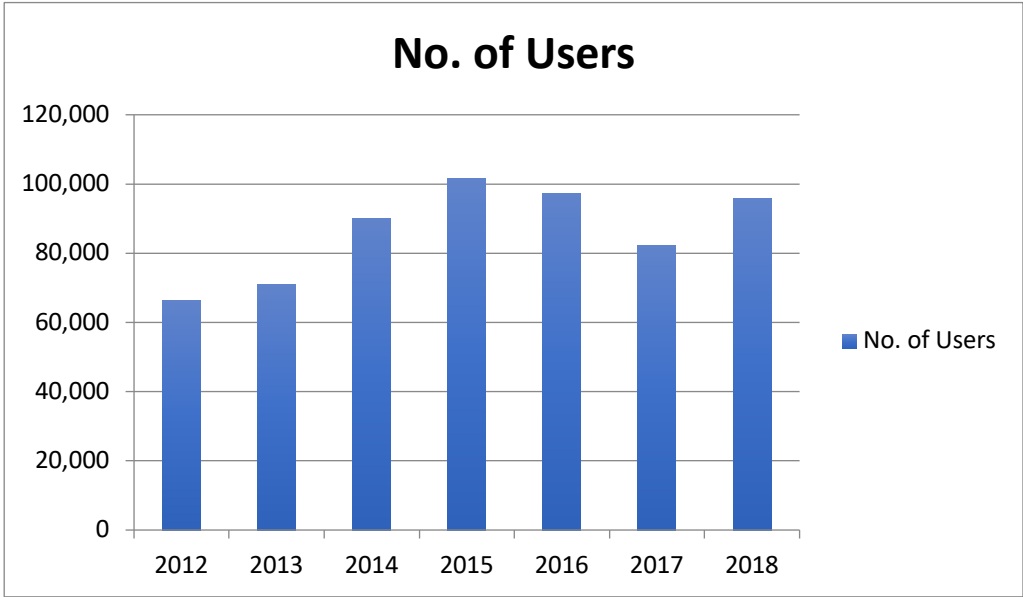


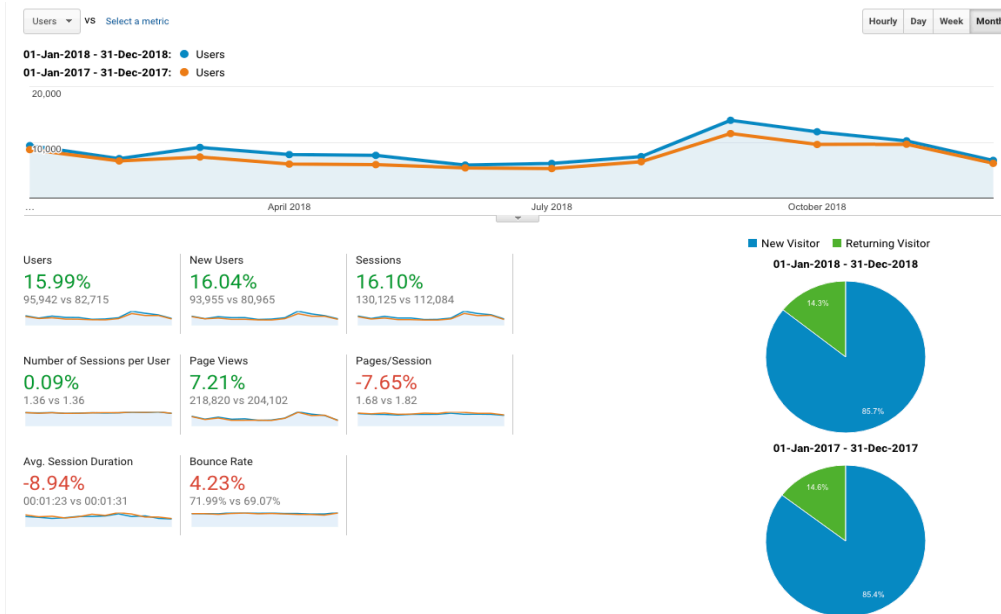
Learning Commons Statistics 2018 (Jan 1, 2018~ Dec 31,2018)

Growth Trend



- The annual users had been increasing rapidly until 2015. There was a decline in 2017 but the no. of users has increased back in 2018.
- In 2018, 15.99% of users have increased compared to in 2017.

Pageviews (2016~2017)



- Increased Pageviews:** In 2018, we had 21820 pageviews in total. This is 7.21% increase of pageview compared to 2017.
- Increased User:** Compared to 2017, the no. of users has increased around 15.99%. There was spike in user on Oct 10 (1352 users) and September 5 (1108 users).
 - On Oct 10, there was high no. of access from Northwest Independent School District service provider.91% of users from Northwest Independent School District accessed the Academic Integrity page.
 - On September 5, 80% of users were from Canada, and the no. of access has increased between 10am-12pm.
- Minor decline in engagement:** Page/Session ratio has decreased 7.65%, average session duration has decreased 8.94%, and bounce rate has increased 4.23%. The reason for the decline can be because the overall users have increased.

Top 10 pages (Excluding the landing page and blog posts)

2018	2017
1. The Learning Process (39,691 pageviews) ¹	1. The Learning Process (34,102 pageviews)
2. Writing Consultations (16,010 pageviews)	2. Improve Your Writing (8428 pageviews) ⁴
3. Approach To Learning:Self Assessment (6993 pageviews)	3. Writing Consultations (6386 pageviews)
4. Thinking Critically (5642 pageviews)	4. Approach to Learning: Self-Assessment (6127 pageviews)
5. Avoid Plagiarism (5513 pageviews)	5. Equipment lending (5479 pageviews)
6. Equipment Lending (4971 pageviews)	6. Thinking Critically (5456 pageviews)
7. Taking Notes (3907 pageviews)	7. Group process (4613 pageviews)
8. Group Process ²(3834 pageviews)	8. Tutoring and Coaching (4495 pageviews)
9. Tutoring, Coaching and Writing (3710 pageviews) ³	9. Writing –student toolkits (4457 pageviews)
10. Study Spaces (3636 pageviews)	10. Preparing for exams (4167 pageviews)

- Top 10 pages in 2018 were very similar to the top 10 pages in 2017. The Learning Process page still had significant no. of pageviews. Around 74% of the traffic came from Google Search. When you type “Learning Process”, the Learning Process page is still the no.1 pages that appear on the site.
- Writing Consultation, which is part of the Centre for Writing and Scholarly Communication page, had high no. of pageviews in 2018. Around 71% of the traffic was coming from Google Search and around 21% of the traffic was accessed directly. The page has the highest access in November and in March, which are before the final season.
- Interestingly, the Group Process page, which is a subpage of the [Working in Groups](#) toolkit page, had higher pageviews than the Working in Groups toolkit. 54% of the traffic was coming from Google and YouTube. Adding to that, the page is linked to courses such as course from [Google classroom](#), [Centennial College](#) and [Canberra Institute of Technology](#)

¹ The Learning Process page is a subpage of [Approach To Learning:Self Assessment page](#).

² Group Process is sub-page of the [Working in Groups](#) toolkit page.

³ Tutoring and Coaching, Writing was called Tutoring and Coaching in 2017.

⁴ In 2017, Improve Your Writing was a child page.

- In 2018, Avoiding Pligiarism/Academic Integrity page had higher pageviews. There was rapid increase in pageview especially in September (1451 pageviews in September). 57% of pageviews come from direct (unknown)traffic. Direct traffic can mean users have accessed the page via email, bookmark, etc.
- In 2018, Study Spaces page has higher pageviews. There was rapid increase in pageview especially in September (750 pageviews in September).

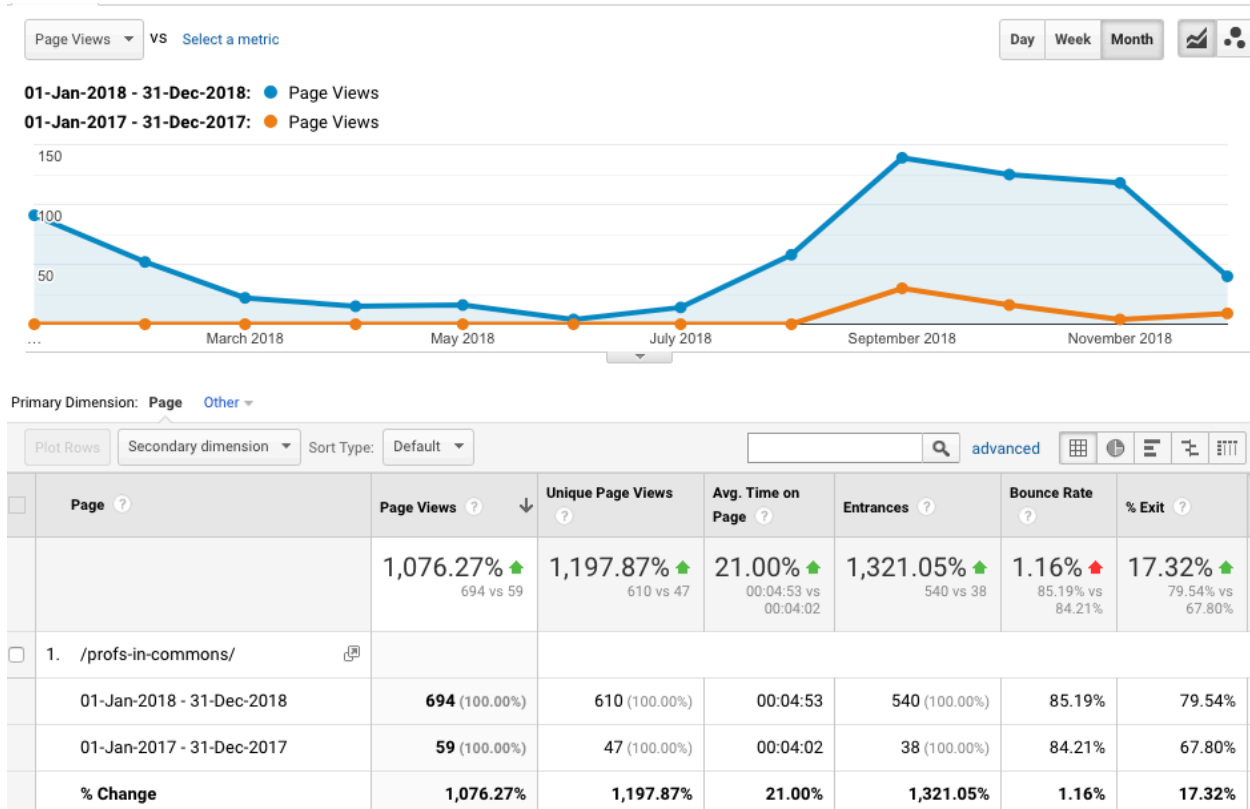
Top 10 blog posts

2018	2017
1. Knowing Your Limit and Boundaries (1,521 pageviews)	1. Power your brain @ Cheap food top 10 at UBC (1606 pageviews)
2. Power Your Brain: Cheap Food @ UBC Top 10(947 pageviews)	2. Napping 101: A Guide for UBC students (932 pageviews)
3. Napping 101: A Guide for UBC Students (526 pageviews)	3. Favorite study spaces (881 pageviews)
4. Students Talk: The Hardest Course (357 pageviews)	4. The Pomodoro Technique : Study More Efficiently, Take More Breaks (616 pageviews)
5. Study Like an Engineer (344 pageviews)	5. Students Talk:The Hardest Course (538 pageviews)
6. Eating Cheap (292 pageviews)	6. Knowing Your Limits and Boundaries (514 pageviews)
7. Why don't we like Group Work? (277 pageviews)	7. Citing Sources IS About More Than Just Following The Rules (206 pageviews)
8. Time Management 101 (273 pageviews)	8. I am a gym person! How to stay motivated during exam season (177 pageviews)
9. The Golden Rules of Academic Integrity (267 pageviews)	9. Eating Cheap (154 pageviews)
10. Mental Stealth: Self-Care 101 (224 pageviews)	10. Best apps for note taking (132 pageviews)

- The Top 1~6 pageviews were coming from the older blog posts. The reason for high pageviews could be because of Google search. For example, 87.5% of pageviews for Knowing your Limit blog post came from Google search. This may mean that:
 - Users are interested with the topic (for example: knowing your limit and boundaries) so they search it on Google
 - When users search for certain keyword post (for example: cheap food at UBC) – the blog is the first page that it comes up.
- The Why don't we like Group Work, The Golden Rules of Academic Integrity, Mental Stealth are blog posts that were created in 2018, and have higher pageviews. Looking at Why don't we like Group Work as an example, 65.4% of traffic were coming from

Google and 26% of traffic are unknown. Adding to the Google search, The Golden Rules of Academic Integrity is linked to Academic Integrity page landing page. <https://learningcommons.ubc.ca/academic-integrity/> as well.

Profs in Common

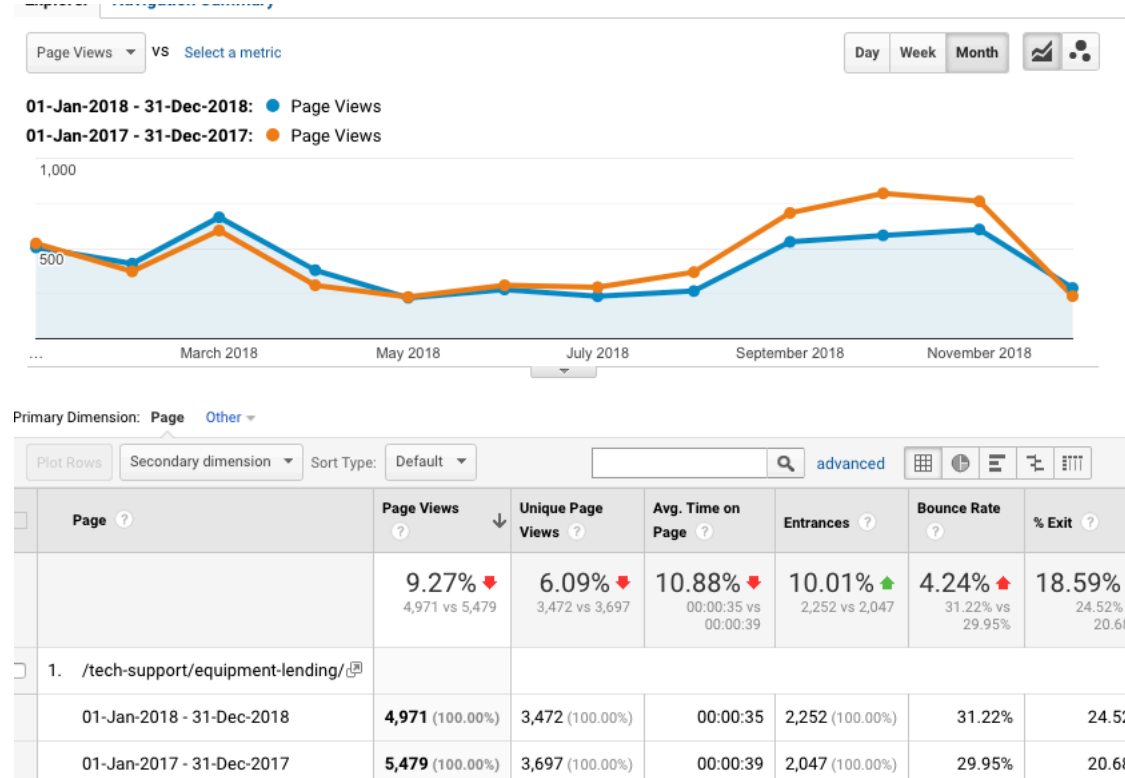


- In September, pageviews have increased to 139. During September, 50% of these pageviews were accessed through Google, and 43% of the pageviews were accessed directly.
- Majority of overall traffic either came from Google (49%) or directly (38.47%). 1% of the traffic came from external sites such as Canvas course and [Move UBC](#).

ProfWalks

- According to the CLC Impact Report 2017/2018, there were 65 participants joining ProfWalk from 2017 April – 2018 April.

Equipment Lending Page



- In 2018, Pageviews were highest in March (673 pageviews).
- The top 5 equipment with high pageviews are:
 - Chargers (1795 pageviews)
 - Cameras and Camcorders (1439 pageviews)
 - Electronic Accessories (586 pageviews)
 - Laptops (437 pageviews)
 - Office Supplies (344 pageviews)
- According to the CLC Impact Report 2017/2018, there were 17,448 equipment transaction from 2017 April – 2018 April, which is 37% increase compared to last year.

Top 10 landing pages

Landing page is a page that users first land on.

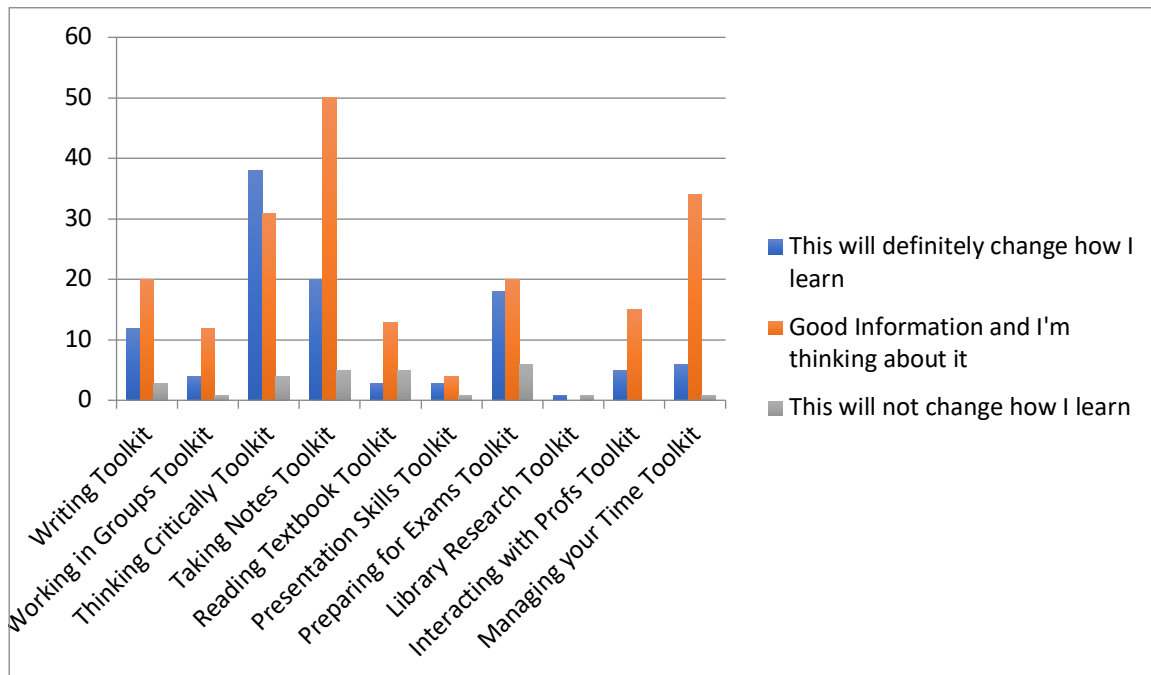
1. [Improve Your Writing/Centre for Writing and Scholarly Communication \(18,029 pageviews\)](#)
2. [Home page \(17,996 pageviews\)](#)
3. [Academic Integrity \(5157 pageviews\)](#)
4. [Student Toolkits \(4125 pageviews\)](#)

5. [Tutoring and Studying \(2770 pageviews\)](#)
6. [Skill for Class \(1840 pageviews\)](#)
7. [Resource Guides \(1234 pageviews\)](#)
8. [Academic Support \(1091 pageviews\)](#)
9. [Tech Support \(500 pageviews\)](#)
10. [Toolkits \(215 pageviews\)](#)

- Users land on Improve Your Writing/Centre for Writing and Scholarly Communication page more than the home page. It can be because there was high no. of users who were looking for Centre for Writing and Scholarly Center directly.

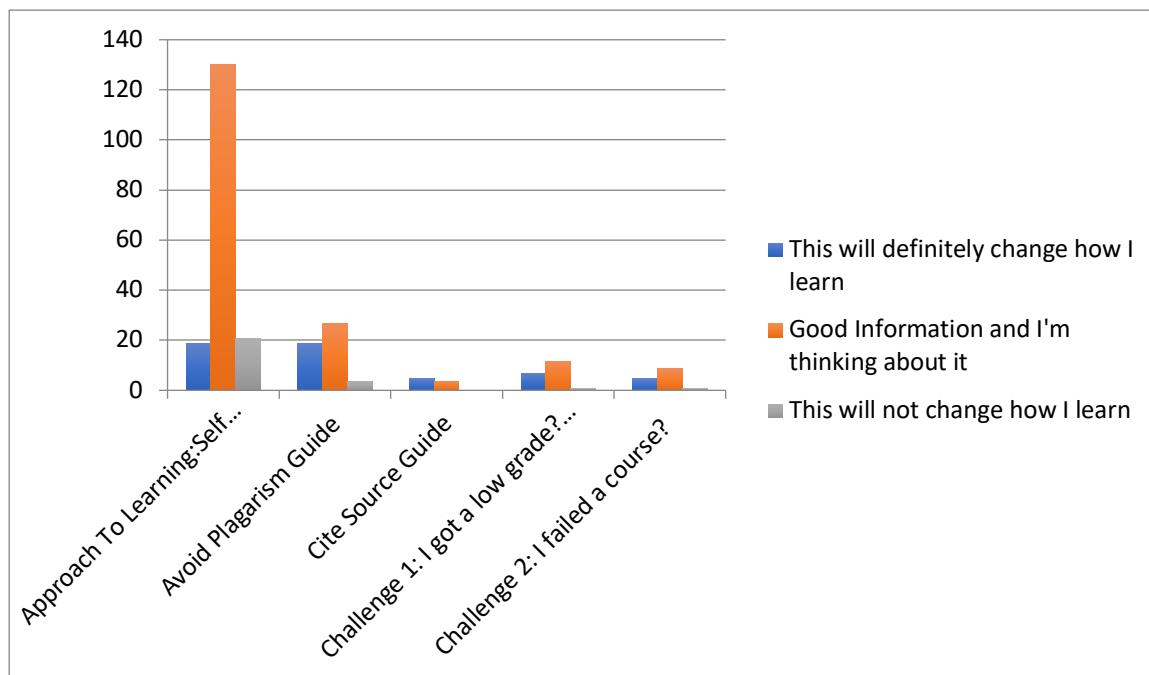
Impact on Learning – Student Toolkit 2018:

Impact of Learning is a poll that is embedded on every [Student Toolkit page](#) and resources pages (Myth about learning, Copyright resource). The vote had three choices: This will definitely change how I learn, Good Information and I’m thinking about it, and This will not change how I learn. The purpose of the vote was to examine how much impact of learning did the user get from the toolkit.



- For majority of the toolkits, most users voted “Good Information and I’m thinking about it”.
- Thinking Critically and Preparing for exams toolkit had high response of “This will definitely change how I learn”.

Top 5 resources with the most vote (excluding student toolkit)



- Approach to Learning: Self-Assessment had the most vote. Majority of the voted users thought the resources was “Good information and I’m thinking about it”
- Avoid Plagiarism got higher no. of votes for “This will definitely change how I learn” this year.

Web Searches

Source/Medium ?	Acquisition			Behaviour		
	Users ? ↓	New Users ?	Sessions ?	Bounce Rate ?	Pages/Session ?	Avg. Session Duration ?
	95,942 % of Total: 100.00% (95,942)	94,007 % of Total: 100.06% (93,955)	130,125 % of Total: 100.00% (130,125)	71.99% Avg for View: 71.99% (0.00%)	1.68 Avg for View: 1.68 (0.00%)	00:01:23 Avg for View: 00:01:23 (0.00%)
1. google / organic	54,577 (55.30%)	51,377 (54.65%)	72,822 (55.96%)	72.22%	1.61	00:01:11
2. (direct) / (none)	32,753 (33.19%)	32,331 (34.39%)	42,193 (32.42%)	72.80%	1.69	00:01:28
3. com.google.android.googlequicksearchbox / referral	1,950 (1.98%)	1,921 (2.04%)	2,145 (1.65%)	82.80%	1.24	00:01:02
4. bing / organic	1,524 (1.54%)	1,467 (1.56%)	1,852 (1.42%)	75.59%	1.53	00:01:07
5. gstatic.com / referral	874 (0.89%)	869 (0.92%)	1,030 (0.79%)	47.38%	2.40	00:06:13
6. oercommons.org / referral	617 (0.63%)	610 (0.65%)	745 (0.57%)	75.84%	1.57	00:01:22
7. yahoo / organic	529 (0.54%)	505 (0.54%)	627 (0.48%)	76.40%	1.43	00:01:27
8. distillation / email	447 (0.45%)	384 (0.41%)	649 (0.50%)	82.90%	1.29	00:00:45
9. youtube.com / referral	321 (0.33%)	307 (0.33%)	396 (0.30%)	57.83%	2.45	00:02:20
10. ubc.ca / referral	261 (0.26%)	162 (0.17%)	403 (0.31%)	54.34%	2.17	00:01:17

- 55% of the traffic comes from Google, which is a very high percentage. This could be because we have multiple contents that attract traffic from Google. For example, the learning process page that attract a lot of traffic from Google.
- 33% of the traffic is unknown – which could mean users may access the Learning Commons website through bookmark, email, posters, word of mouth, etc.

Comments / Feedback

Robert Jacobsen
1 approved
Robert.NJacobsen@my.trident.edu
10.19.170.30

Robert Jacobsen
October 8, 2018 at 12:10 a.m. Permalink | Reply
The information was very helpful for this course.

Thinking Critically
[View Page](#)
3

Mrs. Girard
1 approved
iss-library.com x
allison.girard@sd68.bc.ca
10.19.170.31

Hey! I'd like to share this with my senior high school students and link to this tutorial on our school library webpage, if I can have permission to do so? Doing our best to start 'em young
- @Ladysmith Secondary School

Taking Notes
[View Page](#)
4

Donald Garrison jr
1 approved
garr2344@yahoo.com
10.19.170.30

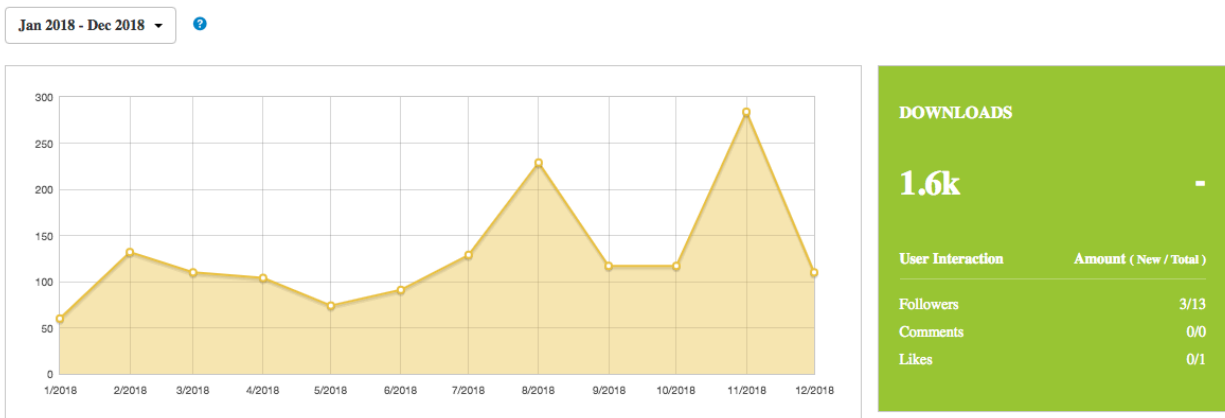
Interacting with your mentors / instructors is a very good way to understand your course and learning materials..... as well as great communication relationship with your instructor

Interacting with Profs
[View Page](#)
1

- There were 16 comments in 2018. Most of the comments were coming from Approach to learning: self-assessment or toolkits.
- There were comments by faculty members from Trident University
- There was one comment for Note-taking where the librarian from Ladysmith secondary school have requested a permission to share the toolkit.

Podcast

Note: In Podbeam statistics, *download* indicates any time the episodes are directly downloaded or when someone listen or stream the episode.

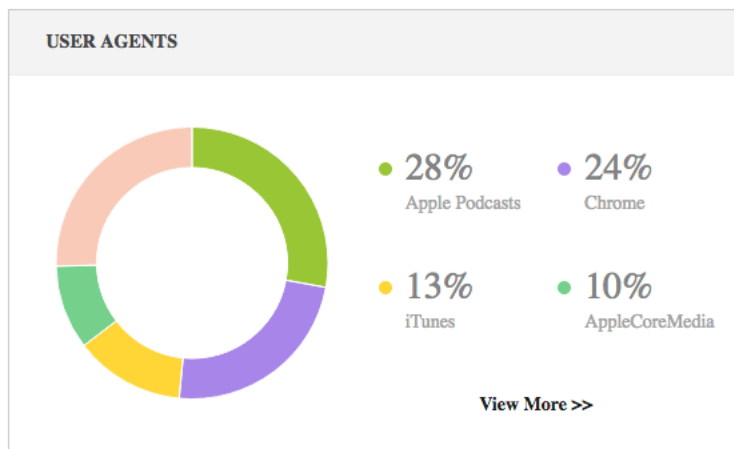


- There was a spike of downloads in August (229 downloads) and November(284 downloads). In August two of the popular 2 podcasts were released which are, " [Academic] Integrity: Who Gives a \$@%#?" and "What's Your Fix?: Study Drugs and Other Vices " . In November, 2 of the popular decision making podcast series ("Introducing Decision Making" and "Decision Making: Can Procrastination Be a Good Thing?") .

Top 10 podcasts

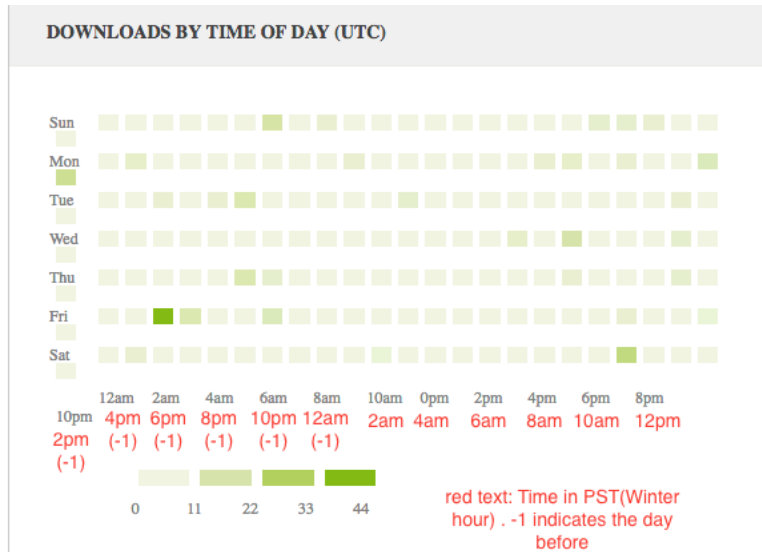
TOP 10 EPISODES		
Episode	Released	Downloads
34 - [Academic] Integrity: Who Gives a \$@%#?	08/17/2018	127
33 - What's Your Fix?: Study Drugs and Other Vices	08/03/2018	123
36 - Introducing Decision Making	10/22/2018	85
31 - What Does it Mean to Be a Professional?	07/06/2018	85
25 - Is Student Health a Myth?	03/24/2018	79
32 - What Does it Mean to "Network"?	07/20/2018	75
37- Decision Making: Can Procrastination Be a G...	11/19/2018	72
28 - What's Wrong With Getting an Arts Degree?	05/25/2018	65
24-Do You Have What it Takes to Participate in a ...	03/10/2018	61
23-Group work: Can't we all just get along?	02/23/2018	60

- Overall in 2018, the no. of downloads in podcast has increased overall (in 2017, the highest total download was 58 downloads).
- Consistent with the analytics for the top pageview and blog post in 2018, Academic Integrity seems to be popular topic amongst the user.
- Decision Making series were one of the popular downloads – despite the fact that it is released during the end of year. Potentially, Decision Making can be a good topic to create the content on the website. (such as a new toolkit)



- Looking at user agents, users access the podcast in variety of ways. Users are accessing to podcast directly from Apple Podcast/iTunes, and web browser (such as Chrome, Safari, IE, Firefox) .

Downloads by Time of Day



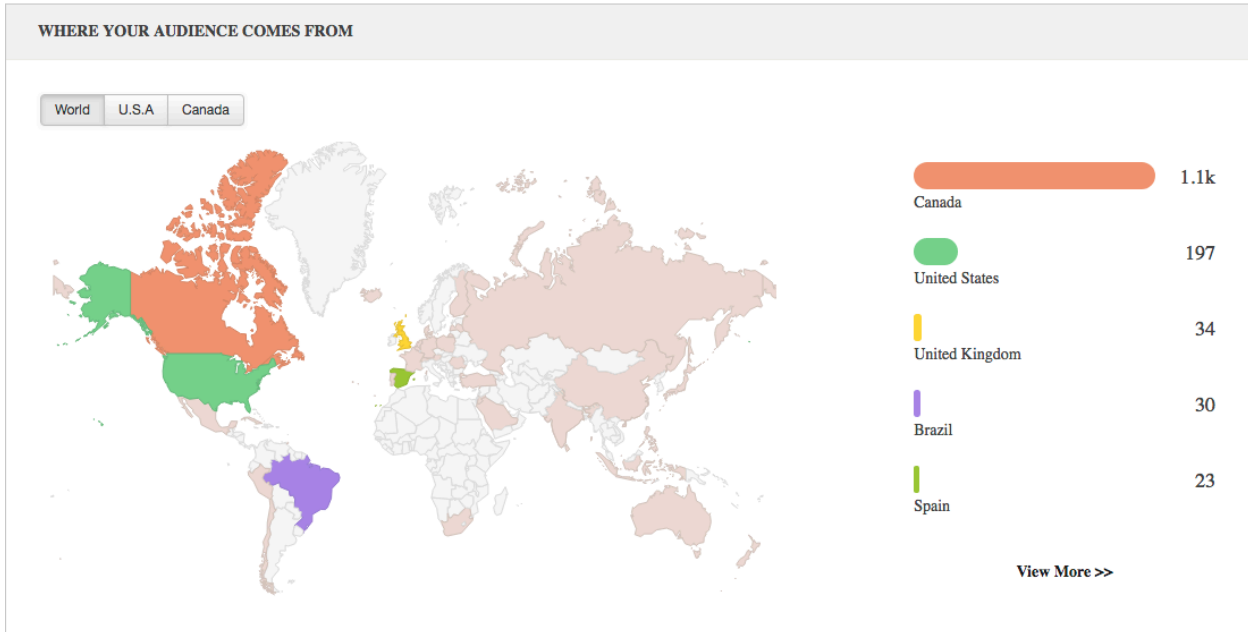
Note: Downloads by Time of Day is based on UTC. The red text on the chart is in PST (Winter hour). -1 indicates the day before. In 2018, Podcast were typically released on Friday or Monday.

According to the table, users tend to listen/download to the podcast around the following time period:

1. Thurs 6~7pm (Fri 2am UTC) -44 downloads
2. Saturday 11am~12pm (Sat 7pm UTC) -22 downloads
3. Mon 2~3pm (Mon 10pm UTC)-19 downloads

Assuming the majority of listeners are located at British Columbia, this can mean that:

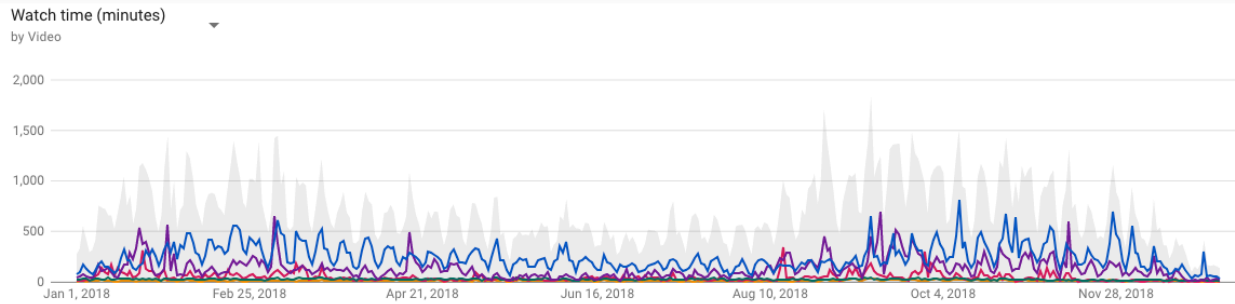
- Most listener listen to podcast around evening ~ night time.
- A significant no. of listeners listens to the podcast outside of the typical commute hour. (such as Saturday morning and Thursday night)



- Majority of listeners are coming from Canada. There were also a no. of listeners downloading the podcast from the United States and other countries.

YouTube Statistics





Video	Impressions ▲	Impressions click-through rate ▲	Views	Average view duration	Watch time (minutes)
<input type="checkbox"/> Total	530,024	7.8%	140,195 100.0%	1:48	253,139 100.0%
<input checked="" type="checkbox"/> Conducting a Focus Group	197,748	8.3%	45,051 32.1%	1:58	88,934 35.1%
<input checked="" type="checkbox"/> Working in Groups	58,548	9.9%	21,578 15.4%	2:15	48,673 19.2%
<input checked="" type="checkbox"/> PC Printing a pdf docu...	69,669	10.2%	13,610 9.7%	0:38	8,804 3.5%
<input checked="" type="checkbox"/> Note Taking Skills	14,108	4.1%	8,276 5.9%	1:58	16,411 6.5%
<input checked="" type="checkbox"/> Mac Printing pdf docum...	11,166	5.9%	6,193 4.4%	0:38	3,939 1.6%
<input type="checkbox"/> PC Printing select page...	12,759	14.6%	5,577 4.0%	0:43	4,030 1.6%
<input type="checkbox"/> UBC Students Talk: Hard...	43,519	6.9%	4,166 3.0%	1:09	4,799 1.9%
<input type="checkbox"/> Group Work	24,337	5.2%	4,083 2.9%	2:27	10,016 4.0%
<input type="checkbox"/> Critical Thinking	7,674	3.9%	3,455 2.5%	4:20	14,984 5.9%
<input type="checkbox"/> Internet Skills 1: How to ...	8,533	4.9%	2,970 2.1%	1:38	4,869 1.9%

- Overall, the views and watch time have increased 18% and subscribers have increased significantly, which is 50%.
- [Conducting a Focus Group](#) is still the most popular video in 2018, and [Group Work](#) video, [Critical Thinking](#), [Note Taking Skill](#) video continue to be the popular video.
- Interestingly, [Printing pdf document](#) video which was created back in 2014 suddenly got popular in 2018. 68% of the traffic came from YouTube search.

Where does the traffic come from?

Traffic source ▲	Watch time (minutes)	Views	Average view duration	Impressions ▲	Impressions click-through rate ▲
<input type="checkbox"/> Total	253,139 100.0%	140,195 100.0%	1:48	530,024	7.8%
<input type="checkbox"/> External	132,142 52.2%	64,244 45.8%	2:03	n/a	n/a
<input type="checkbox"/> YouTube search	53,955 21.3%	38,245 27.3%	1:24	283,357	9.9%
<input type="checkbox"/> Direct or unknown	31,258 12.3%	13,843 9.9%	2:15	n/a	n/a
<input type="checkbox"/> Suggested videos	23,808 9.4%	17,120 12.2%	1:23	190,069	5.8%
<input type="checkbox"/> Other YouTube features	7,802 3.1%	3,606 2.6%	2:09	n/a	n/a
<input type="checkbox"/> Browse features	2,315 0.9%	1,759 1.3%	1:18	26,784	5.0%
<input type="checkbox"/> Playlists	847 0.3%	534 0.4%	1:35	8,000	3.9%
<input type="checkbox"/> Playlist page	473 0.2%	332 0.2%	1:25	8,686	2.4%
<input type="checkbox"/> Channel pages	470 0.2%	453 0.3%	1:02	13,128	1.9%
<input type="checkbox"/> End screens	38 0.0%	29 0.0%	1:17	n/a	n/a
<input type="checkbox"/> Notifications	17 0.0%	18 0.0%	0:55	n/a	n/a
<input type="checkbox"/> Video cards and annotations	14 0.0%	12 0.0%	1:12	n/a	n/a

Traffic source ▲ > External	Watch time (minutes)	Views	Average view duration	Impressions ▲	Impressions click-through rate ▲
<input type="checkbox"/> Total	132,142 100.0%	64,244 100.0%	2:03	0	0%
<input type="checkbox"/> Google Search	26,449 20.0%	23,041 35.9%	1:08	0	n/a
<input type="checkbox"/> ubc.ca	22,806 17.3%	6,846 10.7%	3:19	0	n/a
<input type="checkbox"/> lumenlearning.com	10,565 8.0%	4,551 7.1%	2:19	0	n/a
<input type="checkbox"/> instructure.com	3,733 2.8%	1,075 1.7%	3:28	0	n/a
<input type="checkbox"/> uow.edu.au	3,365 2.5%	1,020 1.6%	3:17	0	n/a
<input type="checkbox"/> wizlearn.com	3,304 2.5%	861 1.3%	3:50	0	n/a
<input type="checkbox"/> YouTube	2,040 1.5%	1,109 1.7%	1:50	0	n/a
<input type="checkbox"/> asu.edu	1,496 1.1%	508 0.8%	2:56	0	n/a
<input type="checkbox"/> blackboard.com	1,490 1.1%	658 1.0%	2:15	0	n/a
<input type="checkbox"/> Google Docs	1,384 1.0%	491 0.8%	2:49	0	n/a
<input type="checkbox"/> btionline.ac.nz	1,167 0.9%	289 0.4%	4:02	0	n/a
<input type="checkbox"/> Facebook	1,097 0.8%	373 0.6%	2:56	0	n/a
<input type="checkbox"/> brightspace.com	963 0.7%	307 0.5%	3:08	0	n/a
<input type="checkbox"/> monash.edu	895 0.7%	268 0.4%	3:20	0	n/a

- Looking at the data, 52% of the traffic is coming from external websites. Looking into traffic source, aside from Google Search, the video is embedded in multiple LMS (Learning Management System) or educational related sites. For example, [instructure.com](#) (which can include Canvas), [lumenlearning](#), [University of Wollongong](#), [Wizlearn](#), [Arizona State University](#), [Blackboard](#), [Monash University](#), [Brightspace](#), etc. This can mean that instructors are embedding video for their course.

Traffic source ▲ > YouTube search +	Watch time (minutes)	Views	Average view duration	Impressions ▲	Impressions click-through rate ▲
<input type="checkbox"/> Total	53,955 100.0%	38,245 100.0%	1:24	283,357	10%
<input type="checkbox"/> focus group	5,290 9.8%	3,279 8.6%	1:36	0	n/a
<input type="checkbox"/> focus group discussion	4,161 7.7%	2,347 6.1%	1:46	0	n/a
<input type="checkbox"/> group work	1,512 2.8%	835 2.2%	1:48	0	n/a
<input type="checkbox"/> focus groups	1,053 2.0%	569 1.5%	1:51	0	n/a
<input type="checkbox"/> note taking skills	466 0.9%	192 0.5%	2:25	0	n/a
<input type="checkbox"/> focus group example	412 0.8%	244 0.6%	1:41	0	n/a
<input type="checkbox"/> working in groups	396 0.7%	145 0.4%	2:44	0	n/a
<input type="checkbox"/> critical thinking	338 0.6%	130 0.3%	2:36	0	n/a
<input type="checkbox"/> focus group interview	273 0.5%	152 0.4%	1:47	0	n/a
<input type="checkbox"/> fgd	87 0.2%	68 0.2%	1:16	0	n/a
<input type="checkbox"/> group work in the classroom	81 0.2%	39 0.1%	2:05	0	n/a
<input type="checkbox"/> ubc	75 0.1%	69 0.2%	1:04	0	n/a
<input type="checkbox"/> group projects	73 0.1%	45 0.1%	1:36	0	n/a
<input type="checkbox"/> focus group discussion in qual...	70 0.1%	31 0.1%	2:16	0	n/a
<input type="checkbox"/> focus group research	62 0.1%	22 0.1%	2:48	0	n/a
<input type="checkbox"/> how to print multiple pages on...	60 0.1%	90 0.2%	0:40	0	n/a
<input type="checkbox"/> how to conduct a focus group	51 0.1%	14 0.0%	3:39	0	n/a


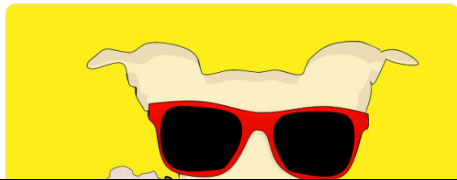


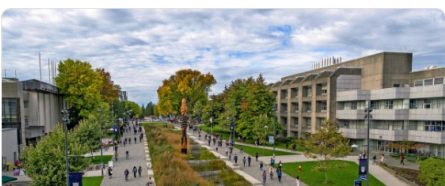
- Users accessed to our YouTube channel through keywords such as “Focus Group” “Group Work” “Note Taking” “Critically Thinking”.


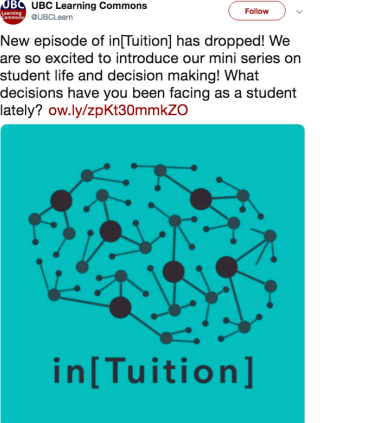
Social Media

Twitter Analytics

In 2018, we had **2425** followers


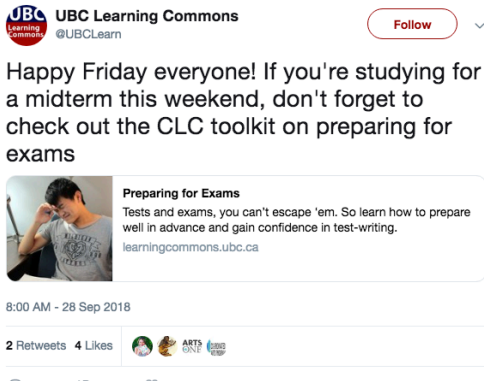

Top 5 tweets with highest no. of impressions (pageview) in 2017



Date	Tweet	No. of impressions	Retweets	likes	url clicks
Nov 28	<p> UBC Learning Commons @UBCLearn Follow</p> <p>Why do some people like to study in silence and others with noise around them? Learn more about the science behind silence in our lives in a free screening of "In Pursuit of Silence" @GreenCollegeUBC today from 4:30 to 6:30pm! #UBC</p> <p>Image via Pixabay</p> 	3103	2	5	1
June 17	<p> UBC Learning Commons @UBCLearn Follow</p> <p>Here @UBC we have the privilege of living and studying right on the beach, but with that privilege comes responsibility. If you're interested in maintaining a healthy coastline, make sure to RSVP to the Coastal Community Action Panel @LiuInstituteUBC tomorrow from 6 to 8PM!</p> 	3047	2	2	5
July 13	<p>Are you struggling to find work for the upcoming school year? If so, you might want to consider attending the Work On Campus Fair on August 8th, where @UBC will connect you with on-campus employers! Bring your resume! #studentlife</p> <p>(Photo: Hoover Collective)</p> 	2535	5	7	0

Nov 1		2396	6	5	4
Oct 24		2082	2	3	7

- Impression is similar to page views. It is a number of times a user is served a Tweet in their timeline or search results. Every time a user sees the tweet, it counts as an impression. Looking at the number of impressions is important because it helps to understand what kind of tweets will help reaching out to people.
- Tweets may get high impression because of no. of reasons:
 - The top 5 tweets have either high no. of retweets or retweeted by known followers. For example “Are you struggling to find a work..” and “Are you struggling to make a dent” have high no. of retweets . “Why do some people like to study.” and “New episode of in[Tuition] tweets were retweeted by Santa Ono . This can be because the information is relatable to other followers, and they have “takeaways” such as link to resources or events.
 - Some of the tweets can get high impression when it has certain popular hash tag such as #UBC or #studentlife.

Top 5 tweets with tweets with the most engagement (highest no. of URL clicks).

Date	Tweet	No. of impressions	Retweets	likes	url clicks
Nov 14		770	3	4	13
Sep 28		744	2	4	12
Feb 4		708	2	2	9

Oct 24		2082	2	3	7
Oct 13		509	2	4	7

- There could be no. of reasons why the tweets hasvehigh engagement:
 - The tweets are relatable. For example, Viola Desmond tweet and Pomodoro Technique tweets have a sentence that explains what the topic is about. So, people who are unfamiliar with Viola Desmond or Pomodoro Technique will have a brief idea on what it is about.

Instagram Analytics

- **341** followers as of Jan 18, 2019

Top 5 likes in 2018

Date	URL	No. of likes	No. of comments
Dec.24, 2018	https://www.instagram.com/p/BrxUX4JHSwb/	42	4
Nov 9, 2018	https://www.instagram.com/p/Bp-vxtTn4hR/	27	1
Nov 22,2018	https://www.instagram.com/p/Bqfjqr3HcW9/	23	0
Nov 19,2018	https://www.instagram.com/p/BqZABaNNbqS/	19	0
Nov 14,2018	https://www.instagram.com/p/BqLc8uWntZY/	12	0

- The post on Dec. 24 gathered a lot of “like” and engagement. It can be because the quote on the photo is relatable (watch less Netflix before sleeping to get more sleep) and/or it is related to popular holiday season (i.e. Christmas).
- Looking at the top 5, images with quotes tend to receive likes.

Workshop/event/drop-in attendance related to Learning Commons

Top 10 Workshops/events/drop-in with the highest no. of participants

Workshop title	No. of participants	Target	reoccurrence	Date(s)
CWSC Classroom Visit	359	Undergraduate	3	Apr 19
In Class presentation	300	Undergraduate	10	Apr 10
Arts Humanities Based Grad Writing Community	98	Graduate	9	Apr19, Jan 6
Graduate Writing Community	70	Graduate	29	July~ November
Thesis Boot Camp	57	Graduate	2	Jul 30, Mar 12
MPPGA Academic Integrity Workshop	48	Professional/second degree	1	Oct 22
Science Applied Based Writing Community	43	Graduate	9	Jan 26, Apr 19
CWSC How to Write a Research Paper Workshop	38	Undergraduate	1	Apr 19
MasterCard Scholars	18	Undergraduate/Graduate	1	Apr 10
Career Peer Coach Resume Workshop	17	Professional /second degree	1	Jan 11

- The no. of participants is based on the no. on desk trackers.
- Exam Prep Time Management and Science 101 Taking Notes and Reading Texts are the 11th Workshop with high no. of participants (16 participants)
- Majority of the workshops are on Apr 19.

The below statistics are based on the CLC Impact Report 2017/2018. It is from 2017 April – 2018 April.

AMS Tutoring

- 660 tutoring sessions

CLC Information Desk

- 6497 Direction and technology support session

Summary

Recommendation:

- **Clean/Edit/Combine duplicate blog posts:** There are some duplicate blog posts which have higher pageviews such as [Power Your Brain: Cheap Food @ UBC Top 10\(947 pageviews\)](#) and [eating cheap](#) . One way to solve this problem to redirect the older blog post (power your brain) to newer blog post (eating cheap)
- **Embedding podcasts in toolkit pages/resources pages.** The themes in the podcast have overlap with existing toolkits/resources. We can link the podcast as part of the resources. (For example, Academic Integrity podcast can link to the Academic Integrity page)
- **Comment moderation:** Some of the non-spam comments have not been replied. What will be the best workflow for comment moderation?

Discussion Questions:

- What are the common “themes” that you have noticed throughout website, social media and workshops analytics?
- How can we can enhance the connection between the website, social media, CLC desk and workshops/events?
- From the analytics, did you find a gap with the content on the existing site? What will be the theme of the new content (toolkit/blog post/resources/etc) that our users will potentially be interested in?