



KPU Student Retention
Learning Centre Support Strategies

July 2015



Lyn Benn

Director, Student Development and Success

Executive Summary

KPU Learning Centre services and programs are grounded in a *Learning Excellence Model*, which brings together Learning Strategists, Learning Centre staff, peer tutors and academic peer coaches in the delivery of learning experiences and support for students. In working with students, Learning Centre staff and faculty have noted some trends that may be of interest to teaching faculty. In sharing a few of these observations and the strategies that we are implementing to foster student success, we hope to contribute to the work that is being done at the Faculty level to:

- enhance classroom participation,
- generate deeper student thinking and learning, and
- improve student performance and success.

Some observations are as follows:

Observation 1: In many courses, studious learners rely too often on memorization when studying. This results in superficial or surface knowledge that doesn't translate well to rigorous courses. When memorization is the basis upon which students are working, they will often complain that the information on tasks or test is quite different from the content taught in class. They get confused and frustrated. They even complain that the instructor is trying to 'trick' them in the way test questions are worded.

Observation 2: Often students improperly sequence their readings. They attempt to read content *after* they've attended classes instead of being prepared before class by reading the text ahead of time. This improper sequencing of information, in many instances, leads to a 'dead' classroom environment in which students are not prepared to engage in meaningful discussions.

Observation 3: Many students complain of feeling overwhelmed by the volume of work required in their courses. Students seldom have a feasible or realistic plan for tackling workload. This often results in a feeling of hopelessness, anxiety, or dread.

The purpose of this report is to provide an insight for faculty into the focus of Learning Centre services and programs. Along with this information are some suggestions for ways in which student learning could be improved and supported through stronger partnerships between Faculties and the Learning Centres. Featured are three areas where students could be far more successful if they had some assistance. These are (i) the need for students to understand academic culture and expectations in order to experience effective transitions as they begin university studies; (ii) the need to change the mindsets of some students who tend to close down when they do not perform according to their perception of themselves as effective learners, and then end up under-performing, or worse, they drop out; and (iii) avenues for developing deeper approaches to learning so that students are capable of producing higher levels of thinking and are better prepared for the examination of their knowledge and abilities.

A review of services and programs that the Learning Centres offer to support student success and retention for each Faculty is included. This review shows where students are seeking support and how often. Inherent in that information is the discovery of where students are not seeking help.

Finally there is an invitation for faculty to partner with the Learning Centres to encourage students to seek academic supports in a timely manner to get the most from their learning opportunities.

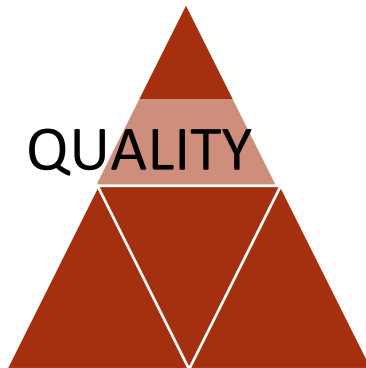
L. Benn.

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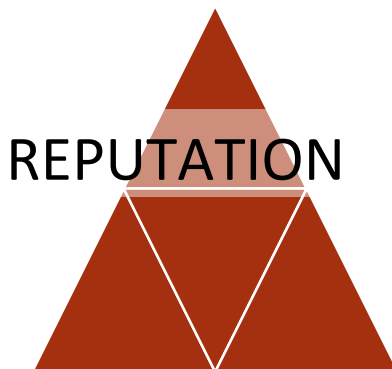
Learning Centre Assistance with Student Retention

Key Activities --- Connection to Vision 2018



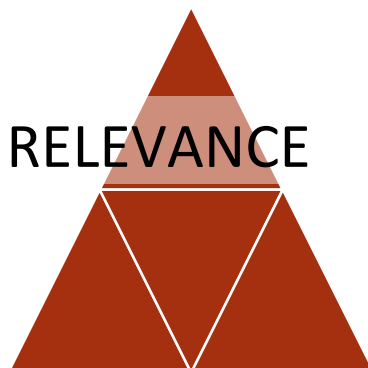
We promote Learning Excellence as we:

- Provide students with transitional and ongoing academic support programs to cultivate deep learning, metacognition and self-regulation.
- Build a culture of lifelong learning by promoting excellence in academic achievement.
- Assess service and program quality through evaluations, observations and data analysis.
- Assure service and program quality through curriculum design, evaluations, training, supervision and mentoring.
- Examine and disseminate data on student access, use and responses as we identify high impact activities.



We promote Learning Excellence as we:

- Leverage marketing materials so students, faculty and the university community know about services and programs.
- Establish a multi-subject tutor platform for accessible and equitable services for all students.
- Celebrate high quality tutors who achieve professional tutor certification standards.
- Work to develop Canadian Standards for Tutor Training.
- Complement teaching practices, integrating and embedding learning strategies for students in coursework.



We promote Learning Excellence as we:

- Collaborate with Faculties and key service areas to embed learning outcomes and strategies in courses, and promote effective learning interventions.
- Provide experiential opportunities for the integration of learning, connecting theory and practice in the TLC programs and services.
- Foster effective partnerships and work collaboratively with community agencies and public libraries to support literacy and language development.
- Provide KPU tutors for high school students to encourage higher aspirations for students who are considering their post-secondary options.

Supporting Learning Excellence and Student Retention

KPU Learning Centre services and programs are grounded in a *Learning Excellence Model*, which brings together Learning Strategists, Learning Centre staff, peer tutors and coaches in the delivery of learning experiences for students. In working with students, Learning Centre staff and faculty have noted some interesting trends that may be of interest to teaching faculty. In sharing a few of these observations and the strategies that we are implementing to foster student success, we hope to contribute to the work that is being done at the Faculty level to:

- enhance classroom participation,
- generate deeper student thinking and learning, and
- improve student performance and success.

Some observations are as follows:

Observation 1: In many courses the studious learners rely too often on memorization when studying. This results in superficial or surface knowledge that doesn't translate well to rigorous courses. When memorization is the basis upon which students are working, they will often complain that the information on tasks or test is quite different from the content taught in class. They get confused and frustrated. They even complain that the instructor is trying to 'trick' them in the way test questions are worded.

Observation 2: Often students improperly sequence their readings. They attempt to read content *after* they've attended classes instead of being prepared before class by reading the text ahead of time. This improper sequencing of information, in many instances, leads to a 'dead' classroom environment in which students are not prepared to engage in meaningful discussions.

Observation 3: Many students complain of feeling overwhelmed by the volume of work required in their courses. Students seldom have a feasible or realistic plan for tackling workload. This often results in a feeling of hopelessness, anxiety, or dread.

In the Learning Centres, we embrace tutoring and coaching models that build in deep approaches to learning. We use cognitive and metacognitive approaches to help students understand their thinking and learning processes. Metacognition provides a way for students to employ analytical and critical thinking, problem solving, reading comprehension, self-efficacy and motivation as they go about their study. Mindfulness helps in maintaining a sense of balance.

The Faculties at KPU work diligently to ensure the necessary rigour for students to perform well at all levels of learning (Certificate, Diploma, Degree, Post- Baccalaureate, and Professional Qualifications). We have collected and analyzed data that helps us understand why students struggle in each program area and are *eager to meet with faculty to discuss the themes presented in this report and to help identify methods to improve student learning and performance*. It is hoped that through this approach we can partner with faculty and/or student groups to reduce the gap between each Faculty's high expectations and student underperformance.

These partnerships would be in addition to current Learning Centre retention initiatives which include:

- A review of services and students who access these (statistical data gathering);
- A review of high risk courses (where student failure and/or withdrawal rates are above 20%) (a) to verify if students in these courses are receiving assistance in a timely manner through Centre services; (b) to verify the learning skills and processes required for success in these courses;

- The development of resources (e.g. Learning Aids, online resources, material resources) and workshops or seminars to promote learning strategy development (for delivery in-class or out-of-class);
- Pro-active Academic Transition Programs (It's About U and Step Ahead), which include an explanation of approaches to learning in different academic environments and disciplines, along with basic study strategies, time management and personal organization skills, for students who are starting university;
- Academic Boost Camps for current students experiencing academic setbacks;
- Follow-up monthly (Sensational Saturdays) or mid-week workshops (depending on the campus) that build on the knowledge, skills and abilities promoted in the Boost Camps and Transition Programs and through our analysis of course-based skills that students need to develop for academic success;
- Writing support workshops in house and in collaboration with the KSA and guest faculty presenters;
- Writing workshops delivered in class (in consultation with faculty);
- Individual student consultations with, and/or faculty referrals to, Learning Strategists;
- Customized workshops developed in consultation and collaboration with interested students and/or faculty;
- Peer Assisted Study Sessions (PASS) to support students in high-risk courses (on request of instructor and where funding permits).

Focus on Retention

The Learning Centres (TLC) exist to provide academic support for students so that they are better able to find success in their courses, be prepared for academic rigour, learn about and apply processes that lead to higher levels of self-regulation and deeper learning, and to instill the confidence and skills people need to engage in lifelong learning. We have found that when students are finding success and fulfillment in their learning, retention is not usually a problem.

Sometimes there is the perception that the Learning Centre only supports students who are not doing well academically, yet we find that the majority of the students we serve are generally considered 'good' students. That is, they are in good academic standing, working hard, and serious about their studies, but they are not getting the results they know they are capable of. In fact between 70-80% of students over the past three years who have used Learning Centre services or supports have been 'good' students. Within the university, about 10% of students are 'excellent' students (who are supported additionally by scholarships etc.) and about 5% of the students we see in the Learning Centre are in this group with a GPA of 4.00 or more. Conversely, up to 25% of students who access our services are either academically at risk or potentially at risk of academic failure.

We often identify 'at-risk' students through early alerts and other student services (Counselling, Educational Advising, Student Awards and Financial Aid) and they receive high levels of support. However the *good students who are struggling are even more at risk of attrition*. They continue to work hard and find little joy in continuing to receive grades that are less than satisfying for the effort they put in. They know they have the ability to do well, given their previous academic experiences, but are struggling nonetheless. We find that these students haven't been able to make the transition to continue to build on their school success. Over time, they divest themselves from academics and spend more time with work, recreational or other pursuits. At best, these students will get by, but never realize their true potential or capabilities. At worst, they drop out, disenchanted with higher education - not fulfilling their hopes or dreams. Thus from a retention standpoint, the Learning Centres' focus is on assisting 'good' students who have the greatest potential to benefit from the supports we can provide. In the process of building capacity for learning excellence, this group has the potential to transform the learning and academic culture at KPU.

GPA of students accessing tutoring services and Learning Strategist supports	Students 2014-15	Students 2013-14	Students 2012-13
GPA under 1.0 (includes new students with no GPA)	328	68	158
1.01 – 1.99	304	310	302
2.00 - 2.99	1007	784	1,011
3.00 – 3.99	723	1,200	640
4.00 - 4.33	75	101	59
TOTAL	2,437	2,463	2,170

Table 1: GPAs of students accessing services 2012-2015.

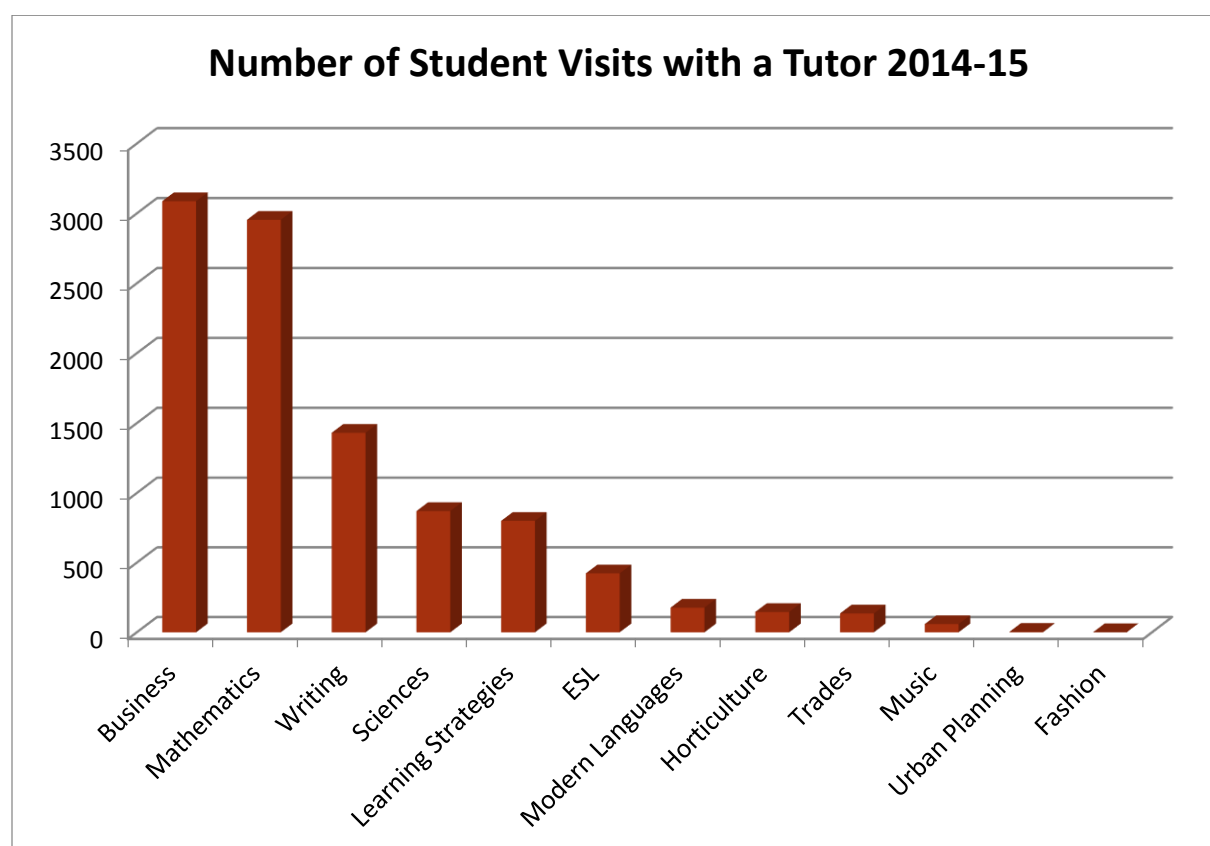


Table 2: Student tutoring visits by subject areas 2014-15.

Why do good students struggle? What have we learnt?

There are three main areas that have been identified as barriers for KPU students, regardless of their major area of study. These are transitional issues, mindsets, and approaches to learning.

Transition Issues

Our tutors report that:

“Students tend to assume that the test will be almost identical to the assignment or homework, hence they feel cheated in exams (...or) have difficulty articulating concepts, or stating what they need to find. They feel lost and frustrated with applications and word problems...”

“Students have difficulties differentiating between critique and analysis essays. Often they come in with vague or general assignment instructions, and no idea of how to start...many feel lost and dejected because of little to no interaction with their professor...”

“Some students do not complete readings or try to understand assignments on their own, showing a lack of initiative to learn material. Often it requires a little extra effort on the part of a tutor to persuade the student to work harder to identify key points, take appropriate notes and interpret the materials for themselves...”

Students enter into higher education not realizing that the learning environment is not the same as the K-12 system, in which they have been entrenched for 13 years. A quick comparison between high school and university would show:

	High School	University
Time per day (average)	7-8 hours	3-4 Hours
Courses per year	10-12	6-10
Tests per semester per subject	8-10	3 - 5
Chapter tests	1 chapter	3-4 chapters
Teacher/instructor input	80% (handouts, homework notes, etc.)	20% (focus on content and key points)
Student independent learning	20% (reviews)	80% (readings, homework, exercises, reviews)

Thus, about 80% of what students learn in high school comes from the teacher. This consists of lessons, handouts, notes on the board, set homework, review of homework in class, revision or study guides, discussions and applications, preparing students for tests. A close look at the quality and age of high school text books would also explain why the teacher takes on such a high proportion of these activities. About 20% of the work is appropriated by the student for reviewing learning prior to the exam. Students are conditioned to view the teacher as the primary agent for preparing them for tests and so they pay close attention in class, record what is on the board, memorize what is handed out and do what they have always done in the past to assure they are on their way to an A.

When students who have used this approach in high school apply it to university level studies they soon realize that to excel they have to apply greater effort. What they don't often realize is that at the university level, the 80% the teacher provided before is now reduced to about 20%, and the focus is on the content (and often not the learning processes that a student needs to know in order to be successful in exams). The level of the content often drives the learning process and for some instructors there is just

not enough time to expound on the content in class. This means that the student needs to generate the other 80% by identifying and remembering key points, summarizing, analyzing, applying and expounding upon the course information for themselves. This work is done outside class and often involves reading the text, practice or practical exercises or labs, group work, reflection on practice, analytical or critical thinking and completion of assigned work. It is increasingly obvious that student success is closely related to a student's reading and studying outside of class.

Learning and Teaching Implications: The 20% input into the learning process provided by an instructor is incredibly important but generally insufficient for comprehensive test preparation. University instructors are encouraged to be the 'guide on the side' and to continue to develop as researchers and content experts. Therefore instructors don't expect to teach to the test. However, those students coming from high school are used to relying on the teacher for 80% of what will be tested and reflexively use what they get from instructors to prepare for the test. Thus they get 20% from the instructor along with their own 20% review and study (as they are used to doing) only to find they only know about 40% of what is on the test. Hence they are confused, and blame the instructor for not teaching, or trying to trick students by putting things on the test that had not been 'covered' in class. They are trying to get 80% of their learning from the 20% provided by the instructor in class. The results are demoralizing and distressing. These feelings become internalized, shaking the learner's confidence, producing disappointment at best, producing anxiety and depression at worst, with the potential for the learner to give up on their dreams and aspirations and drop out of KPU. These students don't perform so poorly that they are put on early alert, so often they do not seek help. They drop out without anyone knowing why and have a resulting poorer academic self-image.

TLC Solutions: "It's About U" transition program. The aim of this program is to alert students to the changes and challenges of moving into a different educational and learning environment. While study habits have been developed throughout elementary and high school, university requires a different approach. By providing students with a insights into the context within which they will be required to learn, student can get a clearer picture of why and how they may need to develop a different approach to learning. Within the transition program, students meet university instructors, experience learning in a different environment, and receive instruction in deeper approaches to learning, so that their study activities will align more closely with the learning outcomes they will be expected to demonstrate in their assessments. Thus we provide opportunities for students to develop greater self-awareness around how they learn, and to try out learning approaches based on learning taxonomies where they can apply content in different ways – from remembering, to applying, to comparing, to analyzing, to creating something new. This deeper approach to learning is accompanied by cognitive and metacognitive strategies that students are encouraged to explore in this new learning environment. We have found that social supports and how students feel are equally important in fostering student success. (See appendices for the It's About U 2015 schedule.)

Similarly, the **Academic Boost Camp exists for current students** who find themselves on Academic Warning or Probation. While the camp is open to any student, the strategies and supports found in this program have assisted the majority of student participants to increase their GPA for two semesters following this intervention. Students also connect with key resources through this one day program, which is offered each year in August prior to the start of the Fall semester and in Reading Week. Faculty are encouraged to recommend students to this program should they be concerned about their progress. Workshops include topics such as dealing with procrastination, stress management, financial literacy, work-study balance, memory techniques, exam preparation, note taking and reading strategies. (See appendices for Academic Boost Camp 2015 schedule.)

Changing Mindsets

Our tutors indicate that:

“Some students are not confident in their work which causes them to not do it because they might get it wrong or look stupid.”

“Some students come to the Learning Centre with no idea of what they need help with. They are unprepared (often they do not even bring a textbook).”

One of the most difficult challenges for students involves the need to change thinking patterns or perceptions in order to find greater success in learning. Carol Dweck (2008) refers to ‘fixed’ and ‘growth’ mindsets, where feedback on performance or tests, for instance, can be taken as personal criticism and embarrassment (a fixed mindset, that can’t accept that failure might be part of the learning process), as opposed to accepting feedback as clarification on areas that could be improved (as with the growth mindset). The notion of ‘don’t take it personally’ fits in here, but some students are not ready to accommodate such mental shifts. Thus they blame the instructor for not doing well in the course, or view the course as not being right for them. Aligned with this is a fear of failure, or that they might be looking bad in relation to other students in the class, or experience an increasing lack of self confidence in their academic abilities. Rather than risk embarrassment they bail out of the course without saying anything, or even considering a formal withdrawal ‘W’, or ending the semester with an ‘F’ for the course.

Learning and Teaching Implications: Students with fixed mindsets can experience success through the introduction of cognitive and metacognitive strategies, or through the development of a more mindful approach to their learning processes, as they develop greater self-regulatory skills. This is part of the student development process through which many new students will experience life changing events, including the prospect of meeting a life partner, making commitments, and being able to deal with ambiguity.

TLC Solutions: Such learners are supported by *sessions with Learning Strategists, and where feasible, academic peer coaches*. Additionally, students can access *workshops* (see the *Sensational Saturday* series) *to learn different methods of interacting with course content or subject matter*. Students are encouraged to modify their study while continuing to invest the same amount of time they did before, the difference being that they apply higher levels of thinking and interaction to achieve a deeper level of understanding.

Tutors are encouraged to create opportunities to work with students to demonstrate the value of deeper approaches to learning as they model ways to articulate and apply ideas in a supportive environment.

- (i) Dweck, C. (2008) *Mindsets*. New York: Random House.

Approaches to Learning

Tutors report that:

“Students need to have a clear picture of what is required on upcoming exams, quizzes and assignments and the type of questions that may appear and prepare accordingly.”

“Some students have asked me to go through their textbook and point out what they should study for their final exam...”

“Some hardworking students do a lot of practice questions - mostly all the questions in the textbook. They still do not do well in exams because they rely on memorization and fail to fully understand the concept.”

Many good students ‘hope’ they are learning the right things for their exam. They are not sure about what to study and more often than not they perform below their ability and/or standards and become confused and discouraged. Often they resort to thinking they just need to spend more time studying. And often they are told to “study harder next time”. Many of our good students already invest considerable time studying, but how they spend that time can have positive or negative impacts. Typically students are not aware of the depth to which they can interact with information. By spending a lot of time trying to memorize information, students find themselves not being able to answer more difficult questions in an exam. Alternatively, where students are exposed to methods of working through different levels of thinking with the subject matter, their ability to understand and recall information is enhanced...all in the same timeframe.

Learning and Teaching Implications: Instructors are able to identify *what it is that students need to do* to get the most from the learning experience *through the articulation of learning outcomes*. This way students are clearly guided on what is important to do, and *what is not required*. ***KPU Learning Strategists can work collaboratively with instructors to identify learning outcomes and suggest complementary learning strategies for these***. Clear learning outcomes put the control back in the hands of good students who have been struggling to get back into the higher level performance that they were accustomed to and that they expect from their efforts. The success students gain from enhanced performance contributes to the development of excellent students. Excellent students model great learning behaviours for other students. This type of support for developing excellent students can be found in Tiers 3 and 4 of the Learning Excellence model.

Clear course outlines (syllabi) are essential in creating and supporting student success. The ***inclusion of student learning outcomes in course outlines*** is an integral part of promoting excellence in learning, along with clear assessment descriptions, deadlines and the weighting of assessments. Providing guidance on approaches to learning for specific subject matter teaches students how to take control of their learning processes and encourages higher levels of competence as lifelong learners,

Solutions: ***Learning Strategists can help by modelling approaches to learning content*** that moves the thinking and interaction with the subject from surface learning (remembering/recalling) to deeper learning by understanding (able to explain, articulate ideas), applying, analyzing, evaluating and creating new ideas or products. By using more flexible approaches to exploring subject matter, students can take control over their learning processes with the result that they are prepared for any level of examination. ***KPU tutors also receive training in approaches to learning***, metacognition, Socratic questioning, appreciative enquiry and other methods that learners can explore to enhance their control over the learning process – and put in place to support their academic success.

We want to work with you

Since 2012, the KPU Learning Centre staff and faculty have been implementing a *Learning Excellence* model where services and programs are categorized as General, Complementary, Integrated or Embedded. The General and Complementary services are student-focused with tutoring, workshops, online resources and support programs such as It's About U, Boost Camp, and ACE-IT. The Integrated and Embedded areas are geared towards enhancing classroom participation, generating deeper student thinking and learning, and ultimately improving student performance, success and retention. For this to happen we need to work more closely with faculty. These supports are available for their students in their classes. Thus, we are hoping to partner with your Faculty to improve student learning outcomes and engagement at KPU.

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"> • Learning strategies are integrated into courses or assignments • Input into assignment design • Several in-class visits 	<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.
Delivered by TLC staff, tutors and Learning Strategists		Delivered by Learning Strategists	Delivered by Learning Strategists

How do we see this partnership working?

Through the development of this document and the sharing of information between departments, we hope to:

- Attend department meetings to identify Faculty-specific student needs that can be supported by TLC services;
- Invite faculty to visit The Learning Centres to find out more about our services, to meet our tutors and staff, and consider if they would like to do their office hours in the Centre;
- Consult with faculty to verify where we can best support students who have difficulty in high risk courses;
- Advertise programs and services within your Faculty;
- Develop, as identified through consultations, program specific learning resources for students.

If you are interested in finding out more about available services please contact your local campus Learning Centre or go online to: kpu.ca/learningcentres

Richmond: 604 599 3454

Surrey: 604 599 2437

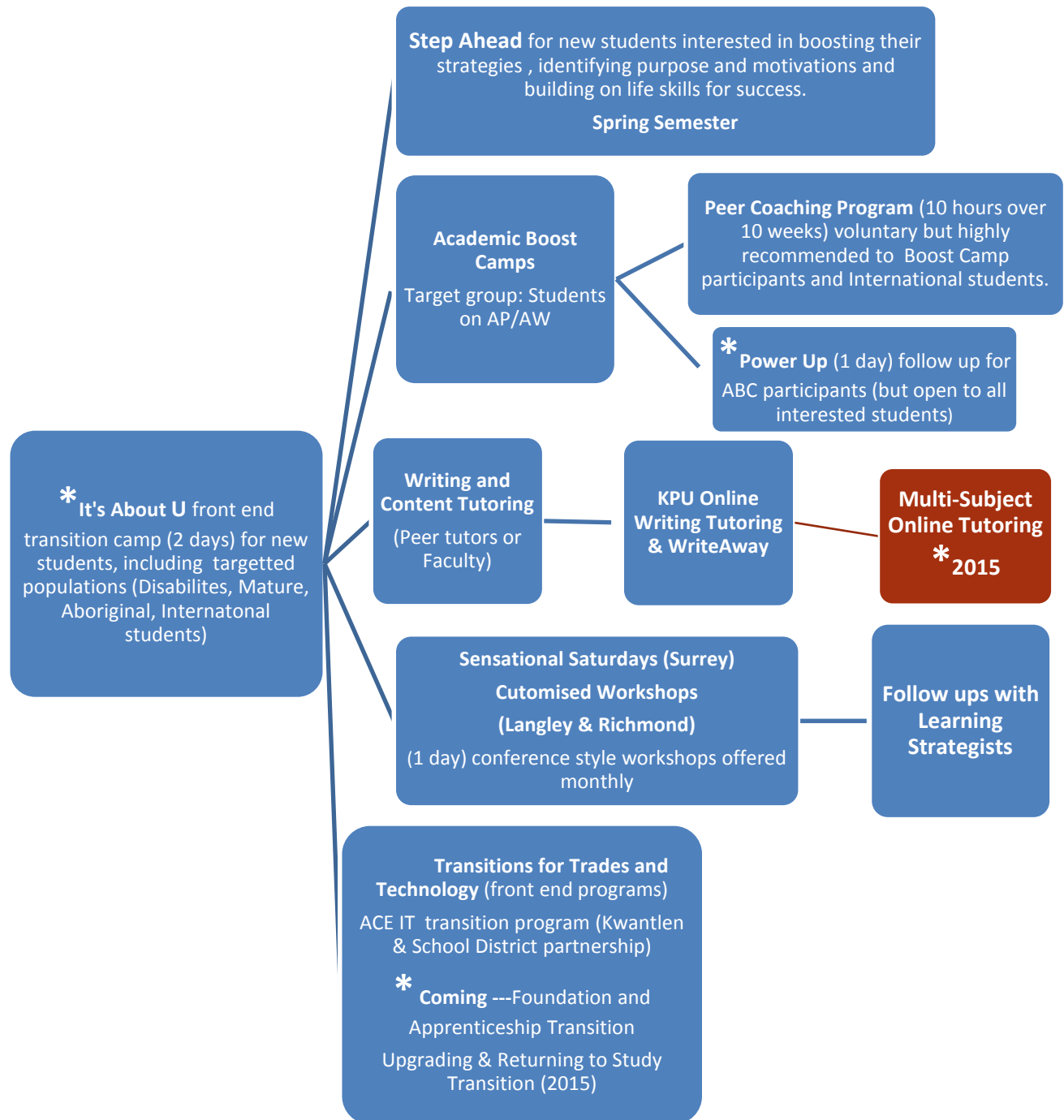
Langley: 604 599 3444

KPU Tech: 604 589 6062

Or connect with the Director – Lyn.Benn@kpu.ca; Phone 604 599 2467

Overview of Learning Centre Retention and Transition Programs for Students

Students can access programs that provide on-going support. Starting with It's About U or Academic Boost Camp, other programs, workshops, tutoring, coaching and Learning Strategist supports are then offered to all participants.



Overview of Service Statistics for Faculty Areas

The following pages provide a brief summary of student tutoring service statistics for the:

- Faculty of Arts
- School of Business
- Faculty of Science and Horticulture
- Faculty of Trades and Technology
- Faculty of Health
- ESL Tutoring
- Learning Strategy Support

Other statistics can be found in our Learning Centre Annual Report – Infographics Version which is online at kpu.ca/learningcentres/reports

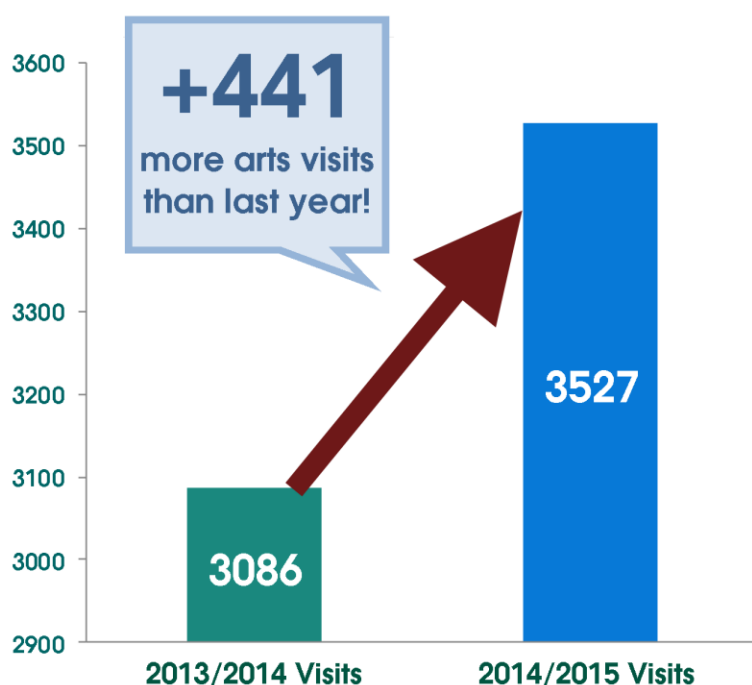
arts tutoring

1,527 STUDENTS

3,527 VISITS



“The tutor gives me helpful suggestions, and I can apply them to my essay. His teaching and explanations were clear and easy to understand.”



585 HOURS OF CROSS-DISCIPLINE TUTORING IN OVER 1,177 VISITS

WRITING TUTORS

provided the most arts tutoring

742 HOURS OF ENGLISH TUTORING IN OVER 1,419 VISITS

A WRITING TUTOR CAN HELP!

- ESSAYS • REVISION • CITATION • BASIC ENGLISH SKILLS • GRAMMAR • COMPOSITION
- THESIS STATEMENTS • RESEARCH SKILLS
- WRITING & READING ACROSS THE CURRICULUM

Faculty of Arts

Within the 300 Arts courses offered in the Fall 2014 semester, 20% (55) were identified as higher risk courses, where the failure (F) and/or withdrawal (W) was 20% or more. From an analysis of the learning demands within the higher risk courses, as identified from the course outlines for these courses, the following learning or academic skills were identified as particular ones that students need to achieve greater academic success. The Sensational Saturday workshops provide instruction in these areas.

- Time Management, Personal Organization and Self-Regulation;
- Research Skills – including reading, note-taking, note-making, analytical and critical thinking skills;
- Reading strategies – including understanding text structures, levels of questioning, learning taxonomies, and recall strategies;
- Understanding writing processes and applying writing techniques and styles according to the discipline;
- Text and/or discourse analysis skills;
- Qualitative reasoning;
- Whole brain learning incorporating visual, tactile, alpha-numeric, musical/rhythmic, logical/mathematical capacities for making meaning of concepts and content, and remembering such;
- Memory skills and the value of overlearning;
- Exam preparation techniques – including flash cards, mapping, self-questioning strategies, study groups;
- Study group and interpersonal skills for analytical, critical and existential thinking development – to allow for free debate and articulation of ideas in an informal setting prior to classwork.

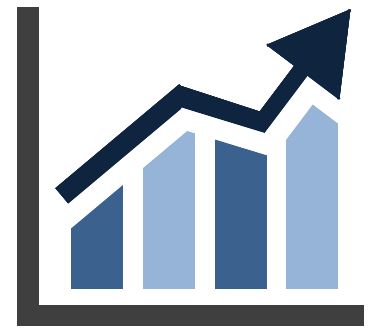
TutorTrac stats: tutoring areas for the Faculty of Arts

	2013- 14	Students	Visits	Hours	%	2014-15	Students	Visits	Hours	%
ANTH		2	3	1.5	0.0%		5	8	4	0.0%
CMNS		19	43	21.5	0.3%		40	74	37	0.5%
CRIM		20	26	13.5	0.2%		20	35	17.5	0.2%
ENGL		270	488	244.2	3.7%		371	871	436.3	6.7%
ENGL writing		332	647	330.8	5.0%		252	548	306	4.2%
FREN		15	57	28.5	0.4%		5	17	8.5	0.1%
GEOG		13	47	23.5	0.3%		20	46	23	0.3%
GERM		16	66	33	0.5%		1	2	1	0.0%
HIST		12	18	9	0.1%		6	7	3.5	0.0%
JAPN		67	135	67.5	1.0%		30	124	65	0.9%
LEARN		153	336	210.7	2.6%		226	532	295.9	4.1%
LING		4	4	2	0.0%		0	0	0	0.0%
MUSI		30	112	56	0.8%		13	64	32.7	0.4%
PHIL		52	152	77.7	1.1%		17	32	17	0.2%
POLI		4	5	2.5	0.0%		3	7	3.5	0.0%
PSYC		44	105	63.8	0.8%		54	109	54.5	0.8%
PUNJ		18	39	20	0.3%		11	19	9.5	0.1%
SOCI		5	7	3.5	0.0%		3	3	1.5	0.0%
SPAN		29	118	59	0.9%		20	41	20.5	0.3%
WRITING		325	627	316.5	4.8%		419	969	484.7	7.5%
Total		1452	3086				1527	3527		

business tutoring

1,264 STUDENTS

3,697 VISITS



↑ 9.8%

**Business Students
This Year!**

**Almost 1/3 of Visits
are for Business!**

“Great tutor, very understanding. The most important thing is I understand the concept when getting tutored.”



TUTORS COVER OVER 16 BUSINESS SUBJECTS!

- ACCOUNTING ● BUSINESS AND QUANTITATIVE METHODS ● BUSINESS ● BUSINESS MATH
- BUSINESS STATS ● COMPUTER BASED SYSTEMS ● COMPUTER INFORMATION SYSTEMS
- COMMUNICATIONS ● COMPUTER SCIENCE
- ECONOMICS ● ENTREPRENEURIAL LEADERSHIP
- HUMAN RESOURCES ● LEGAL ADMINISTRATIVE STUDIES ● MARKETING

Accounting

is the most popular subject

STUDENTS ENJOYED
924 HOURS
OF TUTORING IN
ACCOUNTING
THIS PAST YEAR

ACCOUNTING
REPRESENTED
14.8%
OF ALL VISITS

“Really helpful. Really friendly. Learned a lot to help me in the future as a student.”

School of Business

Within the 130 Business courses offered in the Fall 2014 semester, 27% (36) were identified as higher risk courses, where the failure (F) and/or withdrawal (W) was 20% or more. From an analysis of the learning demands within the higher risk courses, as identified from the course outlines for these courses, the following learning or academic skills were identified as particular ones that students need to achieve greater academic success. The Sensational Saturday workshops provide instruction in many of these areas.

- Memory skills and the value of overlearning;
- Time Management, Personal Organization and Self-Regulation;
- Mental math and problem solving strategies;
- Research Skills – including reading, note-taking, note-making, analytical and critical thinking skills;
- Reading strategies – including understanding text structures, levels of questioning, learning taxonomies, and recall strategies;
- Understanding writing processes and applying writing techniques and business writing styles;
- Case study analysis, developing and using rubrics;
- Presentation skills and understanding group dynamics
- Analytical thinking skills - knowledge dimensions (analyzing, evaluating, creating) and cognitive processes (factual, conceptual, procedural, metacognitive);
- Qualitative reasoning;
- Whole brain learning incorporating visual, tactile, alpha-numeric, musical/rhythmic, logical/mathematical capacities for making meaning of concepts and content, and remembering such;
- Exam preparation techniques – including flash cards, mapping, self-questioning strategies, study groups;
- Study group and interpersonal skills for analytical, critical and existential thinking development – to allow for free debate and articulation of ideas in an informal setting prior to classwork.

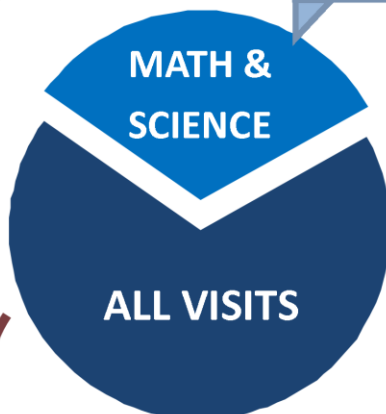
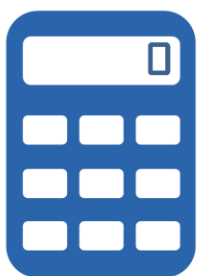
TutorTrac stats: tutoring areas for the School of Business

	2013-14	Students	Visits	Hours	%	2014-15	Students	Visits	Hours	%
ACCT		581	2309	1167.7	17.9%		501	1912	922.2	14.8%
BUQU		46	105	52.5	0.8%		86	217	136	1.6%
BUSI		43	181	108	1.4%		69	156	80.5	1.2%
BUSI MATH		59	177	88.5	1.3%		113	310	163	2.4%
BUSI STATS		64	134	68	1.0%		85	222	111	1.7%
CBSY		92	233	116.5	1.8%		112	250	125.5	1.9%
CISY		18	37	18.5	0.2%		14	29	14.5	0.2%
CMNS		19	43	21.5	0.3%		40	74	37	0.5%
CPSC		24	40	19.5	0.3%		23	41	20.5	0.3%
ECON		146	393	197.8	3.0%		171	393	227	3.0%
ENTR		27	66	32.5	0.5%		28	52	26	0.4%
HR		0	0	0	0.0%		1	1	0.2	0.0%
LGLA		4	7	3.5	0.0%		1	4	2	0.0%
MRKT		28	60	30	0.4%		20	36	18	0.2%
Total:		1151	3785				1264	3697		

math & science tutoring

983 STUDENTS

4,111 VISITS

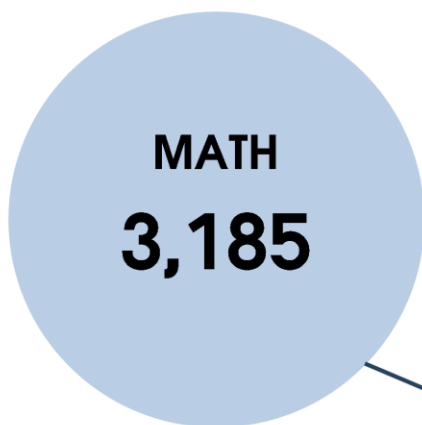


Nearly 1/3 of visits are for Math & Science!

“Good focus, clear detail. Got to the point. Addressed all problems.”

MATH & SCIENCE
are the most **POPULAR** tutors with students

76% OF STUDENTS **RETURN**
TO OUR MATH/SCIENCE TUTORS



BREAKDOWN

visits per subject

CHEMISTRY

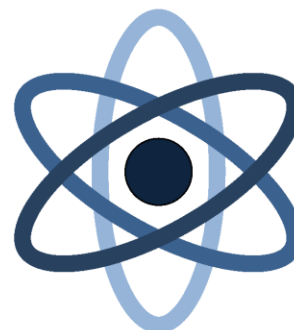
542

PHYSICS

289

BIOLOGY

95



“The tutor gave me encouragement, regardless of me giving a right or wrong answer.”

Faculty of Science and Horticulture.

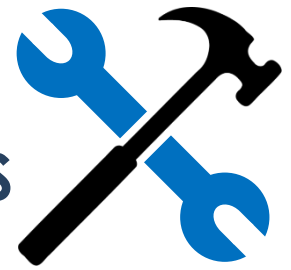
Within the 84 courses offered in the Fall 2014 semester, 28% (25) were identified as higher risk courses, where the failure (F) and/or withdrawal (W) was 20% or more. From an analysis of the learning demands within the higher risk courses, as identified from the course outlines for these courses, the following learning or academic skills were identified as particular ones that students need to achieve greater academic success. The Sensational Saturday workshops provide instruction in many of these areas, and arrangements have been made to work with lab instructors to assist with writing skills for lab reports.

- Time Management, Personal Organization and Self-Regulation;
- Developing better thinking skills - knowledge dimensions (analyzing, evaluating, creating) and cognitive processes (factual, conceptual, procedural, metacognitive).
- Problem solving techniques;
- Research Skills – including reading, note-taking, note-making, analytical and critical thinking skills;
- Reading strategies – including understanding text structures, levels of questioning, learning taxonomies, and recall strategies;
- Applying writing techniques – lab reports;
- Memory skills and visualization – using multiple intelligences;
- Reading math problems;
- Whole brain learning incorporating visual, tactile, alpha-numeric, musical/rhythmic, logical/mathematical capacities for making meaning of concepts and content, and remembering such;
- Exam preparation techniques – including flash cards, mapping, self-questioning strategies, study groups;
- Study group and interpersonal skills for analytical, critical and existential thinking development – to allow for free debate and articulation of ideas in an informal setting prior to classwork.

TutorTrac stats: tutoring areas for the Faculty of Science and Horticulture

	2013-14	Students	Visits	Hours	%	2014-15	Students	Visits	Hours	%
ASTR		1	1	0.5	0.0%		0	0	0	0.0%
BIOL		19	62	35	0.4%		35	49	25.5	0.3%
BIOL 1110		0	0	0	0.0%		8	16	8	0.1%
BIOL 1160		49	121	68	0.9%		16	30	15	0.2%
CHEM		147	440	288.4	3.4%		166	513	320.5	4.0%
CHEM 1110		0	0	0	0.0%		15	29	16.5	0.2%
MATH		589	2840	2296.3	22.0%		643	3155	2100.1	24.6%
MATH 1190		19	80	40	0.6%		10	30	15	0.2%
PHYS		75	254	165.7	1.9%		90	289	153	2.2%
Total:		899	3798				983	4111		

trades tutoring



128 STUDENTS

304 VISITS

TRADES STUDENTS

HAVE THE

HIGHEST GPA AVERAGE

OF ALL TUTORED STUDENTS!



health sciences tutoring

59 STUDENTS

95 VISITS

“The tutor was great and helped me understand the APA citation style.”



esl tutoring

128 STUDENTS

498 VISITS

“As an ESL student, I always have problems in English usage. The tutor helped me a lot to improve this problem.”

WE PROVIDE **WRITING** and **ESL TUTORS** to SECOND-LANGUAGE STUDENTS



- academic reading and writing
- listening and speaking
- thesis statements
- content organization
- writing style and tone
- correct grammar and usage

TutorTrac stats: tutoring areas for the Faculty of Trades and Technology

2014-15	# of Students	# of Visits
Total student drop in	128	304
future students	19	78
Current students	109	226
Summer Semester	17	54
Fall Semester	37	106
Spring Semester	65	140

TutorTrac stats: tutoring areas for the Faculty of Health

	2013-14	Students	Visits	Hours	%	2014-15	Students	Visits	Hours	%
BIOL		19	62	35	0.4%		35	49	25.5	0.3%
BIOL 1110		0	0	0	0.0%		8	16	8	0.1%
BIOL 1160		49	121	68	0.9%		16	30	15	0.2%
HCAP		1	1	0.5	0.0%		0	0	0	0.0%
Total:		69	184				59	95		

TutorTrac stats: tutoring for ESL support

	2013-14	Students	Visits	Hours	%	2014-15	Students	Visits	Hours	%
ESL		308	893	503.6	6.9%		218	498	252.7	3.8%

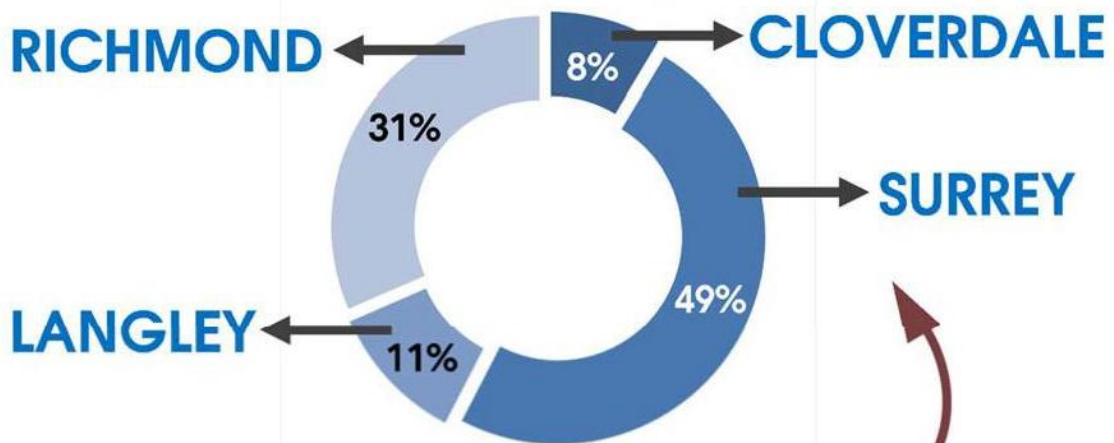
TutorTrac stats: Learning Strategist individual consultations

	2013-14	Students	Visits	Hours	%	2014-15	Students	Visits	Hours	%
Learn		153	336	210.7	2.6%		226	532	295.9	4.1%
Reading		1	3	1.6	0.0%		2	4	2.1	0.0%
Study Skills		167	305	256.7	2.3%		130	215	160.4	1.6%
Total:		321	644				358	751		

tutoring appointments

BREAKDOWN

visits per campus



12,817 STUDENT VISITS

BREAKDOWN

students/visits per subject





Sensational Saturdays

FALL 2015 & WINTER 2016 – Study Skills Workshops

Surrey Campus

Date	Time	Description	Room
Sept 26	10:00-11:30 AM	Interpreting Course Outlines and Using Learning Aids	Fir 124
	12:00-1:30 PM	Effective Reading and Note Taking	Fir 124
	1:30-2:15 PM	Using Study Time Effectively and Preparing for Tests	Fir 124
	2:15-3:30 PM	Time and Task Management and Personal Organization	Fir 124
Oct 17	10:00-11:30 PM	Effective Communication and Deeper Thinking	Fir 124
	12:00-1:15	Stress Management and Mindfulness	Fir 124
	1:30-3:00 PM	Test-Taking and Study Skills: Using Your Whole Brain	Fir 124
Nov 14	10:00-11:30 PM	Study and Thinking Strategies for Learning Excellence	Fir 124
	12:00-1:15 PM	Managing Procrastination	Fir 124
	1:30-3:00 PM	Maximizing your Memory and Applying Your Learning	Fir 124
Jan 23	10:00-11:30 AM	Reading and Thinking	TBA
	12:00-1:15 PM	Motivation and Memory	
	1:30-3:00 PM	Ways to Improve Your GPA	
Feb 13	10:00-11:30	Dealing with Technology Addiction	
	11:30-12:30 PM	Analytical, Critical and Creative Thinking: Putting Strategies to Work	
	12:30-1:30 PM	Active Study Strategies that Work!	
	1:30-2:30 PM	Getting Caught Up with your Readings	
	2:30-3:30 PM	Powerful Presentations	
Mar 12	10:00-11:30 AM	Getting your Focus and Concentration	
	12:00-1:15 PM	5 Day Study Plan	
	1:30-3:00 PM	Dream Boards – What's in Your Future?	

Note: Other topics may be added from time to time. Please check the Learning Centre website for updates and to register for workshops.

Brought to you by the KPU Learning Centres

Schedule Academic Boost Camp

Surrey Learning Centre (located in the Library, Arbutus Building) | Mon, August 31, 2015 |
am-3:30 pm



8:45

8:45 - 9:50 am

<p>Transform Your Learning Experience (Guest Presenter) Expectations in university courses can be challenging, overwhelming, and often confusing and unclear! How do you make sense of what is being asked of you? What type of thinking do professors expect? What are some practical strategies to engage in thinking and demonstrate your understanding without getting overwhelmed? This presentation will help you uncover the type of thinking that is at the core of success at university and show you what you already have within you to succeed.</p>	Surrey Library (Main Floor)
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10:00 -10:55 am

<p>Communicate Well - Make the Connection, Reduce the Noise (Presenter: Dr. Alice Macpherson) Learn the model that will make your life easier when communicating in face-to-face and online situations. Make your presence felt – socially, cognitively and from a teaching perspective.</p>	Surrey Main Building 2810
<p>Effective Strategies for Working and Studying (Presenter: Dr. Laura Aguilera) Explore strategies designed to improve memory retention, reading comprehension, and overall learning while managing outside work.</p>	Surrey Main Building 2820
<p>Make the Most of Note-taking and Mind Mapping (Presenter: Marti Alger) Create meaningful and organized notes will serve you well when reviewing and preparing for exams. Find out how to improve your note-taking and note-making skills.</p>	Surrey Main Building 2830
<p>Procrastination: Don't put it off, and off, and off... (Presenter: Susan Vincent) Understand the <u>real</u> reasons you procrastinate and learn powerful strategies to get back on track. Everyone procrastinates to some degree, but it's problematic when it affects your performance and success.</p>	Surrey Main Building 2840

11:00 am - 11:55 am

<p>Active Learning to Study Smart (Presenter: Dr. Alice Macpherson) Learn the secrets of success in adapting your study skills and learning strategies to move ahead. Are you an active or passive learner? Discover ways to engage with the material that you are studying through a variety of strategies, including: reading, listening, talking, doing, writing, and reflecting.</p>	Surrey Main Building 2810
<p>Effective Strategies for Working and Studying (Presenter: Dr. Laura Aguilera) Explore strategies designed to improve memory retention, reading comprehension, and overall learning while managing outside work.</p>	Surrey Main Building 2820
<p>Reading (without falling asleep) (Presenter: Marti Alger) Read it right! Find it difficult to remember the last 50 pages you read? Is your text easy, moderate or difficult to read? What strategies work best for you? Learn how you can move that information from the page into your brain. Effective reading strategies will help you read faster, process information, and (hopefully) get more from your textbooks.</p>	Surrey Main Building 2830
<p>Critical Thinking Skills & Learning Styles (Presenters: Lyn Benn & Laura Arneson) Become more aware of your inherent approaches to learning can enhance the way you engage in analytical and critical thinking. Discover your strengths and build your academic skill set.</p>	Surrey Main Building 2840

12:00 -12:50 pm - Lunch (Everyone to the Grassroots Café for lunch, Cedar Building)

12:15 - 12:45 pm Lunch and Learn Session - (optional session)

<p>Career Services (12:15-12:45 pm) (Presenter: Nicole Poole) Are you looking for work and does your resume and cover letter need a little refreshing? During this workshop you will learn how to effectively read a job posting to make sure you hit the key points in your hiring documents which will ultimately get you hired! We will also outline what to include in your resume and cover letter, how to format and structure it properly and provide you some current tips on employer recruiting trends. Did you know addresses in headers are out and LinkedIn URL's are in? If you didn't make sure you don't miss this presentation.</p>	Cedar Building Room G2110
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1:00 -1:55 pm

<p>Memory: Is Your Memory Failing You? (Presenter: Dr. Alice Macpherson) Learn proven techniques to improve your strategies for retaining information. Making the best use of your memory can serve you well. Make information more meaningful and deepen your understanding of what you are learning.</p>	Surrey Main Building 2810
<p>Keys to Student Success (Presenter: Don McGonigal) A student's perspective about what it takes to survive and thrive at University. What did Don learn to help him be a successful student? Listen and learn as his story unfolds.</p>	Surrey Main Building 2820
<p>Reading (without falling asleep) (Presenter: Marti Alger) Read it right! Find it difficult to remember the last 50 pages you read? Is your text easy, moderate or difficult to read? What strategies work best for you? Learn how you can move that information from the page into your brain. Effective reading strategies will help you read faster, process information, and (hopefully) get more from your textbooks.</p>	Surrey Main Building 2830
<p>Test Anxiety (Presenter: Susan Vincent) Keep Calm and Study On – If you feel nervous or stressed about exams...we will arm you with strategies to help you prepare. Gain the confidence you need to show what you know.</p>	Surrey Main Building 2840

2:00 - 3:30 pm

<p>And now... the beginning! Creating the vision and creating the next steps. (Presenters: Susan Vincent & Marti Alger) - Create a vision board to help you to focus on your academic goals - Take the next steps (Sensational Skills Saturday, one-on-one conversations with a Learning Strategists, referrals to Peer Tutors and Academic Coaches) - Wrap up the day by sharing your feedback of the event and closing remarks</p>	Surrey Library (Main Floor)
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Academic Boost Camps are presented by the KPU Learning Centres | kpu.ca/learningcentres
Register online at kpu.ca/boostcamp



IT'S ABOUT U - AUGUST 27 & 28, 2015



Schedule It's About U

Day 1	Time	Day 2
Registration Welcome- Todd Mundle, University Librarian	8:30-9:00	Welcome Making Connections- Amanda Paananen, Student/Tutor/Writer/Photographer/Researcher
Keynote Speaker- Dr. David Burns Learning in University University can be a platform for personal growth, career and community service. To get the most out of it, you need to understand how that platform works, and the role you must play in unlocking its potential. (Library: 1st floor)	9:00-9:45	Keynote Speaker- Dr. Alice Macpherson Understanding How You Are Smart There are multiples intelligences that can be used in a university learning environment. Learn more about multiple ways to learn and how you can leverage them at KPU. (Library: 1st floor)
Break	9:45-10:00	Break
Get on track- Key Skills for Transitions Group 1- Getting Beyond Surface Learning-Dr. Alice Macpherson (Fir 132) Group 2- Brain-based Learning-Dr. Laura Aguilera (Fir 134)	10:00-11:00	Get on track- Key Skills for Transitions Group 1- Brain-based Learning- Dr. Laura Aguilera (Fir 134) Group 2- Getting Beyond Surface Learning-Dr. Alice Macpherson (Fir 132)
Breakout Sessions: Choose 1 1. Developing Self Awareness as a Student- Susan Vincent (Fir 132) 2. Being a student with a Disability- Disabilities Advisor (Fir 134) 3. Enjoying International Student Life- Waheed Taiwo (Fir 136)	11:00-12:00	Breakout Sessions: Choose 1 1. Managing Money- Alison Hope and Josh Mitchell (Fir 132) 2. Mature Student Perspective- Marti Alger (Fir 134) 3. Learning and Study Skills Inventory- TLC Tutors and Staff (The Learning Centre)
Lunch and Mixers: Board Games, Dominoes, Horseshoes, Badminton, Dodgeball Where? Grassroots, Cedar Courtyard and Gym	12:00- 1:00	Lunch and Tours 12:20: Campus Tour Scavenger Hunt (meet in The Learning Centre) Where? Grassroots and Cedar Courtyard
Keynote Speaker- Dr. Diane Naugler Learning from Lectures and Textbooks Make the most of your learning from course lectures and texts. This session will give you the scoop on learning strategies to use with these important resources. (Library: 1st floor)	1:00-2:00	Keynote Speaker- Sepand Jazzi Transforming Your Learning Experience Sepand will discuss real-life examples of factors that are important to being successful in both academic and corporate environments. (Library: 1st floor)
Break	2:00-2:15	Break
Managing Your Time- Susan Vincent Do you run out of time when trying to accomplish everything that you have to do? Try these proven methods to manage your time well and to feel less stressed. (Library: 1st floor)	2:15-3:00	Developing Confidence- Vision Boards In this fun and interactive session, you will start to look at what you really want in life and create a visual image to propel you forward in university. (Library: 1st floor)
Wrap Up Celebrating Your Learning- Marti Alger	3:00-3:30	Feedback Forms- How can we do better? Maintaining Momentum/ Send-Off Laura Arneson/Marti Alger

