



The Learning Centre: Supporting student success

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The Learning Centre (TLC) at USQ offers students online and face-to-face access to academic learning services. Our learning assistance, including individual consultations, workshops and online resources, provides transitional and developmental advice and guidance on academic language topics such as understanding assignment tasks, study strategies, academic writing, effective reading techniques, and referencing. Our maths guidance supports student in solving equations, algebra, calculus, and statistics.

Significantly, students have access to discipline-specific Learning Advisors (Academic Language Advisors and Maths Advisors) for personalised academic support. Our staff are qualified academics who have extensive experience in student support, teaching, and academic skills development. They work in close collaboration with course lecturers, educational designers, liaison librarians and other USQ staff to ensure that students achieve quality learning outcomes.

The impact of Learning Advising Programs (LAPs)

A recent study of USQ's co-curricular learning programs (Kek et al., 2016) has found modest yet impactful correlations between student engagement with LAPs and student success outcomes.

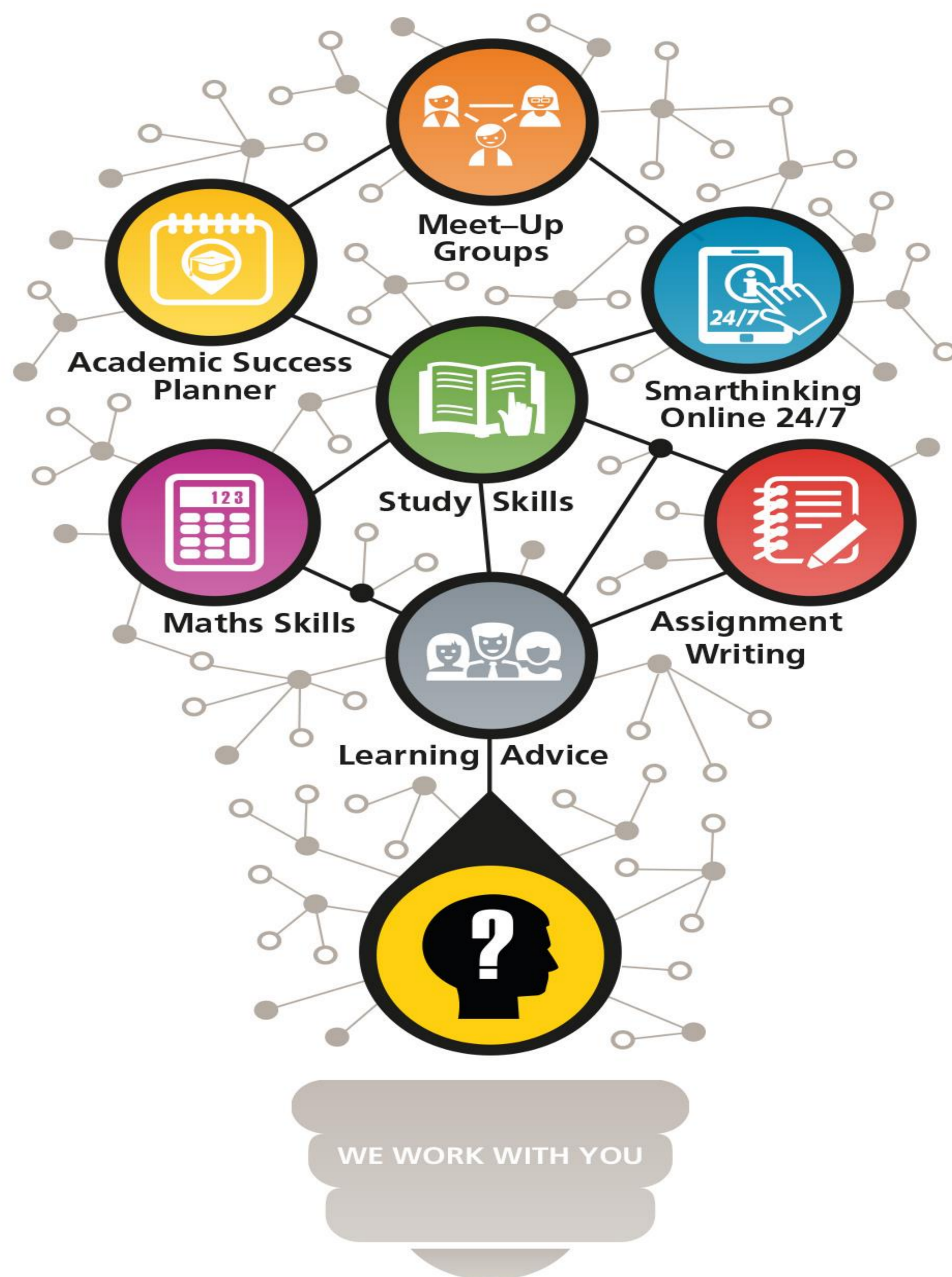
Notably, the study highlighted five statistically significant predictors of academic achievement (study load, gender, residency status, mode of study, and time spent obtaining advice on writing and academic learning and language). The biggest unique contributor from the LAP to predict student progression was the time students spent improving academic skills via support networks.

Students who engaged with LAPs reported both cognitive and affective successes. First-generation students reported a greater sense of control, self-efficacy and overcame a perceived lack of cultural and social capital (Arendale, 2010; Bourdieu & Passron, 2000) after using our services:

- **Learning advisor consultations “made me believe in me at the time”** - Student C: medium GPA, online and on-campus mode.
- **“I can now hit an assignment without anxiety... I think especially for an external [student] it's like a lifeline”** - Student E: high GPA, off-campus mode.

References:

Arendale, D. R. (2010). *Access at the crossroads: Learning assistance in higher education*. San Francisco: Jossey-Bass, Wiley.
Bourdieu, P., & Passron, J.-C. (2000). *Reproduction in education, society and culture* (2 ed.). London: Sage Publication.
Kek, M.Y.C.A., Padro, F., Kimmins, L., Frederiks, A., & Ayriss, P. (2016). *Exploring the contributions of co-curricular learning programs on student success: The case with a learning advising program*. Publication Forthcoming.



Conclusion

LAPs have been empirically shown to contribute to student 'success' through opportunities for academic development and personal growth. But this success is a shared responsibility between administrators, academics, professional staff, and the students themselves.

TLC builds upon a holistic and integrated service model to improve student outcomes through quality learning support initiatives and strong collaborative networks.. This support applies to both staff and students. Together, we can work to maximise student success at USQ and beyond.

Please get in touch with us!