

**KPU LEARNING
CENTRES ANNUAL
REPORT 2013-14**

kpu.ca/learningcentres



KWANTLEN POLYTECHNIC UNIVERSITY

KPU Learning Centres Annual Report 2013-14

By Lyn Benn, (Director, Student Development)

The Learning Centres focus is on fulfilling the promise of KPU to our learners to guide them towards achieving the knowledge, skills and attributes they need to be successful in their careers, and as citizens. Most significantly, this involves learning how to learn. Thus, the Learning Centres provide services and supports that build capacity in our learners to gain the knowledge, skills and confidence they need to learn successfully. Such supports are provided via:

- 70 Peer Tutors and Coaches,
- 28 Faculty Tutors and Mentors (volunteer and scheduled),
- 6 Staff – 3 Instructional Associates, 1 Trades and Technical Learning Advisor and 2 Assistants
- 5 Learning Strategists (faculty) [4 FTE]

Under the leadership of Todd Mundle, University Librarian, and the direction of Lyn Benn, Director for Student Development, the Centres are oriented towards a Learning Commons as we work collaboratively with other departments and all faculties to provide services and programming to support student engagement, success and retention.

Learning Excellence Model for Services and Programs

Within the Learning Centres, services and programs are organized as follows:

Tier 1	Tier 2	Tier 3	Tier 4
General	Complementary	Integrated	Embedded
<ul style="list-style-type: none"> • Skills development • Tutoring programs • Intervention and Retention programs 	<ul style="list-style-type: none"> • Individualized Assistance • Online Learning Support • Course based skills & strategies • Work with faculty to design & adapt learning materials or strategies 	<ul style="list-style-type: none"> • Attached to course / assignment • Collaborative: content, scaffolding, timing • Input into assignment • Several in-class visits • Part of a team of support professionals 	<ul style="list-style-type: none"> • Includes all of the integrated skills & knowledge components as part of a course. • Scaffolds strategies and developmental activities across degree programs.

Who uses these services and programs?

Total unique students accessing all Centre-based services including Learning Strategists for 2013-14 (not including workshops, transition or retention programs)

Males	986
Females	1,525
Total	2,511

GPA of students accessing **tutoring services** only.

GPA	Students 2013-14	Students 2012-13
New first year or pre undergraduate program students with no GPA or GPA < 1	68	158
1.01 – 1.99	310	302
2.00 - 2.99	784	1,011
3.00 – 3.99	1,200	640
4.00 - 4.33	101	59
TOTAL	2,463	2,170



An additional 293 students accessed tutoring in the past year over the prior academic year. Data will be further analyzed to identify students who may have returned from one year to the next to see if there is any correlation between the rising level of GPA for the various groups identified above.

Face to face tutoring (accessing peer and teaching faculty support)

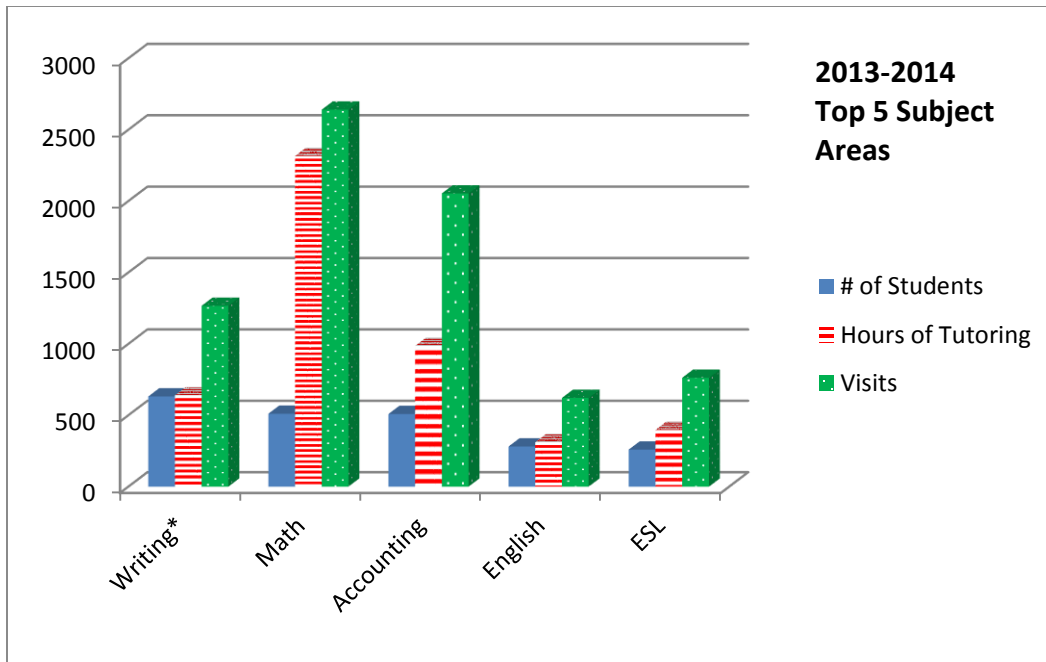
Student Use of Services and Programs - Summary

% of increase year-over-year	2013-2014	2012-2013
On-to-one tutoring		
11% ↑ Students	2,463 Students	2,170 Students
29% ↑ Sessions	12,117 Sessions	9,250 Sessions
0% ↑ Hours	9,000	9,000
11% ↑ Hours of tutoring	7,653	6,895

The **top five areas** for face to face **tutoring 2013-14** were:

Subject Area	# of students	Hours of tutoring	Visits	% use of total tutoring hours offered	% of total # of students using tutoring services
Writing*	632	640	1,267	7%	26%
Math	511	2,316	2,641	26%	21%
Accounting	509	986	2,054	11%	20.6%
English	282	312	622	3.4%	11.5%
ESL	260	398	763	4.4%	10.5%

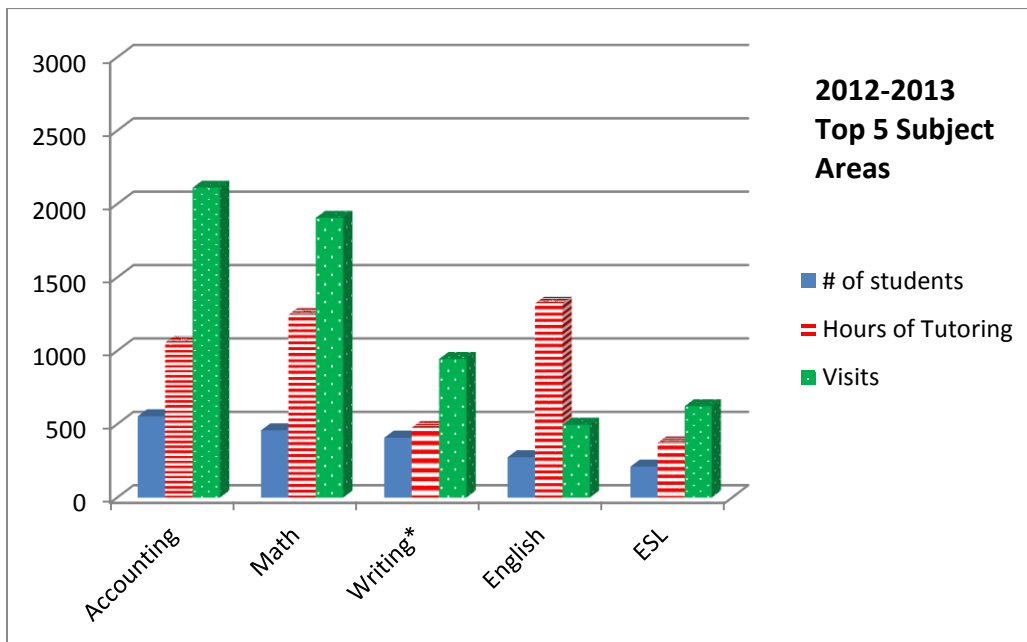
*Not including online writing support



The top five areas for face to face tutoring 2012-13 were:

Subject Area	# of students	Hours of tutoring	Visits	% use of total tutoring hours offered	% of total # of students using tutoring services
Accounting	554	1,055	2,111	21.5%	25.6%
Math	458	1,244	1,906	19.4%	21.2%
Writing*	408	476	944	14.6%	18.8%
English	275	1,322	496	5.0%	12.8%
ESL	211	372	622	6.7%	9.7%

*Not including online writing support



Online Writing Tutoring

% of increase year-over-year	2013-2014	2012-2013
KPU Online Tutoring		
15% ↑ Students	197 Students	167 Students
53% ↑ Submissions	390 Submissions	183 Submissions
Write Away		
79% ↑ Students	287 Students	62 Students
78% ↑ Submissions	459 Submissions	101 Submissions

Online tutoring support was provided by 5 online peer tutors.

Tutor and Peer Coach Training

Curriculum and materials for Level 1, 2 and 3 tutor training were produced by Dr Alice Macpherson in consultation with all Learning Centre tutor trainers and through external feedback mechanisms, to incorporate more tailored materials to reflect the needs of KPU students and tutors. This material has been submitted as part of the process for international accreditation through the College Reading and Learning Association (CRLA) and meets the criteria for certification through the National Tutoring Association. Such material is now being produced in house and has **served to reduce the costs for tutor training by over \$ 1, 000.** During the 2013-14 year the following tutor training and certification was completed:

- **Certification of 18 Tutors as “Master level” Paraprofessional** tutors, through the National Tutoring Association (Level 3 tutors only). Upon graduating with their Bachelor degrees these students are eligible for Professional Tutor Certification.
- **Training for 60 Level 1, 2 and 3 content area tutors** as well as training for 16 tutors who provide support for writing, with **5 for online tutoring.**
- Training for **10 International Peer Coaches** and the implementation of the international student peer coaching support.



Learning Strategist Services

Consultations

Individual consultations are provided for students who are looking for assistance to manage their learning demands. The 2013-14 year saw an increase of 322 students seeking this level of assistance.

Learning Strategist Consultations

% of increase year-over-year	2013-2014	2012-2013
100+% ↑ Students	633 Students	311 Students
29% ↑ Visits	978 Visits	757 Visits
	548 Hours	n. a. Hours

Complementary, Integrated and Embedded Supports

Working closely with faculty and classes Learning Strategists also offer additional complementary, integrated and embedded learning strategies.

Learning Strategist Activities	2013-14		
	Sessions	Participants	Hours
Class Facilitations	33	909	53
Consultations with Faculty	44	55	41
Consultations with LC personnel (including tutors)	54	64	72
Consultations with other KPU personnel	30	15	26
Consultations with student groups	18	21	46
Consultations with Community groups	10	45	18

Learning Strategy Workshops

The Learning Centre Strategists, Learning Centre Staff and Tutors are regular visitors to classrooms. In addition guest faculty are invited to join in retention program delivery for Academic Boost Camps, Workshops, Transition programs (It's About U, ACE IT, Step Ahead) and Community Outreach programs. Over 30 tailored workshops and mini sessions were presented to specific courses, disciplines or programs within and outside of class time. Topics for presentations included:

- Mindfulness and Stress Management
- Anxiety and Learning
- Managing Time and Attention
- Motivation
- Planning Your Study Schedule
- Communication Basics
- Team Building
- Cooperative Learning
- Professionalism
- Procrastination
- Resilience
- Computer Addiction
- Mind/Concept Mapping
- Tests and Exams
- Test taking skills
- Presentations

- Note-taking
- Learning and Study Strategies Inventory
- Writing Supports
- Self-editing techniques
- Projects and Assignments
- Questioning
- Receiving and Giving Feedback

Learning Strategists continue to develop workshops and materials to support identified needs for KPU students and community outreach programs.

Peer Coaching

Peer Coaching 2013-14		
# of students	Visits	Hours
35	83	43

Peer coaching is available to any student who is looking for guidance in negotiating their academic learning environment, transitioning into a new cultural or geographic environment or improving results from a holistic perspective. In particular, support is targeted towards new, international, mature, or aboriginal students, as well as athletes, or students managing a disability.

Referrals to a coach are often made through Learning Strategists, Counsellors and Academic Advisors.

Transition Programs for 2014

Transition programs are designed to provide students with the skills and strategies they can apply as they proceed through the semester and negotiate the usual challenges facing students. These include a focus on the importance of time and stress management, maintaining focus and concentration, using notes and study strategies to enhance learning and engagement in class, preparing for test and reviewing tests and feedback. Some students have additional challenges of family, relationships, work, finances, disabilities, extra-curricular activities, community involvement that they need to consider. Transition programs raise awareness around these situations and present ways to manage personal, social, professional and academic roles.

1. The It’s About U transition program was first offered in Summer 2014. The purpose of the program was to enable students to get a head start on becoming a successful student at KPU. The target group for this program included:

- Students identified as at-risk by their high schools; self-identification; our Learning Centre information; Educational Advisors; Early Alert stats; internal reports on entry GPA and success rates in various courses; Transitions working party decisions.
- Mature students returning to school
- Students managing a disability
- International students or recent immigrants to Canada

The desired outcomes for students included the opportunity to:

- Meet other first year students
- Experience life on campus
- Discover effective learning strategies
- Navigate a course website
- Learn what your instructors expect
- Use information technology system
- Use adaptive technologies
- Find out about campus resources
- Develop self-awareness
- Get prepared for university
- Have fun

The program was designed to include sessions which served to:

- Provide role models of successful students
- Ease transition by providing social opportunities to connect with other students, resources, facilities, academic culture, structures and processes
- Follow-up with participants through the first three semesters to encourage their continued success

August 19-21, 2014

It's About U Feedback

Participant Responses ---- n=42				
When asked	Yes	No	Other (yes and no)	
1. Do you feel that "It's About U" helped you to prepare for university?	41	0	1	
2. Did you receive the information you expected?	33	4	4	
3. Meeting site and food	Excellent 15	Good 16	Fair 10	Poor 1
4. Favourite Activities	Academic Intellectual Competency 11	Physical Manual Skills 11	Psycho/ Social Learning Styles 6	Other 6

What did students think?



"I had no idea what to expect but I was blown away by it all. I am glad that I came to this program."

"Actually meeting other people in my situation helped me to gain more confidence and I managed to learn something from each lecture."

"Great program, I would recommend to others!"

"I knew that I would be exposed to the university atmosphere, but I wasn't expecting the depth and positive learning"

"KPU should do this for next year new students too"

2. Step Ahead

Step Ahead Transition January 2014	40 students	1 day
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Step Ahead is a one day program for **new students who are entering into the Spring Semester** at KPU. In 2014 this program ran after the one day

Orientation program where students were invited to join with Learning Centre staff and faculty for an additional head start program. Students were offered hands-on strategies for getting started effectively for the semester and are introduced to the supports that are available throughout the semester.

3. Ace It Transition Program

ACE IT Transition 2014	89 students	4 x 4 hours
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This program is available to high school students who are able to take advantage

of getting a head start on a trade or technology qualification. These 4 hour conferences include a connection with peer coaches, learning support services, IT training, communication, problem solving, learning styles and incidental learning awareness sessions so that students feel more confident entering into their programs either on campus or back in the school setting. Sessions are offered 4 times on a Friday or Saturday. In the past two years 85 and 89 students have attended these conferences. The success rate of students who have attended these over the last two years is 98%.

Retention Programs

1. **Academic Boost Camps**
2. **Workshops**
3. **Conversation Clubs**
4. **ESL/EAL and International Initiatives**
5. **Peer Coaching**

1. Academic Boost Camp is a free one-day program offered through the Learning Centres to help students, particularly those who are academically at-risk, improve their grades and make the changes they need to persist through to the successful completion of their credential. Students are provided with a range of workshops, a scheduling system, Learning Aids booklet produced by faculty and learning strategists, access to a range of print and online learning resources, lunch and refreshments. Boost camps are currently offered in March and August each year as these times attract the largest participant groups. Students who have participated in Boost Camps since August 2010 have been tracked to examine progress, with the following results.



Overall Summaries, 3 terms across

Overall Summaries, 3 terms across: Only students with data for *all 3 terms* are included in these analyses

Academic Standing Change	<i>Before-After Change</i>		<i>Academic Standing Result</i>		
	n	% total	% row		
	Increase	38	26%	Result GAS	35
Same	72	50%	GAS across 3T	51	71%
Decrease	34	24%	Result RW	13	38%
TOTAL	144				

Academic Standing Change: 'Before-After Change' assesses Academic Standing trajectory from ABC term through the 2 terms that follow. 'Academic Standing Result' is the final Standing in T2.

'Result GAS' - increase to Good Academic Standing in T2.

'GAS across 3T' - Good Academic Standing in all 3 terms.

'Result RW' - those who were required to withdraw in T2.

		UG GPA Change			
		Higher	Same	Lower	Row TOTAL
Course Load Change	Higher	31	11	22	64
	Same	28	16	22	66
	Lower	30	12	12	54
	Column TOTAL	89	39	56	184

Cohort-by-Cohort Comparisons

Cohort-by-cohort comparisons: Students were divided into Cohorts depending on their ABC term Academic Standing status. Cohort A (n=94) is comprised of Dean's Honour Roll and Good Academic Standing students. Cohort B (n=87) is Academic Warning and Continuing Academic Warning students. Cohort C (n=87) includes any students who, in the ABC term held Academic Probation, Continuing Academic Probation, Required to Withdraw, Readmit on Academic Probation, or Academic Suspension status.

		Cohort A	Cohort B	Cohort C
Retention	<i>Total n=</i>	81	77	69
	Retained	89%	86%	74%
	Leavers	11%	14%	26%
Academic Standing Change	<i>Total n=</i>	74	66	61
	Increase	0%	30%	38%
	Same	89%	33%	28%
	Decrease	11%	36%	34%
UG GPA Change	<i>Total n=</i>	72	64	64
	Higher	32%	52%	47%
	Same	24%	22%	13%
	Lower	36%	27%	25%

Retention: Based on Course Load. 'Retained' includes students who returned in T1 or T2 as well as those who returned in both T1 and T2. 'Leavers' did not show up in either T1 nor T2.

Academic Standing Change: Cohort A shows 0% for increase in Academic Standing due to definition of Cohort A being those who held Good Academic Standing already in ABC term.

GPA Change: 'Same' is +/- 10% change. UG GPA is used for analysis due to low n of Non-UG GPAs.

2. Workshops

Workshop Series: Sensational Saturdays

Over ...students have taken advantage of the ... workshops offered by Learning Strategists and guest faculty who have assisted students via workshops which include but are not limited to:

- Individual and Group Presentations
- Learning Styles
- Memory techniques
- Motivation
- Note taking
- Mapping
- Presentation Skills
- Procrastination
- Concentration
- Projects & Assignments
- Questioning
- Receiving and Giving Feedback
- Scheduling, Managing Time
- Self-editing
- Stress and anxiety coping strategies
- Study strategies
- Test taking
- Textbook reading
- Working in Groups & Teams
- Writing Academic Papers

3. Conversation Clubs



The **English Conversation Clubs** continued to be offered throughout the year with mixed results. We still keep working on the development of both the system for attracting partners into this program as well as the training for the conversation leaders. This is an important type of program designed to bridge the gap between EAL and native English speakers, and to encourage greater student engagement and friendships on campus. We continue to work on ways in which to fully integrate this type of program into student life

at KPU, working with OISS, Student Engagement, ELST and Academic faculty.

4. ESL/EAL and International Initiatives



The Learning Centres continue to work on the development of excellent tutoring **support for EAL and ELST students** recognizing the unique challenges these students have as they incorporate new linguistic, cognitive and physical adaptations into their lives. Beyond this we are establishing a greater awareness of the cross-cultural needs of students and faculty as we build capacity in the university to work for effectively with the diverse student bodies we have across and within each of our campuses. To this end we are providing tutors both in and out of the class, and are working with ELST departments to train new classroom support student tutors.

International Initiative: Learning Centre Support in China

In summer 2014, Learning Strategist Laura Aguilera and peer tutor Sun Yue accompanied by Educational Advisor, Yvonne Chen attended the GDUF International University in Guang Don to present a three week, 40 hour program to assist students with their preparations for entering into upper level studies at KPU. The key elements of this program featured sessions on how to structure courses within a degree, university rules and regulations, study skills, cultural transitions, working in groups and learning strategies. This work will continue as students participate in this partnership program and prepare to arrive at KPU in 2015.

Learning Centre Support in China

This pilot program is an ambitious project that introduces the essential aspects of the academic success to international university students who are intending to complete their degrees at KPU.

Program content by areas of skills development:

Academic Preview

- Selected topics in Accounting, Marketing, Human Resources, or Economics
- 10-15 sessions

Advising

- Program Information, Academic Structure, Course Expectations and related topics
- 5-8 sessions

Learning

- Selected Study Skills, Learning Process, Learning Strategies
- 5-8 sessions

Communication

- Exercises for fluency and articulation, Communication Skills, and Language Applications

- 9-12 sessions

5. International Peer Coaches

In Fall 2013, three international students were selected to become International Peer Coaches in an effort to support international students who were experiencing academic and/or transitional difficulties. During Spring 2014 three additional coaches received training and were matched with various international students as OISS Advisors referred students to the Learning Centres for assistance. This program is **expanding** in the coming year to include the **opportunity for new international students to connect with Peer Coaches prior to their arrival** at KPU. This peer to peer connection will offer reassurance and a friendly face for new comers to KPU in the coming years.



Student Use of Services and Programs - Summary

Program or Service	2013-14		2012-13	
	Students	Sessions	Students	Sessions
One-to-one tutoring	2,463 unique students (+293)	12,117 appointments (+2,867)	2,170 unique students	9,250 appointments
Peer Coaching	35 unique students	83 sessions		
Early Alert referrals	189 unique students		201 unique students	
Academic Boost Camp	100 attendees	2 Boost Camps	189 attendees	2 Boost Camps
Sensational Saturday workshops	250 non-unique students	28 workshops	235 non-unique students	38 workshops
GDUF International Program	22 unique students	3 week 40 hour program		
Mini workshops – Richmond and Langley		20 workshops		
Step Ahead Transition	40 unique students	1 day	35 unique students	1 day
ACE IT Transition	89 unique students	4 x 4 hours	98 unique students	4 x 4 hours
It's About U Transition program (New)	63 unique students	3 days	n.a.	
KAWP - Kwantlen Academic Writing Program	8 unique students	8 x 2 hour sessions	19 unique students	8 x 2 hour sessions

Community Outreach**1. Community Adult Literacy Program (CALP) Overview**

In the 2013-14 year **8 KPU tutors provided more than 170 hours of support for 105 participants registered in CALP programs** run through the Surrey and Richmond Learning Centres. KPU tutors are trained to deliver adult vocational literacy support for small groups or individual participants in programs that usually run for 6 weeks x 2 hours per session. The Community Adult Literacy Program (CALP) is run as a partnership program with Kwantlen Polytechnic University (KPU), the Government of British

Columbia through the Ministry of Advance Education, and other community partners such as PICS, Decoda, Surrey and Richmond libraries.

The program helps adults in the community increase their vocational literacy in order to meet the demands of British Columbia's knowledge-built economy. It was developed to meet the increased need of employers for knowledgeable employees, and covers all of all adults including but not limited to aboriginals, and persons with disabilities. The purpose of the program is to equip all adults in BC with the essential skills that are required to function effectively in any job or career of their choice. The essential skills covered in the program include: Reading, Writing, Numeracy, Computer use, Document use and Thinking Skills.



CALP participants appreciate the assistance they have received to develop the skills required to find and apply for a new job such as preparing an effective resume and cover letter, search for a new job, or ask for a letter of reference among other skills. In addition, it prepares participants for different types of workplace expectations, the "do's" and "don'ts", and networking strategies in the workplace. The program is fun and engaging, and is a great opportunity to learn while increasing social networks.

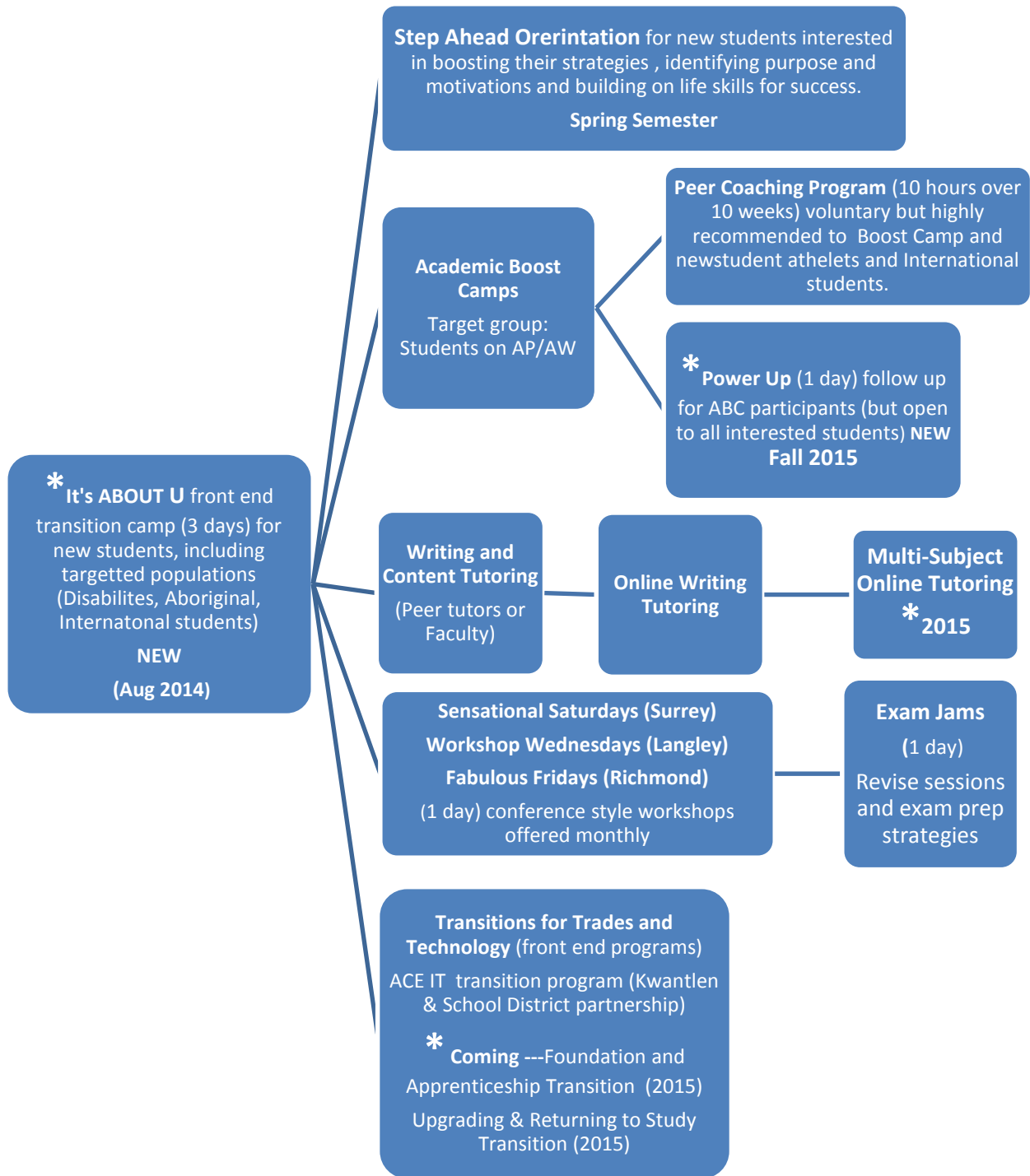
Timing: Each session runs from 6 to 8 weeks, depending on the previous knowledge of the participants.



2. Student Tutors in the Surrey Schools

Working closely with the Surrey Schools Learning Centres, **13 volunteer KPU students** provided support for 4 Learning Centres in North Surrey, Cloverdale, City Central and South Surrey/White Rock. All tutors were trained to perform this volunteer function either by Learning Centre tutor trainers, or as part of their coursework (e.g. Educational Studies 4010). We appreciate the **more than 250 hours of support for high school students** that KPU students contributed.

Overview of Learning Centre Retention and Transition Programs for Students:



Overview of Learning Centre Retention and Transition Programs for Students:

Professional Development and Conference Presentations:

Awards: Kim Tomiak

Awarded \$3864 from the 0.6% Faculty Professional Development Fund Committee in support of her proposed “PhD in Adult Learning”.

Conference Presentations

National Tutoring Association Conference, Tampa, Florida April 2014:

Building Quality Tutoring Programs Through Collaborative Partnerships – Internal and External

Lyn Benn and Nancy Dhillon

The Learning Centre at KPU is happy to work with academic and/or service departments (internal and external) to train tutors for special assignments. The Centre has NTA Certified trainers who are more than equipped to provide the type of pre-service learning and support that the tutors need to be effective and efficient. Learning Centre Trainers then work with academic faculty to provide content area specialized knowledge and skills development on an in-service basis. At the same time, the Learning Centre Trainers are able to provide ongoing support for tutoring skills development. This presentation will provide an overview of the effectiveness of this model.

Building a Professional Learning Community of Tutors, Academic Coaches and Trainers

Nancy Dhillon

It’s the age old question – what came first? The tutor or the training? For the Surrey Learning Centre at Kwantlen Polytechnic University, it was the tutors – with little or no training. The Surrey Learning opened in 1999 and tutors were hired without thorough screening and given sporadic and unstructured training. The centre had a multitude of problems with the services being offered. Thus, it had to work hard to gain credibility within the Kwantlen community. Fast forward 15 years and there is a learning centre on each Kwantlen campus. The strongest opponents of the Learning Centre have become our biggest champions. What’s the secret to our success? It’s the professional learning community we have built of tutors, academic coaches and trainers. Nancy Dhillon, Instructional Associate, of the Surrey campus has been with the Learning Centres of Kwantlen since 1999 and has been involved in this transformation and will share her experiences.

Acknowledgements

It is through the personal and professional contributions of the following Learning Centre staff and faculty that all this work has been achievable. KPU is indeed fortunate to have such a dedicated team working to support student learning and development.

Learning Strategists:

Marti Alger, M Ed (Learning Support)
 Alice Macpherson, Ph D (Learning Support)
 Kim Tomiak, Ph D (cand) (Online Learning)
 Laura Aguilera, Ph D (EAL, Learning and Cognition)
 Susan Vincent, M Ed (Learning Support) Contract

Instructional Associates:

Laura Arneson, M Ed
 Nancy Dhillon, B A

Joan Mauch, BA

Learning Centre Assistants:

Harpreet Sandhu, MA
 Mark Styles, M Ed

Auxiliaries:

Judith Siame, B Ed
 Michelle Ikoma, M Ed
 Parvinder Dhariwal, M A
 Kailee Bruce, B A

Overview of Learning Centre Retention and Transition Programs for Students:

Administration

It has been a pleasure and a privilege to have been welcomed into the Library Resources Division by Todd Mundle, Ann McBurnie and the host of staff and faculty within Library Services and Learner Resources departments. Under Todd's leadership the Learning Centre services and programs have flourished and we look forward to a continued partnership with our newfound kindred spirits as we realize the Vision 2018 for KPU.

Faculty Appreciation

We appreciate the considerable contribution of faculty who have devoted instructional time, office hours, or volunteer time in all Centres. Their contribution through training, modeling and mentoring for tutors is considerable and highly valued, so it is with much gratitude that the administration, faculty, staff, tutors and student thank:

David Burns – Special appreciation as guest presenter, motivator, conspirator for good things.

Aimee Begalka
 Alex Liu
 Alison Nishihara
 Allyson Rozell
 Brooke Mills
 Carol Stewart
 Colin McLeod
 Dale Dearden
 David Sud
 Fergal Callaghan
 Helen Bourgeois
 Jan Verster
 Jean McKendry
 Jennifer Williams
 Jennifer Wolfe
 Joan Robertson
 John Inglis

John Rupert
 John Shepherd
 Judy Bicep
 Kegan Doyle
 Kim Richter
 Laurette Korman
 Neil Kennedy
 Patrick Duffy
 Sepand Jazzi
 Serguei Novoceiskii
 Stephen Peplow
 Suzanne Pearce
 Teresa Hofstedt
 Tracey Kinney
 Ulrike Kestler
 Xin Liu
 (with great apology to anyone left out).

Appendix I: Learning Excellence Model Overview

Tier 1	Tier 2	Tier 3	Tier 4
General	Complementary	Integrated	Embedded
<ul style="list-style-type: none"> • Skills development • Tutoring programs • Intervention and Retention programs 	<ul style="list-style-type: none"> • Individualized Assistance • Online Learning Support • Course based skills & strategies • Work with faculty to design & adapt learning materials or strategies 	<ul style="list-style-type: none"> • Attached to course / assignment • Collaborative: content, scaffolding, timing • Input into assignment • Several in-class visits • Part of a team of support professionals 	<ul style="list-style-type: none"> • Includes all of the integrated skills & knowledge components as part of a course. • Scaffolds strategies and developmental activities across degree programs.
Description	Description	Description	Description
<p>This stage represents the time honoured approaches that the Centres have adopted since their inception.</p> <p>This includes a focus on peer tutoring as a key component to supporting students in their academic success as well as stand-alone intervention programs such as Boost Camps, Early Alert support, Sensational Saturdays and Exam Jams.</p> <p>There is some presence in the classroom, but the majority of the programming occurs separately. Data gathering relates more to student use than student needs.</p>	<p>This stage sets in motion opportunities to enhance individual support for students as well as paving the way for learning support services to be offered more generally via interaction with instructors.</p> <p>Individualized student support will be offered via consultations with Learning Strategists, who will also work with Instructional Associates to build programs to meet identified student needs. Given the diverse student population, many of whom are underprepared, work 20 – 30 hours a week and have little support at home, online learning support is essential as all students can access this.</p> <p>Stage 2 also encourages faculty to seek support for students through tailored learning seminars or workshops that address identified student needs within courses. Workshops and assistance with the development of learning activities or materials complement the instruction students receive. Faculty work collaboratively with Learning Strategists and Instructional Associates.</p> <p>Data gathering and statistical analysis develops.</p>	<p>Integrated programs have proven to be more effective in developing and consolidating skills than services and courses dispersed through traditional academic departments.</p> <p>The Learning Strategists take a key role in working closely and collaboratively with instructors on courses as they find ways to integrate skill development through content, scaffolding and timing of the learning activities. Learning Strategists are able to identify key strategies that enhance the learning outcomes associated with various content areas and are available to consult with faculty regarding student learning issues as they arise from time to time.</p> <p>Continue in-class and complementary workshops. Data, statistical analysis and reporting available to KPU community.</p> <p>Preparing for Supplemental Instruction Peer Assisted Study Sessions (PASS) Program through identification of courses and interested instructors.</p>	<p>Embedding learning skills and knowledge within the disciplines allows for the richest of learning environments and the cultivation of learning excellence.</p> <p>Embedding skills involves a stronger focus on student learning outcomes and offers the institution a way of identifying student development and progress in a more holistic way so that interventions can be sought in a pro-active and timely way. Working in partnership with faculty, Learning Centre staff and faculty provide input into foundation courses or programs to ensure students are provided with a balance of content and process skills that they will need to develop as lifelong learners.</p>