



# **STUDENT SERVICES FEE REPORT:**

ACADEMIC SUPPORT - LIBRARY  
2018-2019



McLAUGHLIN  
LIBRARY  

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LEARNING COMMONS



# **STUDENT SERVICES FEE REPORT:** ACADEMIC SUPPORT - LIBRARY

NAME OF THE PROGRAM SUPPORTED  
BY STUDENT SERVICES FEE:

Academic Support - Library

MAIN CONTACT:

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ADVISORY COMMITTEE MEMBERSHIP:

**Madeline Ward (Chair)** | Graduate Student Association

**Paige Beettam** | Undergraduate Student

**Lindsey Fletcher** | Central Student Association

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**Stephanie Rosen** | Undergraduate Student

**Joannah O’Hatnick** | Library Staff

**Kim Garwood** | Library Staff



01

## Please tell us what services are supported by the Student Services Fee.

The Library services supported by SSF include Learning Services, Supported Learning Groups (SLGs), and Writing Services. These units provide services and resources that empower students to strengthen their academic skills and performance. We offer in-person and online writing consultations, studying and time management consultations, SLG sessions, English-as-an-additional-language (EAL) programming, in-depth programs for dissertations and theses, and a range of academic success guides, tools, and spaces, including the recently-opened Writing Room. As a site for experiential learning on campus, we provide challenging and meaningful paraprofessional roles for more than 100 students across the disciplines. We also support faculty in incorporating learning and writing skills in the curriculum and in-class activities.

02

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?

**39,803**

USER VISITS

**805**

PRESENTATIONS AND WORKSHOPS



**23,942**

WORKSHOP AND PROGRAM ATTENDEES

**7,666**

INDIVIDUAL AND SMALL GROUP APPOINTMENTS

**1,519**

CONSULTATIONS WITH STUDENTS WHO SPEAK ENGLISH AS AN ADDITIONAL LANGUAGE

**860**

SUPPORTED LEARNING GROUP SESSIONS

with **3,663** UNIQUE STUDENTS



**189**

STUDENT ATHLETE MENTORSHIP PROGRAM SESSIONS

with **7,999** INTERACTIONS

Demand for our services has remained high in 2018-19. For the first time, workshop and program attendees have numbered over 20,000. Individual consultations continue to be a highly-utilized service (Fig. 1), and we continue to look for ways to meet this demand, including offering different appointment lengths and using a waitlist (Fig. 2). At the same time, in the past two years, we have been reviewing workload of staff and working to ensure that we are providing service that is sustainable within our current staff capacity.

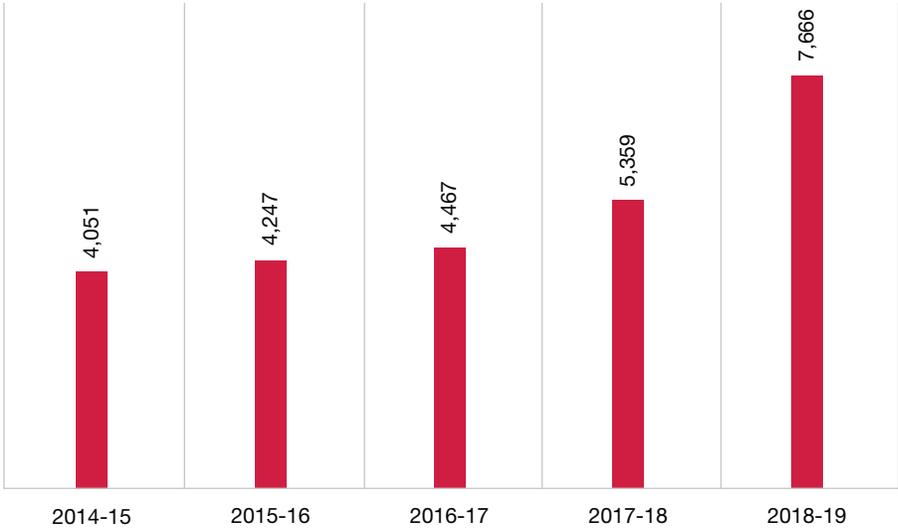


Fig. 1. Writing and Learning Services consultations 2014-19. Note: The large increase in 2018-19 numbers is owing to the inclusion of Student Athlete Mentorship consultations, which were not previously incorporated into our consultation counts.

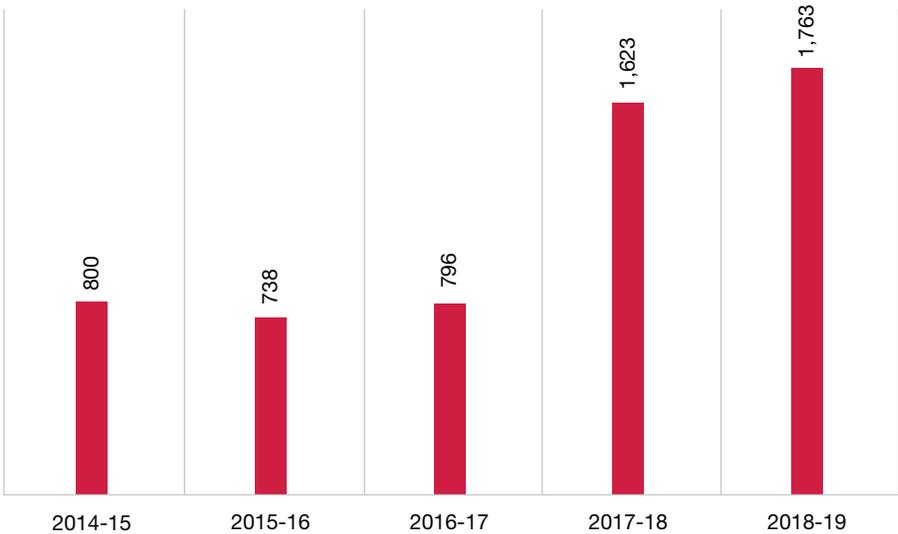


Fig. 2. Writing Services consultation waiting lists 2014-19.

Graduate students, who represent approximately 10% of the student body at the University of Guelph, account for approximately 20% of our users (e.g., Fig. 3).

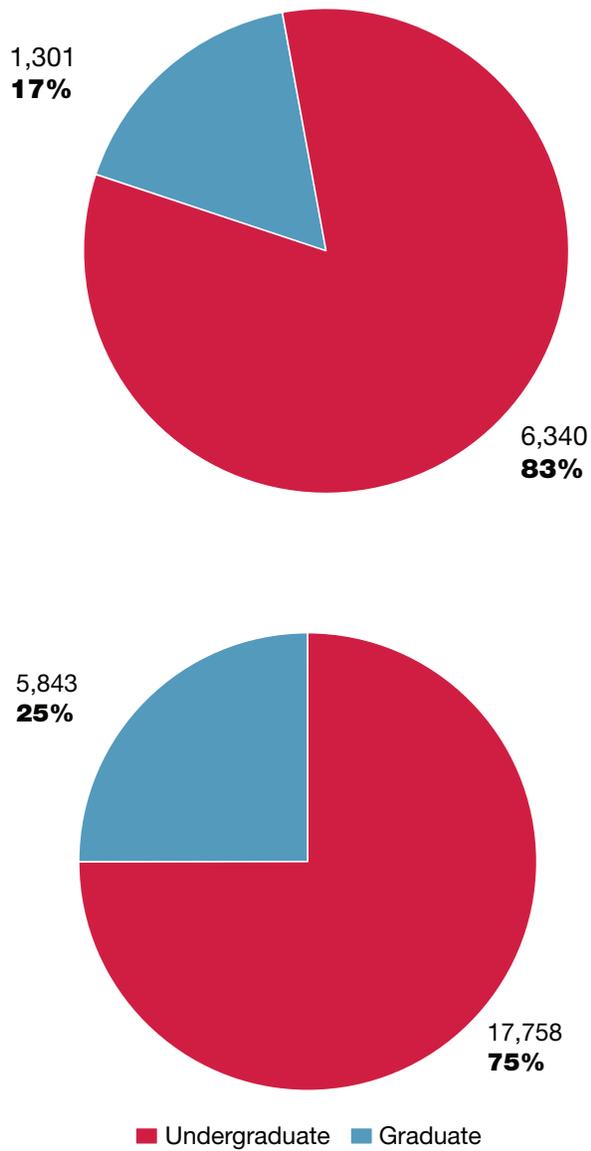
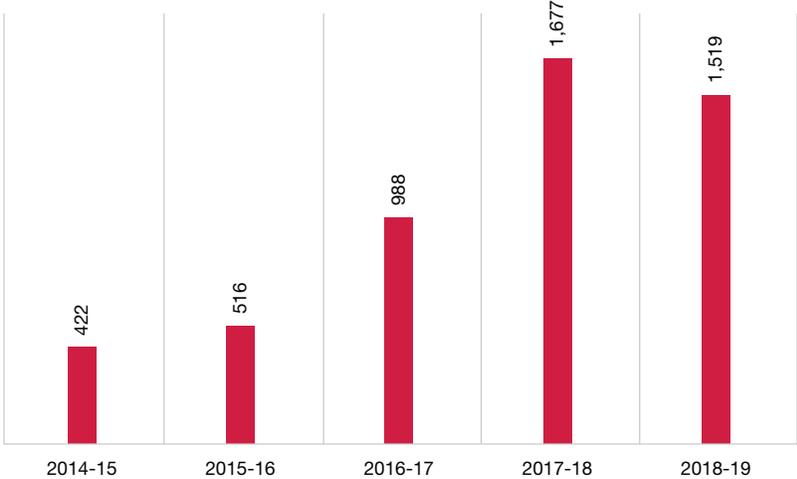


Fig. 3 Graduate and Undergraduate participation in consultations (top) and workshops (bottom) 2018-19

In EAL support particularly, managing demand is an ongoing challenge. This year, we focused professional staff hours on programming and reduced professional staff consultations at times during the semester. This allowed us to offer more workshops and more small-group sessions; however, it has led to a decrease in our availability for individual consultations (Fig. 4). We are continuing to monitor demand and waiting lists to find the right balance between group and individual support.

### EAL Consultations



### EAL Workshop Participants

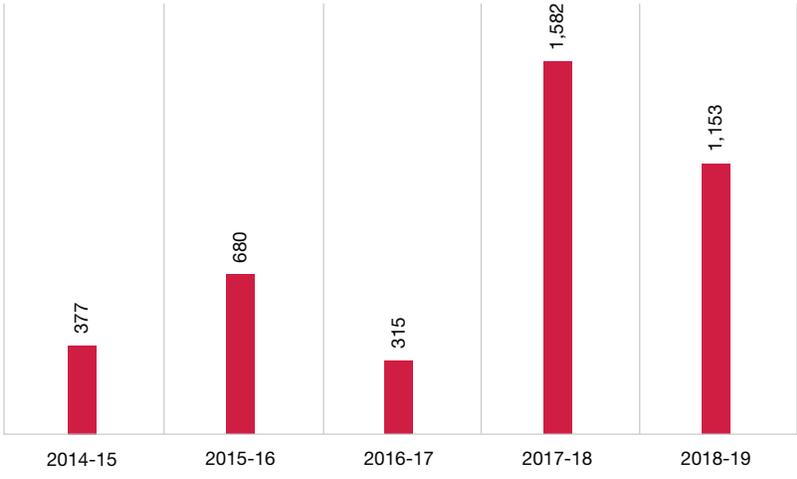


Fig. 4. EAL consultation and workshop participants 2014-19

In 2018-19, the SLG program supported 3,663 unique students in 57 sections of 18 courses (Fig. 5). Demand for SLG sessions is assessed within a longitudinal as well as curricular context. Occasionally, spikes in attendance during a certain semester are observed, and these fluctuations are monitored over time alongside information about curriculum or course format changes. We are currently operating at capacity; thus, to adapt to changing needs we must assess available data and reallocate our existing resources accordingly.

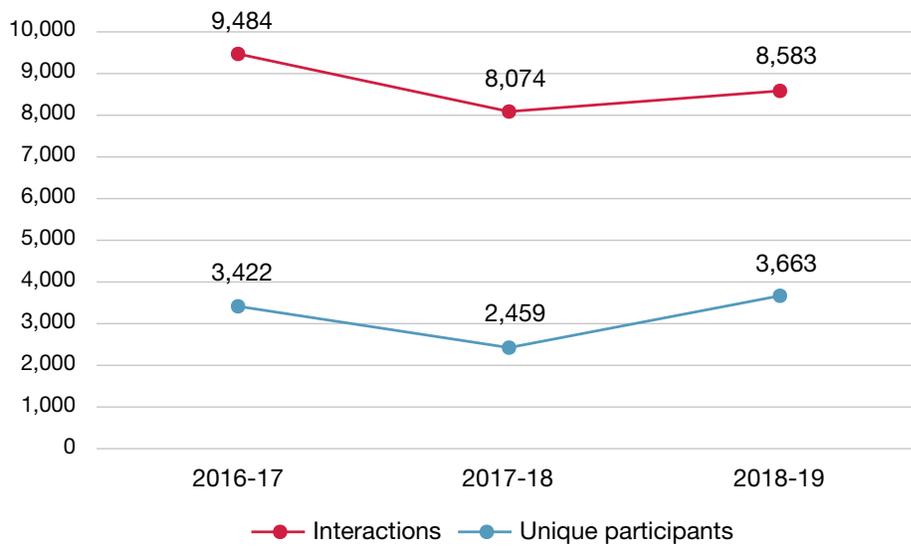


Fig. 5. SLG interactions and participants 2016-19



## 03

What outcomes are you trying to achieve with these services? Please provide evidence the service is meeting its outcomes.

**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 the Student Athlete Mentorship (SAM) Program, the Engineering Peer Helper Program, and the Academic Action Program.

**Writing Services** supports students and faculty 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.

The **SLG Program** outcome is to provide students with the opportunity to become actively involved with the course content in historically challenging courses. To achieve this outcome, the program offers weekly peer-led sessions in which students work together to review material, discuss readings, practice problem-solving strategies, and integrate study skills with the given concepts.

Academic Support services and programs are regularly evaluated using a range of quantitative and qualitative measures that guide decisions about program changes and resource allocation. Below are some highlights:

## LEARNING SERVICES

In-course instruction: 100% of faculty members who responded to the survey strongly agreed that the instruction was a valuable use of class time.

Consultations: 94% of respondents would recommend the service to others and would try one or more strategies discussed by the consultant.

Student Athlete Mentor Program: Overall, participants ranked their satisfaction with the program a 4.26 on a 5-point scale, crediting the program for increasing their ability to seek help, plan assignments, and get better grades.

## WRITING SERVICES

In-course instruction: 100% of faculty members who responded to the survey agreed or strongly agreed that the instruction was valuable and relevant to participants.

Consultations: 97% (Fall 2018) and 100% (Winter 2019) of respondents were extremely satisfied or satisfied with their consultation experience.

Dissertation Boot Camp: 95% of participants reported that participating in the program was “very important” or “important” to their progress.

Brain Food thesis preparation workshops (collaboration among Writing Services, Learning Services and other library units): Students consistently ranked the usefulness of these sessions at 4.0 or higher, based on a 5-point scale.

## SLG PROGRAM

Students ranked the helpfulness of SLGs in understanding course content at 4.29 on a 5-point scale and ranked the likelihood of recommending SLGs to others at 4.73.



My academic coach was an awesome resource throughout the semester. She helped me keep on track with my studies and show[ed] me ways to work through my procrastination. She showed me a method of doing multiple choice questions that really helped me do well on my biology midterm and I will definitely use the method again for finals.

- Academic Action Program participant, Fall 2018

I got a really good first impression from the SLG leader. I also felt good about having a way to stay up to date with lecture content and [I] enjoyed the people who also attended.

- MCB\*2050 SLG participant, Winter 2019

I attended the most recent DBC in the library, and I just wanted to say thanks for running such a great workshop! I've been incorporating a lot of things we discussed throughout the week into my writing habits as I try to get everything finished in time to graduate this summer. I met with my advisor to go over a timeline of completion and what my recent progress has been and having all my progress tracked explicitly made it so much easier to explain what I had been doing.

- Dissertation Boot Camp participant, Winter 2019

The Writing Room is good in the sense that its name was "writing room." This is important, maybe subconsciously, as you feel you need to write and do nothing else. Its being on the first floor of the library, close to the library staff and the writing centre, is a very heartening feature. You feel there are many people around you who can provide support when writing becomes hard.

- Graduate student, Writing Room user





04

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.

Additional resources and personnel, especially administrative and data collection/analysis assistance, are most needed to:

- Address waiting lists for consultations and programming, particularly for the growing number of EAL students
- Update and digitize older teaching materials to meet AODA standards and reflect best practices in teaching
- Respond to the increasing number of in-class and group workshop requests
- Increase the available spots for students in the Academic Action Program
- Develop and deliver workshops for graduate students on successful grant and proposal writing



05

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?

To enable staff sufficient time to prepare for and to teach workshops and programs, Writing Services decreased the number of individual consultations provided by professional staff and Learning Services did not offer the Presentation Boot Camp workshop in Fall 2018.

The SLG Program did not offer SLGs for PSYC 3290 (low attendance), MATH 1030 (no longer met criteria for the SLG Program), and STAT 2060 (no suitable SLG leader). Resources from discontinued SLGs were reallocated to a new SLG for ENGL 1030 for international students in the Integrated Admission Pathway (IAP) program offered by English Language Programs.



06

Please confirm if the unit charges user fees:

We do not charge any fees.



07

## Any Additional Comments?

The data above, while demonstrating the impact of our services on students as users, do not emphasize the important role of our student paraprofessional staff, who number over 100 each fall and winter semester. Our professional staff regularly integrate multiple opportunities for training, including weekly meetings, online training modules, and the mentoring of junior student paraprofessionals with more experienced senior student paraprofessionals. Our student staff also organize and lead a half-day conference each winter semester.

In the past year, the Learning Commons (which includes Learning Services, Supported Learning Groups, and Writing Services) has undertaken a project to revisit its definition, purpose, and participating partners. We gathered data from students, faculty, and staff, and explored how our collaborative approach to service delivery should move forward. Final recommendations will be shared in Winter 2020.



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