STUDENT SERVICES

FEE REPORT

LEARNING COMMONS 2016-2017
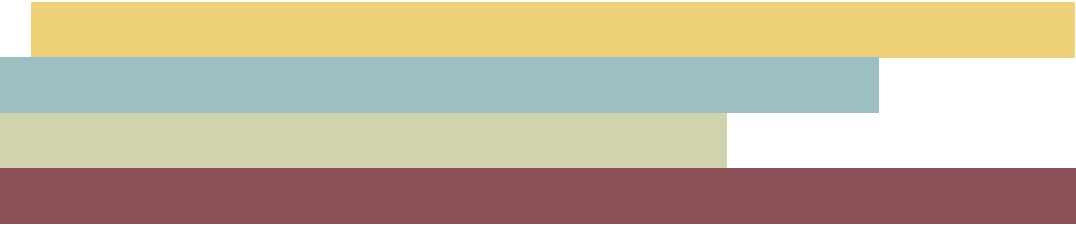
CONTENTS

INTRODUCTION

The McLaughlin Library's Learning Commons is both a collaborative partnership and a physical location on the library's first floor. Together, Learning Commons units provide a range of academic support services in a central, highly visible location.

There are no user fees associated with these programs—all services and resources are free of charge for students.

This report describes the following library programs, which are presently subsidized by the Student Services Fee and are further funded by the library:

LEARNING SERVICES

SUPPORTED LEARNING GROUPS PROGRAM

WRITING SERVICES

OUR STAFF

OUR STUDENT TEAM

LEARNING SERVICES

Through individual consultations, instruction, and resources, this service unit addresses transition issues, student retention, and the timely completion of programs. We support students in specific areas such as effective group work, presentation skills, metacognition, exam preparation, critical reading, procrastination, perfectionism, and time management.

SUPPORTED LEARNING GROUPS PROGRAM

These peer-led weekly sessions provide students with the opportunity to become actively involved with the course content in historically challenging courses. Together, the students review material, discuss readings, practice problem-solving strategies, and integrate study skills with the given concepts.

WRITING SERVICES

Writing Services supports students and faculty in becoming stronger, more confident writers. We offer individual and group instruction, programming, and resources on academic writing across the disciplines. We also provide a broad range of support to students and faculty who have English as an additional language.

OUR STAFF

The Learning Commons team comprises 12 professional staff with in-depth training and expertise in learning, supplemental instruction, and writing:

1 Team Head

3 Unit Managers (Learning, SLG, Writing)

1 English-as-an-Additional-Language Specialist

3 Learning Specialists

1 SLG Peer Supervisor

1 SLG Program Assistant

2 Writing Specialists

"Since I started working at the Learning Commons, I've been awed by the dedication and compassion of our student colleagues. Working alongside staff, they provide essential academic support for their peers, facilitating their development as learners and writers. I'm very thankful to be able to work with such an amazing team. The Learning Commons is a welcoming community and a home on campus for staff and students alike."

SARAH GIBBONS, WRITING SPECIALIST

OUR STUDENT TEAM

Providing experiential learning opportunities is central to our work, and a core part of our support is provided by our strong student team. More than 100 Peer Helpers, Student Athlete Mentors, Graduate Student Writing Advisors, and Work Study Students help us serve thousands of students a semester. At the same time, these students participate in a wide range of experiential learning opportunities that support their personal and professional learning. Each team of students is guided by dedicated supervisors who provide intensive training, ongoing mentorship, and personalized feedback. The student team in 2016-17 included the following:

OUR STUDENT TEAM

8-12 Engineering Peer Helpers

15-16 Learning Peer Helpers

44 Supported Learning Group Peer Helpers

10-17 Writing Peer Helpers

8-9 Writing Support Teaching Assistants

12-13 Student Athlete Mentors

2-4 Work Study Students

UNIVERSITY OF GUELPH
STUDENT SERVICES FEE COMMITTEE QUESTIONS

01 STRATEGIC PRIORITIES

Drawing from the 2012-17 Learning & Curriculum Support Team (L&CS) Strategic Plan, the L&CS team is focusing on four key strategic directions to support student success.

GO ONLINE:
REACHING OUR USERS WITH NEW FORMATS AND MEDIA

Learning Commons staff continue to play significant roles in the development of Library Guides, online guides for specific courses, disciplines, and topics. As well, staff have continued to contribute to the development of the Virtual Learning Commons (now renamed the Digital Learning Commons) so as to enhance our ability to connect with students via the library website, social media, and CourseLink.

ENGAGE WITH OUR COMMUNITY:
LEARNING ABOUT THE CHANGING NEEDS OF OUR USERS

Our collaborative partnerships with campus and external partners have enhanced our ability to engage with students and other stakeholders. Some of our current partners include Open Ed, the Department of Engineering, the Department of Athletics, Ontario Online, University of Waterloo, and Wilfrid Laurier University.

DECIDE AND DESIGN WITH DATA:
MAKING ASSESSMENT AN INTEGRAL PART OF DECISION-MAKING

The Library Educational Assessment Group has gathered information about the assessment process of each library unit, with the intention of streamlining our assessment tools and procedures. Learning Commons staff have also developed learning outcomes and assessment measures for all programs and services.

COMMIT TO ONE MESSAGE:
DEVELOPING A CONSISTENT IDENTITY AND OUTREACH STRATEGY

Working closely with the library's Communications team, the Learning Commons has developed branding standards and shared marketing materials. Learning Commons staff contribute to the library's outreach strategy through participation in the library's Social Media Committee, Undergraduate Orientation Committee, and other venues for communication with students and faculty.

02 DEMAND FOR SERVICES & UPDATES TO SERVICE DELIVERY

What is the demand of your program/service (e.g., number of students involved)? Has there been any change in the way in which your programs and/or services have been delivered over the last two years? For example, have you moved from one-on-one service to group service? Are you making greater use of the web?

OVERALL STUDENT DEMAND

The Learning Commons continues to serve a large and diverse population of students and instructors. Below is a summary of our service interactions for 2016-17, followed by a description of high demand activities and resources.

31,130 STUDENT VISITS TO OUR SERVICES

WE PROVIDED **4,467** CONSULTATIONS, INCLUDING:

1,108 CONSULTATIONS WITH STUDENTS WHO IDENTIFIED THEMSELVES AS SPEAKING ENGLISH AS AN ADDITIONAL LANGUAGE

137 ACADEMIC ACTION PLAN CONSULTATIONS FOR 42 UNIQUE STUDENTS

WE OFFERED **580** WORKSHOPS FOR UNDERGRADUATE AND GRADUATE STUDENTS IN COURSES AND IN THE LIBRARY TO 14,672 PARTICIPANTS (NOT UNIQUE STUDENTS)
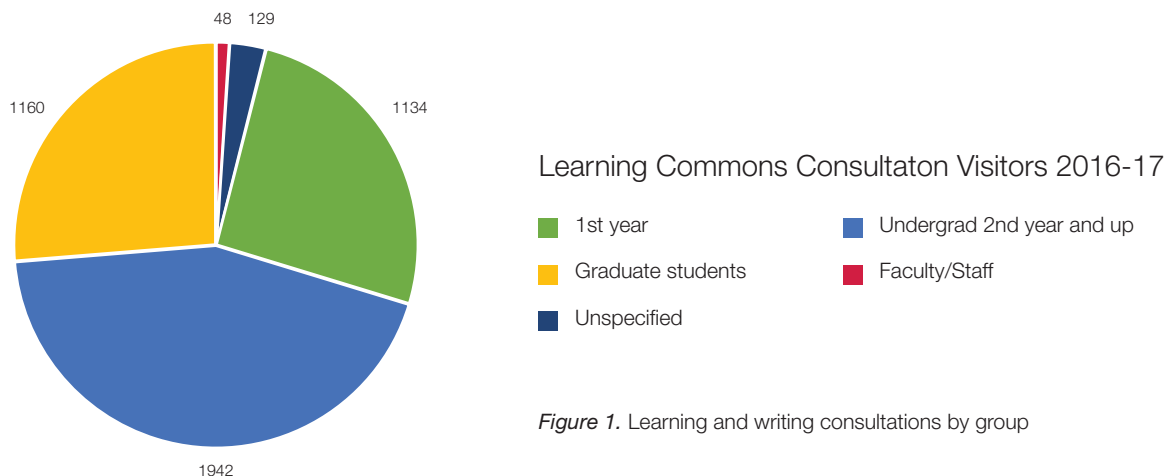
WE HELD **1,308** SUPPORTED LEARNING GROUP SESSIONS WITH 3,925 UNIQUE SLG PARTICIPANTS, FOR A TOTAL OF 11,991 INTERACTIONS WITH STUDENTS IN SLGS.

HIGH-DEMAND ACTIVITIES

CONSULTATIONS

Among our most popular services is individual support provided in writing and learning consultations. Provided by professional staff, graduate teaching assistants, and peer helpers, these one-to-one sessions give students an opportunity to explore ideas, ask questions, think critically, and build valuable writing and learning strategies.

While these consultations are time- and staff-intensive, student feedback suggests they are invaluable for promoting individual learning and growth at all stages of students' academic careers.

Learning Commons Consultaton Visitors 2016-17

- 🟩 1st year
- 🟨 Graduate students
- 🟦 Unspecified
- 🟦 Undergrad 2nd year and up
- 🟥 Faculty/Staff

Figure 1. Learning and writing consultations by group

SUPPORTED LEARNING GROUPS

Demand for SLGs is steady, with more than 1,300 Supported Learning Group Sessions offered in 18 courses in 2016-17. Over the year, the sessions supported 3,925 unique students in 11,991 interactions. This is on par with 2015-16, which supported 3,991 unique students in 11,934 interactions.

CLASSROOM & CURRICULUM SUPPORT

- 103 in-class workshops for approximately 5,000 undergraduate and graduate students
- 6 concurrent sessions at the Graduate Student University Teaching Conference
- Co-facilitated annual Course Redesign Institute with Educational Development team

PROGRAMS THAT TARGET STUDENT GOALS

Our highest demand programs are those that are most closely tailored to specific needs and interests of students. We are encouraged to see more students taking a proactive approach, seeking ongoing support that builds strengths over time. We are excited about the popularity of these programs and look for ways to continue supporting these kinds of proactive programs for students. Below are some of the high-demand programs offered in 2016-17.

Graduate Programs & Series

Programs such as Dissertation Boot Camp, Brain Food Graduate Thesis Workshops, and Writing Tune-Up now regularly have full registration, often with waiting lists. These workshops are often an entry point for students to visit other services, such as consultations.

Student Athlete Mentor (SAM) Program

This program, offered in collaboration between Learning Services and the Department of Athletics, addresses the specific academic needs of varsity athletes. In 2016-17, 6 SAM sessions were offered each week, for 12 weeks of the semester. An average of 57 students attended each session. This is an increase from an average of 48 students per session in 2015-16.

English-as-an-Additional-Language Series

In response to needs identified by EAL students, we now offer a number of programs that target specific skills and strategies. Among the most popular are the "Write Like an Academic" and "Talk Like an Academic" series. Each series includes weekly sessions on a range of topics from writing abstracts, to emailing professors, to talking about research.

Academic Action Program

To accommodate students who want to take charge of their university learning, the Academic Action Program is a limited enrollment program which pairs students with academic coaches (staff and Learning Peers) for individual, bi-weekly consultations that address goal-setting, notetaking, studying, and preparing for exams. The program has filled to capacity in Fall 2015 and Fall 2016.

MENTAL WELLNESS

Learning Commons staff have reported increasing numbers of students who disclose mental health issues which impact their learning. In addition, Learning Commons staff have noted the importance of emphasizing self-care and mental well-being in their supervision of Peer Helpers, Student Athlete mentors, and Graduate Student Writing Advisors. In Section 3 we summarize the many ways in which we are addressing these needs.

ONLINE RESOURCES

Mark Calculator

Learning Commons staff created and continue to develop the Mark Calculator (https://www.lib.uoguelph.ca/get-assistance/studying/mark-calculator), one of the most frequently visited pages on the Library's website. In 2016-17, the webpage received 259,893 unique pageviews, up 4.06% from 2015-16.

Library YouTube Channel

The library has its own YouTube Channel (UoGLibrary), which now has more than 90 YouTube videos. Usage of the library's YouTube Channel has grown tremendously, with 41,891 views for a total watch time of 60,907 minutes in 2016-17. Some of the most popular videos have been developed by Learning Commons staff, including:

- How to Read an Article
- Cite Your Sources: When/Why to Cite
- Understanding and Avoiding Plagiarism: Types of Plagiarism
- Cite Your Sources: APA In-Text
- Understanding and Avoiding Plagiarism: From Passage to Paraphrase
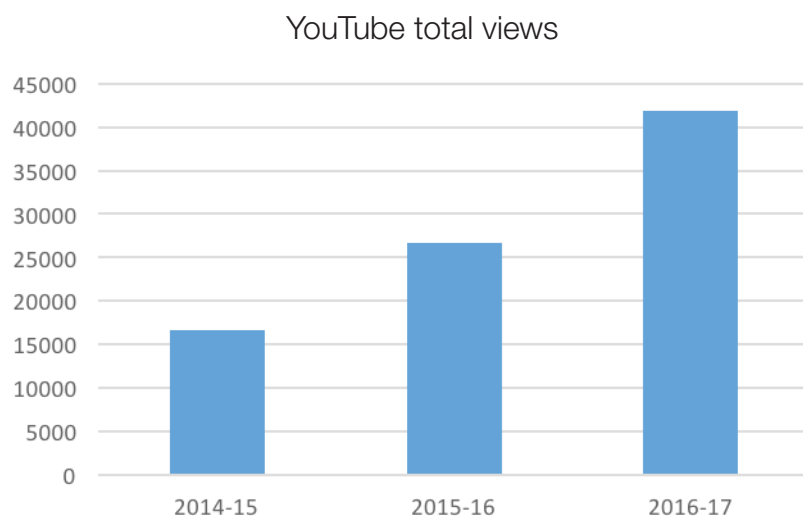
Figure 2.
Trend in views of library YouTube videos

LIBRARY GUIDES

The Learning Commons has also contributed content to the library's collection of course- and topic-specific guides, helping extend the reach of these resources. These guides are available through the library website and on CourseLink.

- **1,379 Published Guides**
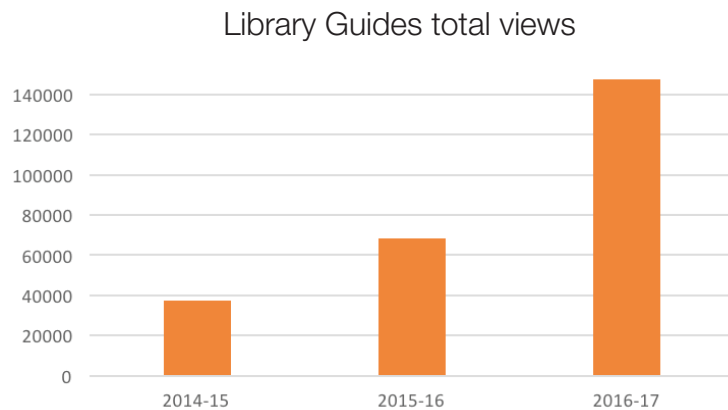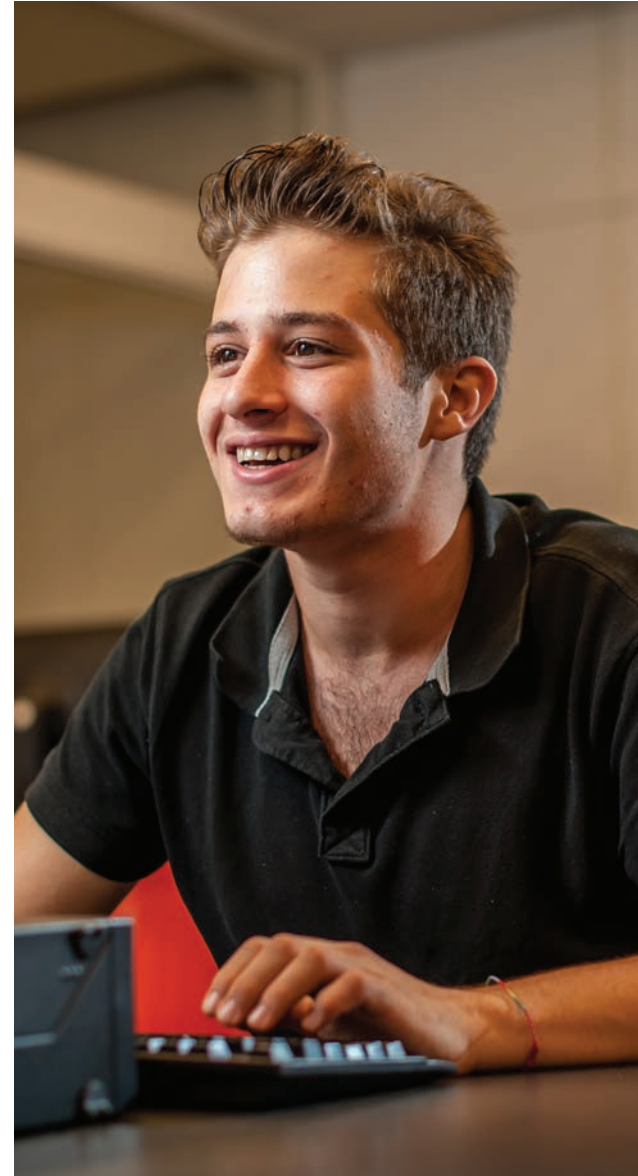- **114,655 User Sessions**
- **147,599 Total Views**

Library Guides total views

Figure 3. Trend in views of Library Guides

COMMUNITY ENGAGEMENT

STUDENT STAFF TRAINING

Learning Commons staff served the broader University of Guelph community by providing training for more than 200 Residence Life Staff and other student staff in 2016-17:

- **Orientation Volunteers**
- **Academic Cluster Leaders**
- **Residence Assistants**
- **Peer Helpers**

OUTREACH TO NEW STUDENTS AND FAMILIES

Learning Commons staff play an active role each year in reaching out to thousands of prospective students and their families through events coordinated by Admissions and Student Affairs, including:

- **Resource Fair during the President's Welcome to Families**
- **Campus Day**
- **Student Academic Open Houses**
- **Fall Preview Day**
- **Science and Engineering Sunday**

WRITERS WORKSHOP

The popular Writers Workshop, a free event showcasing writing experts from the campus and community, was not held in 2016-17 due to the unexpected passing of a library colleague, Andrea Karpala, Communications Manager, in January 2017. We plan to offer Writers Workshop again in March 2018.

03 CHANGES IN DEMAND

Give examples of changes in demand for your programs and services over the past two years. Do you feel you are meeting the demand? Examples used to support your response could include how many people are on waiting lists, if you have changed your hours of operation or had to hire additional staff to meet the demand.

DEMAND FOR GREATER SUPPORT IN MENTAL WELLNESS

As noted in Section 2, we have noticed an increasing emphasis on the importance of mental wellbeing and mental wellness. We are in the process of addressing these issues using a multi-pronged approach:

Increased training for professional staff

All professional staff completed the online module More Feet on the Ground and the in-person training Beyond the Books. Many staff also completed SafeTalk training in suicide awareness and Mental Health First Aid, a two-day training program developed by the Mental Health Commission of Canada. In addition, one of our staff members is certified in ASIST (Applied Suicide Intervention Skills Training).

Increased training for student staff

All of our undergraduate student staff completed the online module More Feet on the Ground, and professional staff provided a SafeTalk training session for Learning Commons Peer Helpers and Student Athlete Mentors. Weekly training sessions for student staff often include information about mental wellness supports on campus and appropriate referral strategies. We have also acknowledged the mental wellness concerns of our student staff through training on issues such as fear of failure, perfectionism, and self-care. These training sessions have helped prepare our student staff and professional staff for supporting students in mental wellness and encouraging inclusivity.

Increased emphasis on mental wellness through Learning Commons programs

One of our staff members chairs the Exam Stressbusters Committee, which collaborates with partners across campus to promote self-care during and before exams. Many of our workshops have been revised to address self-care and stress reduction as they relate to learning and studying.

DEMAND FOR CONSULTATIONS

The number of consultations has risen 11% in the past four years (see Fig. 4) although some specific kinds of consultations have fluctuated. For example, the number of EAL appointments decreased slightly from 2015-16 to 2016-17 but remained well above the number from 2014-15 (see Fig. 5).

Learning Commons Consultations & Waiting Lists 2013-17
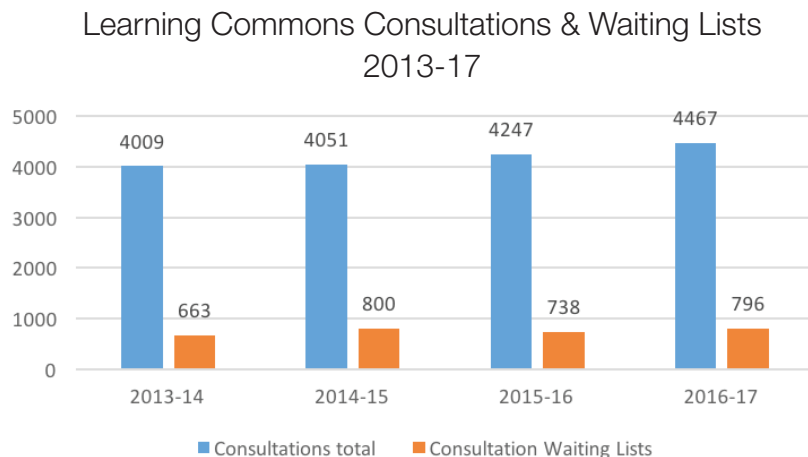
Figure 4. Trends in consultation and waiting lists in the Learning Commons

We continue to monitor attendance patterns, referral methods, and feedback on student surveys in order to adjust to the demands for consultations. We use the following strategies to help maximize students' access to consultations:

• Monitoring usage and shifting schedules to provide more appointments during the busiest times of the week and semester

• Using a self-serve online booking system, which provides a waiting list option and allows students to book and cancel their own appointments

• Providing both short (25-minute) and long (50-minute) appointment options

• Offering online appointments to accommodate student commuters and students with mobility needs

• Allowing students to visit daily

• Coordinating service times with course schedule to ensure target audiences are able to access services (e.g., consultations for students in French courses)

• Piloting small-group consultations for specific courses where we anticipate a high demand

DEMAND FOR EAL SUPPORT

Demand for writing support for students who identify English as an Additional Language (EAL) continues to be high in the area of individual support (see Fig. 5). Although workshop attendance was noticeably lower in 2016-17 than in previous years, this drop in attendance is due to a staffing change in the EAL Specialist position in Fall 2016. This transition led to a reduction in the number of workshops and consultations offered to EAL students in 2016-17.

We continue to monitor demand for EAL individual consultations and workshops to better accommodate students' needs.
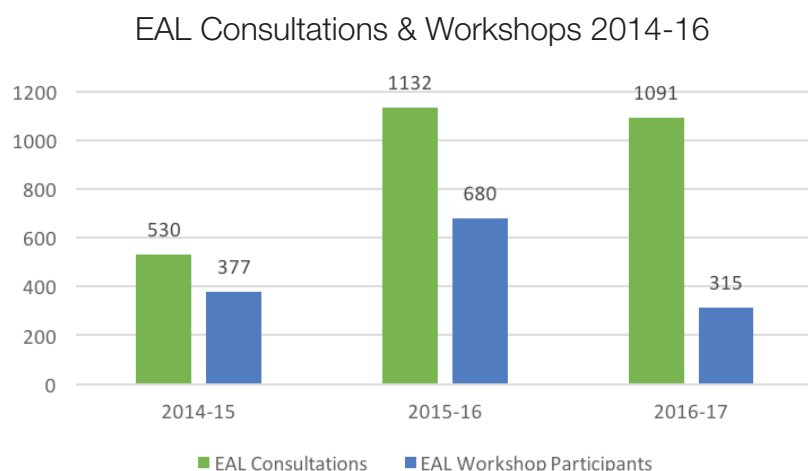
EAL Consultations & Workshops 2014-16

Figure 5. EAL consultation and workshop attendance

DEMAND FOR GRADUATE SUPPORT

As graduate student awareness of our programs has increased, our programming and resources have become more comprehensive. For example, a new half-day workshop, GRADuate on Time, was developed to respond to numerous graduate students identifying concerns about time to completion rates. Dissertation Boot Camp, an intensive one-week program for graduate students writing their theses or dissertations, has had increasing numbers of applications, with 85 applications in Fall 2016 and 66 applications in Winter 2017. To meet the growing demand, Writing Services staff doubled the number of accepted participants in Fall 2016.

Managing demand for graduate services:

• Multiple offerings of workshops during the semester
    • Weekend offerings of some workshops to make it possible for students to attend without missing class time
• Offering more targeted workshops and programming for graduate students
    • Brain Food Graduate Workshops
    • GRADuate on Time
    • Presentation Boot Camp
    • Dissertation Boot Camp

DEMAND FOR WIDER RANGE OF FORMATS

Digital Learning Commons (formerly Virtual Learning Commons)

During the last year, we have been more intentional about developing online resources and digital assets to support student learning and academic success. We have created posters, infographics and short animated videos on topics like:

• Creating a concept map
• Creating a weekly schedule
• Preparing for presentations

While we have worked to integrate our learning objects into CourseLink, we are also committed to making these resources fully open and accessible to all students on industry standard platforms (e.g. YouTube). Our digital content creation strategy provides just-in-time assistance, which enables students to get started and points them to the Learning Commons for additional support.

LibGuides Development

The library's LibGuides team creates custom web pages for each undergraduate course. The Learning Commons has integrated many of our online resources (e.g. citation style guides) into this platform. Ultimately, the goal is to provide students with a course-specific, curated lists of resources and services provided by the library and Learning Commons.

04 MEASURING EFFECTIVENESS

How do you measure the effectiveness of your service? Do you distribute questionnaires or informal surveys? If so, please provide the outcomes from these questionnaires for the last two years.

We measure effectiveness using a variety of assessment strategies:

• Surveys and questionnaires completed after workshops, programs, and consultations
• Focus groups, interviews, and usability testing with target stakeholders
• Student grades and self-reports of academic performance
• Student reports of self-efficacy and increased confidence
• Participants' graduate completion times

These data are carefully considered in our decisions about what programs to continue offering and in what format. Findings are reported in internal summaries and, where appropriate, in conference presentations and in reports to course instructors, department chairs, and Deans.

Below is a cross-section of quantitative and qualitative feedback gathered about many of our services and programs:

SUPPORTED LEARNING GROUPS

Tracking course completion and course grade information is an essential component of the Supported Learning Groups model. Patterns of attendance at SLG sessions and final course grades of SLG attendees compared with non-attendees are reported back to participating course instructors, department chairs, and Deans. These data show that students continue to see SLGs as helpful from both a content mastery and study skills development perspective.

In 2016-17, 95% of students who completed End-of-Semester surveys in SLG sessions rated the quality of their experience as "Excellent" or "Great" (5 or 4 on a 5-point scale respectively).

"I know, from experience, that SLG sessions really help me grasp the course material. That, coupled with the knowledge that BIOC2580 is a tough course, really motivated me to attend sessions."
- *SLG participant*

"Being an SLG leader has been so meaningful to me because I have seen my attendees grow so much over a semester. I have seen attendees who start the semester really struggling with the content and by the end of the semester, they are practically leading the session. I have also seen my attendees become friends with each other outside of session. When an attendee tells you that they have made a new friend because of your sessions that is one of the most rewarding things a person could experience."
- *SLG Leader*

INDIVIDUAL CONSULTATIONS

Students consistently report that individual consultations are a valuable learning opportunity for them to gain new skills and increase their confidence. In 2016-17, 93% of surveyed students reported feeling confident about trying one or more new strategies discussed in their Learning Services consultation. In data collected from more than 1,500 writing consultation surveys in 2016-17, respondents reported that they were very satisfied (80%) or satisfied (19%) with the help they received.

"The consultant noticed… when I was on the right track and gave me great feedback and guidance where I needed it. I feel confident and comfortable contacting her in the future if I ever need some assistance."

- *Learning consultation participant*

"The consultant did an excellent job providing me with different options when making revisions so that I had the opportunity to make changes that fit the word count and style of my essay. I felt very much in control of my changes…. excellent feedback!"

- *Writing consultation participant*

IN-COURSE WORKSHOPS

Comments and feedback from faculty indicate that they appreciate the expertise and professionalism of our staff members in their courses. In feedback surveys for Writing Services, 80% of instructors strongly agreed and 20% agreed that in-class workshops were a good use of their course time. For Learning Services, 75% of instructors strongly agreed and 25% agreed.

As one instructor noted, "The workshop was, in a word, excellent. The content was highly relevant, and geared *exactly* to my students' assignment (a literature review). In fact, I'm already looking forward to the easier job I will have evaluating the literature reviews, because [the consultant] did such an effective job of communicating how to write a literature review."

- *CSAHS faculty member*

STUDENT ATHLETE MENTOR PROGRAM

Over 300 unique student-athletes, including those in first year and those on academic probation, attended the Student-Athlete Mentorship (SAM) Program for over 12,500 hours and met with their mentors 1187 times. In 2016-17, six SAM sessions ran for 20 hours/week, with an average of 57 students attending each session (up from 48 students/session in 2015-16). At-risk student-athletes regularly attending SAM increased their cumulative average by more than 1.4%.

"I consistently received advice [from the SAM mentors] on the way to approach assignments or study for exams."

"My mentor was very helpful when it came to assisting me with course content and explaining concepts in different ways that make sense."

- SAM Program participants

BRAIN FOOD GRADUATE WRITING AND RESEARCH WORKSHOPS

These half-day workshops provide graduate students with strategies for approaching research and writing with confidence.

On average, participants rated the program's usefulness 4.22 (from 1=not at all useful to 5=extremely useful) in 2016-17.

"Great elements to help me find resources and support."

"I feel much more confident in starting my research and writing process!"

- Brain Food participants

WRITING TUNE-UP

This two-day workshop provides students with in-depth instruction in grammar and style. Comments from participants included, "The iclickers and workbook were excellent tools. Excellent workshop! Great work! One of the best workshops I have attended. Would highly recommend!" and "Outstanding pacing and clear way of presenting a lot of information – FANTASTIC job!!"

DISSERTATION BOOT CAMP

This intensive five-day workshop helps graduate students develop effective writing strategies and habits to help them finish their graduate theses in a timely manner. Regardless of their writing stage during DBC, Masters-level students tend to successfully defend within 1.5 semesters after completing a DBC program, and PhD students tend to successfully defend within 3.5 semesters after completing a DBC program. Respondents also consistently indicate a significant increase in skills, knowledge, and self-efficacy after participating in the program.

When asked "How important do you feel your participation in DBC was to your thesis progress?" 92% of participants responded either "very important" or "important."

When asked "Would you recommend DBC to your peers?", one student reported "Yes!! I have actually recommended it to my peers. I would not have completed the PhD program if not for DBC."

PRESENTATION BOOT CAMP

This intensive workshop gives graduate students an opportunity to hone their presentation skills through practice and feedback. 92% of surveyed participants noted that their confidence increased and that they found the workshop useful or very useful.

"Feedback and small groups were the highlight of the boot camp. [They were] great for teaching us how to find a balance between improvements and staying authentic to yourself."

- Presentation Boot Camp participant, Spring 2016

EAL WRITING CAMP

This one-week program supports 30 participants in improving their academic writing through workshops, peer editing, and staff writing consultations. 100% of participants reported that attending the camp was a valuable use of their time. In Spring 2016, 95% of participants reported that their confidence in using writing and editing strategies had improved, with the other 5% stating that they had already felt confident.

05 IMPROVING ASSESSMENT

**Do you see a need to improve on how you measure effectiveness?
How do you plan to incorporate improvements?**

Assessment is a key part of our pedagogical and administrative processes, influencing how our programs and instruction are designed and delivered. One of our greatest challenges, however, is developing assessment processes that allow our individual units to collect and use information while also allowing our units to group data together to give a clearer picture of the Learning Commons' impact overall. The Library's Education and Assessment Group (LEAG) is gathering data on current assessment practices, with the goal of helping units across the library streamline their assessment processes.

An additional challenge has been to find time to analyze collected data. For example, we have collected hundreds of open-ended responses from graduate students to the question, "What are your top three concerns about graduate school?" We initiated an analysis of this data in Winter 2017 and implemented changes in our Brain Food programs in Spring 2017. More information will be supplied in next year's annual SSF report.

DEVELOPING LEARNING OUTCOMES

In 2015, the library completed a project that saw the creation of developing intended learning outcomes for all of our major programs and services. Since then, we have focused on aligning our activities and assessments with those learning outcomes. Our assessment forms are now more consistent and give us more reliable data on the effectiveness of our services.

As an example, we provide here some of the intended learning outcomes for consultations on learning, academic performance, and time management (LPM), along with the assessment statements which map to each intended learning outcome.

Intended Learning Outcome	Assessment Question
After one or two consultations, students will…	On a scale of 1 to 5 (1=strongly disagree, 5 = strongly agree), please indicate your agreement with the following statements about your consultation.
enhance their understanding of how to manage their learning, academic performance, or time management (LPM) concern	I have a better understanding of how to manage my concerns.
express a commitment to try one or more of the strategies discussed with the consultant	I feel confident about trying one or more of the strategies discussed with the consultant today.
experience a supportive interaction with the consultant	The consultant listened carefully to my concerns.

MAKING ASSESSMENT PROCESSES MORE TRANSPARENT AND CONSISTENT:

The Library's Education and Assessment Group (LEAG) is reviewing assessment and evaluation strategies across the library to look for opportunities to improve consistency of our assessment approaches. Their work will help us better understand how and why we assess as we do and will help us identify opportunities to make these processes more uniform. Ultimately, this work should make it easier for us to report data and trends across our services. We will also learn more about what variables are most relevant to our work, whether they be related to degree programs, graduate and completion timing, high school admitting averages, or other demographic information.

06 PROGRAM LIMITATIONS

Are there additional programs you would like to offer due to new needs being identified but are unable to do so because of limited resources or personnel? Please describe.

We would like to increase our capacity to support students and the University of Guelph community in areas of mental health and well-being. Additional training for our professional and student staff has been identified as one area for development. The creation of new programs or services which more fully address mental wellness concerns in an academic support context is also an area of further development.

The Academic Action Program, which offers individual biweekly support to students, is limited by the number of available staff and Learning Peer Helpers. After the program was at capacity in Fall 2016, interested students were encouraged to book learning consultation appointments. Students' interest in this program indicates the need for supportive, ongoing programs that last throughout the semester. We do not currently have the staffing resources to expand this program.

The SLG program has investigated the potential for delivering supplemental instruction sessions online (i.e. something similar to our current SLG model). The findings of their report suggest that the development and subsequent implementation would require additional resources, including staff, space, IT support, and the involvement of faculty and staff in order to be successful. We do not currently have these resources, but we are investigating the technical infrastructure, training, and staffing model that would be required to develop this service in the future.

Writing Services is beginning to develop TA training programs and resources, which we feel will not only enhance graduate student instructors' own experience and skills, but will also help extend the reach and effectiveness of our resources and support for undergraduate students. While our in-course instruction allows us to reach students directly, these interactions are generally with the class as a group and occur once (or at most twice) in a semester. In a train-the-trainer model, we could support TAs in providing valuable one-to-one feedback and instruction to students on an ongoing basis.

07 PROGRAM REDUCTIONS DUE TO CONSTRAINTS

Have any programs and/or services in your unit been reduced due to constraints?

EAL programs were temporarily reduced due to constraints in staff time when the former EAL Specialist moved to a different position within the University.

While the majority of our online content is now compliant with AODA requirements, two large webshops created in Flash have yet to be converted to an accessible format. We are exploring options for repurposing this content.

08 PROGRAMS IDENTIFIED FOR REDUCTION

Are there any programs which you feel should be reduced or eliminated (e.g. due to declining demand or need to provide other services that are a higher priority)? Can resources be reallocated to other activities in your area?

Library workshops designed for a general audience of undergraduate students have been significantly reduced over the past few years due to decreasing numbers of attendees. We have shifted to offering more targeted workshops for specific student cohorts, and we have also reallocated resources to support students through individual consultations and the development of online resources.

09 CHANGES IN EXPENDITURES

Have there been any changes since last year's report to the SSF Committee regarding expenditures related to the programs covered by the SSF revenue? Please describe briefly whether the expenditures are the same, greater or less. If expenditures are less than last year, please give specifics.

Expenditures related to Learning Services, Writing Services and the Supported Learning Groups program covered by SSF revenues are unchanged since last year's report.

10 USER FEES

Have you changed the amount on any currently existing user fees or introduced new user fees in the past year? If so, please describe the changes. If your answer is no, are you planning on introducing any new user fees this year?

The library does not have user fees for Learning Commons services, and does not plan on introducing any this year.

As someone who has used Learning Commons services in the past, it's really rewarding now, as a Writing Peer Helper, to be part of the process."

LOCHI EKANAYAKE, WRITING PEER HELPER

11 ADDITIONAL FUNDING

Was your unit successful in obtaining any additional funding from the Student Life Enhancement Fund (SLEF) or the Special Grants/Speakers Fund in the 16/17 budget year? If so, what was the nature of the application and what was the amount granted?

No, we did not seek SLEF or Special Grants funding this year.

RESPECTFULLY SUBMITTED

Kim Garwood | Acting Head, Learning & Curriculum Support

MEMBERS OF SSF ADVISORY GROUP FOR THE LIBRARY:

Tom Beggs | Graduate Student Representative (Committee Chair)

Matt Buhagiar | Undergraduate Student Representative

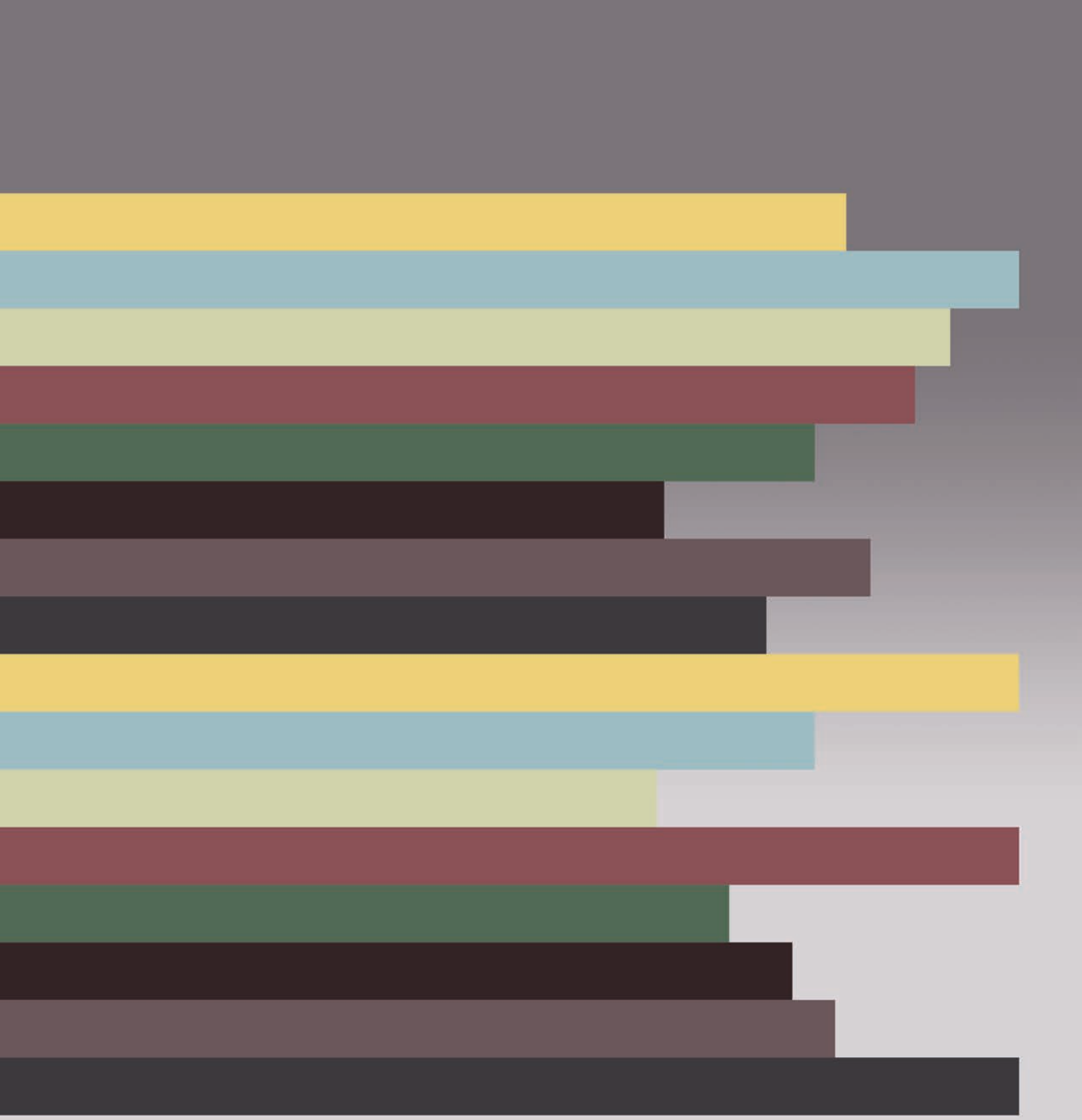**Rishi Dubey** | Undergraduate Student Representative

Jessica Yu | Undergraduate Student Representative

Becca Cheskes | CSA Representative

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