Learning Excellence

An Intentional Model of Service for Kwantlen Learning Centre Services

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July 2011

Learning Excellence

Because students matter

Executive Summary

At Kwantlen we care about each student and we want each of them to have the support, the excellence in instruction and the resources they need to achieve their ultimate goals.

Learning Excellence is an intentional model for providing learning support within the institution and provides extensive services to meet the needs of diverse learners, both in and out of class. This model provides individualized support for students at risk as well as for those who want to strengthen their academic abilities. Through personalized plans developed in consultation with Learning Strategists, students can work one on one with a tutor, or they can be part of a small group in a Peer Assisted Study Session[1] (PASS), as part of the PASS program to get the attention and encouragement they need to succeed academically. At the same time within the Learning Excellence model student tutors and PASS leaders develop the learning skills and strategies to help other students as they enhance their own leadership abilities and their commitment to excellence.

Beyond this, however, learning supports work best when introduced and used in the context of the content students are exploring. Thus, Learning Centre services can be provided in a complementary, integrated or embedded way through collaboration between Instructors, Learning Strategists and Instructional Associates. This intentional design encourages the practice of combining effective strategies with the goals and objectives of the instructor in a collaborative way. Ultimately, this collaboration may well serve to embed skill and knowledge components that enhance and encourage a deep approach to learning and understanding into all courses, so that students are well satisfied that they are developing the essential skills, knowledge and abilities they need to make the most of the opportunities that arise in their lives, now and later.

The four stages involved in achieving Learning Excellence are outlined in Table 1. Table 2 provides a more fully elaborated model and Table 3 provides an overview of the staffing types and levels required to implement this model. These Tables can be found in the following pages.

Currently each Learning Centre has faculty and staff positions. This new model provides avenues for staff to develop as individuals so that they can fully implement the services at the more advanced stages of the model. At the same time the faculty positions will transition to provide more dedicated assistance to students and faculty via Learning Strategists, an Online Learning Support Coordinator and the current Coordinator role will incorporate the role of a Supplemental Instruction/PASS Program Coordinator.

For Departmental Faculty (from Math, Science, English, Accounting, and Physics) who are given time release from their programs to work in the Centre, it is hoped that they will continue to provide support to students as well as working with the peer tutors as Faculty Mentors. These Mentors would assist with the training and supervision of peer tutors in their areas of expertise (such as Writing, Math, Sciences, Accounting, Physics) and for those courses that are historically difficult for which we have available tutors. In keeping with the collaborative model, the Learning Centres will continue to welcome any faculty who wish to volunteer their time in the Centre. It is hoped that ultimately faculty will be able to have more dedicated time to spend working as consultants within the Centres to enhance programming and services. This rich learning environment will be fostered through the diverse roles of those who are associated with the Learning Centres, both in and out of the classroom to create learning excellence.

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[1] Peer Assisted Study Sessions are a form of Supplemental Instruction.

Table 1: Learning Excellence: An Intentional Model of Service for the Learning Centres.

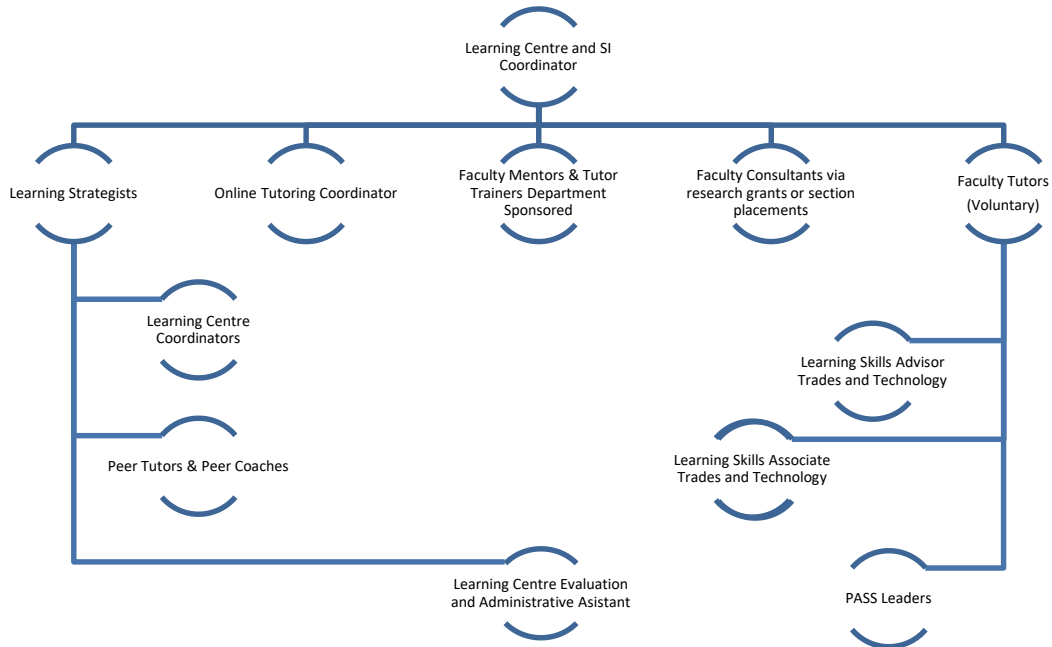| Stage 1 General	Stage 2 Complementary	Stage 3 Integrated	Stage 4 Embedded
• Skills development • Tutoring programs • Intervention and Retention programs	• Individualized Assistance • Online Learning Support • Course based skills & strategies • Work with faculty to design & adapt learning materials or strategies	• Attached to course / assignment • Collaborative: content, scaffolding, timing • Input into assignment • Several in-class visits • Part of a team of support professionals	• 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
This stage represents the time honoured approaches that the Centres have adopted since their inception. This includes a focus on **peer tutoring** as a key component to supporting students in their academic sucess as well as stand alone **intervention programs** such as Boost Camps, Early Alert support, Sensational Saturdays and Exam Jams. 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.	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. **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. 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.	Integrated programs have proven to be more effective in developing and consolidating skills than services and courses dispersed through traditional academic departments. 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. **Continue in-class and complementary workshops. Data, statistical analysis and reporting available to Kwantlen community.** Preparing for Supplemental Instruction **Peer Assisted Study Sessions (PASS) Program** through identification of courses and interested instructors.	Embedding learning skills and knowledge within the disciplines allows for the **richest of learning environments** and the **cultivation of learning excellence.** 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.

	Data gathering and statistical analysis develops.			

Table 2: Learning Excellence: An Intentional Model of Service for the Learning Centres elaborated.

Intentional Model of Service *	General	Complementary	Integrated	Embedded
Definition	- Skills development - Tutoring programs - Intervention and Retention programs	- Individualized Assistance - Online Learning Support - Course based skills & strategies - Work with faculty to design & adapt learning materials or strategies	- Attached to course / assignment - Collaborative: content, scaffolding, timing - Input into assignment - Several in-class visits - Part of a team of support professionals	- Includes all of the integrated skills & knowledge components as part of a course. - Scaffolds strategies across degree program
Function	- Aids transitions - Builds self-awareness - Increases flexibility of services - Markets other TLC and student services	- Develops student self-confidence and skills - More access and equity for service delivery - More engagement with students and faculty - Contextual - Establish relationships between skills & content	- Increases relevance of strategies - Combines practice of strategies with goals & needs - Faculty develop understanding of assignment structure & possibilities	- Increases value of TLC support as partners in the learning process - Presents skills & knowledge as relevant & contextual
Best Practice	- Research and Evaluation - National and International Benchmarks → transforms to complementary	- Meets needs of diverse students - Collaborate with faculty on a wider scale → transforms to integrated	- Develops opportunities to integrate skills & knowledge to become embedded → transforms to embedded	- Continue collaboration - Maintain buy in for explicit teaching & learning - Summative & formative assessment
Services & Programs	- Tutoring - One-on-one appointments, drop-in sessions, small groups - ESL/EAL assistance - Faculty tutors - Generic Workshops - Web information and links to learning support resources & workshops - Early Alert responders - Boost Camps - Sensational Saturdays - Exam Jam	- Instructor-requested workshops: in-class & out-of-class - One-on-one appointments for students to assess strengths and weaknesses. - TLC discuss specific assignments and supports - Tutoring for course content - Drop-in - Tutor training by Learning Centre staff /	- Instructor-requested workshops: in-class & out-of-class - TLC support: leading peer writing or study groups - Supplemental Instruction Peer Assisted Study Sessions (PASS) attached to high risk courses. - Course consultation / collaboration - More emphasis on research, evaluation	- Embedded learning activities in degree programs that are scaffolded to ensure continuity and consolidation of skills. - In-course writing/academic literacy/academic numeracy/thinking skills development (tutors attached) - Collaborative learning opportunities: aka co-curricular Learning Communities with embedded skills

		faculty & academic faculty	and reporting to Kwantlen community.	• Foundation programs.
Imperatives: Creation of a Learning Management Team; Representation on curriculum and learning focused committees. Professional development for staff, faculty and tutors; Research and evaluation projects; Assessment of services; Focus on continuous improvement and student outcomes.				

Table 3: Staffing Model for Learning Excellence: An Intentional Model of Service for the Learning Centres

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Current budgeted TLC staffing levels
- Faculty 3 FTE (Coordinator, ESL Specialist, vacant)
- Instructional Associates 3 FTE
- TLC Assistants 1.4 FTE
- Auxiliary TLC Assistants .6 FTE
- Budget Allocation for approx. 50-60 tutors and peer coaches.

Required TLC staffing levels
- Faculty 4 FTE (SI Coordinator, Online Tutoring & ESL Coordinator, 2 Learning Strategists)
- Instructional Associates 3 FTE (Staff)
- Learning Skills Specialist Trades and Technology 1FTE (Staff or Faculty)
- LC Evaluation and Administrative Assistants 3 FTE (Staff)

- Auxiliary TLC Assistants .6 FTE (Staff)
- Budget Allocation for approx. 50-60 tutors and peer coaches.
- Budget Allocation for PASS leaders for SI at $1,000 per leader.

New Staffing adjustments:

New Positions:

1 FTE faculty for Online Learning and ESL Support

1FTE Learning Skills Specialist Trades and Technology (Staff or Faculty)

1.6 FTE staff to fill the roles of LC Evaluation and Administrative Assistants.

Changes to existing positions:

LC Faculty positions become Learning Strategist positions.

LC Coordinator takes on additional SI/PASS Coordinator role.

Learning Excellence:

Because students matter

An Intentional Model of Service for Kwantlen Learning Centres

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An Intentional Model of Service for Kwantlen Learning Centres

The student learning experience at Kwantlen is changing rapidly. Demographically we anticipate that a more mature student population will be seeking admission or upgrading within the next 5-10 years, and as more degree programs emerge, particularly in the Sciences, the type of student attracted to Kwantlen is likely to change. The open access policy of the university, currently under scrutiny, also presents challenges for students as well as the institution. Few students at Kwantlen have a linear approach to education and increasingly their expectations are that there will be flexibility in how, when and where they will access courses and the support for those courses. Notwithstanding, current student retention figures for degree bound students indicate that we are losing up to 30 % of students within the first two years of their university life. For other qualifications the attrition rate spans toward 50%[2]. Thus, the Kwantlen Learning Centre programs and support structures need to be geared towards a changing population, many of whom enter the university under-prepared or potentially at risk of failure.

With the variation in student abilities for those entering from High School and an emerging mature or re-entry population, current support services (ACP, Learning Centres, Counselling, Advising, Services for Students with Disabilities, Student Engagement, Career Services, Financial Aid) need to work together to provide a firm foundation for success for these student populations. Once students are established in courses, other services such as the library and IT, working in partnership with student services and academic faculty, serve to strengthen and enhance the learning environment.

Learning excellence means that students have the necessary support systems to achieve extraordinary academic success. Learning Centres can offer a system of comprehensive, individualized support, personalized attention and encouragement for those who want to strengthen their academic abilities. At the same time, the Learning Centres can also provide the programming that strengthens classroom learning through in-class supports. Furthermore the Learning Centre programs build capacity within the student body through opportunities for students to develop their leadership skills and tutoring abilities while consolidating their own learning and content knowledge. Thus, to support and enhance student success and promote learning excellence we need to have a holistic approach to student learning and work towards the integration of learning support services across disciplines, in and out of the classroom and even reaching out to our communities.

The Learning Centres at Richmond and Surrey, situated within the current Learning Commons structures, are well positioned to support students both individually and in partnership with other services. The Langley Learning Centre provides support by reaching out intentionally to academic program areas and other services, often inviting participation in Learning Centre events and programs. The Learning Centre presence at Cloverdale is eclectic, providing support in and out of the classroom, or online, or one to one, and is forging the way for operations at other campuses.

The significance of the total learning environment - academic, supportive, physical, virtual, - to the student experience should not be overlooked or taken for granted. With the Surrey and Richmond Learning Centres being housed in a Learning Commons structure, we are seeing the impact of this new learning environment on student learning behaviours. Students can access tutoring and take advantage

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[2]Retention Statistics – Ron Maggiore, 2011

of the opportunity to meet in small study groups where they can access peer tutor or faculty support if needed.

In practice, the Learning Centres are beginning to work innovatively across service boundaries forging links between the library, other student supports (Counselling, Advising etc), IT and academics to bring about more comprehensive, effective and accessible services, thus promoting learning excellence. Despite this, students look for 'just in time' strategies and assistance at times when they struggle with learning issues or a lack of comprehension. Thus, unless students are on campus, they can not utilize learning support services such as tutoring or guided study groups that occur in the Learning Centres.

While there are limited resources offered on the Learning Centre website and students' course websites, tutoring services and support are not accessible to those who are unable to attend during operating hours. In a new model of service delivery for the Learning Centres it is imperative that students have greater flexibility in accessing services online through the creation of an online tutoring service.

Within this context the Learning Centres have another significant role. They provide an opportunity for students to take an active role in leadership, service learning and other social learning opportunities which transform other students' lives. Peer tutors in the Learning Centres have a minimum of CRLA Level 1 international tutor certification and a significant majority move on to become Level 111 Master tutors. Academic faculty from Math, English, Accounting, Science, Humanities and Social Sciences also provide training and mentorship for tutors as well as individual assistance for students. Thus, our peer tutors and faculty have a great understanding of expectations and teaching styles, along with content knowledge. This holistic approach to tutoring serves students with an exemplary opportunity to create partnerships in supporting learning excellence.

These factors have been taken into account in developing a new approach to the delivery of learning support through the Learning Centres. Over the next five years the Learning Centres will continue to intentionally build partnerships across departments, within the student body and in the community to support and promote learning excellence.

Strategy and Structure

1.1 The redesign of learning support: Learning Excellence and Intentional Service Delivery

> "The primary aim of a Learning Centre is to support people in the process of learning. This support is extended to learners in their individual endeavours and to the institution in its development of approaches to learning" (Les Watson, 2011)[3].

Our current students recognise the need to develop more essential skills, particularly in the areas of critical thinking, reading, writing, academic numeracy and study strategies[4] to support their learning and ultimate success. These skills do not develop in isolation. While the pedagogical strategies promoted by the Centre for Academic Growth are rooted in active learning approaches to teaching, and the structured learning experiences for students often promote group work, there is still high demand from students for instruction in learning skills to supplement in-class activities. To this end the Learning Centre staff and faculty have already initiated generic study strategy and learning skills workshops through the Sensational Saturday programs, Boost Camps and Exam Jam activities.

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[3] Watson, L. (2011) What is a Learning Centre? http://www.leswatson.com/whatisalearningcentre.html
[4] Kwantlen Accountability Report 2011

However, depending on the prior experiences, developmental level and cognitive abilities of the student, the transfer of generic learning skills or strategies is variable and unreliable. Thus, integrated and embedded learning strategies have emerged as one of the features of modern text books (virtual and print), and complementary websites provide the supplemental and self testing materials to foster deeper approaches to learning and consequent understanding of the material presented. Notwithstanding, many students are unaware of these features that enable them to be more independent and successful learners and one reason for this is that they are oblivious of ways in which they can develop their own personal learning approaches and take advantage of their natural approaches to learning, or learning styles.

Similarly, university professors and instructors are often subject experts with disparate pedagogical skills and knowledge. While some scholars have embraced the Scholarship of Teaching and Learning ideals, many are weighed down with their everyday workload and are only able to focus on delivering content to students.

In response to situations where faculty are looking to enhance the learning within the classroom Learning Centre faculty (Learning Strategists) can work collaboratively with them in an intentional manner to improve the quality of student learning and ultimate success including. Within the proposed model for the Learning Centres there are four ways in which this basic need can be met -

1. General support through personalised learning plans, generic workshops, tutoring and targeted stand alone interventions. Some consultation with faculty.
2. Complementary workshops offered in or out of class time along with consultation regarding discipline-specific learning strategies.
3. Integrated learning support offered within the course including Supplemental Instruction.
4. Embedded learning strategies that are applied in the context of the learning activities within the class.

This model also allows for the development of Learning Centre Campus Collaboratives which could provide an avenue for sharing information regarding student needs, potential areas of concern for student success, program planning input and feedback, service development and delivery. Proposed membership could include faculty representatives of key program areas on each campus (Instructor, Department Chair, Dean or Assoc. Dean or designate), students, tutors, Faculty tutors, Learning Centre staff and faculty, Online Support and ESL Coordinator, SI Coordinator.

The levels of interaction with students and faculty ensure that both individual and collective needs are met. Individualized learning plans, workshops and consultation with faculty to embed effective learning strategies are effective ways to meet both an institutional imperative (as per the Accountability Plan) and a student retention and success mandate (as per Kwantlen Commitments).

To this end, beyond a general approach to providing access for students to learning support and skills development (as is currently the model for the Learning Centres) an integrated, supplemental and embedded approach to the delivery of services from the Learning Centre is proposed. This new Model for Learning Excellence and Intentional Service Delivery[5] can be staged over the next five years as we work to build the programs and overcome any institutional or systemic barriers that arise from time to time in the transitions that occur as services develop.

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[5] Adapted from Yoshida and Smyth (2011) Mt Royal University.

Stage 1. Current Model

Intentional Services	General Support	Staffing Model
Definition	- Learning Skills development - Tutoring Programs - Intervention and Retention Programs	- Centre Coordinator 1 FTE (Langley) - Learning Centre Faculty 2 FTE (Richmond, Surrey) - Instructional Associates 3 FTE (Langley, Surrey, Richmond) - Learning Centre Assistants 1.4 FTE (Richmond, Surrey) - Learning Centre Auxiliary for Trades and Technology (Cloverdale) .3 FTE - Learning Centre Auxiliaries (on call) 60+ Peer Tutors (all campuses) 6 Peer Coaches (Richmond, Surrey, Langley) 15 Faculty Tutors section releases from English, (.5 FTE) Math (.5 FTE), & Accounting (.3 FTE); other faculty offer office hours or volunteer hours.
Value	- Aids transition - Builds self-awareness and essential skills - Prioritizes services - Markets other services to users	
Best Practice	- Based on research - Benchmarked to national standards in some areas → transforms to Complementary Support	
Services	- Tutoring (basic learning and study strategies, some course content, writing, numeracy) - One-on-one appointments - Drop-in sessions - Small groups - ESL/EAL assistance - Faculty tutors - Generic Workshops - Web information and links to learning support resources & workshops - Early Alert responders - Boost Camps - Sensational Saturdays - Exam Jam	
Imperatives	Committee work; Professional development activities, data gathering and statistical reporting internally only.	

Stage 2. Building on General and Complementary Services

Intentional Services	General Support	Complementary Support	Staffing Model
Definition	• Learning Skills development • Tutoring Programs • Intervention and Retention Programs	• **Learning Strategists** to work with individual students and groups • **Online services** • Skills & strategies complement the course or program • LC faculty and Instructional Associates work with instructional faculty to design & adapt learning materials	• Learning Centre Coordinator 1FTE • **Learning Strategists FTE (2 FTE)** to cover all campuses.* • **Online Tutoring and EAL/ESL Support Coordinator (1 FTE)*** • Instructional Associates 3 FTE (Langley, Surrey, Richmond) • Learning Centre Assistants 1.4 FTE (Richmond, Surrey) • **Learning Skills Specialist* for Trades and Technology (1FTE staff position)** (Cloverdale) • Learning Centre Auxiliaries (on call) • 60+ Peer Tutors (all campuses) • 6 Peer Coaches (Richmond, Surrey, Langley) • 15 Faculty Tutors section releases from English, (.5 FTE) Math (.5 FTE), & Accounting (.3 FTE); other faculty offer office hours or volunteer hours. *New positions replacing LC general Faculty positions. See Appendix for Job Descriptions
Function	• Aids transition • Offers some self-awareness and essential skills • Prioritizes services • Markets other student services to users	• Contextual learning • More engagement with students • Establishes relationships between skills & content • Develops self-awareness and essential skills • Incorporates other student services for users	
Best Practice	• Based on research • → transforms to Complementary Support	• Benchmarked • Collaborate with faculty on a wider scale • Research-based programs • → transforms to Integrated Support	
Services & Programs	• Tutoring (basic learning and study strategies, some course content, writing, numeracy) • One-on-one appointments • Drop-in sessions • Small groups • ESL/EAL assistance • Faculty tutors • Generic Workshops • Web links to learning support resources & workshops • Boost Camps • Sensational Saturdays • Exam Jam • Peer Coaching	• Instructor-requested workshops: in-class & out-of-class • **One-on-one Learning Strategist appointment to discuss specific learning needs** • **Online Learning Support Program and ESL/EAL Assistance** • **Special Assistance for Trades and Technology students** • Tutor training by Learning Centre staff / faculty & Faculty Mentors • Tutoring targeted high risk courses • Drop-in support • **Transition and Bridging Programs** which complement particular courses or programs.	
Imperatives	Committee work; Training and development	Committee work; Professional development; Research projects; Assessment of services.	

Stage 2 incorporates two **Learning Strategists** who provide one-on-one and small group consultations designed to help students develop the study skills necessary to meet the demands of university level learning. During these consultations, students will have the opportunity to assess their study skills, understand their individual learning styles, and learn new strategies that will make them more efficient, effective learners at the university level.

Learning Strategist support services offer students an opportunity to:
- Develop a personalized learning profile and study plan for academic success
- Learn more about individual strengths and weaknesses
- Improve note-taking skills to allow for better retention of information
- Develop time management & organizational skills
- Learn how to cope with distractions and improve concentration
- Learn strategies to remember many facts and formulas
- Find ways to increase processing speed and memory capacity
- Increase academic vocabulary
- Develop strategies for working with sequences and visual patterns
- Learn how to stay motivated and focused
- Develop better test taking strategies
- Learn how to reduce test anxiety
- Become a more efficient reader and/or writer
- Learn how to self-advocate and seek helpful resources at Kwantlen.

The Learning Strategist also consults with academic faculty to provide assistance in learning approaches or strategies for working with students with disabilities, or at risk students. Working with the Instructional Associates, from time to time they would also offer workshops on request or as part of the Learning Centre programs designed to promote learning excellence.

Within the integrated and embedded stages, Learning Strategists will work as partners in the planning, implementation and delivery of certain aspects of courses including curriculum development.

An **Online Tutoring and ESL/EAL Coordinator** would be responsible for designing and setting up online tutoring services via an Online Writing Lab (OWL), overseeing all aspects of the OWL and contributing to the overall functioning of other Writing and EAL/ESL services. This position would be responsible for training, monitoring and evaluating the online tutors, as well as monitoring the quality of responses given to student submissions. Because this is a new service for students the coordinator would be required to contact and support instructors who currently and potentially can utilize the OWL or an online tutoring platform for their students as well as assisting faculty and tutors working in a Writing support and EAL/ESL support capacity.

The Learning Skills Specialist working with Trades and Technology is responsible for the development and delivery of programs to provide strategic approaches to learning for students in order to enhance their academic performance. The Learning Specialist will design and implement Learning Strategy Workshops and consult with faculty and staff about integrating learning strategies into the curriculum and assist in the development of academic skills, compensatory learning strategies and success plans for students with disabilities. As well the person will initiate and lead small group sessions and one-on-one sessions with students, develop workshops and professional development opportunities for trades instructors and staff, build partnerships and alliances with internal departments and the external community. This person needs to be a champion of continuous improvement as a way of servicing students by analyzing current practices and researching new valid methods and strategies to assist students in their education and self-monitoring. It is expected that the Learning Specialist develop new

activities, interventions and learning strategy approaches. It is important that relevant statistical data and required tracking/reporting is conducted.

Stage 3. Integrating Services

Intentional Services	General & Complementary Support	Integrated Support	Staffing Model
Definition	•	• Attached to course / assignment • Collaborative: content, scaffolding, timing • Input into assignment • Several in-class visits • Part of a team of support professionals • SI component	• **Learning Centre Coordinator and Supplemental Instruction Coordinator** 1FTE • Learning Strategists .5 + .5 FTE (1FTE) to cover all campuses. • Online Tutoring and EAL/ESL Support Coordinator (1 FTE) • Instructional Associates 3 FTE (Langley, Surrey, Richmond) • **Learning Centre Administrative and Research Assistants* (1.4 FTE)** • Learning Skills Specialist for Trades and Technology (1 FTE) (Cloverdale) • Learning Centre Auxiliaries (on call) • 60+ Peer Tutors (all campuses) • 6 Peer Coaches (Richmond, Surrey, Langley) • 15 Faculty Tutors section releases from English, (.5 FTE) Math (.5 FTE), & Accounting (.3 FTE); other faculty offer office hours or volunteer hours. *Positions replacing the LC Assistant and expanding the role of LC Coordinator: See Appendix for Job Descriptions
Function	•	• Increases relevance of strategies • Combines practice of strategies with goals & needs • Faculty develop understanding of assignment structure & possibilities	
Best Practice	•	• Develops as many opportunities to integrate skills & knowledge to become embedded • → transforms to embedded support	
Services & Programs	•	• Instructor-requested workshops: in-class & out-of-class • TLC support: leading peer writing or study groups • Supplemental Instruction **Peer Assisted Study Sessions (PASS)** attached to high risk courses. • Course consultation / collaboration • More emphasis on research, evaluation and reporting to Kwantlen community.	
Imperatives	Committee work; Professional development; Research projects; Assessment of services		

Stage 3 provides an opportunity to integrate learning skills and strategies into the learning activities of students through the implementation of Supplemental Instruction. At this stage **Learning Centre Evaluation and Administrative Assistants (1.4 FTE)** are incorporated. These positions stem from the Learning Centre Assistant roles and are designed to work with the Tutor Trac program to set up reports and evaluations for Learning Centre, faculty and institutional use.

The Evaluation and Administrative Assistants employ high level interpersonal, data handling and organization skills to:
- Set up and maintain Tutor Trac reporting and functions as appropriate or desired from time to time.
- Provide a wide variety of research and data collection, tabulation and analysis support to the LC Coordinator and Director Student Development.
- Demonstrate expertise with MS-Office and statistical application programs (e.g., SPSS, Excel).
- Draw on knowledge of probability and sampling, design surveys and evaluate the strength and weaknesses of programs, making recommendations for improvement.
- Apply current data-gathering techniques, terminology and technology.
- Prepare and deliver regular and annual reports on program status to the LC Coordinator and Director, Student Development.
- Provide support in meeting the data and information requirements.

In this stage the role of the Learning Centre Coordinator is expanded to include **Supplemental Instruction coordination** and training of leaders. Because of the demands of multiple campuses this coordinator position will work with a SI Team and each campus Learning Management Team to plan, implement and evaluate SI courses and the program.

Learning Centre Campus Collaboratives will be developed to provide an avenue for sharing information regarding student needs, course development and potential areas of concern for student success, program planning input and feedback, service development and delivery. Proposed membership of the team could include such people as faculty representatives of key program areas on each campus (Instructor, Department Chair, Dean or Assoc. Dean or designate), Students, tutors, Faculty tutors, Learning Centre staff and faculty, Online Learning Support Coordinator, SI Coordinator.

Stage 4. Embedding Services

Intentional Model of Service	Embedded Services	Staffing Model
Definition	• Includes all of the integrated skills & knowledge components	• **Learning Centre Coordinator and Supplemental Instruction Coordinator 1FTE** • Learning Strategists (2 FTE) to cover all campuses. • Online Tutoring and EAL/ESL Support Coordinator (1 FTE) • Instructional Associates 3 FTE (Langley, Surrey, Richmond) • **Learning Centre Evaluation and Administrative Assistants* (1.4 FTE)** • Learning Skills Specialist for Trades and Technology (1 FTE) (Cloverdale) • Learning Centre Auxiliaries (on call) • 60+ Peer Tutors (all campuses) • 6 Peer Coaches (Richmond, Surrey, Langley) • 15 Faculty Tutors section releases from English, (.5 FTE) Math (.5 FTE), & Accounting (.3 FTE); other faculty offer office hours or volunteer hours. • Faculty who gain release time to work as consultants in the Learning Centres (sponsored by departments or grants).
Function	• Increases value of LC support as partners in the learning process • Presents skills & knowledge as relevant & contextual	
Best Practice	• Continue collaboration • Maintain buy in for explicit teaching & learning • Summative & formative assessment	
Services & Programs	• Embedded learning activities in degree programs that are scaffolded to ensure continuity and consolidation of skills. • In-course writing/academic literacy/academic numeracy/thinking skills development (tutors attached) • Collaborative learning opportunities: aka co-curricular Learning Communities with embedded skills • Foundation program development • Faculty consultants in the Learning Centres.	
Imperatives	Committee work; Professional development; Research projects; Assessment of services	

Stage 4 provides more intrusive and embedded programming and curriculum development to ensure students use appropriate learning strategies within the context of the discipline(s) and that there is the capacity within and across disciplines to track student development of those essential learning skills that support lifelong learning. Within this context pro-active approaches can then be taken to deal with more individual learning problems or concerns as they arise from time to time.

Ultimately, the elements required to build Foundation Programs that all students access as a basis for their degrees can be identified through consultation and collaboration between Faculties and student services and support program areas such as ACP, Learning Centres, Counselling, Advising, Services for Students with Disabilities, Student Engagement, Career Services, Financial Aid, the Libraries and IT.

Staffing Model

- Online Tutoring and EAL/ESL Coordinator - Develop, implement, monitor and evaluate online writing support, tutor program, online resources and ESL/EAL services x 1 FTE

- Learning Strategists x 2 FTE

- Learning Centre Evaluation and Administrative Assistants (currently Learning Centre Assistants 1.4 FTE)

- Learning Specialist for Trades and Technology (currently using an Auxiliary Learning Centre Assistant .3 FTE) need 1 FTE.

- Faculty tutors/mentors (as per Faculty or Departmental allocation)

- Peer Tutors (depending on budget allocations)

- Peer Coaches (depending on budget allocations)

- Learning Centre Auxiliaries (on call emergencies)

Current budgeted TLC staffing levels	Required TLC staffing levels
• Faculty 3 FTE (Coordinator, ESL Specialist, vacant) • Instructional Associates 3 FTE • TLC Assistants 1.4 FTE • Auxiliary TLC Assistants .6 FTE • Budget Allocation for approx. 50-60 tutors and peer coaches.	• Faculty 4 FTE (SI Coordinator, Online Tutor & ESL Coordinator, 2 Learning Strategists) • Instructional Associates 3 FTE • LC Evaluation and Administrative Assistants 3 FTE • Auxiliary TLC Assistants .6 FTE • Budget Allocation for approx. 50-60 tutors and peer coaches. • Budget Allocation for PASS leaders for SI at $1,000 per leader.

New Staffing adjustments:
New Positions:
 1 FTE faculty for Online Tutoring and ESL Coordinator

1.6 FTE to provide reception support for all Centre as the Learning Centre assistants gain the skills to fulfill the roles of LC Evaluation and Administrative Assistants.

Changes to existing positions:
LC Faculty positions become Learning Strategist positions.

LC Coordinator takes on additional SI Coordinator role.

1.2 Learning Partnerships

A co-feature of this Learning Excellence model is the notion of **Learning Centre Campus Collaboratives** which would provide an avenue for sharing information regarding student needs, potential areas of concern for student success, program planning input and feedback, service development and delivery. Proposed membership could include faculty representatives of key program areas on each campus (Instructor, Department Chair, Dean or Assoc. Dean or designate), students, tutors, Faculty tutors, Learning Centre staff or faculty, Online Support and ESL Coordinator, SI Coordinator, related service areas for each campus.

This mix of representation in Learning Centre Campus Collaboratives is a way of ensuring that we look more holistically at student learning needs within the campus environment. The purpose of these

collaboratives is to identify particular campus needs and determine priorities for Learning Centre programming and services. The Collaborative also forms a dual purpose of informing the campus community of the particular philosophy, directions or activities that emanate from each Learning Centre. Thus the function is to inform as well as be informed.

Utlimately, this collaboration may well serve to identify and embed skill and knowledge components that enhance and encourage a deep approach to learning and understanding into all courses, so that students are well satisfied that they are developing the essential skills, knowledge and abilities they need to make the most of the opportunities that arise in their lives, now and later. **This process starts to build an effective Foundation Program** that is developed from an evaluation and analysis of embedded learning elements, desired learning outcomes and the collective student needs.

In addition, the Learning Centres will continue to build community liaisons through support for **Service Learning and Volunteer Tutoring programs** by providing the training and development that students may need to engage in volunteer or service work.

Learning Spaces and Centre Designs

2.1 Engaging learners by shaping learning environments.

We are looking to provide a shift in how students approach learning. Learning excellence is promoted when students see themselves as partners in their own learning process. This means that they need to develop their student voice, engage more in learning activities and raise their own awareness of the significance and impact of the quality of their student experience on their chances of success. Within the Learning Centres the promotion of social learning spaces gives students the opportunity to take control of their learning environment, and equally important, it gives them some choice in how to engage and participate as active learners and leaders.

Currently students know to come to the Centres to access one-to-one tutoring. However, as more tutors are trained to provide both tutoring and coaching assistance, the Learning Centres are moving towards using peer tutors and peer coaches to help groups of students, thus placing a greater emphasis on conversational or social learning. In recognition of the benefits of social learning, there is space being made available in all Centres to support more group work as well as one-to-one tutoring, and project work space has been made available in the adjoining study rooms. Technology is also available in each Centre but the learning space is one that encourages students to exchange ideas and learn through conversation.

Conclusion

The Learning Excellence model delivers learning support within the institution and offers extensive services to meet the needs of diverse learners, both in and out of class. This intentional model provides individualized support for students at risk as well as those who want to strengthen their academic abilities. Through personalized plans developed in consultation with Learning Strategists, students can work one on one with a tutor, or they can be part of a small group to get the attention and encouragement they need to succeed academically. At the same time the Learning Excellence model encourages student tutors to develop the learning skills and strategies that help other students as they grow themselves, in leadership and a commitment to excellence.

Learning supports work best when introduced and used in the context of the content students are exploring. Thus, Learning Centre services can be provided in a general, complementary, integrated or embedded way through collaboration between Instructors/Faculty, Learning Strategists and Instructional Associates. As these relationships develop, the Learning Centre Campus Collaboratives also have the potential to inform any moves towards the development of Foundation Programs.

Using this model of intentional service the Learning Centres will continue to encourage the participation of faculty in providing tutoring and mentoring for students. Through the implementation and expansion of online services students will have the flexibility they need to access help in a timely and quality assured manner. Ultimately the model also encourages participation of faculty as Consultants in the Learning Centre on a secondment or part time basis, and participation in Learning Centre Campus Collaboratives as we build capacity within and outside the university.

Learning Excellence provides individual assistance, retention based programming, approaches to effective teaching and learning, partnerships with faculty and other service areas, and spans student support and institutional boundaries to provide an integrated, holistic approach to promoting excellence in learning.

APPENDICES

Online Tutoring and ESL/EAL Coordinator

Responsibilities:
- Manage daily operation of Online Writing Lab (OWL) and tutoring platform
- Direct incoming electronic submissions to tutors.
- Monitor administrative functions of the OWL.
- Critique tutor comments on outgoing papers for writing tutors.
- Investigate online tutoring options for content areas.
- Contact and support instructors who currently and potentially can utilize the OWL or online tutoring for their students
- Train writing tutors for online tutoring
- Assist with the development and delivery of tutor training programs for online content tutors
- Assist Writing and ESL/EAL faculty with development and implementation of services
- Collect and analyze data on online sessions and student needs.

Qualifications Required:
* Bachelor Degree in English, Adult Education, Linguistics or related field
* Previous experience tutoring in a Writing Center or in composition instruction
* Previous experience in an Online Writing Lab
*Tutor Training program development and experience
* Strong writing skills
* Experience creating and maintaining web pages
* Some ESL tutoring or teaching experience required

Learning Strategists (2 FTE)

The Learning Strategist performs the following duties and accepts the following responsibilities.

- Counsels Learning Center (LC) clients (including students with disabilities) on a one on one basis or small group, selecting appropriate diagnostic instruments and diagnosing their strengths and potential problems, prescribing appropriate learning materials, techniques, and environments for improvement in personal learning skills, and follows up on clients' programs.

- Presents learning strategies and essential skills workshops both in the classroom and via Learning Centre programs.

- Assists learners who come to the Learning Centre with specific, one-time problems.

- Confers and consults with instructors as needed regarding learning strategies in general or personalized programs.

- Provides more intrusive and embedded programming and curriculum development assistance to faculty to ensure students use appropriate learning strategies within the context of the discipline(s).

- As part of a professional team, the Learning Strategist helps establish the capacity within and across disciplines to track student development and those essential learning skills that support lifelong learning.

- Is a member of the Learning Centre Campus Collaborative

- Reviews literature on learning assistance, particularly in the area of specialty.

- Conducts research, publishes where appropriate and presents findings at conferences.

- Assists in evaluating and recommending learning strategies within programs.

- Aids in the compilation of semester reports for the Coordinator.

- Performs other duties as assigned.

Learning Skills Specialist for Trades and Technology (1 FTE)

The Learning Specialist working with Trades and Technology is responsible for the development and delivery of programs to provide strategic approaches to learning for students in apprentice and vocational programs. The Learning Skills Specialist will design and implement Learning Strategy Workshops and consult with faculty and staff about integrating learning strategies into the curriculum.

The Learning Skills Specialist for Trades and Technology will:
- Assist in the development of academic skills, compensatory learning strategies and success plans for students with disabilities
- Initiate and lead small group sessions and one-on-one sessions with students
- Develop workshops and professional development opportunities for college staff
- Build partnerships and alliances with internal departments and the external community
- Be a champion of continuous improvement as a way of servicing students and the college community
- Analyze current practices, research new valid methods and strategies to assist students in their education and self-monitoring
- Develop new activities, interventions and learning strategy approaches
- Maintain confidential case records, relevant statistical data and required tracking/reporting

Required Qualifications
· Undergraduate degree in psychology, educational psychology, special education or related field; Graduate degree preferred
· Minimum 2 years experience working with students with disabilities, preferably with Apprentices/Skilled Trades students, in an educational setting
· Knowledge of issues faced by students with disabilities in a post-secondary institution and with the Apprenticeship Board
· Good working knowledge of MS Office Suites
· Ability to integrate the use of adaptive technology (i.e., use of voice to text and text to voice software, Inspiration, digital recorder, Outlook) and learning strategies
· Ability to understand psycho-educational assessments and the implications of a specific learning disability upon academic performance
· Experience in developing and conducting small group workshops
· Excellent interpersonal, advocacy, consultation, problem-solving and communication skills.
· Demonstrated leadership in establishing and maintaining client service
· Ability to work effectively both as a team member and independently
· Flexibility, initiative and creativity

Learning Centre Evaluation and Administrative Assistants (1.4 FTE)

The Evaluation and Administrative Assistants employ high level interpersonal, data handling and organization skills to:

- Provide a wide variety of research and data collection, tabulation and analysis support to TLC Coordinator, faculty and staff.
- Demonstrate expertise with MS-Office and statistical application programs (e.g., SPSS, Excel)
- Draw on knowledge of probability and sampling, design surveys and evaluate the strength and weaknesses of programs, making recommendations for improvement
- Apply current data-gathering techniques, terminology and technology
- Prepare and deliver regular and annual reports on program status to the Director, Student Development
- Provide support in meeting the data and information requirements

It is preferred that the successful candidate:
* Have a Master's degree in a quantitatively oriented field such as mathematics, statistics or economics
* Have experience reflecting coursework and/or methodology in research evaluation as well as in conducting research projects
* Have experience in research and data management in an academic environment
* Be skilled in statistical analysis and reporting, design and analysis of surveys
* Have experience with records systems management and maintenance
* Have effective verbal and written communication skills

A minimum of three (3) years of research and program evaluation experience is required.

Actual Job Postings (as at January 2012)

Learning Strategist Learning Support

Kwantlen Polytechnic University's Learning Centres offer learning assistance, one to one and small group tutoring, and help with study skills and learning strategies that lead to students' academic success of any Kwantlen student in any program. The Learning Centres are located on each of Kwantlen's four campuses. Reporting to the Director, Student Development, the Learning Strategist is a faculty member who works as part of a team in the delivery of services for students and faculty to enhance student learning, academic performance, and retention. The Learning Strategist works closely with faculty to provide course- and program-specific learning support. This Non-Regular Type 1 (contract) position commences mid-January until April 2012 and is responsible for the delivery of a number of programs and services for students, and assists with the training and supervision of Peer Tutors, Peer Coaches and other student assistants who work in the Centre's. This position is currently located on our Surrey campus however travel to other campuses may be required.

List of responsibilities:

- Provide individual learning assistance and/or assessments to students at all levels;
- Develop, implement, evaluate and revise programs to meet the learning skills needs of students;
- Collaborate with other faculty to design and teach in/out of class workshops tailored to the needs of students in a specific discipline;
- Co-coordinate programming and services for various student groups and external partners;
- Assist with the development and teaching of numeracy, writing and essential skills across the curriculum;
- Present workshops for students on a range of academic and professional skills;
- Assist with the recruitment, training, and supervision of Peer Tutors, Peer Coaches and other student assistants;
- Assist with the design, development and delivery of the transition to university programs;
- Help to promote and raise awareness of services;
- Participate in assessment and research activities;
- Develop and maintain learning resources in a range of media;
- Other related duties as assigned.

Qualifications for this position include: a Master's Degree in Higher Education with a specialization in Teaching & Learning, or a Master's Degree in Educational Psychology or Counselling, or a graduate degree in a related field with demonstrable relevance and two years' experience in delivering programs to enhance student learning at the university level or an equivalent combination of education and experience. The successful candidate must also have: in-depth knowledge of student learning, self-management, and academic performance issues in higher education; experience working with faculty in an educational capacity; experience advising students on learning and performance issues; superior speaking, presenting, teaching, and writing skills; strong supervisory skills and experience supervising/mentoring university students; strong organizational and time management skills and the ability to work to tight deadlines with changing priorities; strong research skills and familiarity with research and data analysis techniques; ability to work collaboratively in a collegial environment; high level of computer literacy including word processing, email, Web, and PowerPoint. Experience in delivering programs that increase the success of international, aboriginal and at-risk learners in a post-secondary context is an asset as is experience as a Tutor or Learning Coach at the university level.

Learning Strategist Online Learning Support

Kwantlen Polytechnic University's Learning Centres offer learning assistance, one to one and small group tutoring, and help with study skills and learning strategies that lead to academic success of any Kwantlen student in any program. The Learning Centres are located on each of Kwantlen's four campuses. Reporting to the Director, Student Development, the Learning Centre faculty member works as part of a team in the delivery of services for students and faculty to enhance student learning, academic performance, and retention. The Learning Centre faculty works within Kwantlen to provide course- and program-specific peer tutoring support. S/he is responsible for the delivery of a number of programs and services for students, and assists with the training and supervision of online and peer tutors, and other student assistants who work in the Centres.

This position will:

- Apply learning theory and effective pedagogical approaches in using technology to support tutorial services.
- Plan and deliver post-secondary online tutorial programs and assist with face-to-face peer tutoring services.
- Research and test the efficacy of face-to-face and emerging online tutoring technologies.
- Provide educational leadership, mentoring and training for tutors.
- Design, update and maintain web-based learning environments for a diverse audience with varying levels of technological competency.
- Determine the pedagogical significance of applying technology to online learning skills programs.
- Diagnose the skill development needs of adult learners.

Requirements for the position include: Minimum of a Master's Degree in Adult Learning,or equivalent. Recent experience in the planning and delivery of post-secondary online tutorial programming using peer tutors. Five years of relevant post-secondary Learning Centre experience. Experience teaching at the post-secondary level using online technologies. A strong technical background including Microsoft, CompTIA, LAMP or JS certification is required. Demonstrated ability to research, analyze and report data. Ability to work on all campuses including evenings and weekends is essential. Applicants will be required to provide a 15-minute presentation demonstrating their current online tutoring program. Provincial Instructor Diploma is an asset.

Learning Strategist - Trades and Technology

Kwantlen Polytechnic University's Learning Centres offer learning assistance, one to one and small group tutoring, and help with study skills and learning strategies that lead to students' academic success of any Kwantlen student in any program. The Learning Centres are located on each of Kwantlen's four campuses. Reporting to the Director, Student Development, the Learning Strategist – Trades and Technology is a faculty member who works as part of a team in the delivery of services for students and faculty to enhance student learning, academic performance, and retention. The Learning Strategist works closely with other faculty to provide course- and program-specific learning support. This Non-Regular Type 1 (contract) position commences mid-January until April 2012 and is responsible for the delivery of a number of programs and services for students, and assists with the training and supervision of Peer Tutors, Peer Coaches and other student assistants who work in the Centres. This position is currently located on our Cloverdale campus however travel to other campuses may be required.

List of responsibilities:

- Provide individual learning assistance and/or assessments to students at all levels;
- Develop, implement, evaluate and revise programs to meet the learning skills needs of students in Trades and Technology programs;
- Collaborate with other faculty to design and teach in/out of class workshops tailored to the needs of students in a specific trade or technology program;
- Co-coordinate programming and services for various student groups and external partners;
- Assist with the development and teaching of numeracy, writing and essential skills;
- Present workshops for students on a range of learning and professional skills;
- Assist with the recruitment, training, and supervision of Peer Tutors, Peer Coaches and other student assistants;
- Assist with the design, development and delivery of transition to university programs;
- Help to promote and raise awareness of services;
- Participate in assessment and research activities;
- Develop and maintain learning resources in a range of media;
- Other related duties as assigned.

Qualifications for this position include: a Master's Degree in Higher Education with a specialization in Teaching & Learning, or a Master's Degree in Educational Psychology or Counselling, or a graduate degree in a related field with demonstrable relevance and two years' experience in delivering programs to enhance student learning in trades and technology at the university level or an equivalent combination of education and experience. The successful candidate would also have: in-depth knowledge of student learning, self-management, and academic performance issues in higher education; experience working with faculty in an educational capacity; experience advising students on learning and performance issues; superior speaking, presenting, teaching, and writing skills; strong supervisory skills and experience supervising/mentoring university students; strong organizational and time management skills; the ability to work to tight deadlines with changing priorities; strong research skills and familiarity with research and data analysis techniques; ability to work collaboratively in a collegial environment; high level of computer literacy including word processing, email, Web, and PowerPoint. Experience in delivering programs that increase the success of international, aboriginal and at-risk learners in a post-secondary context is an asset as is experience as a Tutor or Learning Coach at the university level.