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Some Highlights from QLC Online Feedback (298 respondents)

As of April 19th, 2011, feedback had been received from 136 faculty/administration and 162 students as part of the online consultation for the strategic planning process. It is provided in two companion documents. Below are some initial highlights from a brief review of the results:

- Although the consultation involved a convenience sample, comments and ratings were received from a good mix of respondents across areas of study/departments, year/level of study and usage. About 48% of student respondents, and 40% of faculty/administration (or their students) had interacted with QLC over the past academic year).
- One of the most important questions related to satisfaction with QLC was: "Would you recommend the Queen's Learning Commons to a student or friend?" Results were:
 - "Yes": 65% (STU) 71% (F/A)
 - Very few (7 out of 235 total respondents who answered the question) said "No".
 - Interesting to note that 22% of faculty/administration respondents indicated they didn't know or couldn't say. This compares with 15% for student respondents.
- The description of the QLC presented to respondents was generally endorsed as accurate in feedback from students. Many faculty/administration responses did too, but as a group these respondents were far more likely to indicate they didn't know enough about QLC to answer one way or the other. (This was consistent with answers on other questions that indicated faculty/administration may be less aware of what QLC does for students.)
- When asked to review a list of learning activities offered by QLC and pick one they felt would do the most to enhance student academic experiences at Queen's, the top three choices for the two groups were:
 - Learning how to write better science, technical or lab reports, essays or reviews
26% (Student) 30% (Faculty/Administration)
 - Learning to gather, review, evaluate & interpret information 10% (STU) 24% (F/A)
 - Attending course-specific exam preparation workshops 33% (STU) 3% (F/A)
 - Organizing the work/steps involved in writing a paper 8% (STU) 16% (F/A)

- Respondents reviewed a list of activities, events, support, services and programs offered by the Queen's Learning Commons and were asked: "If the Commons could offer only two, which two would you suggest they should be?"
The top three options were the same for both groups:
 - Individual appointments with professional advisors -- 62% (STU) 57% (F/A)
 - Course-specific Workshops -- 53% (STU) 30% (F/A)
 - General Workshops -- 30% (STU) 41% (F/A)
- Presented with a list of options, faculty and administration respondents (but not students) were asked to identify an active role for QLC. The top three choices were:
 - Any learning that involves students posing questions, answering them, and integrating the results with their class work. (50%)
 - Blended learning supported by a variety of tools and techniques such as lectures, online tutorials, projects in the community and so on. (46%)
 - Inquiry learning (using a variety of discovery methods, learning skills and technologies to pursue an academic question across disciplines) (46%)
- Both groups – students and faculty/administration – were asked about potential options for offering QLC services in specific physical locations and also virtually, using current and new technologies. The options were centralized, centralized plus satellites, centralized plus virtual, and mainly virtual.
 - Feedback indicated about 6 or 7 in 10 respondents clearly felt "the best approach in times of financial constraints" would be offering services both in a central location and also accessible virtually from anywhere -- 68% (STU) 58% (F/A)
 - This option presumably would be compatible with the preferences of those who favoured a central, accessible location (such as Stauffer) -- chosen by 21% of students and 17% of faculty/administration respondents.
- On topics ranging from the need for better numeracy skills to the challenges of booking appointments, dozens and dozens of other comments, criticisms, kudos and suggestions were included in the more than 20,000 words received in the feedback.

Final Summary of Advance Input from Students

As part of the strategic planning process for the Queen's Learning Commons, advance input on a number of key questions was invited from students, faculty and administration. The following material is a compilation of responses received from 162 students during the April 4 to 19, 2011 period.

1) Have you taken part in any Queen's Learning Commons (QLC) activity, event, service or program over the past academic year?

Answer Options	Response Percent	Response Count
Yes	48.2%	67
No	41.7%	58
Don't Know/Can't Say/Don't Recall	10.1%	14
Answered question		139
Skipped question		23

2) From your own perspective, what one learning activity, event or service offered by QLC -- now or in the future -- would do the most to enhance your academic experiences at Queen's?

Learning Activity, Event, or Service ...	Response Percent	Response Count
Working in groups	3.7%	5
Learning how to write better science, technical or lab reports, essays or reviews	25.7%	35
Becoming more proficient at using various technologies	4.4%	6
Organizing the work/steps involved in writing a paper	8.1%	11
Learning to gather, review, evaluate and interpret information	10.3%	14
Attending course-specific exam preparation workshops	33.1%	45
Learning expert research techniques in highly specialized databases	8.8%	12
Other (please specify) *	5.9%	8
Answered question		136
Skipped question		26

* **Other** (8 responses):

- How to set up study schedules/time management skills
- Procrastination, motivation
- How to reference and the different methods such as MLA and APA
- Getting better at multiple choice exams
- Overcoming procrastination and dealing with a lack of structure in grad school
- Everyone has own way to learn. So, giving information on how: to write a report, to prepare for an exam, to organize and manage time, to deal with stress and so on is not important in my opinion. I think what you can do is to introduce various services and facilities available at Queen's, Kingston and Canada. For instance, libraries services, social and sports events, information related to courses to take and financial help, Kingston community services and events, support offered by Canada and Canadian institutes and agencies for both domestic and international students are worth to introduce. What is important also is to teach students, especially international students how to save money while studying (living and academic expenses).
- Tutorial on accessing electronic journals and databases via Queen's Library.
- Time management/organizational study skills!

3) When you have a course project to do, what kind of support would help you most?

N= 114 responses:

- Easier access to documents!
- Essay edits
- Teaching assistants, tutors, profs
- How to identify sources of information; process, organize, and assess the information; and to draw conclusions from the research that we gather. Any help on strategies, methods, or thinking processes are that are generally used by people at the information-gathering stage would be quite helpful.
- Editing
- Points about what markers have looked for in the past
- Examples of similar types of work
- Essays
- Lists of databases -- how to use them, what each is the best for. Guidelines -- lists of general do's and don'ts.
- Learning how to focus the argument of a paper

- Help with research. This is already available though in the libraries, I find the librarians really helpful whenever I ask them questions.
- Sample work of the assignment from previous years (Science).
- Help with checking over papers before they are handed in
- Researching, often the library has absolutely no books or articles that are useful to me and so I am forced to sift through the internet; even the research help has been unable to find things that were of use to me.
- Online resources easily available.
- Help with research, with getting started would be really great. Sometimes, especially if you don't know where to start, talking to someone about either how or what to research would be very beneficial.
- Help with the research aspect of the project. Getting an idea of better phrases to use in search engines, how to make my searches more specific.
- Email service for questions
- Help with time management; also as a history major, access to primary sources from outside of Canada (European, Asian, or African newspapers?)
- Research help.
- Peers from my own class available to look over my material to ensure that I am not misusing information that I may not understand fully.
- More availability of spots for offering support on essays/reports
- How to cite and organize
- Group work
- Writing centre, proofreading
- Research on the internet
- Research tips (finding relevant resources for the project)
- Organization of my ideas
- Researching tips, and ways to navigate qcat - coz it can be a little tricky sometimes.
- Essay Writing (all faculties are confusing and they want different things), For example the history department does not agree with the way the sociology department organizes information so it's hard to have two different writing styles and turn them on and off
- Someone to look over my work and make suggestions and ask questions about my work (to make sure I understand it) but also say what's positive about it (there must be something!). I know people who have went to get this help and have found it to be a very negative experience.

- Helping to organize thoughts and evaluate what the professor wants in a project.
- Research Information Help Desk
- Research directories that make the process easier
- Time management skills, how to best ration time between gathering data and writing.
- Proof reading of project
- Microfilming machines. Especially when course papers are due, but also generally, the technology needed to examine Queen's extensive Microfilm and Microfiche collections are out of service or unavailable should more than 2 people need to use them at once. In addition the machines are aging and often inaccessible. Only one machine is attached to a scanner, and the others are not located near electrical plugs, meaning that taking notes while on a laptop is impossible.
- Learning how to organize the ideas into a format that flows.
- Summarization and citing
- Learning how to work better in groups
- Research
- Practice questions
- Having research databases available
- Learning how to organize it
- Create a timeline of what to do when
- Writing centre is really helpful
- Someone to review my essays and give pointers of what could be fixed, or points to elaborate on.
- Hearing from peers who have done the project in the past and their suggestions. Hearing guidance from professional advisers of a course of action.
- Writing Centre
- Quiet space
- How to make a clear argument
- Research workshops would help me the most for course projects if they were offered early in the semester, and if they taught me how to read, evaluate and analyze information efficiently. It would also be helpful if workshops could explain what type of information would be most helpful for different courses and where to find such information.
- Tips on how to get started
- Research support

- Essay planning courses, including research
- Help in finding research, new places to look for research, help in figuring out which key words to use to search and find new information
- Advice on how to start, and motivate yourself to work. Study tips related to concentration.
- Having someone to read over papers to see if it is written well, has a good flow and is generally a good project.
- Financial
- Time management, editing/paper recommendations
- Editing of grammar
- Editing help- someone always available to edit an essay or report
- Any
- A tool that could help easily find relevant book sources in the library to use for the project.
- I found the biggest struggle in my course projects was working with non-native English speakers (I am frequently the only Canadian in my courses). Usually the burden of writing is left to me. I find this frustrating, even when I ask the prof for support. Tips on managing projects and constructively tackling this issue would help. Even a bit of training on what resources are available that I can direct my colleagues towards would be helpful. Even better, ask profs to distribute this information at the beginning of courses. I don't want to come across as mean, but after pulling several overnights to re-write other's work, I am getting very frustrated.
- Providing a resource centre or store in which we can easily access project material, as well as a print and binding station.
- Spelling, grammar and content support after the report is done so I can make improvements to it.
- An online tutorial for best possible techniques to use when writing an essay/assignment for that specific course (i.e. outlining important things like: using key terms, writing style, proper tone etc).
- T.A. Assistance.
- Explicit instructions and models of well-done work.
- Tutors and/or research assistants who can help point you in the right direction.
- Working in groups or advice from students who have taken the course before.
- Research help.
- Team support.

- Where to find good quality information easily and quickly, how to use databases optimally.
- Research and Technology.
- Academic advise.
- How to find good research and how to organize a solid thesis.
- Research support and especially using microforms!
- Paper writing techniques.
- How to use available resources at Queen's --> i.e. how to search for books/journals and look through databases.
- How to research. Researching is always the thing I have the most difficulty with.
- Being able to book study rooms is invaluable. Also, I appreciate the work of the research librarians at the information desk.
- Selecting a good topic and getting started quickly.
- Librarian.
- Help with writing style.
- I'd like to get some advice from 3rd or 4th year students about how to start and how to do the project efficiently.
- All along the way help: conception, planning, coursework, final execution, presentation.
- Research tools.
- Time management strategies.
- Peers.
- Specific advice on how to do well in that course.
- Starting research.
- Research help.
- Writing help would be the best asset and if they were easily accessible.
- One-on-one review of my final product to get suggestions.
- Organization of time would help me out greatly.
- Not sure.
- Information on library resources available to me to do my project well.
- How to use the required resources for the assignment.

- Advise on effective and relevant research techniques.
- Organizational/time management support.
- Subject and data librarians.
- Research.
- Constructive criticism on my papers.
- Learning strategies.
- Time Management.
- Support in the writing process that involves collaboration with a TA or someone from the writing center.
- Time Management, Motivation, Stress Management.
- Where to look for relevant papers.
- Figuring out what it's supposed to look like.
- Guidance for research.
- Help in research for labs.
- The ability to speak to students who have taken the course in the past and to be able to hear their thoughts about the past marking scheme, things they enjoyed and things they found challenging about a particular course or project.

4) Below is a list of activities, events, support, services and programs offered by the Queen's Learning Commons to help students enhance their learning skills and share ideas. If the Commons could offer only two, which two would you suggest they should be?

Activity, Event, Support, Services and Programs Offered...	Response Percent	Response Count
Inquiry @ Queen's (conference)	5.2%	7
Course-specific Workshops	53.3%	72
General Workshops	29.6%	40
Individual appointments for peer-to-peer learning	21.5%	29
Online tutorials	20.7%	28
Individual appointments with professional advisors	61.5%	83
Speakers Corner (e.g. talks and readings by community artists/writers; roundtable discussions or student debates)	8.9%	12
Other (please specify) *	1.5%	2

Answered question		135
Skipped question		27
Note: Percentages don't sum to 100% since respondents were asked for two choices and able to select more than one option.		

* **Other** (2 responses):

- See number 2.
- Course-specific online tutorials.

5) Over the longer term, the Queen's Learning Commons may evolve both in terms of offering services in specific physical locations and also virtually, using current and new technologies. Much will depend on student needs, and costs. If our goal is to engage more students more effectively in enhancing their learning skills and sharing ideas, which one of the following options do you feel, based on your own experience, would be the best approach in times of financial constraints?

Answer Options	Response Percent	Response Count
Offering all services based in a central, accessible location (such as Stauffer)	21.2%	29
Offering some services centrally and some in satellite locations (such as the Health Sciences Library or the Teaching and Learning Centre)	6.6%	9
Offering services both in a central location and also accessible virtually from anywhere	67.9%	93
Offering all services virtually, with only a modest physical presence on campus	3.6%	5
Other (please specify) *	0.7%	1
Answered question		137
Skipped question		25

* **Other** (1 response):

- Have course specific workshops for all courses offered during course times so that everyone would be able to attend. This would be more difficult logistically, but much more worth it. For more general workshops, I'd say making sure they're actually useful would be good too. The ones that I've been to were absolutely useless, and didn't address any of the questions I had. Having these as online tutorials would be better, and then students who have more questions could always come in and ask questions if needed.

6) In 20 words or so, how would you describe the Queen's Learning Commons to a student or friend who could benefit from these types of services?

N= 96 responses:

- The help you learn. Haven't heard much success about it for science kids though...
- Offer peer-based/professional assistance for academic success at the University level through workshops etc...
- Educational
- A centre where you can access resources from professional advisors to learning strategy workshops in order to gain the academic skills that will help you to succeed in university.
- Fun
- People who understand what you're going through are helpful, friendly, and have great advice.
- If you're struggling with academics, QLC is the place to go for essay advice and general learning strategies.
- A student-run space in Stauffer that offers assistance to students with library and academic services -- primarily workshops.
- It's very accessible and very helpful so if you can take the time to sign up you will benefit!
- These people will help you figure out what the teacher wants in an assignment. They unbend the frustrated mind.
- You should go; they can help you figure out how you could be doing better in your classes.
- I would say that QLC is full of resources that they would have never thought of. If they want any sort of studying tips, they should definitely look into QLC services.
- Useful for receiving information on how to succeed at various academic activities, such as writing papers and studying.
- If you need help academically, they're probably a good place to start.
- Lots of services but you have to make sure to book times so early that it's kind of useless.
- A resource available to everyone that should make learning more engaging by facilitating communication between students and their expectations
- It is a service that can help students excel in their studies through workshops, peer-to-peer assistance and study tips.
- Great service that's there to help anyone who needs it. They help with courses, studying and really anything you need!

- I have no experience with programs and services offered, but the Queen's Learning Commons is a great place to go to find resources, and get help from friendly and knowledgeable librarians.
- A place where collaboration aids individual learning.
- For those struggling to adjust to university academics, those who need a little help, and everyone in between, the QLC is the place to help you better understand your work and to give you the tools to approach learning in a different manner.
- A great help for any projects/assessments that we may encounter in the course of the academic year.
- The Writing Center is great, although you need to make an appointment early on as it fills up quickly.
- n/a
- I would describe the QLC as a great place to go to get help on study and work techniques and improve academic abilities.
- They are general services that can help you learn to organize your work etc.
- People with expertise in numerous areas who can help you with any specific academic question you have.
- They offer a wide variety of services and information about good study habits and techniques.
- A resource where you could go for help.
- People who are there to help you do better
- A place that helps you reach your full potential with course work, and a variety of workshops.
- A place where they can help with various assignments and technical support
- Good services, helpful and useful in preparing for exams, offer great insight and feedback on essays (Writing Centre)
- I am not sure
- QLC helps you learn how to learn better and perform better at university
- A place to get help on how to be successful academically at Queen's
- It can be very helpful, but you also have to be prepared and want to receive help
- A great, accessible resource on campus that many students unfortunately don't take advantage of as much as they should.
- It's awesome if you need help

- A student-run support service for academic assistance across faculties and years
- Service that helps students with tips and workshops on how to do better in school
- I don't know, I have not used their services before.
- The Queen's Learning Commons is a service that can help you with study or research strategies.
- I don't know much about the programs offered.
- That it's a group of people who can help in all forms of course work, from helping to study more efficiently to helping revise a paper.
- Area that can help you with writing, studying, getting ready for exams and time management.
- They're there to help.
- QLC is a space that teaches you study skills you need to transition from high school learning to university learning and success.
- It's an area in Stauffer that I don't know much about.
- They have good workshops that can help improve your projects.
- N/A
- QLC is always available to students; however, one must make sure to book appointments in advance. Having said that, they shouldn't expect too much.
- Effective means to get free support on improving work.
- A place where you can get assistance on learning strategies to help you with projects and exams.
- It is a great resource to help you succeed academically.
- N/A
- Not yet been there.
- Provides lots of learning and research services. The people there are experts and what they do and love helping students and staff.
- Help with how to study, how to manage time.
- It is a very friendly service.
- QLC is a great, but unknown, resource.
- A collection of resources for your academic success.
- QLC provides an integrative academic solution to planning and problem-solving for Queen's students.

- It is a program that tries to aid students in how to better their academic learning.
- A resource hub for research and writing needs.
- Right now, I have no idea what Queen's Learning Commons does for anybody. I'm in Stauffer almost daily, and I have never seen it in action. I would describe it as some place, where people go sometimes, to get help, maybe?
- The QLC is a hub of learning resources at Queen's University: for research, writing, organization, planning, studying, and more, it's every student's access-point.
- If you have really very specific question, problem or inquiry they might help.
- An organization that can help you improve your academic achievements in a variety of areas, such as writing style and time management.
- If you have trouble knowing how to start or how to do your course project, go to Queen's Learning Commons is a good choice.
- A proactive approach toward educational seminars and raising awareness of student services.
- Go see the Writing Centre! They are amazing! Learn to write...again! Learning Strategies is also very good....learn to learn...again!
- The QLC provides peer-to-peer learning in a positive and friendly manner. The atmosphere is that of helping others achieve their highest potential in school.
- It is a service offered by Queen's to help you improve your study skills and succeed.
- Staff has never been knowledgeable when I have gone to teach a workshop. Staff are often unsure what is going on and I have to help them print the class list, find the 'learning passports' and the attendance forms.
- A service helping with any aspect of school work, from writing essays to time management.
- Accessible facilities to help students with their needs at university, from research help, to using adaptive technology, to essay/report reviews, to workshops and tutorials about study tips, exam tips, etc.
- It's a place where services are offered to students in all faculties and years to provide helpful academic advice in various areas.
- Excellent resource if you want tips to improve studying, time management or writing.
- QLC provides a wide variety of services to aid you in your education. They include: the Writing Centre, ITS Services, Learning Strategies Development, and the Adaptable Technology Centre. The service is always friendly and helpful.
- A good aid for classes.
- A hub of learning and information resources at Queen's that can facilitate and enhance your student life.

- It provides excellent services for students in need in terms of academic help, everything from course specific tips to general strategies in the workshops.
- Knowledgeable advice and guidance on writing, research, and other relevant services for success in university studies.
- An accessible centre offering support for all steps in learning, including getting organized, finding resources, using technology, and writing.
- The QLC offers wonderful services such as workshops, the writing centre, and peer to peer tutoring as well as professional counselling.
- QLC is an academic support resource you can rely on to improve your grades and to feel more confident about school.
- Provides advice on how to achieve academic goals.
- The QLC offers a wide range of assistance, in all aspects of academic life, for all levels and programs of study.
- Queen's Learning Commons are a campus resource that provides help for all aspects of academic life whether it is writing paper, suggesting learning strategies or providing adaptive technologies to ensure students learn most efficiently.
- Best kept secret that should really be public knowledge. Many students think that QLC is only for students who are struggling academically and don't realize how they might utilize these services and tools when they are doing fine at school. QLC helps students maximize their potential.
- Get IT, writing, and research help.
- A group of Queen's organizations that can help you with all aspects of your academic life: paper-writing, learning how to do research in your field, or just general life-long learning services.
- University learning strategy help and resources for groups and individuals.
- A place where you can get guidance on how improve your academic success from both trained peers and professionals.
- The Queen's Learning Commons is a fantastic resource for help with general learning strategies, as well a course-specific help with a group or individually.

7) Would you recommend the Queen's Learning Commons to them?

Answer Options	Response Percent	Response Count
Yes	65.4%	85
No	3.8%	5
Depends	15.4%	20
Don't Know/Can't Say	15.4%	20
Comments *		69
Answered question		130
Skipped question		32

* **Comments on Why** (69 responses):

- More arts based, little help for science students
- Yes, because it contains a lot of information so that virtually anyone will be able to find information or help that will be applicable to them.
- It's awesome.
- I haven't been myself, so I can't say whether they are helpful - they should be marketed and explained better to the general population so that they become more popular!
- I received excellent assistance when attempting to plan my exam study schedule
- Often students have the same questions, and going to a person who has helped people through similar problems can streamline the process, and help send them along a productive path
- Depends on what kind of trouble they were having.
- They offer impartial, good advice which can result in better grades.
- Whenever I've gone it's been a waste of my time.
- I work for the writing centre and I have yet to meet someone who was unhappy with the peer services we provide. The services are free and designed to make the process of learning easy so the outcome can be fun.
- It can be a useful service for those who need assistance in many different avenues. There is also opportunity to learn important skills that will help during our education and our careers.
- It's great to talk to someone when you are stuck on research and don't know what to do next; it's also (I'm guessing) a great resource for students who need help writing papers, etc.
- Sometimes there are things which can be figured out with friends or study groups, without having to use the limited resources available, which could be helping people in more dire situations.

- Good resources if struggling.
- Haven't used too many services
- It is a great resource to use and makes everyone's life easier and less stressful.
- In reference to the Writing Center, it is always good to get a professional's opinion.
- n/a
- Because the QLC is really helpful :)
- I haven't found any of the workshops I've been to to be all that useful.
- Because they really helped me learn to use a variety of techniques to write notes on readings. I was introduced to mind mapping which changed the way I organized and interpret data and was very helpful. I try to pass on the info to as many people as possible...my friends now do it too!
- Although I didn't use the services, I know others that benefited from their experiences with the Learning Commons.
- Depends on what is being offered and what their interests are.
- It's hard to register for sessions. They are often full FAR in advance. QLC needs to offer more of these sessions (i.e. offer each one more than once a semester, right before exams) to increase the number of students helped.
- Took a multiple choice workshop in second year and my marks improved a lot on exams.
- Helpful
- While you may be able to figure some things QLC can help you with on your own, consulting with others, especially people trained to help you, will always be beneficial.
- Better marks
- There are a lot of valuable workshops and services that provide great help when it comes to studying, writing, and researching.
- Everybody learns in their own way, so I wouldn't necessarily recommend the general workshops/sessions to everybody.
- I have not used their services before.
- I never attended a workshop.
- I have never heard of the Queen's Learning Commons
- Attended good workshops in the past
- A great service for those who need it
- It's a great way to pick up tips and to take advantage of the services provided by the university.
- Some facilities are effective, such as the workshop. I am not so impressed with the writing centre, which does not help much with writing. They tend to agree with whatever is written, and don't edit for grammar. At the very least, more grammar and spelling improvement workshops should be held so students' writing can improve that way.

- I don't know much about the centre. I haven't been exposed to it.
- An appointment with the writing centre resulted in a disappointment.
- I've never actually been there/used its services.
- I have not been so I don't know how useful it can be.
- Because most students don't realize that they study inefficiently, or could do better. QLC helps them think about how they study, and solve issues they might have.
- All of the services are so valuable to the student experience. I know this from personal experience. The services are also really affordable.
- I have only had positive experiences.
- Because it's awesome!
- I have no idea what they do. What can the Learning Commons offer that a professor can't? Sometimes I see signs that you have a \$2 fee to attend specific review sessions. Is tuition not enough? Why do we have to pay more money to go to the Commons?
- I've never actually used it.
- It's helped me in a number of ways, and I feel as though I haven't even fully taken advantage of what is offered.
- Because it is helpful in general and people their try their best to help and it is FREE.
- Everyone can improve and it does no harm to seek help and advice.
- It depends on what program the Queen's Learning Commons have.
- Depends on what they need.
- It can be another useful resource to take advantage of.
- I have taken certain writing workshops and have found them very helpful.
- General disorganization. I also BEGGED to help out with I@Q as a grad student in previous years (after presenting as an undergrad in I@Qs first year) and people would get back to me weeks later (after the conference had happened). Now I make a point to tell the students that I TA not to get involved with I@Q but to focus on other better research presentation events (such as national conferences or Health Science Research Day) because of the disrespect and disorganization.
- Hugely useful resource; underused.
- Because it is very resourceful and offers the kind of help students need.
- It has been pretty helpful in the past although I find the appointment schedule inconvenient.
- It's a great resources, offering many services!
- The Learning Commons helps students navigate their workloads and provides them with the tools to succeed. It is very useful.
- They provide excellent tips.
- It offers invaluable tools to students that allows them to succeed, and learn how to learn!

- The staff are friendly and helpful and have plenty of resources on hand.
- The QLC has such wonderful resources to help students. Whether it be how to write a multiple choice exam to how to create a PowerPoint.
- It has helped prepare me for exams and manage my time – I have used this service extensively!
- Useful in the past.
- Worth checking out to see what resources are available to you so when/if you need them, you know they exist.
- Because I have personally experienced the benefits.
- I've really enjoyed and learned much from attending workshops put on by the QLC, as well as giving presentations in order to help others. The feedback from those that have attended the workshops is largely positive.

QLC in the Future:

Below is a description of what the Queen's Learning Commons might be in the future:

The Queen's Learning Commons enriches the range of learning experiences at Queen's, complementing formal academic programs and accommodating different learning styles. It provides an enriched learning environment, both physical and virtual, where students can develop, share and challenge knowledge. Some seek to strengthen specific skills; others use the QLC to learn the way they learn best, enhance their range of learning approaches or share their learning with peers.

As students pursue learning experiences across disciplines, they are supported by peer-to-peer interaction, consultations with professionals, and options for mentoring between post-graduate and undergraduate students. The Learning Commons offers an inclusive community and "place" for them to practise research skills, apply different learning strategies, develop writing proficiency and make effective use of technology.

8) From your own experience, is this an accurate description of the Learning Commons as it is today?

N= 91 responses:

- No
- I don't have much experience.
- Can't Say
- Yes
- Totally

- Yes
- Yes
- Yes
- I would say it is -- the only problem is that this space is underutilized and many students don't realize that it is an "open" space for them. This is the main problem, in my opinion.
- Yes.
- Yup
- I think so.
- Yes.
- I have not used it extensively, but the few times I have this seems accurate.
- No.
- It has the possibility to be.
- I think that there are definite resemblances. I would like to see more resources allocated to the QLC so the entire complex can operate more effectively.
- Yes
- Yep!
- Yes
- Yes, however in your attempt to make this a welcoming place to all (a noble goal) you have forgotten to mention the people who need it the most and who could make the most use of the QLC -- those of us with registered LDs. If we feel that this is something for everyone, we may not approach the QLC because we feel as though they would not be as sensitive or as responsive, or even know how to treat and deal with a person with an L.D.
- I am not all that familiar with all that they do, however, it sounds about right.
- Yes
- n/a
- Yes!
- This is fairly accurate although I am not aware of how to use the virtual resources if they already exist.
- Some of it sounds right (having the physical centre with peer interactions and professional consultations but I have never found it a place to practice research skills).
- Yes
- Yes I think it is. I haven't experienced the post-graduate and undergrad student interaction with QLC but I found everything else to be interactive. I also haven't experienced peer-to-peer learning which I think could be more heavily emphasized in the programming.

- Yes
- Unfortunately, I'm not too familiar with the Learning Commons. If they were to incorporate social spaces, like lounge areas and/or technology such as computers and microfilm machines, then I would use it more and most likely be more familiar with their events and services.
- Yes
- Yes
- I see the QLC today more as a place to learn research skills/learning strategies/writing proficiency/technology use rather than a place to practise them.
- Yes
- Yes.
- Yes
- Yes
- Yes.
- Yes
- Yes
- I don't know.
- Yes
- From what I have read, yes.
- Yes, though the virtual model is obviously quite limited at present.
- Yes, but it seems they have more limited resources in real life than is explained here.
- Yes
- Yes!
- Yes, the workshops definitely do convey this message.
- In some ways, yes.
- Yes
- Yes
- I'm not sure, but it from what I have heard for the most part it sounds accurate.
- Yes.
- Yes.
- True! Although, I'm not sure if QLC is a "place" for many students, as students I think mainly come in only when they have issues to work on. It's not really, currently, a "place" where students set up residence and work or interact with each other.

- Yes.
- Yes.
- I think this statement is more of an "ideal" of what QLC will be and less of what it is right now.
- Yes, more or less.
- Yes.
- Yes, sure.
- I wasn't aware that it was virtual, that would have been good to know.
- Yes.
- Yes!
- Yes, it is.
- Yes.
- We're getting there.
- Perhaps.
- Hmm...except the part about post-graduate and undergraduate interaction. Are post-graduates suppose to be the professionals too?
- Yes.
- No.
- Yes- very broad service, can get help for virtually anything academically-related there.
- Yes.
- I wouldn't say it is about peer to peer interaction since from my experience there hasn't been any. Also a place to practise research skills seems a bit silly as an expression.
- Yes, however, many of these services aren't being publicized enough.
- Yes it is.
- Yes.
- YES!
- Yes!
- The sharing knowledge is lacking, so the QLC should bring back the group study sessions in first year residences.
- For the most part this is accurate, but I'm not sure "options for mentoring between post-graduate and undergraduate students" is clear nor accurate. The mentoring seems to be mostly between undergraduates, so I think this phrasing either exaggerates the relationship between the two in this area (as opposed to, say, graduate TA and undergraduate student relationships) or isn't clearly formulated.

- Yes.
- Yup! As QLC resources will probably become increasingly accessible online, so it may be worthwhile mentioning self-help in the description. Self-help in the sense that the students can look at resources online and integrate the suggestions of the services offered by the QLC into their daily lives without actually physically meeting with a professional/peer mentor/peer learning assistant.
- Yes.
- Yes, I believe this is an accurate depiction.
- Yes.
- Somewhat - I'm not sure how QLC currently exists in a virtual environment.
- Yes.
- In some ways yes, in others no. My personal experience is lacking the opportunity to learn to research better and for mentoring between graduate and undergrad. Perhaps I am just unaware of these services. But that itself is a problem.
- Yes.

9) Other comments on this description of QLC?

N= 35 responses:

- The description presents the functions and purpose of the QLC very well. However, I am not sure if students are generally aware of all the many dimensions of support that the QLC offers... often times the QLC is perceived by one of its functions (the Writing Centre, one-on-one consultations, or general workshops, for example). It would be good if the QLC could somehow present a more dynamic and integrated face to students, as it does so in this description.
- More free tutorials
- I haven't found it as a place to practice research, but more a place to learn how to. Anytime I have used the services I have been taught; I don't actually use the tools given to me until I'm on my own.
- How about "we help students cope with homework?"
- Helpful to be able to consult with peers
- I like the part about "sharing learning" because this should be what learning is about, taking an interest in what is being learned as opposed to memorizing details to write a test.
- It is an accurate and positive description!

- ~Grammatical point: you make use of the word "learn" a little too much...consider replacing "others use the QLC to learn the way they learn best" with "others use the QLC to discover the way they learn best".
- n/a
- Nope
- Nope
- n/a
- no
- No
- A lot of this stuff isn't necessarily highlighted to all students (e.g. the workshops tend to be more visible to someone who isn't actively involved with QLC)
- It sounds amazing from this description! I just hope they will live up to it and not have long waiting lists.
- None
- N/A
- no
- Maybe specify what you mean by virtual?
- It is very broad and general. Does not tell the reader about the specific services offered.
- No.
- No.
- It is a good statement to build the learning commons on.
- It's so vague, I still don't understand what it is. A place of learning? Well yes, that much is obvious. Where students learn? Well it is on campus. More direct examples are needed.
- N/A
- The QLC, being many things to many people, often comes across as 'nebulous' in description. Perhaps if you were to emphasize the fact that it is both a place -- with desks, computers, etc! -- as well as a hub of services, that would clear things up.
- Students, especially new ones, need to know about you and your existing. So, you might think of some ways to introduce yourself broadly at Queen's.
- No other comments.
- The absurd amount of tuition we must pay would perhaps be better put towards a mandatory first-year course that is geared towards individual concerns, rather than the

students themselves having to take initiative and seek help from QLC staff (who may be indifferent to students concerns and disassociated from expectations for expectations).

- Need to expand the interaction between post-grads and undergrads.
- My experiences with the QLC have been largely negative. See my previous answers.
- It should include that the "QLC team is non-judgemental and supportive!"
- I think it is important to stress how warm and welcoming QLC is for students. I began my studies at Queen's in 1989 as an undergraduate and I have always found Queen's Library to be especially friendly and helpful. The staff are really the advantage. In many ways QLC is just a natural evolution of the Library to a broader range of services beyond the traditional Library offerings. The setting is inspired and very well-appointed.
- N/A

10) Other suggestions and comments for consideration ...

N= 26 responses:

- The services offered at the QLC are very good and I would recommend them to anyone who would like to improve academically, or simply to learn or hone skills that are important in any endeavour, such as writing or gathering information. The only suggestion that I have is if the QLC could have a stronger presence in the minds of students; if its functions and services could be made more well-known or visible to students.
- More one-on-one help
- None
- Get students involved through offering volunteer opportunities to undergrads; that will not only spread awareness of your organization, but of the events you hold as well.
- More course specific review help other than just large first year courses.
- Get input from professors on what to include for courses-specific workshops...that would be helpful. - Have the slides available (if they are used in the workshop)
- Advertise more so students have more knowledge about the types of services to promote
- Have more year/program-specific courses offered...some of the info in the sessions is a little broad.
- n/a
- You should send out more emails or something so people know what is being offered, half the time I walk into Stauffer and walk by without looking at the board because I'm too busy but if I knew what was offered more I might be more inclined to use QLC.

- The writing styles of students in general is still quite poor despite the workshops offered by the QLC. Thus, there should be some way to help students improve on simple grammar and punctuation mistakes that can be learned through rules-of-thumb.
- :)
- None.
- I like the idea of more online access.
- No.
- Sometimes, I am confused by QLC and libraries. QLC should give students clear idea of what it is and what for.
- I think the QLC only applies to arts and science students. What can they offer engineers? Our MC exam styles are different. Review sessions done by QLC would be useless because you can just talk to your peers and professors. We rarely write essays... The QLC, well it is a good thought, does not apply to all students equally.
- I think it would be helpful to somehow make the Writing Centre more accessible. Every time I went to book an appointment, it was full, and even trying to get one once there was a cancellation was difficult. I only really saw/heard about other QLC activities walking by the sign in Stauffer, which isn't very often. Again, learning how to research properly (not just the library website) would have greatly helped my academic career.
- Make workshops, presentations and materials as short as possible and very casual with no direct advices or instructions!
- The workshop on writing in science was not very useful because it was too general and covered details that we already knew.
- Try to engage more proactively and enhance awareness of support services. Also consider creating PAID student positions to expand the QLC's presence in social networking mediums.
- More meeting times?
- Online appointment booking could spread the message and make it more accessible for students to come in for appointments.
- There should be more outreach to first-year students so that they're aware of the resources available to them.
- Sorry, my poor brain has no other comments at this time.
- Big sign at the entrance of Stauffer with a list of the 5(?) branches of the QLC, where to find them, and what services they offer.
- Make the website content easier to find, especially by searching the main queensu.ca website. Had a hard time finding the link to the Teaching Certificate for grad students again.

11) To help us classify the data, which of the following areas of academic study would best describe your focus?

Answer Options	Response Percent	Response Count
Humanities	30.6%	37
Social Science	28.9%	35
Science	31.4%	38
Health Sciences	11.6%	14
School of Business	7.4%	9
Engineering & Applied Science	6.6%	8
Law	3.3%	4
Education	8.3%	10
Other (please specify) *	6.6%	8
Answered question		121
Skipped question		41

Note: Percentages do not sum to 100% since a number of respondents selected more than one answer option.

* **Other** (8 responses): History; Con-Ed student, arts and science undergrad + education; Languages - French and Spanish; Physical Therapy; Psychology; Women's Studies; Con-Ed; Computer Science.

12) Which of the following options would best describe your current level of study?

Answer Options	Response Percent	Response Count
First Year	21.7%	26
Second Year	27.5%	33
Third Year	24.2%	29
Fourth Year	14.2%	17
Masters	5.8%	7
PhD	3.3%	4
Second Entry Degree (Education, Law or Medicine)	0.8%	1
Other (please specify) *	2.5%	3
Answered question		120
Skipped question		42

* **Other** (3 responses): Exchange; Done with my masters defence last week; Alumni.

Summary of Advance Input from Faculty and Administration

As part of the strategic planning process for the Queen's Learning Commons, advance input on a number of key questions was invited from students, faculty and administration. The following material is a compilation of responses received from 136 members of Faculty and Administration from April 4 to 10, 2011.

1) Have you or your students taken part in any Queen's Learning Commons (QLC) activity, event, service or program over the past academic year?

Answer Options	Response Percent	Response Count
Yes	40.7%	55
No	34.8%	47
Don't Know/Can't Say/Don't Recall	24.4%	33
Answered question		135
Skipped question		1

2) From your own perspective, what one learning activity, event or service offered by QLC -- now or in the future -- would do the most to enhance student academic experiences at Queen's?

Activity, Event, Support, Services and Programs Offered...	Response Percent	Response Count
Working in groups	3.8%	5
Learning how to write better science, technical or lab reports, essays or reviews	29.5%	39
Becoming more proficient at using various technologies	6.1%	8
Organizing the work/steps involved in writing a paper	15.9%	21
Learning to gather, review, evaluate and interpret information	23.5%	31
Attending course-specific exam preparation workshops	3.0%	4
Learning expert research techniques in highly specialized databases	4.5%	6
Other (please specify) *	13.6%	18
Answered question		132
Skipped question		4

* **Other** (18 responses):

- I think it would be great if you had lots of remedial math material. I have had students this semester who do not know their multiplication tables, let alone how to add fractions. I would love it if I could just send these students to you and you could give them suggestions on how to catch up.
- Introduction to learning strategies.
- Numeracy counselling to match the excellent offerings at the Writing Centre.
- Knowing how to write well is the key, as everything else is related, thinking creatively as well as critically above all.
- All of the above mentioned learning activities would enhance various students' academic experiences at various stages during their Queen's experience.
- All of the above with emphasis on writing better science.
- Improve awareness of library resources across the board, from QCAT to complex databases/tools/resources...
- Some remedial assistance with basic numeracy skills would be a welcome addition to the services provided by the QLC.
- While all of these learning activities are important, perhaps general writing ability-both organization and stylistic/mechanical issues would generally be the most relevant to the greatest number of students.
- Writing, writing, writing, writing, writing. Oh, then some more writing.
- I would say that all of the above are key to student success. It is frustrating that we have to choose one from the list!
- Learning to approach studies not as a checklist, but as a responsibility, with an internal desire to excel, to contribute, to communicate (therefore also write well) to become caring leaders who work well with and for others.
- I don't know specifically what kinds of activities my students have attended. I think it was general study skills.
- Hard to image a useful activity organized by QLC.
- General time management techniques, including dealing with procrastination on assignments, studying regularly, using judgement on balancing academics and campus activities.
- Don't know.
- None of the above. These techniques should be dealt with by professors who actually know what their students' abilities and interests are. "Classes" of more than 40 are not conducive to authentic learning.
- I suspect they would be better off if the TA were paid for more hours.

3) From your perspective, when students have a course project to do, what kind of support would help them most?

N= 104 responses:

- Editing help, research help.
- I haven't had a course project in a very long time, so I'm afraid I can't really answer this question.
- Organizing the material.
- Communication skills amongst the group and presentation wise.
- Assignment-specific research and writing support in either one-to-one consultations or small groups workshops.
- Teach them how to think! And teach them to not leave things to the last minute.
- Knowing how and where to access material and then being given help with what to do with it.
- My students are physics students and as far as I know the students I work with do not use the resources of QLC for this purpose. The information the QLC provides on writing better scientific reports could be useful. I don't know exactly what QLC do -- so I don't tend to send students to QLC for help in this area.
- Students benefit when someone is prepared to give a careful reading to a draft and can ask them questions, or can point out the weaknesses of argument, structure or style. I think that, without the face to face contact, they can feel they are working in a vacuum. The reason I've checked the two options below for individual appointments is because I think this format has the best chance of enabling students actively to improve their skills.
- Writing mechanics e.g. properly structured papers, how to cite.
- Learning how to research the topic (search databases etc).
- Group project management.
- When working on a course project, students need to have the resources they need readily available: help with research, help with writing, and help breaking the project down into manageable pieces. They need a space that they can use to work collaboratively.
- Depends on level, but most students don't know the tools they can use beyond Google: how to access all the great subscription databases etc. They also don't have good note-taking skills for online sources -- this can lead to plagiarism, but also just difficulty mobilizing & keeping track of information. Good practical tips for keeping track of info would be great. (Modern index-card strategies!)

- Organising the division of labour and schedule in a group project. Often not enough delegation within the group.
- Clarity about what a course project actually is. I am uncertain about what you mean when you identify "course project".
- Help them organize.
- How to research, gather data, and then how to write up what you have found.
- Time and stress management techniques.
- Learning how to critically evaluate internet sources. It disturbs me that they think accessing e-journals remotely is the same thing as doing "online research". I've also seen an increase in plagiarism cases so learning proper citation methods and understanding the consequences of academic dishonesty is increasingly important. Finally, being able to access a peer editor at the writing centre would help many students.
- Even with an introduction to library services and database searching, librarian help on follow-up visits has proven to be extremely beneficial. Librarians also provide excellent help in developing research and information literacy skills. The writing center has also been very useful for my students and I appreciate this resource.
- Research assistance, i.e. teaching research strategies which encourage the use of discipline specific research tools.
- Someone to answer questions.
- Course specific exam preparation and course specific technology proficiency.
- Peer support and encouragement.
- Facilitation.
- Good bibliographic research skills, that is to say the help of a reference librarian.
- Assistance in knowing how to gather, review, evaluate and interpret information.
- Depends on the project.
- Information about using the library research search tools, how to research and plan an essay.
- Accessing resources along the chain of events in research/planning/writing/editing.
- Organizing timing, and more help on writing papers.
- Research and writing skills.
- Learning to gather information for a project; organizing steps for writing a paper.
- Be available for discussing questions and help them in an effective organization of the project.

- 1. Effective information research and interpretation skills 2. Effective writing skills. The need in engineering is not so much in terms of structure, since writing structure varies widely by the type of report, but rather helping students with the ability to write efficiently with meaningful language and grammar, and without jargon.
- If it involves writing they need to go to the writing centre.
- Learning to go beyond Google and Google Scholar.
- How to get started i.e. organize/set out a research strategy.
- Writing and organizational skills. Also, students need to be better aware of the research tools available. Many simply resort to Google, instead of the library!
- Library (broadly, information gathering) skills, time management, writing, critical thinking.
- Locating resources specific to the research they are doing.
- Consultation with a research Librarian knowledgeable about their discipline.
- Learning to gather, review, evaluate and interpret information.
- Writing skills, as well as organization for writing.
- Understanding that there is more to research than Googling the topic or using Google Scholar. More specifically, students would benefit from learning to separate the good content (of which there is a lot on Google) from the not so good content.
- Individual help with writing style.
- Writing skill development. (Also, for courses in the humanities & social sciences, research skill development.)
- Individualized support to accommodate learning needs; peer support to ensure that students do not feel isolated or marginalized.
- Learning to write a paper - all the steps and how to organize themselves.
- Learning research strategies beyond Google. Writing help.
- Writing skills. Organizing information skills.
- Learning to evaluate secondary sources critically, to engage with them instead of merely inserting quotations to substantiate a fact of position.
- Learning to communicate with one another effectively.
- Learning how to write better science paper; learning how to gather and evaluate information (perhaps by use of technology).
- Library resources.
- I find it is usually the writing and organizing of the material that gets them the most stressed.

- They should be getting content-related support from their department. What they need from outside the department is help with framing an argument, writing in a way that marshals evidence in support of a position or interpretation, and learning/writing in a way that enhances the depth of their understanding.
- Hard to say. Many students seem to have difficulty understanding what is expected of them in assignments, often they don't even seem to read what materials I have given them.
- Learning how to write coherent and comprehensive scientific papers.
- Identifying appropriate resources and using citation management software such as RefWorks.
- Time Management skills, how to "chunk" their workload and prioritize, how to think through a large project deeply, not just superficially -- and the shorter we make courses (i.e. .5 vs. 1.0) the less learning "arc" can be created to maximize a deeper more meaningful experience of study.
- Advice on how to find the relevant papers, books, etc. for their research.
- Focussing their efforts and streamlining their ideas towards an argument.
- I just want them to start writing 250 words a week (the science students).
- Learning to use specialized databases.
- Finding relevant literature and focussing on an issue.
- When I see students failing in my courses, what I often see is that they're missing basic study skills: manage your time well, come to class, do the readings carefully, start assignments early. Anything that would help them develop better learning habits would help them greatly.
- Well frankly, what they need most is help from people in the discipline itself; that is, more professors to work individually with them. So, while I appreciate the work that QLC does, it can't always make up for the increase in the student/professor ratio.
- Cannot generalize. Each student is an individual.
- The actual writing is what concerns me most as an instructor; in class I provide extensive support on using specific databases, organizing papers, structure of the essay; we do group work; work on analysis - but what I can't do in an individual way is provide detailed feedback on the actual writing. I have seen a decline in writing ability.
- Detailed feedback on rough drafts.
- I teach primarily History concentrators. My students generally have quite well developed research skills and are taught the basics of this as well as how to establish bibliographies, write history essays, format citations and so on in our first year and core seminars (at least in the one I teach). What seems to be missing and most needed is readily available one on one advice for students who have difficulties with expressing their ideas clearly in good English. It isn't possible for me to do this for everyone and I don't really see it as my

job when the writing centre/learning commons exists. But the level of writing skill some students possess, even with Humanities students in second and third year, really is pretty awful!

- Writing support is becoming more and more crucial.
- Help with choosing a focus, finding multiple sources of relevant information, and putting it together in a cohesive manner. In terms of writing, practice with peer editing of drafts.
- Almost certainly input from the Prof or T/As as to the expectations and format of the project.
- Learning how to use personal productivity tools.
- To understand that their work is a communication of learning and enjoy the acts and modes of communication. Too many students seem to think that it is just about the information only and the presentation is left unattended ... so that their own work is seen as not worthwhile.
- Basic essay organization - how to formulate a thesis, how to write an effective and useful outline, how to develop an argument.
- Time management.
- Support with planning the project, time-management, how to set realistic timelines and starting early.
- Getting started and getting feedback before submission.
- Preparation of the project outline.
- Learning to gather, evaluate and interpret information from scientific journal articles.
- An available professor.
- 1) to have examples of excellent projects from the past to serve as benchmarks...this proves it can be done :-)
- 2) to be able to watch videos of previous students, who produced top-tier work, discussing what they did, how, etc.
- I am thinking from a somewhat different perspective...students in rehabilitation therapy benefit from knowing what resources are available through the Adapted Technology Centre... for themselves, if they have a disability, and/or for their future clients. Students who will be future advocates for persons with disabilities benefit from a good understanding of the services now available at Queen's and beyond so I encourage these students to visit the library.
- Writing.
- Assistance from reference librarians in helping them find and distinguish among sources.
- Time management.
- I help them.

- Learning how to evaluate information and report it in a clear and concise manner in a style appropriate for their discipline.
- Needs are very varied. However, many students need one on one mentoring to improve their research, analysis and writing abilities i.e. throughout a process. Their needs go beyond academic advice from faculty -- it is skill development. Others do not have language skills required to write acceptable papers and require English language upgrades.
- Help from the TA.
- Keeping them on track and on time.
- Rooms to work in.
- Organizing and interpreting their resources and ideas in preparation for writing or creating their project.
- More access to the Writing Centre (i.e., enhanced availability of appointments, etc.).
- Tips on how to get the best research possible for specific subject areas. Sometimes it's hard to find research once you have really narrowed down a topic.
- Writing/research effectively and using technology to its potential.
- How to write effectively, time management, using technology to its potential.
- Step-by-step "how to" guides. How to reference/complete citations properly, how to find search results that are appropriate for your project, how to prepare for writing your essay/lab report, etc.
- Organizational help, from actual resources to time management.

4) Below is a list of activities, events, support, services and programs offered by the Queen's Learning Commons to help students enhance their learning skills and share ideas. If the Commons could offer only two, which two would you suggest they should be?

Activity, Event, Support, Services and Programs Offered...	Response Percent	Response Count
Inquiry @ Queen's (conference)	6.9%	9
Course-specific Workshops	29.8%	39
General Workshops	40.5%	53
Individual appointments for peer-to-peer learning	19.8%	26
Online tutorials	22.1%	29
Individual appointments with professional advisors	56.5%	74

Speakers Corner (e.g. talks and readings by community artists/writers; roundtable discussions or student debates)	11.5%	15
Other (please specify) *	3.8%	5
Answered question		131
Skipped question		5
Note: Percentages don't sum to 100% since respondents were asked for two choices and able to select more than one option.		

* **Other** (5 responses):

* **Other** (continued):

- Writing workshops
- Cannot generalize. Each student is an individual.
- Online tutorials on the mechanics of writing would be very helpful
- Writing center.
- This is an impossible question. Please consider the multiple faculties, multiplied by the diversity of our learners. How could you possibly ask us to identify two things to be offered? You should be advising the Queen's community about the needs of our learners.

5) The Queen's Learning Commons offers activities, events, support, services and programs that enhance learning skills and sharing of ideas. What might it do to more effectively support classroom teaching? For example, is there anything specific that students need in their skill set beyond their classroom experiences?

N= 85 responses:

- Students would benefit from opportunities to improve upon their math skills and writing skills, time management.
- Students need remedial math help.
- Writing and editing experience; research experience.
- The students frequently need expert help in identifying learning and exam strategies that work for them.
- I think the conference Inquiry @ Queen's provides an important opportunity for students to gain professional skills and the confidence that comes from presenting their work outside the classroom. More conferences and events focused on showcasing student work would be welcome.
- How to organize their time more efficiently and effectively.
- Ability to read assigned readings attentively so that they can bring a response to the class discussion.

- Classroom activities tend to focus on discipline-specific content and skills, with little time spent on developing the more general academic skills that will allow students to get the most out of their courses. Often, it is assumed that students have the skills they need to succeed in university when they leave high school, or that they will learn those skills as they go along, through trial & error. The QLC is in a position to provide the support students need to learn how to learn: research skills, learning skills, and writing skills. Furthermore, the QLC is in a position to provide students with learning opportunities outside of the classroom experience: talks from people from the community; round table discussions on current events; research presentations; service learning, etc. In other words, learning experiences outside of lectures, tutorials, and labs.
- I'm an English prof. In our first-year courses we don't ask students to use secondary sources. Or at least we mostly don't. We have new courses coming in next year, ENGL290, that are second-year seminars. I'd suggest that all these students need library workshops on using MLA, etc. -- so that we can be sure all our students have had that info provided. It would be good to build that into those classes. I prefer the workshop actually happen in the library somehow.
- Brush up on writing and numeracy skills from high school.
- They somehow need to learn that paying attention is a key part of being educated.
- Tips on talking with professors, asking questions, and self-advocacy when needed.
- Research and referencing skills. I don't have time to teach this and students tune-out when I do.
- A place to practice presentations and receive feedback. The Writing Centre provides this feedback on written assignments, but there isn't an equivalent for oral presentations.
- The Learning Commons must begin by making existing services more widely known to the students who would most benefit from them. The opportunities to improve writing, studying, and learning have been created; the message is either not getting out, or the message is not considered relevant to the individual student.
- Chance to develop empathy, understanding.
- Group learning sessions with advisors for questions and debates. Maybe this is already addressed in tutorials but additional help could be made available on a smaller scale in the library that could be arranged by smaller groups.
- Time management skills. Basic skills for written material (use of spell checker/names on papers/ page numbering/ titles)- things somehow forgotten from elementary school.
- Working together in groups for the same purpose.
- Yes to collect, evaluate and use bibliographic material effectively, to write well and coherently.
- Keep doing what you're doing! I work most closely with international students who need opportunities to learn about the academic culture of the university. They need both peer and professional support to do so.

- How to focus in class. How to take notes. Why coming to lecture might be useful. Why taking notes can help one's success in courses. How to study and prepare for tests, especially multiple choice tests.
- dealing with time management in terms completing assignments (i.e. procrastination, proper weighting of task & time) and preparing for midterms, finals -understanding the expectations: reviewed journals vs Google, depth of content, quality of analysis, writing standards, coping with perfectionism in writing.
- Relevant guest speakers or mentors from the "real" world. Workshops that help students deal with the most common difficulties (often communication skills).
- Of course, learning to work with others on projects and tutoring from advanced students are helpful, we know this.
- As mentioned above, most Commerce students do not know how to use a search engine to assess any data base like ABI, Business Complete etc. They also do not know how to interpret search results and have sufficient scepticism about Google and Google Scholar search results.
- Learn how to read critically.
- Basic grammar, punctuation, outlining a paper -- all the stuff we hoped they learned in high school but seem not to have or have already forgotten.
- I always arrange for a literature search session.
- Time management learning strategies for problem solving type courses (i.e. not memorizing).
- I have to say that I think you do a remarkable job already.
- An electronic classroom for hands-on interaction in the Library with Librarians, Professors, and students all working together to learn and explore...
- As I'm not teaching at Queen's, I don't have a specific answer for you. But I do work with international students, and can confirm their need for support to know how to approach their academic work, generally. Because some have come from very different educational systems, they need to become familiar with - and this is vague - the 'culture' of learning. For example, if one's experience has been rote learning, it is difficult to know what is expected in a system that requires evidence of independent thinking.
- Study & exam-writing skills workshops.
- Development of writing skills.
- Try to increase awareness of these services among the general population on campus...students, faculty and staff. You have terrific services and I'm unsure if they are understood by students and others.

- Assistance with writing in their specific discipline. Often students are unsure of the format/style expectations within their discipline and (rightly) feel frustrated if they are marked lower for things they were not aware of.
- Many need to know how to take their own notes so that they can best make use of the classroom. It would also likely help them in studying for tests and exams.
- Faculty (myself included) often assume that by third or fourth year students have good writing, research, organizational skills. Students assume they do too. But then we all find out that there is still a lot for them to learn. Workshops could help but many students think they are beyond them! Also it would be very helpful to help faculty learn how to teach the basic skills, especially writing.
- Time management, organizing information, effective studying skills, writing skills.
- Learning how to take multiple choice exams, learning to write scientific reports.
- Concentration. I think the problem these days is not much the lack of core skills. It is rather lack/decrease of levels of concentration and devotion mostly created by 24/7 access to internet. Students are distracted (both in class and outside) by the urge of being connected to world outside their immediate learning and academic work. I think new service should be added to the classical list of your offerings. This is important to educate them how to give priority to their learning and academic responsibilities and not to be impatient to check their e-mails, play games, surfing the net, twitter or chat at the middle of class/lab hour or taking several breaks to do these during their reading and writing hours. We need to enhance their psychological skills in dealing with modern technologies.
- Writing experience and feedback seem to be critical at the higher level courses.
- Study skills and writing skills to support deeper learning.
- Students need to learn to manage their time, proof read papers, evaluate research critically. Too often, students simply take what they find at face value, regurgitate it into a paper and do it all at the last minute!
- Graduate students need to learn more about how to review literature relevant to their work and how to write about it in their own words.
- They should be supported in creating a personal educational strategic plan that helps them make decisions and choices in terms with their long term goals. they should be supported throughout their academic journey to re-shape and refine this plan, find ways to articulate it, enhance it, make themselves desirable to a hiring market, and learn the framework that supports accomplishment, not just do the pieces/courses that get them the degree.
- If not already integrated into their courses, how to use library resources such as QCAT, Course Reserve, Find a Database. How to print to library printers from a laptop.
- It's hard to answer a question like this in a way that would apply across the board, since classes are so different in the various departments and faculties. But it would be a huge support if students were taught some work ethics, for example, that they should attend classes, that they should expect that if they don't attend classes, they will not be learning

everything they could, that they should actually listen when in class rather than play around on their computers or listen to their iPods, and so on. Increasing the amount of students who take classes seriously would be enormous beneficial to the overall teaching/learning experience at Queen's.

- Time management.
- Learning about how the library can extend the classroom (frankly Learning Commons is a silly euphemism).
- A better attitude. Studying to learn rather than to get a grade.
- I don't know whether this can be taught, but they need motivation and a love of learning for its own sake--rather than just a goal of gathering credits in any old way.
- Cannot generalize. Each student is an individual.
- Again help with writing is critical. Help navigating databases and the web and Google books and more advanced web searches if essential too - my classes attend a subject specific workshop at Stauffer Library which is an excellent resource for them. If this wasn't available for them there then I would emphasize the importance of this kind of workshop via QLC.
- Directly support TAs for specific classes.
- I think that working to understand the use of new tools in the classroom - clickers and IT support - and the role of students/instructors would be useful.
- Peer assessment skills and strategies.
- Writing skills, research skills, productivity/technology skills, critical thinking skills.
- Encourage listening skills so that the students can enjoy engaging in critical discussion. This might also be called active listening, students are trained to give opinions, but not engage in critical debate.
- I find about half my students have not been adequately prepared to write academic papers. The most time consuming thing they need help with is boiling down their research to a cogent "argument" and generating a workable outline from that. They need one-on-one help for that, and in a class of 75, it is impossible to help everyone.
- Time management and organizational skills.
- Communication skills.
- They need to learn how to write better. But mostly I think they need to realize that learning and writing requires an investment of their time. My sense is that they leave most projects until the last minute and thus don't allow themselves the time required to do well.
- In light of the severe cutbacks resulting in larger classes, fewer instructors, reduced TA budgets, etc., I wonder if money spent on the QLC is appropriate. I think that 1 of the

questions that needs to be asked is can the QLC activities be justified in light of these other demands for financial support?

- Encourage a desire to do well. Even though I am one of the higher rated teachers at Queen's, (and therefore a lousy researcher), I usually had about 75 % attendance.
- Essay writing support.
- Can't think of anything else.
- Quantitative literacy.
- Using databases. Understanding the distinguishing characteristics of different databases. Understanding the difference between genuinely on-line materials and essentially print-based ones that are accessed on-line.
- oral & written communication skills - reading & critiquing original scientific literature - gaining hands on experience in hypothesis driven laboratory research - use of internet databases in R & D
- Online packages related to time management, organization, writing etc.
- To really appreciate the importance and significance of good writing. To appreciate and be able to judge what is good writing.
- Remedial English language courses.
- Writing skills.
- Using different learning technologies more effectively to find and evaluate information. e.g. using Google as a source of information.
- They need more opportunities for one-on-one interaction, since growing class sizes make this difficult or impossible in the classroom.
- Every subject area has different expectations for how to write papers. I know that there are some workshops for specific classes, but perhaps try to have workshops for all areas (e.g. political studies, art history, English, etc) so students know how to write the best possible essay for their classes.
- Work with diversity and equity more in particular race, religion, and disability.
- Offer basic introductions to first-year university courses in the classroom itself. Spend 10 minutes in lots of classes in the first week of September giving info on resources and what the QLC does.
- Partnering with key faculty members, particularly of large first year courses.

6) From your perspective, are there any priority audiences or groups that could especially benefit from services provided by QLC partners -- the Writing Centre,

Learning Strategies Development, Library, Adaptive Technology Centre, or ITServices?

N= 77 responses:

- Students beginning their theses -- how to map out such a large project, developing math as well as writing skills, presenting their research, researching effectively (e.g., connecting with appropriate library personnel).
- Large, first-year classes could benefit especially.
- I think that students who are transitioning -- from high school to university, from undergraduate programs to graduate programs or the workplace, from another country to this one -- need the most support.
- First-years in a discipline-specific way.
- The first-year students need by far the most help.
- The Writing Centre. (I'm a bit of a fanatic about the importance of good writing skills, and the way that Ontario high schools fail in their job of providing them.)
- Priority audiences might include first year undergraduates, international students, graduate and professional students (who are often unaware of the resources available on campus).
- We do direct students to the Writing Centre, but mostly for remedial help: ie, those with major grammar problems. It's great to have that resource. I've noted less success on direct help with assignments, but perhaps that's not perceptible to me. I also applaud workshops I've seen advertised on study skills, time management. Workshops on how to turn off Facebook and think -- what do successful students do to get work done in the online environment? It's not something that older folks like me have to deal with so much, so peer instruction in this would be really effective I'd think.
- At SURP, we work entirely with grad students, many of whom were on the Dean's list as undergrads. Those from technical and ESL backgrounds sometimes need assistance with writing assignments, which is available from the Writing Centre and on-line. Those with humanities and social science backgrounds sometimes need assistance with basic math to take our intro quantitative methods courses. They are very bright, but many have not taken math since grade 10.
- The Writing Centre, which I have supported from the outset, when Colin Nortman started it up, is the jewel in the crown, so make sure it gets the resources it needs!
- International students do not seem to have the same experience or comfort level with either writing or presentation skills. In my experience they could benefit more from additional help than most domestic students - although they might be more reluctant to use those services.

- Undergraduate students, particularly frosh, who would really benefit from programming which would help them transition into university learning. For example, writing skill has been identified as a problem among a large segment of the student population; the sooner that this problem is addressed, the more successful will student academic careers be.
- Getting 1st year students to know about QLC services and encourage them to access these services would set the groundwork for successful academic careers.
- Educators.
- Priority audiences would be determined by our current degrees and specializations that are offered at Queen's.
- 1st year students.
- Life Sciences.
- All of these.
- First year students at any level of study. International students.
- Students in large lecture classes over 200 to 400 students.
- students on probation or in danger of failing...the "remedial" target group -students with very high aspirations needing superior grades- the "exceptional goals" group -mature students who have been out of school ...the "lacking confidence " group -international students...the "different educational background" group -grad students...the "professional standards" group
- First year students in general.
- Our students all need help from the writing centre. Nothing at Queen's provides better instruction in writing.
- No.
- First year students especially those who have English as a second or third language.
- Students with English as a second language, and those who have never learned to write.
- First year students who don't know how to deal with difficult material yet.
- Grad students...
- Everyone! in their own way. But a more thoughtful answer is to give support to first years (undergraduate and graduate), those engaging in a new level of academic work (i.e. thesis), and international students whose prior educational experience is different from Queen's.
- No.
- I can't think of any particular group. There would seem to be several identifiable groups who would benefit, but no single group would take priority.

- Students with disabilities; students with learning challenges.
- Students for whom English is a second or third or fourth language. Science students who find themselves having to write an essay... Faculty --- how to teach writing when our class sizes have doubled?
- Graduate students definitely benefit as do new faculty members.
- International students from other countries.
- E.S.L. and international students will benefit from writing skills and learning strategies. Students who come from families where they are the first to go to university can also benefit from the above.
- Non native speakers of English, and native speakers of English who don't write well could benefit from help with writing.
- First and second year students; this is when the foundations need to be built.
- First and second year students.
- My impression is that students in science and applied science do very little writing beyond lab reports in their first few years - I'd like to see QLC work with instructors in those courses to develop assignments that would develop those skills.
- First year students, especially. They are the most willing to take advice!
- Foreign graduate students from the sciences since they are often unable to write a thesis and/or scientific paper.
- First year students to Queen's -- meaning traditional frosh and students transferring here, or beginning programs requiring a previous degree... i.e. law, education, medicine and some grad work.
- First year students.
- No, all could benefit.
- 2nd yr, 3rd and 4th yr science students; also first yr MSc students.
- First-year students, for almost all services.
- The Writing Centre.
- Students with marks below 75.
- Cannot generalize. Each student is an individual.
- 1st and 2nd year students for the Writing Center and Learning Strategies services, to establish approaches and work habits that will benefit them in years III and IV. The learning Strategies services are key to managing student anxiety and stress which is rising and a significant issue for the university community.

- It isn't clear to me that anyone benefits from the services provided by QLC.
- Perhaps there are linkages that could be made between the Writing Centre, library, and QLC.
- First year students who need to be pointed in the right direction and third year students who need to evaluate the skills they have developed through practice and articulate goals to meet during their last year.
- Exchange students, ESL students.
- Faculty who have differently-abled students, there is an assumption that all our students can work at the same level, but increasingly there are students working with mental illness as well as physical, so there is some education necessary for how to teach, encourage students who are under pressure from their illnesses.
- Writing Centre and Learning Strategies Development.
- 1st year students.
- Some students for whom English is a second language. Students with below average communication skills.
- I think the writing centre needs to target second year students - they need to be able to write well by the time they get into 3 and 4th year, when the courses require more written work.
- In light of the severe cutbacks resulting in larger classes, fewer instructors, reduced TA budgets, etc., I wonder if money spent on the QLC is appropriate. I think that 1 of the questions that needs to be asked is can the QLC activities be justified in light of these other demands for financial support?
- Not that I know of.
- Can't think of anyone.
- Early year students 1st and 2nd.
- Students on West Campus.
- Graduate students, fourth year students.
- International students require additional help when their first language is not English.
- No.
- First-year students need writing skills.
- Students can greatly benefit from technical writing workshops.
- International students.
- Undergraduates.

- I think everyone can benefit.
- Office of Equity, Diversity. - prospective students. - Every undergrad dept. on campus for writing and research assistance. - expand writing/reading software to every library (e.g. Inspiration).
- Undergrads, especially students brand new to university-level learning.
- Students and Faculty.

7) Are you able to identify an active role for the Queen's Learning Commons in providing support for any of the following types of projects?

Types of Projects	Response Percent	Response Count
Service learning (interdisciplinary academic work integrated with community service)	22.3%	21
Inquiry learning (using a variety of discovery methods, learning skills and technologies to pursue an academic question across disciplines)	45.7%	43
Any learning that involves students posing questions, answering them, and integrating the results with their class work	50.0%	47
Forums, conferences, publications and other opportunities for students to present the results of their own research work	33.0%	31
Blended learning supported by a variety of tools and techniques such as lectures, online tutorials, projects in the community etc.	45.7%	43
Other (please specify) *	16.0%	15
Answered question		94
Skipped question		42

Note: Respondents were able to select more than one answer option; percentages therefore do not sum to 100%.

* **Other** (15 responses):

- Supporting online learning development for broad-based learning topics.
- Helping students with the basics they did not learn in high school.
- I guess it all comes down to relationships with individual instructors -- it has to be mutual.
- Services provided are more important than the space itself.
- All of the above with a written product component.
- Question is unclear so I cannot answer it.
- Presentation skills.
- This sounds like you don't know what your services are good for, and given that the marketing isn't strong and I had to Google you to answer some questions, I'd go back to my previous answers about goals and what we need students to do while they're here and what they need to do when they graduate.

- To what extent do you work with the Centre for Teaching and Learning? I genuinely don't know -- but it would be helpful.
- Cannot generalize. Each student is an individual.
- Your job should be to look after the basic skills like writing and research skills/tools) and let the professors do the teaching of discipline specific knowledge and application.
- All of the above sound great!
- No.
- Sorry, I don't know exactly what this question is looking for.
- BASIC language and writing skills are the major priority.

8) Over the longer term, the Queen's Learning Commons may evolve both in terms of offering services in specific physical locations and also virtually, using current and new technologies. Much will depend on student needs, and costs. If our goal is to engage more students more effectively in enhancing their learning skills and sharing ideas, which one of the following options do you feel, based on your own experience, would be the best approach in times of financial constraints?

Answer Options	Response Percent	Response Count
Offering all services based in a central, accessible location (such as Stauffer)	16.8%	18
Offering some services centrally and some in satellite locations (such as the Health Sciences Library or the Teaching and Learning Centre)	18.7%	20
Offering services both in a central location and also accessible virtually from anywhere	57.9%	62
Offering all services virtually, with only a modest physical presence on campus	1.9%	2
Other (please specify) *	4.7%	5
Answered question		107
Skipped question		29

* **Other** (5 responses):

- Keep the Learning Centre as is, and increase (or enhance) virtual offerings.
- Central and satellite locations coupled with virtual services.
- Cannot generalize. Each student is an individual.
- Interfacing or partnering directly with actual classes at Queen's.
- On-line services could work for language skills - provided that students have an individual support person who can mark or critique their work.

9) In 20 words or so, how would you describe the Queen's Learning Commons to a student or friend who could benefit from these types of services?

N= 70 responses:

- A multi-service resource that can answer many of the questions you may not feel comfortable asking in class as well as provide one-to-one responses to your particular need.
- It is great and they help provide a good start and a road map for you to figure out the rest.
- One-stop research and writing help.
- The Queen's Learning Commons offer services that can strengthen students' research, study, and writing skills. It also hosts events that broaden and enrich learning.
- QLC offers various types of resources to help students understand and develop the critical analysis and research skills required for university-level work.
- I usually just say "You need to see Linda Williams". :-)
- It's a centre for helping students solve their academic difficulties and develop their skills in a variety of forums that are separate from their courses.
- A space on campus to access academic resources and learning support.
- The library isn't just a place where you get books or find a free table to study at: it has other services to help you study and do research. They'll help you figure out how to find and organize information, and how to organize your time and task.
- A place to go for research assistance and advice in recovering writing skills.
- Where you go to find help with class assignments and get oriented to resources available for research.
- A place where you can go to help you finish the task at hand, in style!
- A group of professionals with skills and experience able to help students with specific learning strategies challenges.
- Truthfully, I don't know enough about the services of QLC beyond writing help.
- A place where expert information literacy and writing services are offered.
- The Learning Commons provides services which will enhance your learning and your ability to communicate the results of your studies. The services will make you a better, more successful student.
- No idea.
- If you want to discuss issues concerning writing, technology, research or course specific keys to success, the Queen's Learning Commons is the place to go.

- QLC must make a stronger self-identification, it is not my role to define your objectives for you.
- Help line for student-centered learning.
- The QLC has services that could help you be a more effective researcher and scholar.
- I tell students the LC is a place where they can access practical information and support to function at their highest level of academic ability.
- An incredibly beautiful place to work in with a great social scene (but quieter upstairs) where you can talk to other students when you want to, and ask for help from friendly people about research, writing, study method and leave your broken computer to get fixed.
- Here is a place, a resource, with a team of individuals dedicated to helping you to harness your potential and succeed in your courses.
- The QLC is there to help students succeed in their learning. It offers assistance in a variety of areas... and they welcome students who need their help.
- I do not know enough about QLC.
- Research support.
- A great place to study with supports and advice right there.
- I describe it as "coaching." Every high performance athlete requires a coach to assist with training, motivation, debriefing after events, and the like.
- I recommend it as a place to try if students are having problems with study skills and time management.
- My suggestion to them would be "get to know these people, as my experience has been that without exception they will 'bend over backwards' to help you".
- One-stop shopping for library research and related support services.
- The place to go to receive help on writing a paper.
- I have limited knowledge of the entire Commons but appreciate the diversity of resources it provides to students. "Check out the amazing resources of the Queen's Learning Commons. Many students could benefit from this collaborative and supportive learning environment."
- One-stop shopping for academic resources and assistance.
- The QLC is there to help students no matter their strengths or limitations in the scholastic realm, all can benefit from the QLC.
- They are people who will help you! The biggest issue seems to be to get students to realize that it is okay to ask for help (more so than any specific problem).

- A place where you can go to get the help you need for academic difficulties, whatever they may be.
- Go there, there are some good help there for you. I have sent many students to the Writing center before.
- This is a place to have some one on one attention aimed at improving your ability to understand and communicate professionally.
- I don't know enough about it.
- I describe it to my students now as a place where trained people can help them learn how to learn, what is expected of them and why. I recommend the Writing Centre, Amanda in the library and Learning Strategies all the time!
- An umbrella/referral service that helps students succeed.
- For one of my graduate students about to start with the writing of a paper/thesis I would say the following: The Queen's Learning Commons is an initiative that is set up to help students learn in all aspects of their academic life. Please investigate what it has to offer to you and then report back to me as your supervisor.
- The Writing Centre at Queen's is amazing and there are other types of services too that could help you. (See? I've worked here for ten years and can't really say who/what you do).
- No, I have no idea about what you do, if anything.
- A library.
- I don't think that I know enough about it to describe it. I know most about the Inquiry conf.
- QLC offers workshops and one-to-one advice about strategies that can help you become a more successful student.
- It is a place to develop and enhance their learning, research, and writing skills.
- Boondoggle.
- A resource to help you learn how to learn and function academically.
- A place where you can learn to more efficiently utilize communication skills to teach/learn in classroom, group and independent settings.
- A place to develop the skills for learning that will help them be successful in all their courses at Queen's and as a lifelong learner.
- A technology-supported space with human advisors to enhance your learning.
- A valuable and student-friendly resource that undergraduates, particularly first-years, should absolutely look into.
- Do not know anything about it.

- I really don't know enough about it to describe it at all.
- Unaware of its existence.
- I wouldn't try, I know too little about it.
- QLC is a support service for students who wish to improve their learning skills to take their studies and results to a higher level.
- We on the West Campus have little contact with the Learning Commons and thus my description would be limited.
- QLC provided support to students to help them learn more efficiently and effectively.
- I don't actually know enough about it yet to do that--in fact this is the first time I have heard about it, so informing the faculty contingent is probably important. Also, don't forget that you have a west campus. I don't see any recognition of that in this survey.
- Don't know. My experience has been that waiting times are very long and that students cannot get the help when they need it for a course.
- I know too little.
- The Queen's Learning Commons has something for everyone and will help you to improve your academic habits in at least one way.
- A place for any Queen's student to go and learn skills to enhance school life and more importantly, life after school.
- Central Queen's resource to help you learn how to learn!
- It is a place where you can get coaching and guidance on learning skills, writing skills and research skills.

10) Would you recommend the Queen's Learning Commons to them?

Answer Options	Response Percent	Response Count
Yes	70.5%	74
No	1.9%	2
Depends	5.7%	6
Don't Know/Can't Say	21.9%	23
Comments *		61
Answered question		105
Skipped question		31

* **Comments on Why** (61 responses):

- I have not had enough experience with the program.
- See above.
- I can certainly sit down and talk to first year students about learning strategies but frequently they need more specialized help that I am able to provide.
- Because such assistance has proved in the past to be beneficial for my students
- I think every student can benefit from the services offered and events given in the LC.
- I haven't actually had any contact with the QLC, either direct or indirect or even by hearsay. But I have no reason to think it is not well staffed. In general, I think it helps students to have somewhere to go for help in a way that is disconnected from their specific courses, grades, etc. The relationship between student and adviser in QLC, I would like to believe, is personal and non-threatening.
- Students can benefit from the face to face academic support offered in the QLC - a one stop shop for academic and research help.
- Honestly I just haven't heard from students about how/whether these services are useful. I tend to assume they are, but you'll know better.
- Good for writing and literacy; research assistance.
- Great resources.
- Go and find out for yourself!
- It's an excellent resource that allows students to get tailored, specific help for their individual needs.
- Provides complementary and valuable services/skills that lecturers (me) cannot offer. For free!
- I know that it is staffed by caring, knowledgeable staff who want to help students succeed.
- Don't know what it is.
- Many times, questions you may have are common to many others and the Queen's Learning Commons is where the answers are waiting to be uncovered.
- Depends on the student needs. I have certainly sent students to the WC but there is a difficulty in that there does not appear to be a strong science-based perspective.
- Because they need the kind of help that is not possible to do in a classroom or tutorial and is impossible to do during office hours.
- I do because I feel the support is practical in improving academic performance and therefore reducing stress.
- It's easier to work when others are also studying.
- Many students need help with learning at a level beyond what their professor or TA has either time or ability to provide. Sometimes it is better for students to get help outside the classroom, particularly if they wish that help to remain anonymous.
- I don't know enough about it.
- It helps them to get focussed and develop their own potential.

- I have in the past, although I didn't know this is what it was called. I usually recommend it to students (particularly exchange students) who submit papers with many grammatical errors.
- It serves their needs.
- Usually for writing help. I don't have time to help more than a few students one-on-one with this.
- It includes all basic helps to write essays and exams, but I'll tell them all the services offered by QLC the QLC is rather abstract to new comers/staff/faculties.
- Because of access to partner services.
- If this commons can provide a bit of community and individual learning (small group at the minimum) for classes that are historically large (will also only get bigger) than I am all for it. I am concerned about our ability to staff such an effort though.
- I don't know enough about it.
- Help should be taken when it is offered to address a certain need. Not seeking help means a student should probably not be here.
- Especially for IT questions.
- I can and do recommend the writing centre. I don't know enough or hear enough word of mouth about the other programs to make a recommendation.
- Helps with learning skills.
- If it served its primary function as a library.
- I think they should be familiar with all of the support services on campus. This is one of them.
- I see a lot of students who need help -- not just with the particular course I'm teaching them but with general strategies.
- Primarily because of positive feedback I have received from my own students.
- Cannot generalize. Each student is an individual.
- On the availability of the basic help. I'm repeatedly told by students that it's too difficult to get help with their writing as there are not enough resources/people available to help them.
- I think it depends on the individual needs of the student/faculty.
- The focus is on LEARNING, on the process of learning. The staff are extremely competent and dedicated to students. Services are comprehensive, and intended for all students.
- I do at the beginning of term in 1st year, and then again as they trickle in to ask how they can improve their marks. I've never had a student who went to the Learning Commons and said it wasn't useful.
- Do not know anything about it.
- I don't know enough.
- I would have to find out more about what the QLC offers (this survey did this in part).
- Unaware of its existence.
- Don't know enough.
- I haven't heard of any successes...e.g., before and afters?

- Assistance beyond what I am able to offer.
- Mostly for help in writing.
- No real experience with the Learning Commons.
- It could potentially benefit the average and struggling students to learn more effectively.
- Faculty do not have time to do remedial language and writing training.
- I think money for supporting students should go to the departments to hire more TAs.
- I've seen effective results for students who've been referred in the past.
- I have done only two workshops with the Queen's Learning Commons (one for an exam and one for how to improve my grades). Both workshops showed me new tips to improve my marks and they really worked.
- Centrally located and easily accessible for anyone. Good people who can teach skills that students need to be successful.

QLC in the Future:

Below is a description of what the Queen's Learning Commons might be in the future:

The Queen's Learning Commons enriches the range of learning experiences at Queen's, complementing formal academic programs and accommodating different learning styles. It provides an enriched learning environment, both physical and virtual, where students can develop, share and challenge knowledge. Some seek to strengthen specific skills; others use the QLC to learn the way they learn best, enhance their range of learning approaches or share their learning with peers.

As students pursue learning experiences across disciplines, they are supported by peer-to-peer interaction, consultations with professionals, and options for mentoring between post-graduate and undergraduate students. The Learning Commons offers an inclusive community and "place" for them to practise research skills, apply different learning strategies, develop writing proficiency and make effective use of technology.

11) From your own experience, is this an accurate description of the Learning Commons as it is today?

N= 74 responses:

- The description does not make clear for me what the QULC actually is, although from the last sentence I think I understand that is a set of services to assist students with their academic work?

- Yes.
- Yes.
- Yes, apart from the phrase "options for mentoring between post-graduate and undergraduate students" -- I'm not aware of these options.
- The description suggests that such experiences are easily accessible whereas my students have often complained of having to wait a long time for appointments to see those who can help them.
- I have not had enough experience MYSELF with QLC. My experience with QLC is via my students.
- I hope so, but I can't really say.
- I believe that this is an accurate description, although the QLC could further pursue the notion of peer-to-peer collaboration and mentoring, and the opportunity for learning experiences outside of the classroom.
- I think so -- not familiar with all the services.
- This sounds quite intellectually ambitious. I'm all for that, but I wonder if the interest is there on the part of students/faculty, or how it could be cultivated. I suspect it's hard to generate energy outside course requirements. It might be more plausible if you had partners in the units. For example, the Strathy Language Unit has ugrad volunteers collecting examples of Canadian spoken English. George Bevan in Classics takes students out to photograph tombstones that appear to be blank, & with computers renders them legible. Could the QLC bring together a range of projects & in a sense place students as volunteers -- ? I imagine that student volunteers in research could be attractive to quite a number of faculty members & would fit the general Queen's style -- it might seem exploitative but students do volunteer work elsewhere, why not here? Anyway, it strikes me that the QLC isn't integrated enough yet in specific research & teaching environments to get past the 'remedial' role.
- Yes
- Far too breezy a description for my liking. Cut and trim, focus and tighten. Take whoever wrote that to the Writing Centre!
- Yes
- Yes
- I think enhancements can and should be made to the virtual environment, while recognizing and preserving the advantages offered by the physical environment. Also, more undergraduate - postgraduate mentoring could be introduced; peer to peer mentoring is well established.
- Looks okay, but I'm not completely qualified to judge in detail.
- ?

- Yes, this is accurate and hopefully opens the doors to creative and innovative uses in the future as needs arise.
- No- indeed, it appears that you are not conducting this survey to get input- you have already decided!
- Don't know. Have never been introduced to the LC before.
- I do not know because I have not seen students using the services.
- This is a more detailed description that I could provide - obviously! I'll be pleased to describe LC in this way to students in the future.
- I wasn't sure about the first paragraph.... I tend to send students here for an array of workshops and support resources.
- Yes
- I am not completely familiar with all of the services the QLC offers, so I am unable to say if this description is accurate. However, the description is broad and appears to be written in a manner that would welcome students.
- I have no idea. However, it is a waste of time and money to provide services that lack an established base of science based evidence.
- It has started down that road but it is still not there.
- Yes.
- I have had no previous experience with it.
- Yes.
- I don't know.
- Mostly. Some of the jargon may be a bit daunting to the uninitiated- e.g. talk of learning styles and mentoring.
- Yes.
- I know it as the writing centre only. I was unaware of all the other things that it did.
- Yes.
- Yes.
- Yes.
- I generally only send students to the writing centre and then to get help learning how to use the library. I can't speak to the other items listed here.
- As far as I know.

- I have no experience there, but I like the basic idea presented here... again, I will stress that the physical presence and interaction is what we are missing in the first two years of our programs so this must be emphasized... there is a time and place for online adjunctive teaching but this must compliment the interactional peer-to-peer efforts, not the other way around!
- I don't know enough about it.
- Yes.
- I can't tell since I have not had any experience with the QLC prior to this survey.
- Not practice, but "develop" research skills.
- N/A
- Can't say since I have had no experience with them.
- Yes.
- I don't know.
- I don't know. I know that the Inquiry conf provides interdisciplinary experience.
- I don't feel I have enough first-hand knowledge of QLC to answer.
- It's so general, it could be a description of the University as a whole.
- I don't have a comprehensive knowledge of all that the Learning Commons does today - just the services that make me recommend it to students - writing center and learning strategies. These are both included in this description so it seems accurate.
- No.
- Yes in ideal but falls short in practice.
- Yes - much better than my description.
- These are the values that shape the Learning Commons today, but it is not yet fully enacted.
- Yes.
- Yes, the sessions that I have attended have always stimulated new classroom techniques and approaches to the development of a course.
- I'm not entirely sure, to be honest. I've sent students to the LC, and shown them the website, but not had enough feedback to know if the above is entirely accurate.
- I do not know anything about it.
- Can't say.
- Don't know.

- My description is better.
- Unsure.
- Can't say, but it reads like BS. A list of concrete services available would be more helpful.
- Unable to answer.
- I don't know.
- No.
- Do not know.
- Yes.
- Yes.
- Mostly, needs more virtual learning environment.
- Yes.
- Yes!

12) Other comments on this description of QLC?

N= 35 responses:

- Accessible, located in a nice location in Stauffer Library.
- I like it very much.
- No.
- Is there a way of saying that it's non-threatening and that nothing from QLC will appear on their transcript? In my experience, students are defensive about their writing skills; they're (needlessly) ashamed to admit they have a problem, and so they tend to deny and procrastinate.
- I believe that the notion of physical space is critical to the QLC -- virtual programs can be very effective, but they must complement the central location. Students should feel there is an actual, physical place to go. In some cases, there is no substitute for face to face interaction, and the QLC should maintain their identity as a 'place to go'.
- It would take a lot of work to get there? But could certainly be cool. BTW, I think the CTL has the same problem: it is somehow not integrated into actual faculty practice in a widespread way. Teaming up with the CTL won't get you your connections -- that would have to be done directly. But do you see the QLC as the counterpart to the CTL? What are the advantages and disadvantages of seeing it that way? Do you share challenges?
- No food and drinks, ban them entirely, what a disgrace in a LIBRARY!

- I don't see how the QLC offers a learning environment that is different from other library space. There are no private rooms for discussion (group learning), and I don't understand "apply different learning strategies". What makes the QLC special for that, in a way that the rest of the library system does not?
- QLC has a great potential to thrive in all circumstances.
- I am totally opposed to the Library being open 24 hours a day during the exam period. What are we telling students about what we expect of them? This is so unhealthy in all ways.
- I like it.
- I assume you are focusing only on undergraduate given the nature of the questions. I would answer them differently if the focus was on graduate students.
- Worth every penny.
- Most of the people I have encountered in this field have highly developed "people skills" and will go to extraordinary lengths to help you.
- It seems like it has a very broad reach. I wouldn't want to lose the specific focus on basic skill development. Highest priority: writing. Getting them to think about, create and challenge knowledge we should hope to do in our own classrooms.
- Too long. Something more catchy and to the point might be useful in addition to this longer description.
- Continue to expand!
- No.
- Sounds very good. My concern is that students work in courses and departments, and tend to ignore such "external" opportunities. Some way has to be found to integrate QLC activities with courses and departments, so that students see it as part of their academic life, not as an add-on or as a place to go if you are struggling.
- I describe it as 'academic support'.
- You might want to think about how to do a better job at advertising since I would be surprised if more than a handful of people in my department have made use of your services.
- The Writing Centre needs to improve its APA guide.
- None, except that I think students should be integrated with students from other disciplines across campus and experiences in the community.
- If it is aimed at students, then it needs to be more specific. "Learning strategies" doesn't mean much to a student who needs help.
- The Learning Commons must have the resources required to become this necessary and desirable place.

- It looks fine.
- Sounds great, but the description still leaves me wondering what exactly some of the specifics are e.g. what does "enhance(ing) their range of learning approaches" mean? I don't know if students would understand the meaning of this.
- Be succinct. If you used the above in a radio or TV ad, people would get turned off....too verbose. What you want is to engage student's emotions so they will visit your site...and the best way to do that is to use quotes from successful users/clients. Ask them what is the QLC.
- I think the role is unclear and we need a more specialized and focused support services centre on campus. The priority should be on basic skills - reading and writing.
- Very "correctly" and carefully worded, which is probably a good thing, although the focus on being welcoming (unthreatening?) and student-centred seems to detract from any notion of guidance, instruction or expert advising. In my opinion it makes it seem like a place where students share, interact and feel supported, but not where they can actually get any help from others with more experience.
- I think the QLC needs to market itself more effectively, as many students are unaware of what it is, except for certain parts of it (e.g., the Writing Centre).
- Glad to see the word "inclusive".

13) Other suggestions and comments for consideration ...

N= 37 responses:

- I don't know much about the QLC and have never spoken to a student that has used this facility.
- One of the biggest problems I encounter at Queen's is the fact that it is so difficult to find out what other people are doing. I have been teaching first year physics at Queen's for 7 years and it was only this year that I heard about some of the services that QLC provides. Consequently, I started to send students over. However, I heard about what QLC was doing through my wife who started working at the counselling center. So, do not assume just because you have a web page that professors know what you are doing. Despite the fact that there is much more information on the internet there is an urgent need to make one-on-one (NOT VIRTUAL) contact with professors and tell them what you offer. DO NOT ASSUME JUST BECAUSE IT IS ON THE WEB THAT THEY KNOW. Also, I had a discussion about having Linda Williams come to my class to deliver tailored information on learning strategies. However, there was a cost and that was a disincentive. Many first year instructors see the need for a life-skills course that would run concurrently with their other courses. At some point I think we will have to look at this because first year instructors are spending a lot of time dealing with learning issues that should be dealt with by a professional who is trained. It would be so much better if I knew ALL of my students were getting information on learning strategies rather than the few that I send over to QLC because they are having serious problems.

- Inform faculty members and other instructors on a regular basis of what is available and when it is available for their students.
- I think marketing will be a critical consideration for the future of the QLC. Everyone on campus - faculty, students, staff - should be aware of the services provided. I think many students and faculty are unaware of what the QLC is or does.
- From a posting about Fundamental Academic Literacy to the Academic Planning Blog: http://www.queensu.ca/sapftf/?page_id=96 I agree strongly with the comments on writing above, and there are some programs at the Learning Commons that have been helpful to our master's students in Urban and Regional Planning. But while writing may be the most important component, perhaps the Fundamental Academic Literacy should also include some basic numeracy, too.

The graduate program directors in public policy, urban & regional planning, industrial relations and public administration have been discussing the need for assistance for many students prior to taking our required quantitative techniques courses. Our grad programs attract first-class undergraduate students from across Canada, but we note that many of these Dean's List students have not taken a math course since Grade 10 or 11. It is now possible to complete a good undergraduate program, including Queen's, without taking any quantitative techniques or math courses. These otherwise brilliant undergraduates then sometimes have difficulty with the introductory quantitative research methods courses in our grad programs, which are pitched at the descriptive statistics level similar to second year undergraduate courses.

It appears that our universities did not want to privilege quantitative techniques in undergrad curricula, and the statistics / quantitative requirements in many social science and humanities programs seem to have disappeared. If there are research methods requirements remaining, many undergraduate departments have allowed students the choice of qualitative or quantitative techniques, and many students only take qualitative methods. I suppose that we could simply screen most of those students out, like medicine does, but our graduate schools do not want to exclude smart social science and humanities students from our programs, which have provided excellent career opportunities for them in the past.

But our graduate schools cannot afford to teach high school and second year math any more than the Law School can devote faculty to teaching high-school English and undergraduate composition. So we wish there were resources at the Learning Commons (or elsewhere at the university) to assist students to brush up on their high-school math and get a basic grounding in quantitative techniques.

These need not be traditional undergraduate courses – some on-line sources like the PBS video on demand series or the Khan Academy <http://www.khanacademy.org/> show some promise at the introductory and remedial levels. As a start, we could adapt or develop some on-line diagnostic quizzes connected to Internet course modules that would allow students to renew and improve their numeracy skills.

Otherwise, inquiry, investigation, problem-solving, and critical thinking for many students may be confined to disciplines that rely solely on texts. Writing is important, but not the only learning skill that needs reinforcing at Queen's. Could we please devote 5% of the resources we expend in programs like the Learning Commons to numeracy?

- Why is the coffee served at the foyer so expensive? Subsidize it and have more "social spaces" around the serving booth.
- From my perspective, the full range of services and the intention of the QLC as described previously is not well promoted or differentiated with respect to other normal library services.
- On-line ability to pose questions that get answered by peers or faculty.
- Always respect the needs of those around you and you will be fine.
- I think faculty need help. Teaching is changing in several ways: (1) larger class sizes; (2) use of technology... I don't mean the professors ... I mean students using laptops, iphones, blackberries, internet, Facebook in class; (3) newer generations of students who may feel they can multi-task (use internet while lecture is ongoing. Faculty need to find new ways to keep students' attention, inspire learning, and succeed at teaching. Increasingly, a problem I see is that faculty are struggling to reach the students. I cannot count the number of students who have come to my office and have no clue how to take notes...because they were in their seats, on the internet, and only occasionally minimized the screen or toggled back to the Word file where they jotted down a "hint for the exam" ...they have minimal lecture notes (or none). They struggle with the material, don't know how to take notes, or how to organize lecture and reading materials. They seem distracted, confused, then stressed. Meanwhile, the professors are jumping up and down trying to be entertaining, incorporating Moodle, Power point, clickers and an array of electronic tools in the hopes of catching the attention of students. Both sides need your help.
- Thank you!
- The idea that science students do not need instruction in writing and thinking are just plain wrong. Science courses do not provide a broad base of instruction in how to write and think. Much of what is written by scientists is unreadable even by other scientists.
- Keep up the good work!
- Branding to gain funding? Not our first choice, of course, but if we can find an acceptable sponsor, the money would be helpful.
- More open houses to increase awareness. I visited during last year's Open Doors initiative and was very impressed.
- Will relaxation or fun activities be beneficial to all?
- I will only stress again that we need to have a base of physical, one-to-one learning and engagement for our students... do not get caught taking the easy route of online push of content or learning... from these previous descriptions I believe there is some optimism here.
- We have Mike White from the Library make regular visits to our department and few students take advantage of him. I would hope that one day in the future this would improve since the services offered are extremely valuable.

- Better integrate online tutorials and resources between the 5 agencies.
- I want the science students to get into the habit of writing 250 words/week. It's like mental exercise; but it clarifies and enhances their ability to think clearly. I'm not sure about its effect on communication.
- Look at <http://www.khanacademy.org/>
- I hated having to choose only one, or two priorities for the Commons in earlier questions. To be effective, a whole suite of services must be provided, even though some will of course be used by more students than will others.
- Online help for studying and note taking. My students often find sites in other universities through googling "studying for multiple choice tests" and so on; it would be useful to be able to give them a direct link for the Queen's version.
- I should know more about the Learning Commons, and will endeavour to learn more soon.
- I think the QLC needs to inform professors of the services they offer so that professors can make sure that students are aware of the types of help they can get. Maybe the QLC should have a Power Point slide (or two) that instructors can include in their lectures for the start of term to remind students what the QLC offers...
- The QLC has the potential to really help students have a more satisfying experience at Queen's. So what are your successes...what are you great at, what's your niche??!! I'd be interested in seeing what you track and measure in terms of successes (i.e., "what gets measured gets done"). In other words, how many students have used QLC? What impact has it had on them?
- Need greater presence on West Campus.
- To encourage departments across campus to make students more aware of QLC's services.
- There are not sufficient resources to meet the needs. We need to find other ways to expand the services so that students can get help when they need it with a course where they are struggling.
- This survey was not well formulated. Many questions were written convoluted way and it took some effort to figure out what you were looking for.
- Please see my earlier comments. Although I knew about some of these offerings separately. e.g. the writing centre, I had no idea that there was a learning commons.
- Better use of space for technology/computers. Need newer technology to allow "virtual" teaching and skill learning. Library Services for Disabled Students? Where is that?
- More visibility, more promotion,(Still so many students don't get it, 5 years later) and more collaboration between partners, a better website, like Guelph's.
- Students are seeking and demanding more online learning opportunities. While some students prefer one-to-one service, the QLC may reach a greater number of students

should it start offering some of its services in an interactive, online fashion. Even having a chat feature "ask your librarian" may be a good start.

14) To help us classify the data, which of the following areas of academic study and/or administration would best describe your focus?

Answer Options	Response Percent	Response Count
Humanities	27.7%	28
Social Science	21.8%	22
Science	10.9%	11
Health Sciences	11.9%	12
School of Business	5.9%	6
Engineering & Applied Science	10.9%	11
Law	1.0%	1
Education	6.9%	7
Administration	4.0%	4
Writing Centre	2.0%	2
Library	7.9%	8
ITServices	0.0%	0
Learning Strategies Development	4.0%	4
Adaptive Technology Centre	1.0%	1
Other (please specify) *	8.9%	9
Answered question		101
Skipped question		35

Note: Percentages do not sum to 100% since a number of respondents selected more than one answer option.

*** Other** (9 responses):

- Math.
- SURP - graduate professional school with a research emphasis.
- Creative writing.
- HCDS.
- Student Services.
- Health counselling and disability services/student health
- Counselling.
- CDS.
- Computing.