilizing the USC Undergraduate Advisement Database to schedule Intake appointments. To use the Database, potential Intake appointment times are entered by full-time staff and academic coaches. Students then request information on how to make an Intake appointment, either on the website, email or in person. From there, students are tagged in the Database as KCLC. Once the students are tagged, they receive an email on how to schedule an Intake appointment and do so using their myUSC homepage. Since students schedule their own appointments, they can change and cancel on their own.

As of October 16, 2015, 128 students have been tagged in the Advisement Database, including 35.9% that are Freshmen (See Table 7).

Table 7. Number of Students by Class Standing that have requested Kortschak Center services using the Advisement Database.

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| **Class Breakdown** | **Number of Students** | **%** |
| **Freshmen** | 46 | 36% |
| **Sophomore** | 33 | 26% |
| **Junior** | 37 | 29% |
| **Senior** | 12 | 9% |
| **TOTAL** | 128 |  |

9.4% (10 students) are currently on Probation and are At-Risk (See Table 8).

Table 8 . Number of Students per Probation/At-Risk Status

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| **Status** | **Number of Students** |
| **NONE** | 49 |
| **OK** | 67 |
| **R1** | 1 |
| **RP** | 1 |
| **Probation Semester 1** | 6 |
| **Probation Semester 2** | 3 |
| **Probation Semester 3** | 1 |

See Table 9 for GPA breakdown. 31.3% of students have no GPA as they are new to the University, and 20.3% have a 3.0-3.49.

Table 9. GPA ranges for students

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| **Cumulative GPA** | **Number of Students** | **%** |
| NONE | 40 | 31.3% |
| 0-1.99 | 12 | 9.4% |
| 2.0-2.49 | 10 | 7.8% |
| 2.5-2.99 | 22 | 17.2% |
| 3.0-3.49 | 26 | 20.3% |
| 3.5-3.99 | 16 | 12.5% |
| 4 | 2 | 1.6% |

**FALL 2015 INTAKES**

Intakes are the first meetings given to students that want to participate in the Academic Coaching Program. From these intake appointments, 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 Fall 2015 semester, there were 76 intakes given by the full-time staff. A majority of Intakes were referred from their Academic Advisor, Academic Support Services, Residential Advisors, and friends.

26.3 % have been transfer students into USC (See Table 10) and 14.5% have been Spring admit students. 5 students (6.6%) are currently on Academic probation.

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| Table 10. Entered USC as a Freshmen or Transfer |
| |  |  | | --- | --- | | Freshmen/Transfers-spring 2015 | Number  of Students | |  |  | | Transfer | 20 | | Spring Admit | 11 | |

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| Table 11. Class Status in for Students Enrolled in the Coaching Program |
| |  |  | | --- | --- | | Class Status  (Fall 2015) | Number of Students | | Freshmen | 25 | | Sophomore | 23 | | Junior | 15 | | Senior | 12 | | Graduate Student | 1 | |

For Fall 2015 semester, 17.1% of students are majoring in Engineering, and 14.5% are majoring in Accounting/Business (See Table 12).

Table 12. Majors for Students in the Academic Coaching Program in Spring 2015 Semester

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| Major-Spring 2015 | Number of Students | Percentage |
| Engineering | 13 | 17.11% |
| Accounting/Business | 11 | 14.47% |
| Biology | 6 | 7.89% |
| Global Health/HP | 4 | 5.26% |
| Psychology/Sociology | 5 | 6.58% |
| Undeclared | 4 | 5.26% |
| Cognitive Science/Neuroscience | 4 | 5.26% |
| Political Science | 4 | 5.26% |
| Communications/Journalism | 4 | 5.26% |
| Arts design | 3 | 3.95% |
| Math | 2 | 2.63% |
| Physics | 2 | 2.63% |
| International relations | 2 | 2.63% |
| Narrative studies | 2 | 2.63% |
| music | 2 | 2.63% |
| Others | 8 | 10.53% |

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| For the Fall 2015 semester, the average number of units students are taking is 15.8 with a range of 8-22 units. The average reporting cumulative GPA goal is 3.15 with a range of 1.9-4.0. The average GPA goal is 3.5 with a range of 2.5-4.0. |

Below are the analyses for the 76 students that completed Intakes in Fall 2015 (as of 10/19/2015). 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 13 and Chart 18).

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| Table 13. Percentage of Students Presenting Each Challenge in Spring 2015 Semester | |
| |  |  |  | | --- | --- | --- | | **Theme** | **Subcategory** | **% of Students Presenting Challenge** | | **Study Habits (97%)** | Attention, Concentration, & Memory | 70% | |  | Reading | 70% | |  | Note-taking | 58% | |  | Test-Taking | 57% | |  | Writing | 41% | | **Time Management (93%)** | Procrastination | 85% | |  | Organization | 76% | |  | Class Attendance | 31% | |  | Assignment Completion | 28% | |  | Punctuality | 23% | | **Self-Care (80%)** | Sleeping Habits | 70% | |  | Emotional Stress | 67% | |  | Eating Habits | 49% | |  | Exercise Habits | 49% | |  | Self-Care | 41% | |

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| Chart 18. Percentage of Student Presenting Challenges in Spring 2015 Semester |
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| Students have the option of choosing 0-5 subcategories challenges. This chart represents the number and percentage of students that chose subcategories. |

Of the 13 sub-categories, five main areas were most frequently presented as common challenges (See Chart 19):

* Procrastination (52 students)
* Reading (52 students)
* Organization (44 students)
* Test-Taking (39 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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**Fall 2015 Feedback Forms**

At the beginning of the Fall 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 Fall 2015 semester has seen 225 individual coaching sessions.

During the academic coaching sessions, 90% of sessions discuss time management concerns, 55% discuss self-care (See Table 15).

Table 15. Topics Discussed in Sessions

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| **Topics Discussed in Sessions** | **Percentage** |
| Time Management | 90 |
| Self-Care | 55 |
| Study Skills | 54 |
| Focus | 37 |
| Goal Setting | 29 |
| Anxiety | 29 |
| Stress Management | 29 |
| Other | 17 |

The challenges mentioned in sessions: 74% Time Management, 41% Self-care, and 39% Study Skills (See Table 16).

Table 16. Challenges Mentioned in Session

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| **Challenges Mentioned in Session** | **Percentage** |
| Time Management | 74 |
| Self-Care | 41 |
| Study Skills | 39 |
| Anxiety | 28 |
| Focus | 25 |
| Stress Management | 24 |
| Goal Setting | 12 |
| Other | 18 |

42% of sessions used a Weekly Action Plan, 28% Semester Calendar, and 24% used a Weekly calendar (See Table 17).

Table 17. Handouts Given/Used

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| **Handouts Given** | **Percentage** |
| Weekly Action Plan | 42 |
| Semester Calendar | 28 |
| Weekly Calendar | 24 |
| To Do list | 24 |
| Exam Study Strategies | 9 |
| Writing Strategies | 8 |
| Syllabus Analysis | 8 |
| Self care Tips | 6 |
| Priority Quadrants | 5 |
| Project Plan | 5 |
| Daily Calendar | 4 |
| Reading Strategies | 3.5 |

**Worksheets**

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

* Semester Calendar
* To Do Time Estimation
* Blank Weekly Action Plan
* Syllabus Analysis
* Priority Quadrants

**Fall 2015 Workshops**

**Get Your Semester Off to a Successful Start!**

Introducing a few Workshops to get your semester started on the right foot. No reservation or RSVP needed. Just stop by the Kortschak Center for Learning and Creativity-STU 311 and check in at the front desk. All sessions last 50 minutes.

**Building Your Semester Calendar: Tuesday at 4PM (8/25 and 9/1)**

Come drop by and get organized for the semester! In this session, we will talk about time management strategies as well as build a semester calendar to keep all of your assignments and exams organized.

The session will take place in STU311 Conference Room.

**Building Your Weekly Schedule: Wednesday at 3PM (8/26 and 9/2)**

Come get organized for the semester! In this session, we will talk about time management strategies as well as build a weekly calendar to get all of your commitments and classes organized.

The session will take place in STU311 Conference Room.

**Establishing Healthy Habits: Thursday at 2PM (8/27 and 9/3)**

Come drop by and get your healthy habits in order at the beginning of the semester. In this session, we will cover self-care topics such as getting enough sleep, fitting in exercise, eating healthy and mindfulness and stress reduction to get you started in a healthy way for the semester.

The session will take place in the STU311 Conference Room.

**What do you need to do this weekend? Prioritizing Your Assignments: Friday at 12PM (8/28 and 9/4)**

Come drop by and get your assignments and homework in order for the weekend. In this session, we will prioritizing your to do list in a way that will help you get everything accomplished over the weekend to start the next week off fresh.

The session will take place in the STU311 Conference Room.

**Drop-In Sessions**

* Tuesday 3-4
* Wednesday 11-12
* Thursday 4-5
* Friday 12-1

**Spring 2015 Evaluations**

At the end of the Spring 2015 semester, KCLC administered an evaluation to students who participated in the Academic Coaching program. 34 students responded. Charts 21 through 23 show the mean agreement level in responses to a list of statements about the KCLC Academic Coaching experience. Table 19 through Table 29 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 19. At Least One Goal Worked on with Academic Coach |

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| **Please list at least one goal you worked on this semester with your AC.** | **# of Times Mentioned** |
| improve grades | 10 |
| Time management | 9 |
| Self care (sleep, less stress, take breaks, positive thinking) | 7 |
| Weekly timeline/schedule/calendar/to do list | 6 |
| Procrastination | 6 |
| Transition to college life | 2 |
| improving writing skills | 1 |
| general "doing well in school" | 1 |
| Prioritize | 1 |

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

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| --- |
| * I've definitely gone to bed earlier this semester and I'm doing well on my exams so I feel hopeful for the 3.6 * No, I'm still working on developing other above listed stratigies, and this goal was a bit difficult to accomplish without better time management skills, etc. * Yes, I have been doing better and better on my exams by relaxing and talking to people before the exam and actually studying ahead of time. |
|

Table 20: Please list 1-2 time management strategies you learned this semester

|  |  |
| --- | --- |
| **Q16: 1-2 Time Management Strategies** | **# of times mentioned** |
| daily/weekly/monthly/semester plan | 15 |
| prioritize | 5 |
| to-do list | 3 |
| leave extra time | 3 |
| Break down study plan | 2 |
| create time log/sheet | 2 |
| canlendar | 2 |
| planner | 2 |
| smart goals | 2 |
| create smart study time | 2 |
| create environment to study | 2 |
| CoPilot | 1 |
| stick to schedule | 1 |
| four quadrant system | 1 |

Table 21: Please list 1-2 procrastination strategies you learned this semester

|  |  |
| --- | --- |
| **Q16: 1-2 Procrastination Strategies** | **# of times mentioned** |
| Plan/Schedule/Calendar | 8 |
| doing things/planning ahead of time | 7 |
| dividing tasks into manageable tasks | 4 |
| stick to schedule | 3 |
| turn off phone | 2 |
| self-control app | 2 |
| Prioritize | 1 |
| checklist | 1 |
| review materials on free time | 1 |
| go to professor office hours to ask questions | 1 |
| start assignment right away | 1 |
| set a timer | 1 |

Table 22: Please list 1-2 note-taking strategies you learned this semester

|  |  |
| --- | --- |
| **1-2 Note-Taking Strategies** | **# of times mentioned** |
| take notes when reading | 3 |
| summarize notes | 3 |
| outline | 2 |
| not use computers | 1 |
| write everything down | 1 |
| review notes before exams | 1 |
| legible handwriting | 1 |
| take notes by recording lecture | 1 |
| two-column notes | 1 |
| smart pen | 1 |
| think positive | 1 |

Table 23: Please list 1-2 writing strategies you learned this semester

|  |  |
| --- | --- |
| **1-2 Writing Strategies** | **# of times mentioned** |
| outline | 7 |
| dividing assignment into manageable parts | 2 |
| draft | 2 |
| leave time for rewriting | 2 |
| start assignment right away | 1 |
| print out slides for class | 1 |
| visit writing center | 1 |
| research before hand | 1 |
| get feedback from people with strong writing skills | 1 |
| write on paper first | 1 |
| plan ahead | 1 |

Table 24: Please list 1-2 reading strategies you learned this semester

|  |  |
| --- | --- |
| **1-2 Reading Strategies** | **# of times mentioned** |
| Active Reading | 8 |
| Break up reading | 3 |
| timer | 2 |
| do it ahead | 2 |
| take notes | 2 |
| read before lecture | 1 |
| kurzweil | 1 |
| schedule | 1 |
| define 5 Ws after reading | 1 |
| annotate | 1 |
| set goals | 1 |

Table 25: Please list 1-2 self-care strategies you learned this semester

|  |  |
| --- | --- |
| **1-2 Self-Care Strategies** | **# of times mentioned** |
| set time to sleep | 11 |
| set up smart goals | 3 |
| exercise | 3 |
| leave time for leisure | 3 |
| yoga/meditation practice | 2 |
| eat breakfast | 2 |
| focus when studying | 1 |
| attend extracurricular activities | 1 |
| plan some time to eat | 1 |
| positive outlook | 1 |
| list out time spending | 1 |

|  |  |
| --- | --- |
| **In what ways have you grown as a result of meeting with your Academic Coach?** | **# of Times Mentioned** |
| Time management | 10 |
| organization | 8 |
| Know personal limits/how not to get stressed/no is not alone | 4 |
| more involved | 3 |
| grades improvement | 2 |
| Lessen anxiety | 1 |
| a better student | 1 |

Quotes:

* I've learned about my academic and personal weaknesses and strengths, and ways to acknowledge and utilize them to my advantage in a healthy way
* I have learned to manage my time better which has helped me to not leave this to the last minute
* I have a better understanding of my academic weaknesses and how to approach them
* I'm studying sooner and more and getting better grades as a result
* I feel I belong to USC more than I did

|  |
| --- |
| Table 27. Most Helpful about Academic Coach |
| |  |  | | --- | --- | | **What did you find most helpful about your Academic Coach?** | **# of Times Mentioned** | | Weekly meetings/check-in/accountability | 8 | | Scheduling/timeline/calendar/color coding | 7 | | approachable | 5 | | Motivation/encouragement/moral support | 5 | | Positive attitude/caring/helpful | 3 | | Handouts/strategies | 1 | | patience, understanding | 1 | | consistency | 1 | |

Quotes:

* “My coach always reached out to me, checked in on me, and wouldn't mind me sending emails about my stress.
* Consistency. No matter how frustrating I must have been for lapsing into old habits, my coach was always supportive of me, offering gentle guidance to get me back on track. Personal emails on occasion made me feel like I had someone at this school who actual cared for my success, which is a huge deal.

|  |
| --- |
| Table 28. Least Helpful about Academic Coach |
| |  |  | | --- | --- | | **What did you find least helpful about your Academic Coach?** | **# of Times Mentioned** | | did not do much homework during session | 2 | | did not get help on study strategies | 1 | | time allocation | 1 | | the survey | 1 | | less advice at the end of semester | 1 | | talk to professors after class or office hours | 1 | | hard to schedule a meeting | 1 | |

|  |
| --- |
| Table 29. How Could Academic Coaches be More Effective |
| |  |  | | --- | --- | | **In what ways could your Academic Coach be more effective?** | **# of Times Mentioned** | | check in between meetings/make sure on the way | 1 | | study skills help | 1 | | Kortschak could offer online worksheets | 1 | | on time | 1 | | more flexible on worksheet | 1 | | more debriefing time about previous week | 1 | | offer more suggestion about anxiety management | 1 | | more discussion time | 1 | | the meeting would be more structured | 1 | | improve the quality of students' work | 1 | |

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:

* Wish to continue to work with the same AC: He's really helped me out this year and I hope I can work with him next year too!
* Keep Kortschak’ s funding: I love the Kortschak center. Do not ever let USC cut Kortschak's funding.
* Let more people know: Great program/resource, but maybe get the name out more?

**Fall 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 Fall 2015 mid-semester survey, 42 students filled out the survey.

27% of students had been to KCLC before and 17% from an academic advisor. (See Chart 24).

Chart 24. How did you hear about the KCLC?

93% expected to gain/improve time management skills, and 69% study strategies from academic coaching (See Table 30).

Table 30. What did you expect to Gain/Improve from the Academic Coaching Program? (Select all that Apply)

|  |  |
| --- | --- |
| **Area of Improvement** | **Percentage** |
| Time Management | 93.0% |
| Study Strategies | 69.0% |
| Stress Management | 64.0% |
| Goal Setting | 55.0% |
| Test-Taking | 43.0% |
| Self-Care | 40.0% |
| Note-Taking | 38.0% |

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?

86% have used Weekly Action Plan, and 69% have used a calendar (See Table 31).

Table 31. 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 | 86.0% |
| Calendar | 69.0% |
| Handout | 38.0% |
| Interactive Worksheet | 33.0% |
| Apps (for computer, iPhone, Tablet, iPad, Android, etc.) | 19.0% |
| Other | 5.0% |

95% of students have felt their Academic Coach was prepared to help them. 93% have felt they have had a productive experience. 83% of student were satisfied or very satisfied with their academic coach this semester.

12% feel that they could benefit from more frequent meetings with their coach, 12% could benefit from having more walk-in hours, and 7% could benefit from longer sessions.

50% of students are aware of the workshops that are offered. Time management, Test taking strategies, and Stress management are the top 3 workshops that students would like to see (See Table 32).

Table 32. What topics would be most beneficial for you in a workshop?

|  |  |
| --- | --- |
| **Topics** | **Number** |
| Time management | 16 |
| Test-taking Strategies | 8 |
| stress management | 5 |
| Note taking | 4 |
| Health, Goals, Career Advice, Prioritization | 1 each |

When students were asked what time would work best for workshops, Thursday, Wednesday, and Friday 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-Fall 2015:**

* Appointment calendar
* Additional workshop videos using Voicethread
* Learning Theory Videos
* Pictures on Website
* Mindful USC Lab on Wednesdays 5:30-6:30

**Future:**

* Photo Tour of Center
* Updated Dissertation listings
* Updated ADHD/LD Article list
* Captioning on Videos
* 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 October 19, 2015, there have been 11,828 visits by 8,231 visitors with an average visit of 2 min 14 seconds (See Table 33).

Table 33. 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 |
| August | 1161 | 834 | 3391 | 2.92 | 2:49 | 64% | 53% |
| September | 1266 | 812 | 3474 | 2.74 | 3:20 | 56% | 53% |
| October | 713 | 473 | 1849 | 2.59 | 2:54 | 55% | 54% |
| TOTAL | 3140 | 2119 | 8714 | 2.75 | 3:01 | 58.2% | 53.5% |

*\*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*

For this semester, the majority of visitors are from the United States (94%). Within the United States, 87% are from California. The top 5 states behind California are: New York, Texas, Illinois, Arizona and Florida.

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

Visitors are accessing the website from many platforms including computers, and portable devices. 51% are accessing on a Windows platform and 30% on a Macintosh. For Browsers, 55% are using Google Chrome, and 24% are using Safari. Cell phones account for 14.6% of website traffic. From mobile traffic, 61% are using iPhones and 13% 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. 62% of users start from there and 48% also leave from there (See Table 34).

Table 34. 5 Most Popular Website Pages for the KCLC

|  |  |
| --- | --- |
| 5 most popular pages | Percentage Visiting |
| Home page | 30% |
| Tools and Resources | 14% |
| Academic Coach Program | 6% |
| Learning Style Assessments | 3% |
| Events | 3% |