

Spring 2011-Spring 2016

4/1/2016

**2016**

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 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 Spring 2016 semester has seen 145 students come through the coaching program.
* A majority of students, 63.8%, have participated in the coaching program for only 1 semester; 23.6% for 2 semesters.
  + 66.9% (97 students) of the Spring 2016 coaching students are new to the coaching program.
  + The average number of semesters students have participated in the coaching program is 1.57.

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

* Overall, 37.7% (275 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP).
  + Of the 275 DSP students, at least 51.1% have been diagnosed with ADHD and 23.3% with a Learning Disability.
* For the Spring 2016 semester, 29.7% (43 students) enrolled in Academic Coaching are concurrently registered with DSP.
  + Of the 43 students registered concurrently with DSP, 46.5% have been diagnosed with dual diagnoses, including 4 students with both ADHD and LD.

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

* From Spring 2011- Spring 2016 (as of 3/11/16), there have been 12,963 visits to KCLC.
* As of March 11, 2016, there have been 1231 visits to KCLC in Spring 2016.
* For the Spring 2016 semester, the busiest hours are 10AM, 1PM, 12PM.
* For Academic Coaching usage in the Spring 2016 semester, the busiest hours are 10AM, 1PM, and 12PM.
* For the Computer Lab usage in the Spring 2016 semester, the busiest hours are 10AM, 9 AM, 11 AM.
* For Quiet Study Room usage in the Spring 2016 semester, the busiest hours are 10 AM, 12 PM, 11 AM.
* For the Spring 2016 semester, the busiest day was Wednesday and the busiest month was February.

**Spring 2016 Advisement Database (pg. 21-22):**

* 257 students have been tagged in the Advisement Database as of March 11, 2016 to allow for scheduling Intake appointments.
* 25% are Freshmen.
* 7.8% are on Probation.
* Most students have a cumulative GPA of 3.0-3.49 (30%), the next most is 2.5-2.99 (29.9%).

**Intake Summary (pgs. 23-25):**

* From the 96 Spring 2016 student intakes, 36.5% are transfer students, 21.9% are spring admits, and 14% are currently on Academic Probation.
* For Spring 2016 semester, 14% are in Accounting/Business, and 8% are in Engineering.
* For the Spring 2016 semester, the average number of units students are taking is 15.8 with a range from 8-20 units. The average GPA goal is 3.5 with a range from 2.0-4.0.
* Challenges students noted as reasons for coming in for an Intake: 95% time management, 93% study habits, and 79% Self-Care.
* 5 sub categories were identified more commonly as challenges:
* Procrastination (77 students)
* Organization (68 students)
* Reading (59 students)
* Attention (59 students)
* Test-Taking (53 students)
* Sleeping (51 students)

**Spring 2016 Feedback Forms and Worksheets (pgs. 26-27):**

* The Spring 2016 semester has seen 515 individual coaching sessions.
  + 62% of sessions have discussed time management: scheduling, 52% have discussed time management: organization, and 41% time management: prioritization.
  + The challenges mentioned in sessions: 37% Time Management: Scheduling, 34% Time Management: Procrastination, and 33% Time Management: Prioritization
  + The top 4 worksheets used in the office during the Spring 2016 semester: Semester Calendar, Blank Weekly Action Plan, Weekly Calendar, Syllabus Analysis

**Spring 2016 Worksheets and Walk-In Sessions (pg. 27):**

* During the Spring 2016 semester, 4 Weekly Walk-In Sessions were added.

**Fall 2015 Evaluations (pgs. 28-33):**

* 38 students completed the Fall 2015 evaluations.
* When students were asked if a series of positive attributes and behaviors described their Academic Coach, the mean scores on a 5 point scale ranged from 4.57 to 5.
* Students most commonly listed stress management, time management, organization, and academic confidence as ways they have grown as a result of academic coaching (See pgs. 29-33 for student quotes).

**Spring 2016 Mid-Semester Survey (pgs. 34-38):**

* 101 students filled out the survey.
* 28% of students heard about KCLC from an academic advisor, and 22% had been in KCLC before.
* Areas students expected to gain/improve from academic coaching: 94% time management skills, and 61% study strategies.
* 98% of students have felt their Academic Coach was prepared to help them.
* 98% have felt they have had a productive experience.
* 91% of students were satisfied or very satisfied with their academic coach this semester.
* 37% 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.
  + Friday, Monday, and Wednesday were listed as the top times for workshops.
* 55% of students said they may be interested in online coaching, 34% said they definitely would be interested in online academic coaching.
* 66% said that online academic coaching would be good for a make-up session
  + 59% thought it would be helpful when they were sick
  + 54% thought it would be helpful as a check-in during Finals Week
* Sunday, Friday and Saturday were the most popular days for potential online coaching

**Website Updates (pgs. 39):**

* Workshop Link on Front Page, MFT Internship page, Fieldwork Page, and Updated articles for Current LD/ADHD Research were added in Spring 2016.
* Future plans include: Photo tour of Center, updating dissertation and captioning on videos.

**Google Analytics (pgs. 40):**

* For the Spring semester through March 21, 2016, there have been 3,304 visits from 2,085 visitors for an average of 2 minutes and 40 seconds.
* Majority of visitors are from the United States (90.8%). Within the United States, 85.6% are from California.
* Visitors are accessing the website from many platforms including computers, cell phones and tablets. 47.5% are accessing on a Windows platform and 34% on a Macintosh.
  + Cell phones account for 19% of website traffic with 66.7% using iPhones.
* The 5 most popular website pages: Home page, Tools and Resources, Academic Coach Program, Workshops and About the Kortschak Center Team.

**Discussion**

**Reasons for the Higher Student Traffic in Spring 2016 Semester**

* MFT Interns seeing students
* Utilizing the Advisement Database for appointments
* Outreach to Academic Advisors and other groups for potential characteristics of students that would benefit from KCLC services

**Improvements Made Since Last Report**

* Academic Coaching Training
  + Added Weekly Case Presentation to Monday Meeting
  + Introduced new readings to Monday curriculum
  + Introduced more guest speakers and lectures for Spring training and Monday Morning Meeting
* Intakes
  + Made into an electronic format for easier data collection
  + MFT interns and Post-Doc doing most of the Intakes
* Session Name Changes
  + Changed Drop-Ins to Walk-In Session
  + Changed name of Individualized Planning Meetings to One-Time Planning Meetings
* Website
  + Added MFT Interns and Fieldwork Pages
  + Updating Workshop videos by the end of the semester
* Feedback Forms
  + Shortened form for easier use
* Computer Lab
  + Updated to USC ITS computer lab with additional software

**Projects in Progress**

* MFTs are starting psychoeducational assessments for students in Academic Coaching
* Have 3 new MFT Interns that will start in May 2016
* Quotient Training-Post-Doc is in contact with SAAS to get additional information
* MindWare-new Mind Mapping software
* MindfulUSC Lab-5 week sessions: Lab I averaged 25

**Long-Term Goals**

* Reorganizing the Computer Lab to increase student use
* KCLC 5th Year Anniversary Celebration: Spring 2017 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 2016 semester has serviced 729 individual students (See Table 1). This semester 145 students have enrolled in academic coaching as of March 11, 2016.

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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 |
| Spring 2016 | 145 |

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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% |
| Spring 2016 | 145 | 66.9% |

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A majority of students, 63.8%, have participated in the coaching program 1 semester; 23.6% 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 |

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| Numbers of SEMESTERS  Enrolled in the Coaching Program | Number of Students |
| 1 | 465 |
| 2 | 172 |
| 3 | 47 |
| 4 | 34 |
| 5 | 6 |
| 6 | 4 |
| 7 | 1 |
| TOTAL | 729 |
| AVERAGE | 1.57 semesters |

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**DISABILITY SERVICES AND PROGRAMS OVERVIEW**

Overall, 37.7% (275 students) of students enrolled in the academic coaching program have been concurrently registered with Disability Services and Programs (DSP) (See Table 4).

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 42 percent for subsequent semesters. Of the 250 DSP students, at least 51.6% have been diagnosed with ADHD and 26.5% 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 | 275 | 37.7% | | 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 | 44 | 41.5% | | Fall 2014 | 25 | 30.9% | | Spring 2015 | 31 | 36.5% | | Fall 2015 | 24 | 27.6% | | Spring 2016 | 43 | 29.7% | |

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| Table 5. DSP Students with ADHD, LD, Anxiety, Depression |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | DSP REGISTERED | Number of Students | ADHD | LD | Anxiety | Depression | | ALL | 275 | 142 | 73 | 56 | 36 | | 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 | | Spring 2016 | 43 | 23 | 10 | 14 | 9 | |

Of the 43 students registered concurrently with DSP currently, 46.5% 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 |

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| Spring 2016 dual diagnosis | Number of Students |
| ADHD+ LD | 4 |
| ADHD+ Anxiety +Depression | 4 |
| ADHD+ Anxiety | 3 |
| ADHD+ LD+ Anxiety + Depression | 2 |
| Anxiety + Depression | 1 |
| TOTAL | 14 |

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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 Spring 2016 (as of 3/11/16), Chart 1 shows the total number of times the center was visited, according to swipe data.

There have been 1231 visits as of 3/11/16 to the KCLC in Spring 2016 semester. The total number of visits to KCLC is 12,963 (See Chart 1).

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| Chart 1. Number of Student Visits to KCLC |
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*\*figures may not accurately reflect correct categorization and increased DSP testing*

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 2016 (as of 03/11/16). Chart 3, Chart 4, and Chart 5 show the breakdown of each service’s utilization from Spring 2011 until Spring 2016 (as of as of 03/11/16).

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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 January to March 2016 (as of 03/11/16), most students swiped into KCLC during February (672). Across these months, most students came into the center at 10 AM (238 students), 1 AM (179 students) and 12 PM (175 students) (See Chart 6). The three main reasons for visiting (Academic Coaching, Computer Lab, and Quiet Study) are disaggregated by month and hour in Chart 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  (January 2016 to March 2016) |
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| Chart 8. Swipe Data by Hour for Academic Coaching Visits  (January 2016 to March 2016) |
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| Chart 9. Swipe Data by Month and Hour for Computer Lab Visits  (January 2016 to March 2016) |
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| Chart 10. Swipe Data by Hour for Computer Lab Visits  (January 2016 to March 2016) |
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| Chart 11. Swipe Data by Month and Hour for Study Visits (January 2016 to March 2016) |
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| Chart 12. Swipe Data by Hour for Study Visits (January 2016 to March 2016) |
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**Day of Week/Month Usage**

For the Spring semester (as of 3/11/2016), the busiest day in the Center was Wednesday, and the busiest month was February (See Charts 13 and 14).

Chart 13. Total Number of Visits by Day of the Week (as of 3/11/2016).

Chart 14. Visits per Month by Day of the of the Week (as of 3/11/2016).

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

Chart 15. Academic Coaching by Month and Day of the Week (as of 3/11/2016).

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

Chart 16. Computer Usage by Month and Day of the Week (as of 3/11/2016).

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 (as of 3/11/2016).

**SPRING 2016 ADVISEMENT DATABASE**

In the Spring 2016 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 with\ KCLC. Once the students are tagged, they receive an email on how to schedule an Intake appointment and do so using their myUSC page. Since students schedule their own appointments, they can change and cancel on their own.

As of March 11, 2016, 257 students have been tagged in the Advisement Database, including 25.3% that are Freshmen (See Table 7). This is a 49.8% increase from last semester for the number of students tagged.

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 | 65 | 25% |
| Sophomore | 66 | 26% |
| Junior | 81 | 32% |
| Senior | 45 | 18% |
| TOTAL | 257 |  |

7.8% (20 students) are currently on Probation and are At-Risk (See Table 8).

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

|  |  |
| --- | --- |
| Status | Number of Students |
| NONE | 10 |
| OK | 220 |
| R1 | 6 |
| D3 | 1 |
| Probation Semester 1 | 14 |
| Probation Semester 2 | 4 |
| Probation Semester 3 | 2 |

See Table 9 for GPA breakdown. 30% of students have a GPA of 3.0-3.49, and 29.9% have a 2.5-2.99.

Table 9. GPA ranges for students

|  |  |  |
| --- | --- | --- |
| Cumulative GPA | Number of Students | % |
| NONE | 10 | 3.89% |
| 0-1.99 | 21 | 8.10% |
| 2.0-2.49 | 35 | 13.60% |
| 2.5-2.99 | 64 | 29.90% |
| 3.0-3.49 | 77 | 30.00% |
| 3.5-3.99 | 47 | 18.30% |
| 4 | 3 | 1.20% |

**SPRING 2016 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 Spring 2016 semester, there were 96 intakes given by the staff. A majority of Intakes were referred from their Academic Advisor, Academic Support Services, and friends.

36.5 % have been transfer students into USC (See Table 10) and 21.9% have been Spring admit students. 13 students (14%) are currently on Academic probation.

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| Table 10. Entered USC as a Freshmen or Transfer | |  | Table 11. Class Status in for Students Enrolled in the Coaching Program | |
| Freshmen/Transfers-spring 2016 | Number |  | Class Status | Number of Students |
| of Students |  | (Spring 2016) |
| **Transfer** | 35 |  | **Freshmen** | 29 |
| **Spring Admit** | 21 |  | **Sophomore** | 34 |
|  |  |  | **Junior** | 22 |
|  |  |  | **Senior** | 11 |

For Spring 2016 semester, 14% are majoring in Accounting/Business, 8% are majoring in Engineering, 6% are Undeclared, and 44% are Other (See Table 12).

Table 12. Majors for Students in the Academic Coaching Program in Spring 2016 Semester

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| Major-Spring 2016 | Number of Students | Percentage |
| Accounting/Business | 13 | 14% |
| Engineering | 8 | 8% |
| Undeclared | 6 | 6% |
| International Relations | 5 | 5% |
| Psychology/Sociology | 4 | 4% |
| Communications/Journalism | 4 | 4% |
| Biology | 4 | 4% |
| Global Health | 3 | 3% |
| Cognitive Science/Neuroscience | 3 | 3% |
| Arts Design | 3 | 3% |
| Political Science | 2 | 2% |
| Math | 2 | 2% |
| Other | 42 | 44% |

For the Spring 2016 semester, the average number of units students are taking is 15.8 with a range of 8-20 units. The average reporting cumulative GPA goal is 2.88 with a range of 1.9-4.0. The average GPA goal is 3.5 with a range of 2.0-4.0.

Below are the analyses for the 96 students that completed Intakes in Spring 2016 (as of 3/11/2016). 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).

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| Table 13. Percentage of Students Presenting Each Challenge in Spring 2016 Semester |

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| --- | --- | --- |
| Theme | Subcategory | % of Students Presenting Challenge |
| Time Management (95%) | Procrastination | 82% |
| Organization | 72% |
| Assignment Completion | 35% |
| Class Attendance | 26% |
| Punctuality | 21% |
| Study Habits (93%) | Attention, Concentration, & Memory | 62% |
| Reading | 62% |
| Test-taking | 56% |
| Note-Taking | 46% |
| Writing | 33% |
| Self-Care (79%) | Sleeping Habits | 57% |
| Emotional Stress | 54% |
| Exercise Habits | 51% |
| Self-Care | 48% |
| Eating Habits | 38% |

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| Of the 13 sub-categories, six main areas were most frequently presented as common challenges:   * Procrastination (77 students) * Organization (68 students) * Reading (59 students) * Attention (59 students) * Test-Taking (53 students) * Sleeping (51 students) |

In addition to understanding what challenges to target through academic coaching, referrals are given to students for additional campus resources. During the Spring 2016 Intakes, 42 referrals were made including for Writing Center, Counseling Center, OT Faculty Practice, Tutoring and other specific resources to meet students’ needs (See Chart 18).

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| Chart 18. Number of Students Referred to Each Resource in Spring 2016 Semester |
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**Spring 2016 Feedback Forms**

At the beginning of the Spring 2016 semester, the feedback forms that are used after individual academic coaching sessions was modified to gather more information and also make reporting data easier. As of March 11, 2016, the Spring 2016 semester has seen 515 individual coaching sessions.

During the academic coaching sessions, 62% of sessions discuss time management scheduling concerns, 52% discuss time management organization, and 41% discuss time management prioritization (See Table 14).

Table 14. Topics Discussed in Sessions

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| --- | --- |
| **Topics Discussed in Sessions** | **Percentage** |
| **Time Management: Scheduling** | 62% |
| **Time Management: Organization** | 52% |
| **Time Management: Prioritization** | 41% |
| **Focus** | 33% |
| **Self-Care: Sleep** | 31% |
| **Anxiety** | 28% |
| **Time Management: Procrastination** | 27% |
| **Stress Management** | 22% |

The challenges mentioned in sessions: 37% Time Management: Scheduling, 34% Time Management: Procrastination, and 33% Time Management: Prioritization (See Table 15).

Table 15. Challenges Mentioned in Session

|  |  |
| --- | --- |
| **Challenges Mentioned in Session** | **Percentage** |
| **Time Management: Scheduling** | 37% |
| **Time Management: Procrastination** | 34% |
| **Time Management: Prioritization** | 33% |
| **Self-Care: Sleep** | 30% |
| **Time Management: Organization** | 24% |
| **Stress Management** | 21% |
| **Focus** | 21% |
| **Anxiety** | 21% |
| **Test Anxiety** | 20% |
| **Other** | 23% |

43% of sessions used a Weekly Action Plan, 18% used a Semester calendar, and 18% Weekly Action Plan (See Table 16).

Table 16. Handouts Given/Used

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| --- | --- |
| **Handouts Given** | **Percentage** |
| **Weekly Calendar** | 43% |
| **Semester Calendar** | 18% |
| **Weekly Action Plan** | 18% |
| **To Do list** | 13% |
| **8 Day Study Plan** | 8% |
| **Syllabus Analysis** | 5% |
| **Priority Quadrants** | 4% |
| **One Week Study Plan** | 4% |
| **Study Plan Steps** | 4% |

**Worksheets**

The top 4 worksheets used in the office during the Spring 2016 semester:

* Semester Calendar
* Blank Weekly Action Plan
* Weekly Calendar
* Syllabus Analysis

**Walk-In Sessions**

* Tuesday 2-3
* Wednesday 3-4
* Thursday 3-4
* Friday 12-1

**Fall 2015 Academic Coaching Evaluations**

At the end of the Fall 2015 semester, KCLC administered an evaluation to students who participated in the Academic Coaching program. 38 students responded. Charts 19 through 21 show the mean agreement level in responses to a list of statements about the KCLC Academic Coaching experience. Table 18 through Table 27 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 19. "My Academic Coach" Evaluation |
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| Chart 20. "Because of the Academic Coach Program" Evaluation |
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| Table 17. 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 Academic Coach.** | **# of Times Mentioned** |
| Time management | 9 |
| Study strategies (go to the library, talk to professors, study groups, active reading) | 6 |
| Improve grades | 6 |
| Procrastination | 5 |
| Organization | 5 |
| Self-care (sleep, less stress, take breaks, positive thinking) | 2 |
| Chunking assignments | 2 |
| Reading strategies | 2 |
| Weekly timeline/schedule/calendar/to do list | 1 |
| Note-taking strategies | 1 |
| Career development | 1 |
| Test preparation | 1 |

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| Chart 21. Goal Accomplishment-Do You Feel you accomplished this goal? |
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Quotes:

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| * Yes, I do. It helped set a strong foundation at the beginning of the semester and now to finish the semester strong. Helped me find internships that meet my interests and will work on applying for them over the winter break. * No, but not through any fault of my coach. It was a difficult semester, and my coach helped me pull through. * Slightly, haven't had enough time with it yet |
|

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

|  |  |
| --- | --- |
| 1-2 Time Management Strategies | # of times mentioned |
| Calendar and planner | 16 |
| To-do list | 8 |
| Plan ahead | 8 |
| Prioritize | 4 |
| Time table | 2 |
| Breaking up assignments | 2 |
| Measuring time | 2 |

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

|  |  |
| --- | --- |
| 1-2 Time Procrastination Strategies | # of times mentioned |
| Schedule or plan | 7 |
| Take breaks | 6 |
| Prioritize | 5 |
| Push to start | 4 |
| Put distractions away | 3 |
| Set goals | 2 |
| Timer | 1 |
| Turn off cellphone | 1 |

Table 20: Please list 1-2 note-taking strategies you learned this semester

|  |  |
| --- | --- |
| 1-2 Note-Taking Strategies | # of times mentioned |
| Key words or key points | 6 |
| High light | 2 |
| Recording lecture | 2 |
| Use symbols | 2 |
| Bullets and paragraphs | 1 |
| Note taker | 1 |
| Review slides before class | 1 |
| Making outline after class | 1 |
| Audio notes | 1 |
| Take notes while reading | 1 |
| Summarize and rewrite notes | 1 |
| Read notes before next class | 1 |

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

|  |  |
| --- | --- |
| 1-2 Writing Strategies | # of times mentioned |
| Outline | 6 |
| Writing center | 2 |
| Write a draft | 2 |
| Brain storm | 2 |
| Research before writing | 1 |
| Review the paper before submitting | 1 |
| Rewrite | 1 |

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

|  |  |
| --- | --- |
| 1-2 Reading Strategies | # of times mentioned |
| Skimming | 5 |
| Take notes | 3 |
| Key points | 2 |
| High light | 2 |
| Break into small pieces | 2 |
| Ask myself questions | 2 |
| Summarize | 1 |
| Read lecture slides before reading textbooks | 1 |
| Read summaries first | 1 |
| Focus on main ideas | 1 |
| Read aloud | 1 |
| take breaks | 1 |
| Read over material again | 1 |

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

|  |  |
| --- | --- |
| 1-2 Self-Care Strategies | # of times mentioned |
| Exercise | 9 |
| Sleep well | 9 |
| Take breaks | 8 |
| Mindfulness practice | 4 |
| Eat well | 3 |
| Schedule time for relax and enjoyable things | 3 |
| Self-reward after finishing homework | 2 |
| Calm.com | 2 |
| Taking vitamin | 1 |
| Focus on what your body needs | 1 |
| Outdoor | 1 |

Table 24: What Ways Have You Grown

|  |  |
| --- | --- |
| In what ways have you grown as a result of meeting with your Academic Coach? | # of Times Mentioned |
| Know personal limits/how not to get stressed/no is not alone | 10 |
| Time management | 9 |
| organization | 7 |
| Confidence | 4 |
| Planning and effectiveness | 4 |
| Lessen anxiety | 2 |
| Balance study and other activity | 2 |
| Adjustment to college life | 2 |
| Study strategy & Test preparation | 2 |

Quotes:

* I feel more prepared for next semester because I know what works and doesn't work for me when I study and keeping in mind time, by timing myself when I do tasks helps me a lot because it gives me the incentive to get work done
* I'm more comfortable with talking about my focus issues, and I have a better idea of where to focus to improve.

|  |
| --- |
| Table 25. Most Helpful about Academic Coach |

|  |  |
| --- | --- |
| What did you find most helpful about your Academic Coach? | # of Times Mentioned |
| Scheduling/timeline/calendar/color coding | 11 |
| Positive attitude/caring/helpful | 10 |
| Kind, and easy to talk to | 10 |
| Motivation/encouragement/moral support | 8 |
| Study skills | 6 |
| Goal setting | 2 |
| Weekly meetings/checkin/accountability | 1 |
| Knowledgeable about campus resources | 1 |

|  |
| --- |
|  |

Quotes:

* She is always willing to work on what you want to work on and also keeps me on check with deadlines and what I should prioritize and tells me that I also need to relax which is nice to hear.
* She was very encouraging and she always wanted to be realistic about setting goals, which helped me to set more accurate goals.
* She became an integral part of my support system during a difficult semester. She was so encouraging and wasn't afraid to ask clarifying questions when I felt overwhelmed. She kept me accountable for following the action plans we set together. She is not only an excellent coach, but also a role model with her positive, hardworking, and determined spirit. I'm very thankful for her and the Kortschak center.

|  |
| --- |
| Table 26. Least Helpful about Academic Coach |

|  |  |
| --- | --- |
| What did you find least helpful about your Academic Coach? | # of Times Mentioned |
| Nothing | 12 |
| Need more information about campus resources | 3 |
| personal depression or stress | 2 |
| Goal setting or schedule not proper | 2 |
| Want to try something new | 2 |
| Changing the weekly tasks every week | 1 |
| No need to meet when there's nothing due | 1 |
| AC not having enough understanding about the study material | 1 |
| Need more time to meet | 1 |
| Need seclusion | 1 |
| Need to learn more study strategies | 1 |

|  |
| --- |
|  |

|  |
| --- |
| Table 27. How Could Academic Coaches be More Effective |

|  |  |
| --- | --- |
| In what ways could your Academic Coach be more effective? | # of Times Mentioned |
| Nothing | 14 |
| More study skills | 3 |
| more resourceful | 2 |
| Have more knowledge about the study material | 1 |
| have more workshop such as planning, and stress management | 1 |
| Help with stress and emotional management | 1 |
| more personal experiences | 1 |
| more checking up throughout the week | 1 |
| More sessions to meet | 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 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?

**Spring 2016 Mid-Semester Survey**

The Mid-semester survey is used to gather information on why students are participating in the academic coaching and gather more information on potential workshop times. For the Spring 2016 mid-semester survey, 101 students filled out the survey.

28% of students are from an academic advisor, and 22% had been to KCLC before. (See Chart 22).

Chart 22. How did you hear about the KCLC?

94% expected to gain/improve time management skills, and 61% study strategies from academic coaching (See Table 28).

Table 28. What did you expect to Gain/Improve from the Academic Coaching Program? (Select all that Apply)

|  |  |
| --- | --- |
| Area of Improvement | Percentage |
| Time Management | 94.0% |
| Study Strategies | 61.0% |
| Stress Management | 54.0% |
| Goal Setting | 45.0% |
| Test-Taking | 41.0% |
| Self-Care | 39.0% |
| Note-Taking | 21.0% |

73% of students had not received prior assistance before coming to KCLC (See Chart 23).

Chart 23. Have you ever Received Assistance in any of these area prior to visiting the KCLC?

89% have used Weekly Action Plan, and 75% have used a calendar (See Table 29).

Table 29. 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 | 89.0% |
| Calendar | 75.0% |
| Handout | 32.0% |
| Interactive Worksheet | 24.0% |
| Apps (for computer, iPhone, Tablet, iPad, Android, etc.) | 13.0% |
| Other | 7.0% |

98% of students have felt their Academic Coach was prepared to help them. 98% have felt they have had a productive experience. 91% of student were satisfied or very satisfied with their academic coach this semester.

7% feel that they could benefit from more frequent meetings with their coach, 16% could benefit from having more walk-in hours, and 18% could benefit from longer sessions.

37% of students are aware of the Walk-In Sessions that are offered. Study Strategies, Time management, Self-care are the top 3 workshops that students would like to see (See Table 30).

Table 30. What topics would be most beneficial for you in a workshop?

|  |  |
| --- | --- |
| Topics | Number |
| Study Strategies | 28 |
| Time management | 25 |
| Self-care | 10 |
| Goal setting | 2 |

When students were asked what time would work best for workshops, Monday, Friday and Wednesday were listed as the top times (See Chart 24).

Chart 24. Time that would work best for workshops.

As part of the mid-semester survey, the students were asked questions about the potential of online coaching. 34% said they would be interested, and 55% said they may be interested in it (See Table 31).

Table 31. Is online coaching something you would potentially consider in the future?

|  |  |
| --- | --- |
| Is this something you would potentially consider in the future? | |
| Yes | 34% |
| No, because | 11% |
| Maybe | 55% |

66% thought it would be good for a make-up session, 59% thought it would be good for when they are sick, and 54% thought it would be helpful as a check-in during Finals week (See Table 32).

Table 32. When do you believe online coaching would be helpful?

|  |  |  |
| --- | --- | --- |
| **When do you believe online coaching would be helpful?** | **Response** | **Percentage** |
| **Make-up session** | 64 | 66% |
| **When sick** | 57 | 59% |
| **Check in - During Finals Week** | 52 | 54% |
| **While traveling** | 47 | 48% |
| **Check in -- Mid-week** | 41 | 42% |
| **Workshops** | 20 | 21% |
| **Drop-in sessions** | 16 | 16% |
| **Other** | 0 | 0% |

Sunday, Friday and Saturday were the most popular options for potential days for online coaching. For the chart, the darker blue the square is, the more students that said it was a time they would like to have online academic coaching. (See Table 33).

Table 33. What days and times would you most like to have online coaching?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What days and times would you most like to have online coaching?** | **Early morning (9am - 11: 59am)** | **Afternoon (12:00pm - 3:29pm)** | **Late Afternoon (3:30pm - 5:59pm)** | **Evening (6:00pm - 10:00 pm)** | **Total Responses** |
| **Sunday** | 21 | 29 | 36 | 42 | 128 |
| **Monday** | 17 | 15 | 22 | 36 | 90 |
| **Tuesday** | 15 | 20 | 17 | 39 | 91 |
| **Wednesday** | 10 | 10 | 23 | 36 | 79 |
| **Thursday** | 9 | 15 | 18 | 36 | 78 |
| **Friday** | 16 | 22 | 28 | 31 | 97 |
| **Saturday** | 18 | 23 | 28 | 27 | 96 |

Time Management, Prioritization and Procrastination were the most popular topics to be tackled in online academic coaching (see Table 34).

Table 34. What are some potential topics you would like to discuss in online coaching?

|  |  |  |
| --- | --- | --- |
| **What are some potential topics you would like to discuss in online coaching?** | **Response** | **Percentage** |
| **Time Management** | 72 | 76% |
| **Priorization** | 59 | 62% |
| **Procrastination** | 59 | 62% |
| **Scheduling** | 52 | 55% |
| **Study Skills** | 47 | 49% |
| **Focus** | 46 | 48% |
| **Organization** | 40 | 42% |
| **Goal-Setting** | 40 | 42% |
| **Test Anxiety** | 37 | 39% |
| **Self-Care** | 32 | 34% |
| **Anxiety** | 31 | 33% |
| **Sleeping Habits** | 31 | 33% |
| **Reading Strategies** | 29 | 31% |
| **Note-taking Skills** | 24 | 25% |
| **Writing Strategies** | 23 | 24% |
| **Exercise Habits** | 22 | 23% |
| **Writing Anxiety** | 20 | 21% |
| **Eating Habits** | 19 | 20% |
| **None** | 0 | 0% |
| **Other** | 0 | 0% |

**Website Updates**

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

**Updates-Spring 2016:**

* Workshops Link on front page
* New MFT interns page with information
* New fieldwork page with form to fill out
* Updated articles under current ADHD and LD research
* Updated workshops videos

**Future:**

* Welcome Video
* Photo Tour of Center
* Updated Dissertation listings
* Captioning on 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, including a bot filter, was installed to be able to track website usage. From January 2016 to March 21, 2016, there have been 3,304 visits by 2,085 visitors with an average visit of 2 min 40 seconds (See Table 35).

Table 35. Statistics on Visits to the KCLC Website

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Month | Monthly Visits | Monthly Users | Monthly Page Views | Average pages per session | average length of session | New sessions | Bounce Rate |
| January | 1450 | 1004 | 3459 | 2.39 | 2:41 | 59% | 58% |
| February | 1220 | 778 | 2883 | 2.36 | 2:48 | 54% | 55% |
| March | 634 | 446 | 1418 | 2.24 | 2:22 | 56% | 58% |
| TOTAL | 3304 | 2085 | 7760 | 2.35 | 2:40 | 56.36% | 56.63% |

*\*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 (90.83%). Within the United States, 85.6% are from California. The top five states behind California are Texas, New York, Massachusetts, Illinois, and Florida.

For visitors outside of the United States, the top countries visiting are China, Canada, the United Kingdom, Russia, and South Korea.

Visitors are accessing the website from many platforms including computers, and portable devices. 47.5% are accessing on a Windows platform and 34% on a Macintosh. For Browsers, 59.6% are using Google Chrome, and 25.7% are using Safari. Cell phones account for 19% of website traffic. From mobile traffic, 66.7% are using iPhones and 11% 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. 55.7% of users start from there and 45.8% leave from there (See Table 36).

Table 36. Five Most Popular Website Pages for the KCLC

|  |  |
| --- | --- |
| 5 most popular pages | Percentage Visiting |
| Home page | 31% |
| Tools and Resources | 15% |
| Academic Coach Program | 7% |
| Workshops | 3% |
| About the Kortschak Center Team | 3% |