

# Non-Tuition Ancillary Fee Unit Report

As per the [Compulsory Non-Tuition Fees Protocol](https://www.uoguelph.ca/studentaffairs/compulsory-non-tuition-fees-protocol) all University units receiving student fees must provide an annual report. The following units have the following fees subject to reporting obligations:

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| --- | --- | --- |
| **Fee** | **Reporting Unit** | **Reporting Main Contact** |
| Athletic Fee | Department of Athletics | Scott McRoberts |
| Student Health Services Fee | Student Wellness Services | Alison Burnett  |
| Student Life Enhancement Fund Fee | Student Experience | Kathryn Hofer |
| School of Fine Art & Music Fee | School of Fine Art & Music | Martin Pearce |
| Lang Career Services Fee | LANG School of Business | Sara Mann |
| Library: Academic Support Fee | The Library  | Melanie Parlette-Stewart |
| Student Experience: * Academic Support Fee
* OUTline Fee
* Orientation Fee
 | Student Experience | Kathryn Hofer |
| Financial Aid Services Fee | Student Financial Services | Manuela Sheehy |
| Career Services Fee | The Experiential Learning Hub | Elaine Fenner  |
| Counselling Services Fee | Student Wellness Services | Alison Burnett |  |
| Centre for International Programs Fee | Centre for International Programs | Lynne Mitchell |
| Safewalk Fee | Central Student Association | CSA President and CSA Business Manager |

## Reporting Deadline:

**Please return completed reports to Student Affairs before October 31st by emailing:** st\_affs@uoguelph.ca**.**

## Please be Advised of the Following:

* This report pertains to the **previous fiscal year (2020-2021)**
* Unit reviews are to be prepared in consultation with the unit’s Advisory Committee
* Attachments of surveys and evaluations are encouraged

## Reporting Template:

Please Complete the Following:

1. **Name of the Program Supported by Fee: Academic Support—Library**
2. **Main Contact Name: Melanie Parlette-Stewart**
3. **Main Contact Phone Number and/or Extension: N/A**
4. **Main Contact e-mail Address:** mparlett@uoguelph.ca
5. **Previous Advisory Committee Membership for 2019-2020:**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role (Student or Employee)** | **Email Address**  |
| **Madeline Ward** | **Chair (Graduate Student Association)** | **-** |
| Kailyn Brewer | Member (Undergraduate Student) | - |
| Chelsea Hartlen | Member (Graduate Student) | - |
| Tyler Poirier | Member (CSA President) | - |
| Stephanie Rosen | Member (Undergraduate Student) | - |
| Zachary Sprague | Member (Undergraduate Student) | - |
| Joannah O'Hatnick | Member (Library Staff) | johatnic@uoguelph.ca |
| Kim Garwood | Member (Library Staff) | - |

1. Current Advisory Committee Membership for 2020-2021:

|  |  |  |
| --- | --- | --- |
| **Name** | **Role (Student or Employee)** | **Email Address**  |
| Waed Hasan | Chair (Graduate Student) | whasan@uoguelph.ca |
| Chelsea Hartlen | Member (Writing Specialist, Library Staff) | chartlen@uoguelph.ca |
| Jessica Ulbikas | Member (Undergraduate Student) | julbikas@uoguelph.ca |
| Joannah O’Hatnick | Member (Learning Services Manager, Library Staff) | johatnic@uoguelph.ca |
| Lisa Kazuhara | Member (CSA VP Academic) | csavpacademic@uoguelph.ca |
| Keshini Digamber | Member (Undergraduate Student) | kdigambe@uoguelph.ca |

1. **Please tell us what services are supported by the Student Services Fee (SSF) (in 100 words or less):**

The SSF supports Learning Services (LS), Supported Learning Groups (SLGs), and Writing Services (WS). During 2020-21, these units provided services and resources that empower students to strengthen their academic skills and performance. We offered virtual writing, studying and time management consultations; SLG sessions; English as an Additional Language (EAL) programming; in-depth programs for dissertations and theses; the Student Athlete Mentorship (SAM) program; and a range of academic success workshops, guides, tools, and online spaces. As a site for experiential learning on campus, we provided challenging and meaningful paraprofessional roles for more than 100 students across the disciplines. We also supported faculty in incorporating learning and writing skills in the curriculum and in class activities.

1. **What is the demand for these services, (provide evidence) and has it changed over the past two years? If there was significant change in demand, how has the unit responded (in 200 words or less)?**

**Summary Stats**

* **130** Presentations and workshops
* **258** New asynchronous modules
* **5030** Workshop and program attendees
* **6423** Individual and small group appointments
* **1165** Consultations with EAL students
* **840** SLG sessions with **1921** unique students and **8682** total interactions
* **2215** interactions with SAM Program sessions

Like other units and departments on campus, we faced challenges transitioning to virtual service delivery, including grappling with technology, adapting pedagogical approaches, retraining student staff, and integrating enhanced mental wellness supports with existing services. While integrating mental health and wellness training required more time and resources from professional staff, this enhanced professional development offerings for student staff. Additionally, staff, student staff and students appreciated that our services made it possible to engage in the campus community despite the limitations for social interaction that the pandemic has created. All units received positive feedback and reinforcement of the value of our services from student clients, student staff and peer helpers.

First year students especially found our services helpful in making the transition to university during the pandemic. As an example, online consultations made seeking writing and learning help more convenient for many students and reduced the number of no-shows. Students seem overall very satisfied with online consultations and have not been asking about a return to in-person delivery. Furthermore, students are becoming more aware of our new asynchronous resources and commenting on the value of year-round access and self-enrolment: they no longer need to wait for a particular workshop/program to be scheduled to benefit. Given the challenges of collecting consistent usage and attendance data during the transition to virtual service delivery (especially for self-directed programs and faculty use of resources), it is not possible (or reasonable) to draw a direct comparison to numbers from the previous year; however, despite the prevalence of ‘Zoom’ fatigue, engagement with our programs and consultations remained high.

**Of Note:**

* The LS Academic Action Program experienced a 52% increase in total student interactions from 2019-20 to 2020-21, indicating that students are interested in semester-long academic coaching support.
* Units created a CourseLink site where instructors had access to more than 30 self-paced workshops suitable for sharing with students. Staff converted a 15-hour in-person workshop series, Brain Food, to self-paced online modules.
* Student-athletes who regularly met their SAM mentor in Fall 2020 earned academic averages more than 8% higher than those who did not.
* Over 2000 students registered for the SLG CourseLink Resource in September 2020.
* WS created 176 videos as asynchronous learning objects to serve as a just-in-time substitute for in-person programming.
1. **What outcomes are you trying to achieve with these services? Please provide evidence the service is meeting its outcomes (in 300 words or less):**
* **Learning Services** supports students at all levels in developing academic skills in areas such as presentation skills, exam preparation, critical reading, procrastination, perfectionism, and time management. To achieve this outcome, we provide individual consultations, in-course instruction, and several collaborative programs, including:
	1. **Student Athlete Mentorship (SAM) Program**
	2. **Engineering Peer Helper Program**
	3. **Academic Action Program**
* **Supported Learning Group (SLG) Program**. The SLG provides students with the opportunity to become actively involved with the course content in historically challenging courses with weekly peer-led sessions.
* **Writing Services**supports students in becoming stronger, more confident writers through the development of problem-solving skills, writing strategies, awareness of discipline, audience and purpose, structure and language, and critical use of evidence. We provide individual consultations, in-course instruction, library-based workshops and programs such as Dissertation Boot Camp and EAL Writing Camp, and the Writing Room.
* **Professional development** and **experiential learning** opportunities provide undergraduate and graduate students with important skills in the following areas: oral and written communication, time management, professional conduct, intercultural and interpersonal competencies, problem-solving, critical thinking, creativity and teamwork.

Our services and programs are regularly evaluated using quantitative and qualitative measures, although gathering feedback has been more difficult this past year due to the pandemic. Below are some highlights that display the continued value of our offerings throughout this time.

**Academic support**

* Great Experience! I have not booked a writing appointment since their first year and forgot how helpful they are. Thank you for bringing it onto a virtual platform!
* SAM program is the best: it is what helped me survive first year.
* [The workshop presenter] was full of practical tips, very encouraging and knowledgeable! Thank you!!
* This was such a great SLG group! I really appreciated feeling welcomed at every session, and the encouragement from the leaders to really try my best to explain tough concepts, even if I might say something wrong at first.
* [The consultant] was very helpful through this short period of time I gain a much better understanding of how to write a blog post. She gave very useful tips and was able to help me access additional resources for this paper but also additional assignments as well. Thank you so much for your help!!
* [The consultant] was very helpful. He helped review and edit my paper but he also taught me things I never knew before that will benefit me in my future writing. [The consultant] was very easy to talk to and engage with. He even gave me a minute, turned off his camera and his microphone to let me think for myself for a second to come up with a different sentence which I really liked. It made me feel like I had control over the edits. Furthermore, he provided great detail and explanations before making changes. He also provided me with suggestions to improve my writing. I really enjoyed my meeting today.

**Use of online resources**

* Thank you! These resources will be such a big help to my students. Thanks for making it so easy to add to my CourseLink! (Instructor, re: CourseLink resource “Online Instruction Resources from the Library”)
* The Brain Food [CourseLink site] was extremely helpful to me when I took it at the start of my first semester and I have since returned to various modules when I'm in need of extra guidance, confidence, or motivation. (Graduate student)

**Building community and connections**

* [The SLG leaders] were extremely helpful and were great at communicating. They made it a fun learning environment where I was still able to meet a lot of students in my program or in other science [programs]... to form study groups! (Student)
* I really appreciated how [the consultant] listened to my concerns and recommended me to a student peer helper for note taking skills, since we would relate more to having DE courses. [The consultant] was specific and personal, as we talked about learning online while living with family members. I would definitely recommend other students to go to consultations like these as there is no judgement surrounding this, and it is free. Thank you for your services!
* I think I value human connection so much more now and really recognize the importance of having a strong network of people you can reach out to and look up to and use as a reference. I think in general the lack of socialization that has happened over the last year has demonstrated the importance of connecting with others and engaging in meaningful conversation with peers. (Student staff)
* This is a great option for newcomers when the English is the second language and do not have any experience inside this culture. It allows to exchange and interact with person can help you knowing about this country and its culture and feel more comfortable in this country. (Student)

**Professional development and experiential learning opportunities for student staff**

* I learned that conversations are 10x more awkward online than in person (harder to read people and let silences sit) but now we have that skill under our belts! (Student staff)
* When Writing Services shifted from being in-person to online, the supervisors made sure that the peers were being supported with additional training on how to conduct our roles virtually through WC Online. The supervisors also were more flexible with our scheduling (ensuring we had breaks in between consultations to eat/clear our head/take a walk/destress, etc.) and checked in with us more frequently to see how our mental health and semesters were going. (Student staff)
1. **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 (in 100 words or less):**

Based on limited staff resources, we are struggling with decisions about whether to adapt online resources for a potential hybrid learning environment (e.g., rethinking time management and study resources to support students who continue to take a combination of in-person and virtual classes). It would benefit us in the long run to develop resources suited to more flexible delivery, such as breaking down workshop/program content into modules that replace guest lectures or redesigning resources to address the needs of in-person and online instruction models.

1. **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? (in 200 words or less):**

WS is not looking to reduce or eliminate services at this time, although we are considering implementing a minimum attendance for in-class workshops to ensure that staff resources are invested proportionately. LS eliminated the workshop series *Control Academic Stress* due to its overlap with a new workshop series, *Thriving in Action*, a collaboration with Student Wellness.

1. **Please confirm if the unit charges user fees (in 50 words or less):**

We do not charge any fees.

1. **Any Additional Comments (in 200 words or less):**

Some specific issues that we have flagged for the coming year include:

* Increasing capacity to support EAL students
* Training and support for our peer educators engaged in experiential learning, as well as additional supervisory time for peer educator supervisors
* New forms of gathering and assessing student responses to consultations, workshops and other programming, particularly asynchronous modules
* Student demand for service delivery to continue in hybrid formats for accessibility and convenience
* Time needed to operate programs offered both remotely and in-person
* Time needed to collaborate with national and international colleagues about pedagogy and best practices

**In addition to the information requested above and using the University’s Financial Reporting System** (**FRS), please provide the unit’s financial statement that shows the 2020-2021 operations revenue, less (-) expenses, and any current Carry Forward balance.**