

**REVIEW OF THE UNBC
REGIONAL STUDENT SERVICES MODEL**



**Submitted to
Student Services & Regional Operations**

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UNBC's Regional Academic Mission, 2003

The current Regional Academic Plan is to implement the following three academic goals at UNBC sites across Northern B.C.:

1. Deliver selected high demand Professional degree programs, undergraduate and graduate, by cohort model, mix of face-to-face and distance delivery. In the case of Social Work, one full-time regular faculty member has been placed in each region.

- M.Ed. Curriculum & Instruction, Terrace, Fort St. John, Quesnel
- MA FNST, Prince Rupert/Terrace
- BSN, Quesnel, offered in collaboration with College of New Caledonia (CNC), yearly intake
- BSW, Terrace, Quesnel and Fort St. John/Dawson Creek, alternate years intake

2. Deliver undergraduate degree completion in Arts

- B.A. Arts, General
- primarily English and History majors/minors
- lower division pre-requisites to B.S.W. and B.S.N.
- with primarily upper division courses in Anth, Envs, Fnst, Geog, Ints, Pols, Socw, Wmst

3. Unique programming:

- Weekend University in Williams Lake, serving First Nations students of the 15 Nations of the Cariboo-Chilcotin, in collaboration with the University College of the Cariboo (UCC) and the Cariboo Tribal Council
 - FNST Certificates, General and First Nations Public Administration
 - Associate of Arts Degree (UCC)
 - B.A. General
 - B.A. FNST
- Oil & Gas specialization of the B. Sc. Environmental Planning in Fort St. John
- Master's of First Nations Studies cohort – currently in the Northwest Region
- Summer institutes – compressed courses in Prince Rupert, Port Edward, Wells, Barkerville, Quesnel, Tumbler Ridge and Fort St. John

4. Future Programming additions are anticipated to include:

- Year 1 Science, Quesnel (Math & Chemistry)
- M.Ed., all sites
- B.Ed., Terrace, later Quesnel
- M.S.W., M.S.C.H., all sites
- Certificate in FN's Public Administration for Fort St. John
- Distance delivered M.A. Political Science, all sites

5. Wilp Wilxo'oskwhl Nisga'a or the Nisga'a House of Learning in New Aiyansh is UNBC's only affiliated college. While WWN students are students of the University, WWN is responsible for the

provision of WVN student services. UNBC provides consultative services upon request on a fee for service basis.

Who & Where are the Regional Students?

Students study in the region, in the majority of cases, because they are already grounded in the community. Many have jobs and/or family commitments. Some cannot afford the expense or the disruption of a temporary move, or simply prefer not to go to a large centre. Prior to the establishment of regional UNBC programming, they were frustrated due to their inability to combine university studies with their other family and community responsibilities and activities. So they are very pleased to have the opportunity to become UNBC regional students.

Many regional students are simultaneously students of other institutions, particularly of the Northern Colleges. As such, they often must take into account conflicting timetables, unfamiliar processes and multiple requirements (e.g., letters of permission every semester for every course at the College, letters of sponsorship, letters acknowledging that, by combining part-time loads at two or more institutions, they are full-time for student loan purposes).

The most recent 2002 /2003 Regional Student Head Count Numbers, by location, are:

	Fall 2002 Headcount	Winter 2003 Headcount
Dawson Creek	18	21
Fort Nelson	2	0
Fort St John	41	42
Hazelton	12	12
Kitimat	0	1
New Aiyansh	50	48
Prince Rupert	0	1
Quesnel	88	58
Terrace	72	56
Williams Lake	24	22
World Wide Web**	52**	112**
Yukon	16	9
Total Registrants	375	382

Fall 2002 based on November 1 Snapshot

Winter 2003 based on Feb 19, 2003 Live Data

N.B.: Web headcounts include students in other courses as well as others studying only via Web.

Winter 2003, Regional Totals: Northwest 70
Peace River-Liard 63

It is critical to note a number of facts about regional student numbers:

- over the first decade of UNBC’s operation, regional registrations have risen dramatically in some regions (e.g., +306% in the South-Central), and they have risen relatively steadily in all regions, as shown in this table:

Total Regional						
	Registrations			Total for year	Growth Rates	
	Fall	Winter	Spring/Summer			
1994-95	272	228	34	534		
1995-96	382	362	60	804	51%	
1996-97	364	375	278	1017	26%	
1997-98	389	298	299	986	-3%	
1998-99	286	373	294	953	-3%	
1999-2000	351	332	366	1049	10%	
2000-01	426	443	504	1373	31%	
2001-02	480	505	527	1512	10%	

Cumulative Growth Rate: 183%

These are equally important facts about regional numbers and regional students:

- the regional numbers have natural peaks and valleys due to the cyclical nature of some offerings, in particular graduate Education programs
- there is a much higher proportion of graduate to undergraduate students than in Prince George
- in the Northwest and South-Central regions there is a much higher proportion of First Nations students than on the Prince George Campus

Surveying Student Needs

To assist with the development of a model for the delivery of student services, individuals directly involved with the administration and delivery of programs were interviewed or surveyed to gain an understanding of issues that arise in connection with regional student service delivery.

In addition, regional students provided valuable information during individual interviews or via small focus groups. A total of 62 participants were involved in the data gathering process which sought to identify current issues, reflect on these issues and engage participants in creative problem solving. As well as regional students, participants in this process included Regional Chairs, Regional Services Coordinators, Program Coordinators, faculty members, the Regional Services Librarian and Student Services staff. The questions used to stimulate discussion are given in Appendix 1. A summary of responses will be available to participants upon request.

Summary of Findings: Themes of Focus Groups & Interviews

Each category contains a number of related topics. Although participants varied in their discussion of

these topics and their strategies for resolution of their issues, there were reoccurring themes.

What's good?

Students revealed that there were some very positive, high quality services provided by the Regional Services Librarian and the Regional Services Coordinators.

Library Services

Without exception, students praised the services of the Regional Services Librarian, Nancy Black, and her staff. Their services were perceived as excellent in regard to response time, quality of responses, assistance with research skills, help with advice on payments or library accounts. As one student explained:

“While there is no opportunity to browse for resource materials locally, I can’t over-emphasize the wonderful and crucial support I have received from the regional library staff in PG – couldn’t have done it without them.”

Regional Services

Students in the South-Central and Peace River-Liard Regional Campuses commented that the support of the Regional Services Coordinators greatly assisted them with administrative, academic and personal issues. According to one student:

“The regional secretary is a lifeline for all regional students. She takes as much personal and professional interest in each and every student as her schedule will allow. She assists in filling out all forms for registration and otherwise walks students through the processes, but has limited time. She assists in the retention of students by providing information on course offerings, forms, registration, Calendar information, academic advising, questions, and directly checks on students who need to declare a major.”

What can we do better?

- *Student Support*

Participants commented on the challenges associated with the lack of various student services needed to support students in regional areas. One Regional Chair summed up the situation by comparing regional students to Prince-George Campus students:

“Regional students need all the same ancillary support services— academic and career advising, writing, learning assistance— with the possible exception of health care and social supports, which they already have in their own community. There is minimal to no coverage available to answer these needs from our partner Colleges who are themselves understaffed in these areas.”

Regional students reported that they do not receive the same level of service as their PG campus counterparts. Students indicated their desire to have access to academic advising, local tutors, recreational facilities, a Registrar familiar with regional programs, and connections to locally available services. Other participants recognized the need to help students get in touch with academic advisors, faculty advisors, and other student support services.

- *Learning Support*

Other supports that students found beneficial included access to professors. The fact that many were in small classes provided further collegial support. One focus group stated that:

“Learning was more personalized - more contact with the teacher – close, personal contact with the instructor; can share more; we have a ‘check-in’ to make sure everyone is okay (versus larger universities); respectful – we are adult learners with complicated lives. Teachers are committed to our success. We are able to call the teacher at home; offers a lot of support, flexible, accommodating, e.g. having children. This enables students to continue.”

However, it was also recognized that:

“There are needs for tutoring services, study skills workshops, writing improvement services, computer use training and support, library skills, etc., that are not being fully met. Instructors try to provide some of these services, but they are not able to do so within the class time available and still meet the educational objectives of their courses.”

Respondents acknowledged that some student services personnel came out sometimes at the beginning of the semester, or on a request basis, and then were not seen again. There is no regular plan for the delivery of specialist services such as learning or writing skills, advising or counselling. Accessing these services from a distance was not seen as a viable proposition.

- *Counselling Support*

In two regions, students found that having no personal counselling support was a major drawback and, while they appreciated the fact that student services and counselling personnel visited their regional campus during the semester, they felt that these visits were too infrequent to provide any ongoing support.

- *Student Life*

While regional students are like PG-Campus students in some ways, they are *unlike* PG-Campus students in a number of significant ways:

- Demographic profile: regional students are older, majority are women with children, working

part or full-time

- Higher proportion of First Nations and rural students
- Higher proportion of graduate students (to date, primarily in Education & Community Health)
- Focus on professional programs, esp. Social Work, Education and Nursing
- Experience of isolation— distance is a barrier when seeking services
- Frustration with administrative tasks that have to be conducted at a distance (e.g. student loans, enrolment and tuition payments, advising, appeals)

One participant stated:

“I hear from students that the access to affordable and meaningful education that fits within the constraints of their lives, homes, jobs and geography is paramount. People want a university caliber education, exposure to ideas and discussions and the support to pursue these goals. They want university here in the north, for the north.”

Students indicated that they would like to be able to access community resources and recreational facilities in the same way as students are able to access these services at the PG campus and community.

One particular issue that students raised concerned their lack of understanding of the regulations and policies of the university – their rights and responsibilities. In addition, students reported that there was a lack of support with the appeal process which resulted in major frustration, and sometimes personal embarrassment for those students who were forced to appeal certain situations. As noted above, mature students make up a large proportion of the regional student body. For the most part these students are working either full-time or part-time, have families, and these family situations are often complex, difficult and stressful.

A number of issues that regional students spoke about were program specific, but reflected the fact that mature adult learners have more problems when it comes to dealing with system or program demands, and balancing personal commitments and lives. This was reiterated in responses from faculty and staff who noted that mature learners present their own unique challenges, and that helping them deal with these often required an investment of time in addition to their normal workload.

- *Administrative Issues*

Some students had problems with the system of registration for courses and associated payments, the desire for more courses to be offered and the need for more effective academic advising to assist them to choose courses that will lead toward degree completion. There were also concerns with enrolment procedures. On the one hand, students worried that the courses they needed to complete their degree might not be offered due to financial or staffing considerations, while on the other hand, students were frustrated with the enrolment procedure which sometimes resulted in their registration not being processed sufficiently quickly for them to be included in a course.

It should be noted here that, in response to this specific problem, a pilot project has just begun in the Quesnel office in which there is real-time entry into Banner of registrations and payments. While this should alleviate the problems caused for students by the regional enrolment time-lag, it is also increasing processing time for the Regional Services Coordinator.

Many of the student concerns were summed up and supported by a respondent from one region who noted that:

“Most of the complaints related to student services originate with problems students are having dealing with Prince George, primarily the Registrar’s Office, but also Finance, Co-op and Advising. Students are also not happy with the fact that they get almost nothing for the student society fees that they pay. Students often report that, although they have declared a major, no-one from the Program has contacted them about advising.”

One major area of consternation was the delay involved in getting responses from people at the PG campus, and frustration with being shunted from one administrator to the next, before being told to call back. Similar frustrations were experienced in those cases where regional offices did not have effective systems in place to facilitate administrative or academic processes (e.g., registration, text book orders).

It should also be stated that, while some students seem to think that completing a Declaration of Major form will trigger a contact from the Program in question, this is not the case. In fact the onus to make that contact is on the student. Unless Programs were to be willing to change this or to treat regional Majors differently, students need to be more consistently instructed by regional staff to take responsibility themselves for initiating contact with their Program’s Faculty Advisor.

How can we do it better?

Respondents suggested the following:

- Hire a Student Services Assistant in each regional office; to service all sites in that sub-region, providing learning skills (workshops & individual assistance), career and academic advising;
- Contract a personal counsellor/counselling firm to provide emergency or crisis personal counselling in two centres in each region;
- Develop a network of peer tutors at each regional campus— focus on writing, math, adjustment/transition, computer skills;
- Routinize regional visits by Academic Advisors;
- Make arrangements with local businesses within the communities to provide discount services for recreational, fitness, health and wellness and other such areas that students on the PG campus have access to [this has been done in some regions];
- Provide a regional student service ‘trouble shooter’ on the PG campus to respond to student enquiries related to registrarial services, academic advising, financial aid, scholarships and other related queries;
- Develop closer ties with the First Nations Centre and Northern Advancement Program

personnel.

Student Service Models

There are numerous ways in which student services personnel operate within post-secondary settings. Approaches to supporting students and enhancing learning can be drawn from research on student success (Williams, 2002), first year experience programs (Anglo, 2002), open and distance learning studies (NASPA 2000; Schwitzer et al., 2001), enrolment management practices, retention strategies, including peer support and mentor programs (Hanley & Treston, 1998; Tinto, 2000), Learning Community research (Shapiro & Levine, 1999; McInnis, 2001), technological and online learning developments (McNickle, 2001; Hamilton, 2003; Upcraft & Terenzini, 2000; Calder, 2001) and more traditional student service models (Brindley, 1990; Consolvo, 2002).

Notwithstanding the variety of approaches to student support and service delivery, such approaches can be categorized according to four basic models as identified by Earwaker (1989). It should be noted that these categories or models often overlap or are inter-related when evidenced in practice:

- (a) **The Pastoral Care Model** – based on the long standing tradition of the development of a community of scholars, learning together and from each other, and always with a strong implication of personal responsibility for the learner. In line with this approach is the ‘in loco parentis’ role of faculty, although in the post-secondary case the faculty role is rather diluted, especially given the demographic profile of regional students.
- (b) **The Service Model** – institutionally based services using professionally competent and specialized personnel (e.g., counselling, careers, health, accommodation). These services are provided to complement and support the efforts of teaching staff who provide initial support. In the service model, student services act as agencies to which a student can be referred and, as such, tend to be somewhat at odds with a pastoral care model. So, ultimately, student services specialists and faculty need to work together. Teaching staff still need to offer support and not just leave it to the professionals. In the same way, professionals should cooperate with faculty. It should be noted, however, that professionals are often driven by the ‘service’ concept, and tend to isolate their activities. Similarly, students are often slow to self-refer to specialists, seeking assistance within familiar territory of their faculty or program. Consequently they may not use services to the degree they could.
- (c) **The Curriculum Model** – enables students to seek help in an area with which they are familiar (i.e., the faculty or program within which they are studying). Students often find that faculty-based advising or assistance occurs more naturally. Earwaker (1989) states that “if we wish to have certain levels of help available to students ‘as a matter of course’, it is sensible to locate it within the course itself” (p.14). This approach has resulted in the development of courses such as University 101, where students are assisted within the academic context to develop appropriate skills for learning. Where skills are also aligned with staff development, faculty are more empowered to assist students in the application of effective learning strategies.

(d) The Personnel Management Model – asks the questions “who is supporting the supporters?” This model uses training and development programs within a student services context to provide training for:

- a. Everyone in the institution – faculty, staff and students;
- b. Encouraging faculty and staff to upgrade skills so that they are better able to provide support for students.

This model uses the premise promoted by Tom Peters that front-line workers provide essential information, and therefore should be provided with the training and development to do their work more effectively.

These are not separate options. It is evident that UNBC has primarily adopted a ‘service’ model for the delivery of student services at the PG Campus, yet the other models described combine with, or complement, the delivery of services. Student services staff work in tandem with faculty, staff and students to provide for student success. Throughout the regions staff and faculty provide various levels of training and development to get students acquainted with methods for accessing academic programs and student services. As well, a high level of pastoral care is provided by regional staff and faculty, as opposed to reliance on specialist student services staff. On the PG campus this pastoral care element has been embodied in the development of Learning Communities, combining social and academic development within curriculum linkages. Each model presents radically different ways of looking at student support, and each carries rather different implications for the provision of student services.

Current Practice

Currently the following processes are used in the provision of regional student services:

- Every Regional Office circulates free printed information provided by:
 - Disabilities Advisor
 - Regional Library Services
 - Financial Aid
 - Learning Skills Centre
 - Health and Wellness
 - Academic Programs
- Every Regional Office provides information for free contacts:
 - general information via web-site and/or,
 - e-mail or toll-free phone number to the PG offices of the Learning Skills Centre, Student Services, Library, graduate advisors, regional instructors
 - toll-free phone number to the Office of the Registrar
 - toll-free phone number & e-mail to the Regional Office itself
- Students can obtain some learning and counselling assistance from college sources, but this is inadequate at best. These differ from site to site, but can be described as minimal.
- Regular in-person visits are made by the Regional Services Librarian, initiated by her and facilitated by the Regional Services Coordinator, generally one per semester to each Regional

Office Campus

- Irregular in-person visits are made upon request from the Regional Office by Learning Skills Centre and Counselling personnel
- Centres with low enrolments and/or at substantial distances from Prince George (e.g., the Nass Valley, Prince Rupert, Ft. Nelson, Atlin, among others), receive no in-person visits, and students must make all contacts via e-mail or phone

Best Practices: Regional Library Services

Nancy Black has been the Regional Services Librarian since May 1998. With the assistance of Katherine Duncan, Nancy is responsible for providing library services and support to regional students and faculty. This includes sending material out in a timely manner in response to requests. She also provides library instruction to teach students how to use library resources (i.e., search the catalogue, and search the indexes), in order that they can find the material they require for their courses and to encourage independence when it comes to research and using the library. This, in turn, supports life-long learning skills.

Library instruction takes many forms: travel out to the regions to provide face-to-face instruction; over the phone; via e-mail; print and online instructions. Nancy states that what she will often do as well, is take a basic library message and tailor it for students' needs by adding certain details at the appropriate spots throughout the message. So, in another words, if the person is trying to find books and articles on a particular topic, she gives searching tips and suggested search terms, along with recommended indexes to try, inserting these details into the parts dealing with the catalogue and the indexes.

In many ways the needs of regional students are very similar to the PG campus students, but there are differences as well. Nancy thinks the key difference is obviously, the distance; and with this comes, she believes, a psychological barrier. People may feel intimidated, shy or uncertain about who, how, and when to contact the main campus with a question. What this means is that some services are immediate and provided by the local office, but with other services, there is a "delivery delay". That is, the PG campus student can get the book today, the regional student has to wait 2 to 3 days. The other interesting difference is in use patterns. Nancy notices, for example, that when regional students need to access the Prince George services, it is generally in the evening. This works for accessing quite a few services (especially now that there is so much more flexibility with the technology), but when they need to speak directly to an individual, e.g., the registrar's office, most staff are not available in the evening. In this instance, e-mail can be used, but again there is a delivery delay. The answer to this, Nancy recommends, is for the Prince George staff (and she uses this term very broadly to include any personnel here) to recognize that there is a delivery delay, acknowledge the distance barrier and try to overcome it, and simply try to respond as quickly as possible to the regional student. She states: "Realistically, we can not be here 24 hours a day, but it is reasonable to get back to regional students within 24 - 48 hours in response to a service query."

Nancy believes that the library services are very effective and efficient,

“...but we are always evaluating what we do and how we do it in order to make improvements. The key for us is streamlining and making services ‘seamless’. We try to streamline our services and make them as seamless as possible. To do that we are approachable, user friendly, intuitive and easy to access, with a minimum of hoops and barriers. We also acknowledge and recognize the barriers and do whatever we can to overcome them. Over the next 5 years? Just more and better of the same.”

With the launching of the new library website, an effort was made to get this information out to as many people as possible, so this message was sent to the regional offices, various instructors, and to targeted students . Nancy explains that “we couldn't hit every student, but we tend to know which students really needed to know this. Other students we deal with as they approach us. There are obvious benefits of having a more active listserv here.”

Library personnel try to anticipate problems, concerns, or snags, and try to come up with options around the problems. A case in point was a strike which affected the delivery of materials to the regions. Library staff were the first to realize that the impending strike would have ramifications for UNBC and immediately launched a game plan.

Finally, Nancy explains that she is not operating in a vacuum.

“Our national professional association, the Canadian Library Association, has established guidelines and standards for the provision of distance library services which we follow. In addition, as part of COPPUL there is a distance education forum and we consult with each other on a regular basis, and plan and implement various initiatives all with the view of benefiting the distance student.

I also attend an international conference, Off Campus Library Services, held every other year. This conference brings delegates from the US, England, Canada, and Australia, and the opportunities for professional development at this conference are wonderful! So, what I'm doing is all tied into the ‘bigger picture’, I guess you could say; and as we carry out ongoing evaluation and assessment of our services internally, we are also measuring ourselves against some of these external guidelines and standards as well.”

From the description above it can be seen that the four student service models have been incorporated into the Regional Services Librarian's operations. Students are seen as a community of learners yet receive personalized attention. General and specialist research skill development is provided by library personnel. Curriculum has been developed and incorporated in modules available via the library website, so that students can develop the necessary research and library skills they are required to use in conjunction with their courses. Training and development are provided via regional visits as well as online modules.

Recommendations for a Regional Student Services Model, 2003-2008

It is obvious that no one student services model encompasses student needs. It is therefore proposed that a unique Regional Student Services Model be adopted to provide the context and parameters or guidelines within which student services in the Region are delivered over the next five years. It needs to take into account the responses from the consultation process from which the following messages are clear:

- (a) we seriously short-change regional students if we do not recognize our obligation to provide appropriate student supports and better access to services– some being extensions of what we provide on the PG campus, others being unique to each regional campus;
- (b) student diversity, lifestyle pressures and less traditional learning communities are indicators of a need for more flexible and frequent access to support services to foster student success and retention in the Region;
- (c) traditional organizational structures and activities need to be altered to enhance regional student development and success;
- (d) a combination of the identified student service models provides the quality of service, the flexibility and level of adaptability that has the potential to meet a broader range of student needs.

Other Considerations

Any framework for the delivery of regional student services must also take into account:

- the university's strategic academic plan, ACTION 2002 , the thesis of which is “to answer the challenge through innovation, opportunity and networks”;
- the Regional Academic Plans 2003-08, which are curriculum plans and thus necessitate appropriate and adequate student supports;
- the mission, values and regional mandate of UNBC.

It is therefore important that, wherever possible, regionality be incorporated into the broader model for student services, thus creating a greater sense of connection between all campuses and sites, rather than separating regional services as an independent entity.

To optimize success over the coming years the following framework, which incorporates four different student services models, is proposed:

Within the mission and mandate of the university, and the framework of innovation, opportunity and networks, the focus of student services should be holistic and student-centred– educating the whole person, intellectually, spiritually and socially– providing pastoral care, services, training and development, and appropriate curriculum. The conditions for student success include but are not limited to the learning that takes place in the

classroom, and are a shared responsibility of all concerned with the university.

Student Services Framework

Mission & Values

Innovation
The
Student
Service
Pastoral Care
Training Curriculum
Opportunity
Networks

Implementation Strategies 2003-2008

Using this framework, combined with input from the consultation process, the following suggestions are offered to facilitate the delivery of high quality regional student services over the next five years. Four categories of services have been developed in line with four different student service models:

***Budget entries are suggestions only and need to be the topic of discussion between the Directors of relevant units. The most urgent priorities are bolded.**

1. Services

The holistic development of students is a shared responsibility, with student services personnel working in cooperation with all UNBC staff, faculty and students.

Strategy	Responsibility	*Budget item suggestion
1.1 Hire half-time position Student Services Assistant in each regional office to service all sites in that sub-region, providing learning skills (workshops & individual assistance), career and academic advising, monitor peer tutor program and mentor program.	Regional Operations Director Student Services Director	.5 position for each regional campus
1.2 Contract a personal counselor/counselling firm to provide emergency or crisis response for counselling in two centres (total=6) in each region; or incorporate counselling services as part of the Student Services Assistant role if applicants are suitably qualified.	Regional Operations Director Student Services Director Director of Counselling	Local contract for each regional campus
1.3 Develop a policy for the delivery of regional personal counselling services	Director of Counselling One Regional Chair	n/a
1.4 Establish a designated regional student service “troubleshooters” to be based at the PG campus, to assist with registrarial and administrative issues, financial aid queries, academic advising issues, and other such issues as arise from time to time.	Regional Operations Director Student Services Director Registrar	designated PG staff; with designated fax for each
1.5 Develop online Learning Skills modules for undergraduate and graduate students with content similar to that offered in PG campus workshops that	Learning Skills Coordinator	LSC budget allocation

are offered throughout the year. (See Appendix 2)		or CTL alternative funding
1.6 Continue to deliver high quality regional library services via regular in-person and distance contact.	Regional Services Librarian Regional Services Coordinators	Library
1.7 Routinize regional in-person visits by Academic Advisors and personnel from the Registrar's office, and other student service staff as required.	Registrar Regional Chairs Regional Services Coordinators	Travel costs
1.8 Add to regional toll-free phone list the Academic Advising Office and Faculty Advisors for each of the Programs (to a max. of 6) offering Majors in the Region. Current list would include: English, History, First Nations Studies.	Director, Regional Operations Regional Services Coordinators	?
1.9 Conduct research to measure regional retention rates and recommend how to improve them.	Director, Regional Operations Office of Institutional Research	?

2. Student Life & Pastoral Care

Strategy	Responsibility	*Budget item suggestions
2.1 Establish space within each centre for a Learning Centre where students have access to the Student Service Assistant, peer tutors, mentors, other students, handouts, print information, basic reference library (study skills, writing etc.), photocopier, computer and printer/scanner/fax machine.	Regional Chairs Regional Service Coordinators Student Services Assistants Learning Skills Coordinator	Computer Photocopier or 3 or 4 -in-one printer, fax, scanner, copier On-costs (paper, ink, maintenance) Text and Reference Photocopying (handouts etc.) Furniture
2.2 Provide training and space for peer tutors at each regional campus— focus on writing, math, adjustment/transition, computer skills.	Regional Chairs Student Services Assistants Learning Skills Coordinator	Travel – Student Service Assistants; Supplies Photocopying

		Text and Reference Subscriptions & Memberships
2.3 Develop a Mentor Program to link other students at all campuses, as well as to provide assistance to new students at all campuses. Mentor Program Coordinator would work with Orientation Coordinator to provide Mentors for all campuses, and arrange on-going support and program ideas throughout the semester.	Regional Chairs Student Services Assistants Mentor Program Coord.	.5 Mentor Coordinator Position (one only) Training materials (handbook) Meeting expenses Event expense
2.4 Continue to develop the Regional Operations website to include more direct links to other student services and community based services.	Director Regional Ops Regional Chairs	As is
2.5 Liaise with community businesses and recreational facilities to provide student discounts.	Regional Service Coord. Student Services Assistants NUGSS ext. affairs officer	As is
2.6 Assist with negotiation of re-allocation of NUGSS and GSS fees back to Regional Student Societies upon submission of plan for the expenditure and accountability of such funds.	Regional students NUGSS Board of Directors GSS	NUGSS GSS
2.7 Develop an advocacy handbook for Mentors to use as they assist students who do not understand the regulations and policies of the university or who may need to prepare for an appeal.	Student Mentors Student Services Assistants	Supplies Photocopying
2.8 Initiate a Speakers Forum which travels to regional centres, to foster academic discourse, share academic interests or research, share information.	UNBC Colleges & Student Services including PGPIRG, Women's Centre, CFUR radio, Newspaper staff, NUGSS representatives, First Nations Centre & NAP representatives, etc. Regional Event & Clerical Assistants	Travel expense

3. Network Development & Training and Development

Strategy	Responsibility	Budget item
3.1 When negotiating the collaborative partnership agreements with colleges and post-secondary institutions, obtain specific commitments as to use of resources or joint use of services within the regional communities.	V-P Admin & Finance Director Regional Operations Director Student Services	
3.2 Develop other partnerships for the delivery of learning skills where available, appropriate, and cost effective.	Director Regional Operations Regional Chairs Learning Skills Coordinator	As negotiated, but could be cost recovery
3.3 Use Continuing Education programs to foster greater community participation in lifelong learning or university preparation programs (e.g. Math Bridging, Study Skills, Writing programs.)	Director Regional Operations Regional Chairs Continuing Ed. Officer	Advertising
3.4 Develop on-going tutor, mentor and alumni networks supported through training and development programs (CRLA tutor and mentor certification) and alumni events.	Student Services Assistant Learning Skills Coordinator Alumni Association Coord.	Meeting expense Supplies Travel expense for training updates
3.5 Provide mentors with on-going training and development to keep them up to date with new developments regarding: Registration procedures; UNBC regulations and policies; Appeal processes; Scholarship application processes; International Exchange opportunities; Graduation requirements; Career Advice; Faculty area updates.	Regional Services Coord.s Student Services Assistant	Meeting expense Travel expense

4. Curriculum Structures

Strategy	Responsibility	Budget item
4.1 Offer online university preparation courses (e.g. UNIV 101, MATH 115 and Math Bridging Courses)	Director Regional Operations Registrar Faculty as appropriate	As per current course costs

4.2 Develop Learning Community curriculum linkages that offer regional students an opportunity to link with students on other campuses.	Learning Community Coord. /Learning Skills Coordinator Faculty Registrar	TBA
4.2 Integrate learning assistance modules or learning, writing, math/stats 'hints' within curriculum structures and course outlines.	Learning Skills Coordinator Faculty Student Services Assistants	Travel expense

Budget Implications

As these strategies are designed to be implemented over a five-year period, budget allocations will need to be prioritized and made according to an implementation plan.

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Appendix 1: QUESTIONS

Questions: Students and Focus Groups

1. Please tell us about your experiences as a regional student. Why are you taking courses at this UNBC regional Campus? What is your degree plan or what courses are you mainly taking. What opportunities and advantages do you find here, as opposed to Prince George or at other southern universities?
2. What kind of challenges, barriers and frustrations have you encountered while learning in this remote community? Where or to whom do you go to for support when you need help related to overcoming these issues?
3. What does the term “student services” mean to you? What do you think of? What should the main goal of a student service be?
4. What have your experiences with student services been like while learning in a remote community? Can you tell us a story about using a student service?
5. If you could invent an ideal service for students at regional campuses, what would it look like?

Questions: Staff/Faculty Key Informants

1. Please tell me about your position at this regional campus. What does your job involve? How long have you been working at this regional campus?
2. What do you perceive are the educational goals of most students you work with at this regional campus? Why do students go to school here, as opposed to Prince George, Vancouver or Edmonton?
3. How do you think the needs of regional students differ from those in the Prince George campus, especially regarding student services? What kind of support do regional students need?
4. What kind of student services does your regional campus offer? Which of these services are used? What degree of effectiveness do you think they have? How might that be improved?
5. What barriers/frustrations do you experience in trying to provide student services at your campus?

APPENDIX 2: Online Learning Skills Module Samples

- A sample of **Online Learning Skills Modules**, as listed below, can be found at:
<http://www.jcu.edu.au/studying/services/studyskills/online.html>
- **Orientation**
Valuable advice about university life and study.
[Adjusting to Uni](#) | [The Facts About Uni](#) | [Career Prospects](#) | [Budgeting](#) | [Disability Resources](#) | [Student Association](#) | [Finding a Mentor\(Townsville\)](#) | [Finding a Mentor\(Cairns\)](#)
- **Organisation**
Practical tools and strategies to improve organisation.
[Getting it Together\(Time Management\)](#) | [Mind Mapping](#) | [Studying for Exams](#) | [Exam Tactics](#)
- **Learning**
Modules to help you understand how you think and learn.
[Learning Styles](#) | [Thinking about Thinking\(Critical Thinking\)](#) | [Studying Smarter not Harder](#) | [Effective Reading](#)
- **Lectures and Tutorials**
How to get the most out of lectures and tutorials.
[Note-taking](#) | [Tutorials](#) | [Oral Presentations](#)
- **Writing**
Help in producing well structured academic writing.
[Essay Writing](#) | [Academic Writing](#) | [APA Referencing](#)