

Understand and deliver: Part A – Meeting student needs through service delivery

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Goals of this presentation

- Describe the Learning Services journey at Ara from 2016-2018 within a framework that is student-centric and collaborative
- Explore some of the drivers that influenced our decision making and required agile responses
- Discuss models of service delivery that work well at other institutions and the challenges and drivers for change that demand agile responses now and in the future

Setting the scene - Ara (aka CPIT) prior to 2016

Drivers for change:

- Disparate services working in isolation, making communication and collaboration around students' needs difficult
- Introduction of Student Central – Te Tumu hereka waka (The Mooring Post) in 2015 physically co-located many services in order for students to easily find any support they needed
- The Academic Support team structurally aligns Library, Learning and Disability Services within Student Services. Teams integrated into Library physical spaces start of 2016
- An impending merger with Aoraki Polytechnic and the creation of the new Ara Institute of Canterbury
- Increasing demand for academic support from students putting pressure on Learning Services

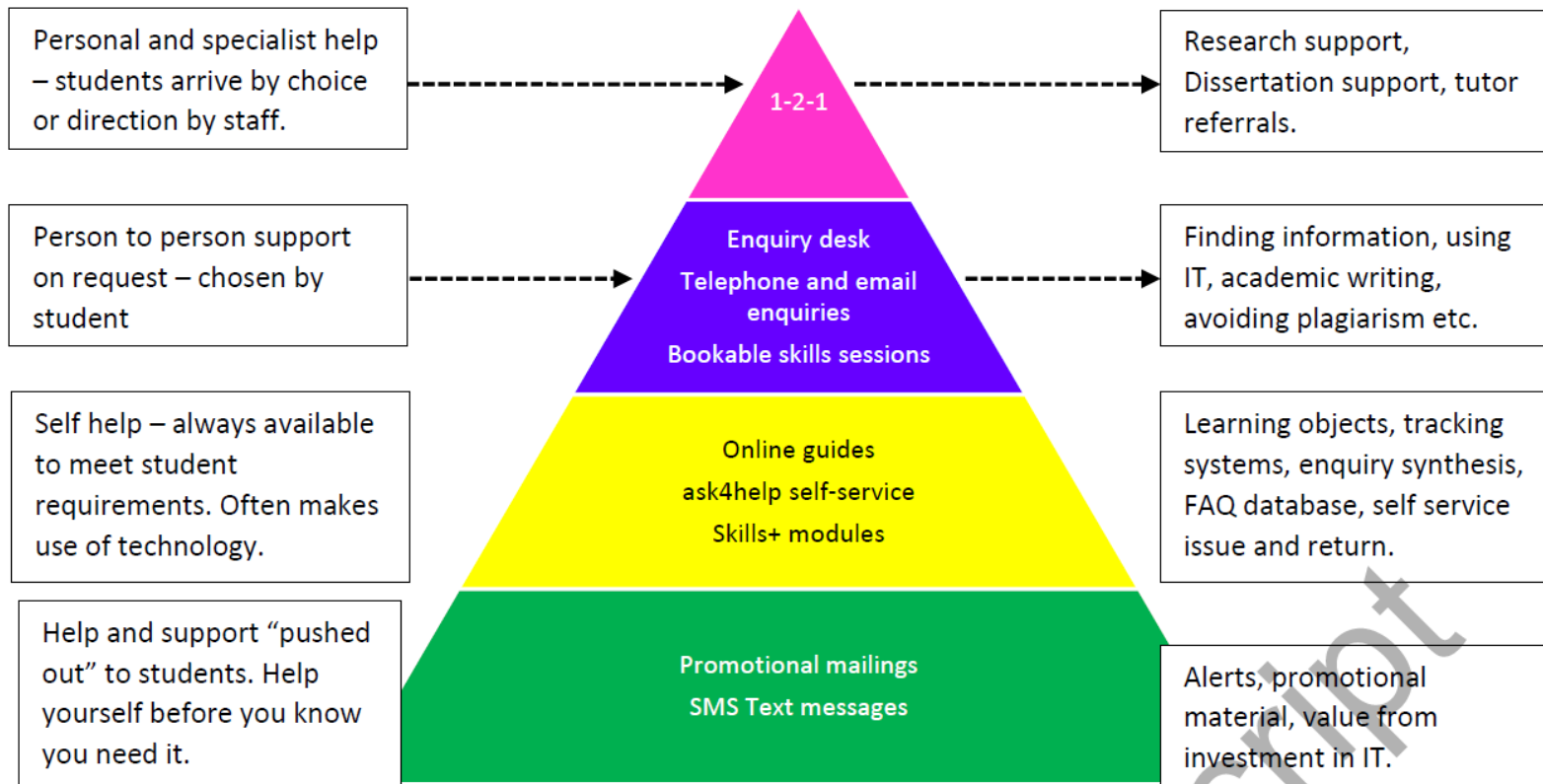


‘Superconvergence’ at the University of Northumbria

“Putting students at the heart of learning, by aligning with and influencing university strategy, creating new and more integrated learning environments, and designing support with student outcomes in mind, are rapidly becoming business critical” (Woolley & Core, 2018).

- ‘Superconvergence’ - bringing together a range of support activities that are generally focussed on student support and are structurally converged
- Single frontline service providing triage support. 25% of library staff reallocated to this frontline service
- A digital strategy to develop an online student portal as accessible hub to digital resources
- Integrated physical and virtual spaces
- Implementation of a Customer Relationship Management System (CRM)

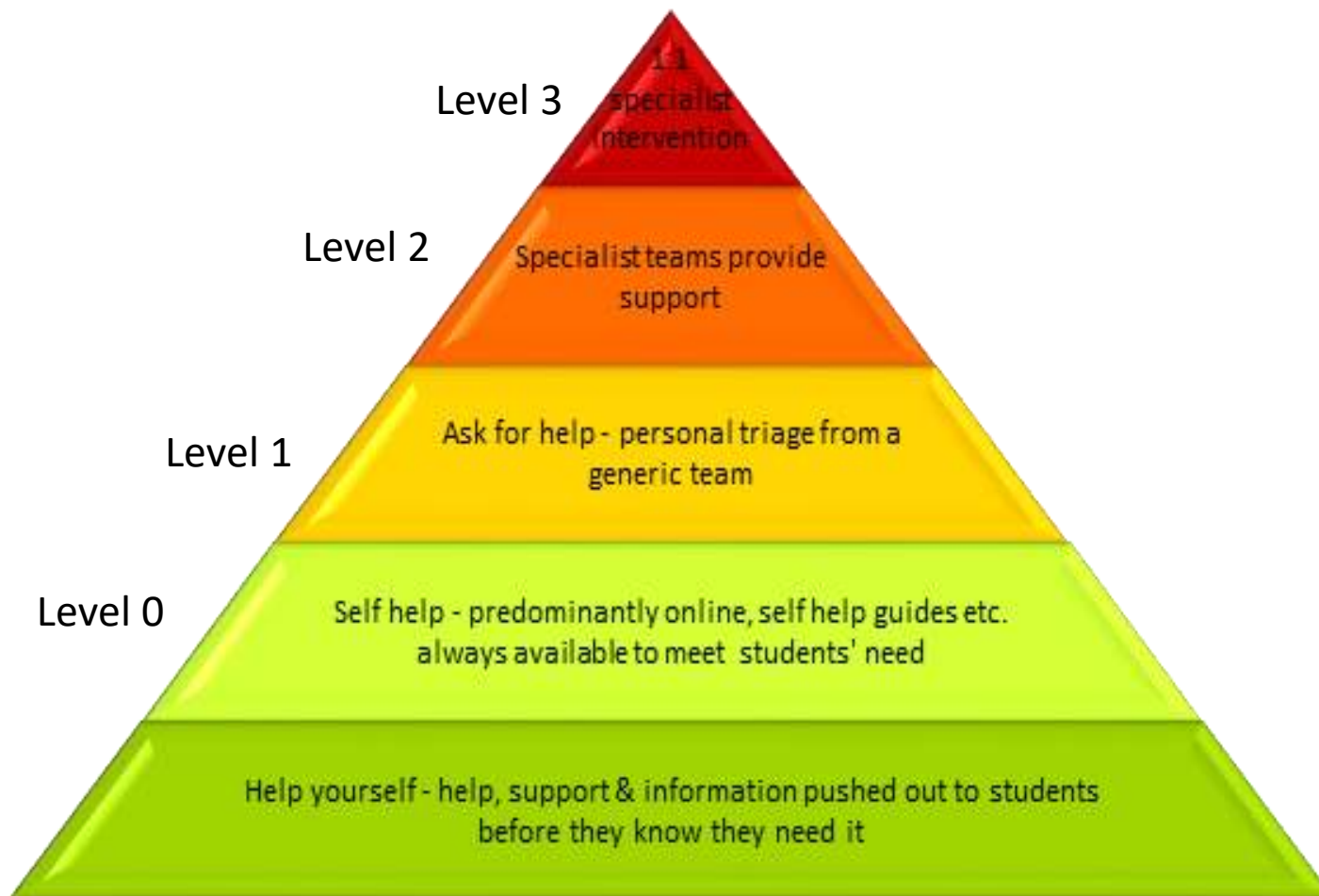
Superconvergence' at the University of Northumbria



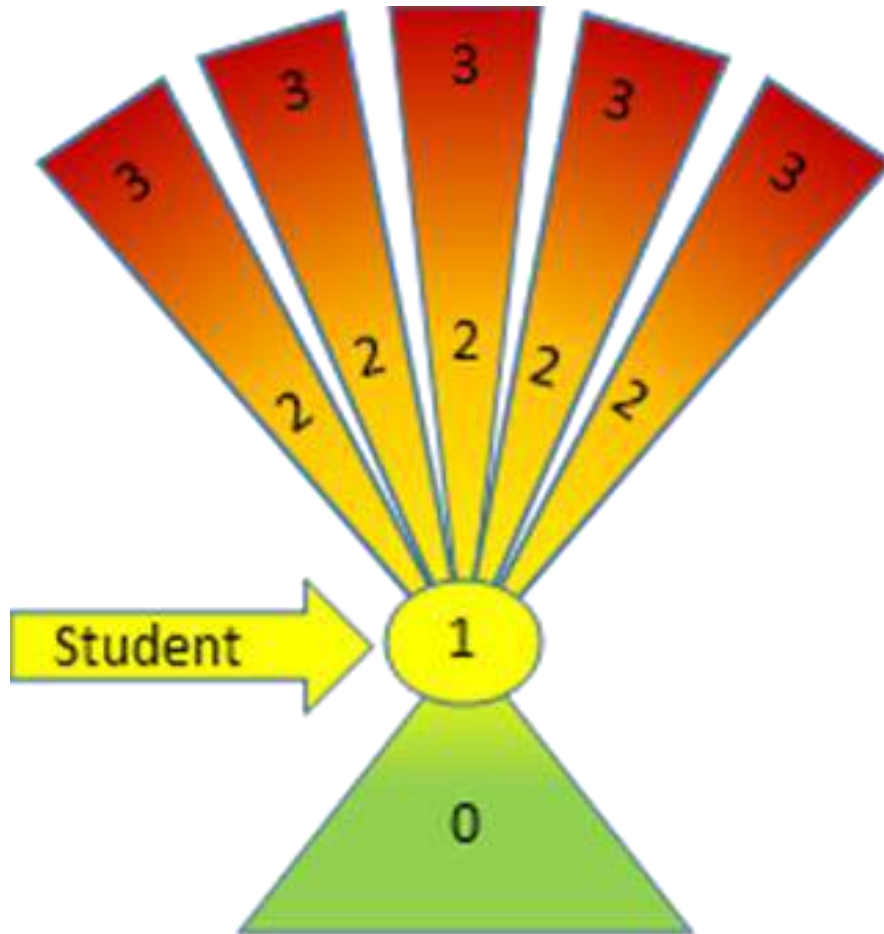
(Woolley & Core, 2018, p. 33)

Script

The Cornerstone Model adopted by Student Services in 2016



Cornerstone from the student perspective



The student receives the benefit of a single point of entry, which may well address their needs in a single interaction.

However, where necessary, the student would still gain access to the specialist support(s) required.

The Cornerstone Model – Level 1 personal triage from a generic team

Student Engagement Advisor (SEA) roles

- Five SEAs work collaboratively across teams and campuses
- Common and location specific roles
- Provide a high level of support at point of first contact
- Guide students to find and use level 0 resources eg. LS guided pathways
- Refer students to Level 2 PASS, workshops and Q&A clinics
- Manage the student referral process and make 1:1 appointments. Can refer students for needs assessment.



The Cornerstone Model – Level 1 personal triage from a generic team

'Crossing borders' in 2018

- Library roles 'reassigned' to support SEA
- Capability development at customer service, Learning Services and de-escalation workshops

Staff reductions require a rethink of roles

- Learning advisors rostered to cover SEA and Library front-of-house
- Capability development at customer service, Library and de-escalation workshops

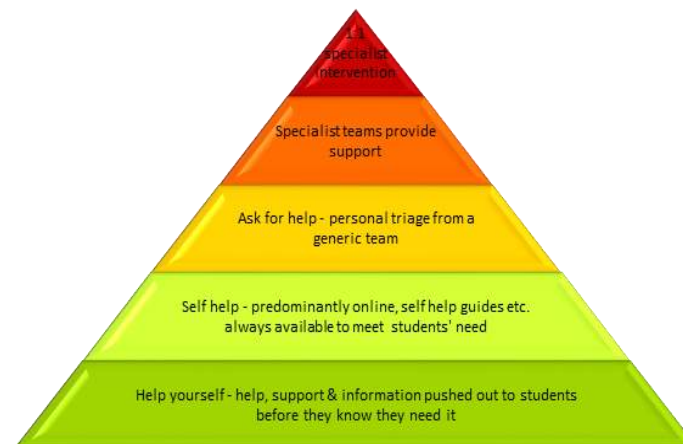
The Cornerstone Model - Level 0 Self help – predominantly online self-help guides etc.

Woolley and Core (2018) emphasised a digital first strategy in their planning and development of services, “optimally within a customer-centric context” (p. 17).

In 2016/17 Learning Services collaborated with an external learning design company to develop the Learning Services portal on Campus Life.

Key aims:

- Accessible and mobile friendly
- Focus on multi-media learning
- Foundational, scaffolded learning
- Provides support across region



Level 0 – Learning Services Website on Campus Life

<http://campus.ara.ac.nz/support-for-you/learning-services-new>

Key elements:

Specific search function ‘I know what I want’

Broader search function – ‘I need help with a specific topic’ eg. Referencing

Structured guided pathways to learning

Information about other services eg. PASS study groups



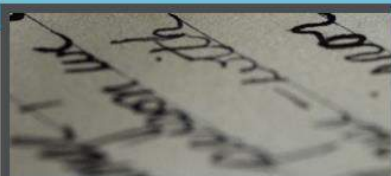
Level 0 – Learning Services Website on Campus Life

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Guided Pathways provide an individualised learning experience

Essay writing

If this is the first time that you have come across essay writing, you should start with the 'Explain it to me' section, before working through the other tiles.



Explain it to me

An essay gives you the opportunity to research and write about topics you are learning about in your course. You will need to provide sound reasoning and evidence for all the points you make.

View

15 minutes

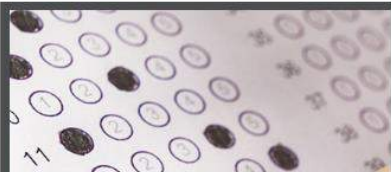


Show me

Here is a quick way to view essay examples. You will also find links to other video tutorials on the same topic.

View

5 minutes



Check my understanding

Try these fun and interactive ways to check that you understand the topic, and can apply it to your study.

View

5 minutes



Learn more

Other resources to help extend your learning on essay writing.

View

Level 0 – Learning Services Website on Campus Life

<http://campus.ara.ac.nz/support-for-you/learning-services-new>

Crossing borders in 2018:


Library resources moved and developed on Learning Services website

Collaborative development of visual media resources

AskLive chat monitored by both Library and Learning Services

Information Skills


If this is the first time that you have needed to undertake research, you should start with the 'Explain it to me' section, before working through the other tiles.



Explain it to me

Information skills are needed so you can research to answer your assignment questions. These skills are often referred to as information literacy.

[View](#) 15 minutes



Show me

Practical tips for using the library website, library databases, Google Scholar and Google Advanced Search.

[View](#) 5 minutes

Ask Your Library or Learning Services Expert

Ask Live  *is offline...*

[Email us!](#)



Level 2 – specialist teams provide 1:many support

Drivers for change :

Further development of Cornerstone

Sustainability and focus on supporting the transition and retention of new students to tertiary education.



Main developments:

From – offering limited teacher-focused, PPT driven seminars

To – ongoing weekly, student centred, activity driven workshops and Q&A clinics

From - teaching a range of academic skills into multiple courses at all levels

To – a new teaching policy and process of identifying priority Level 200-500 courses to embed academic skills, while supporting higher levels with resources

Level 3 – 1:1 specialist interventions

Drivers for change:

Divisional focus on supporting students with high needs and in targeted cohorts ie. Maori and Pasifika, youth

- Sem 2, 2016 - end of 2017 - trialled a drop-in service available to all students at City campus
- Longer 1:1 appointments available to students with high needs through referral from academic or Student Services staff

Development of learner analytics software in 2018 and expected influx of referrals

- Drop-in stopped in favour of referral process, with students tracked through CRM



Implementation of a Customer Relationship Management System (CRM)

“A well-designed CRM was critical to enable the student-centric focus of our support framework, in contrast to the deficit model of problem-solution enabled by more traditional service desk software” (Woolley & Core, 2018, p. 25).

- CRM (or Case Management Tool [CMT]) initially designed and implemented for Learning Services in 2017
- Draws information from Tribal SMS and additional data uploaded against students (eg. LNAAT, PASS attendance)
- Further development and uptake in 2018 by all student services (eg. Careers, pastoral advisors, library)
- Provides a holistic view of support for every student, promoting open communication and collaboration across teams.

A reminder – Superconvergence at the University of Northumbria

‘Superconvergence’ - “...to bring together a range of support activities that are generally focussed on student support and are structurally converged (Heseltine, Marsh, McKnight, & Melling, as cited in Woolley & Core, 2018, p. 7).

- ✓ Single frontline service providing triage support. 25% of library staff reallocated to this frontline service
- ✓ A digital strategy to develop an online student portal as accessible hub to digital resources
- ✓ Integrated physical and virtual spaces
- ✓ Implementation of a Customer Relationship Management System (CRM)

2018 – where are we at?



- A structured framework for implementing a range or hierarchy of student supports
- A positive student experience at first point of contact in the Library space
- A better understanding and ability to support the roles of colleagues in Library and Disability Services
- Development of a collaborative website with scaffolded, multi-media resources that support independent learning
- A more aligned and integrated approach to teaching and supporting students in both physical and virtual spaces
- Capability to target staff resource to support students with highest needs
- Development of a CRM/CMT that facilitates and tracks end-to-end processes and gives a holistic view of student support

The Challenges for Learning Services

- Changes in Learning Advisor roles
- Sustainability – our ability to meet the needs of students who need our support most
- Health and wellbeing of students and staff
- Advent of new technologies and the impact on our service
- Evaluation of outcomes for students and value added



What opportunities does the future hold?

Some drivers of future change:

- More planned changes to physical spaces in the Library
- New structure under 'Customer Experience and Engagement' brings opportunity for superconvergence
- More information from learner analytics to identify students needing support
- Adoption of new technologies MyDay, Assess2Educate and CognAssist will create opportunities to push information out and support students in different ways



Your Questions?

For discussion:

What are the drivers for change at your institutions and how are you adapting to the challenges?

What is a good model of service delivery you either have at your institution or have heard about at this conference?

References

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Ara

Institute of Canterbury

Ara rau, taumata rau