



Project Management Proposal

April 2013

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Executive Summary

This document serves as an overall analysis of key components for a project management initiative for the Conestoga College Learning Commons. “The Executives” public relations team has conducted the research in the document. The team is comprised of the following members: Nayyarah Arshad, Samantha Clark, Kayleigh Klajnscek, Manny Ojigbo, Rebecca Rivers, and Alex Rodgers. Project sponsors Steve Howell and Bonnie Lipton-Bos provided relevant information and documentation pertaining to the project.



Initiation

Formative Research

SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Organizes outreach events: <ul style="list-style-type: none"> ○ To engage students ○ Raise awareness of services • Communicates and partners with students, faculty, and service areas to reach the shared goal of student success • Provides support services to students for developing and enhancing: <ul style="list-style-type: none"> ○ Time management ○ Textbook reading ○ Memory ○ Test preparation strategies • Cancellation of tutoring fees by Sept. 2013 • Supports graduate employability 	<ul style="list-style-type: none"> • Services offered misrepresented as those supporting students with disabilities and/or significant academic challenges • Learning Skills Service experienced: <ul style="list-style-type: none"> ○ 90% increase in no shows ○ 39% increase in cancellations • Writing Service experienced: <ul style="list-style-type: none"> ○ 34% increase in no shows ○ 59% increase in cancellations • At peak times during a semester, students waited close to 2 weeks (on average) for appointment in both services
Opportunities	Threats
<ul style="list-style-type: none"> • Collaboration between faculty and student services • Assume more central role rather than a marginal one in Conestoga's organizational structure through collaboration • Student enrolment increased by 60% in past 6 years • Opportunity to attract more users to the Learning Commons due to rise in: <ul style="list-style-type: none"> ○ ESL students ○ International students ○ Students with disabilities ○ Mature students • Expand academic support programs by maximizing student leadership opportunities • Promote the Virtual Learning Commons 	<ul style="list-style-type: none"> • Can't passively wait and hope that students will seek out services on their own, must reach out • Short term ministry funding to support the staffing growth needs related to this rapid expansion and increased demand for service • The LC can't reach full potential to positively impact student success until adequately staffed

Audience Analysis: Current and Potential Audiences

The following is an analysis of the major audiences for the Learning Commons, including limiters, enablers, customers, and producers.

Limiters

Other academic aid and tutor options, faculty, and students can all be considered limiters to the Learning Commons.

Alternative academic and tutor options are a threat to the growth of the Learning Commons client base. These could include external virtual services (i.e. Notesolution) and students who offer their tutoring services freelance.

Conestoga College faculty can be both a limiter and an enabler. If the faculty doesn't fully understand the missions and values behind the Learning Commons, they may not recommend this service to students or may misrepresent the services offered by the Learning Commons.

Students can also be both a limiter and an enabler. Peer pressure is a strong influence on young people. If students have had bad experiences with the Learning Commons they may tell their friends. These friends, in turn, may not use its services.

Enablers

Faculty, the Learning Commons staff, and students are enablers for the Learning Commons.

As mentioned, faculty has the capability of being a solid enabler. According to the February 2013 Learning Commons status report provided by Bonnie Lipton-Bos, 23 percent of students who used math services stated that faculty referred them to the Learning Commons.

Learning Commons staff are also enablers. Forty-seven percent of students who used math services stated that the in-class presentation from the Math Services Coordinator and Math Consultant referred them to the service (Lipton-Bos, 2013).

The third influential enabling public are the students. Students may be influenced by one another, so they may be more inclined to use the Learning Commons services through friends' recommendations.

Customers

There are noticeable demographics among the Learning Commons customers. This includes: the majority of students who use the services, the schools that use services, and the most popular services.

Fifty-one percent of the Learning Commons service users self-identified as First Generation. The majority of these First Generation students used math, writing, and peer services. Many English as Second Language (ESL) students also used writing services (Lipton-Bos, 2013). Twenty-four percent of the Learning Commons users were ESL, 7 percent were international, and 18 percent had a registered disability (Lipton-Bos, 2013).

The vast majority of students using Learning Commons services were in Health & Community schools (42 percent), Business schools (28 percent), and Engineering (20 percent) (Lipton-Bos, 2013). Engineering student's use of the Learning Commons services were only significant in math and peer tutoring.

In terms of the Learning Commons service use demographics, 71 percent of students who accessed writing services identified as ESL and/or International students (Lipton-Bos, 2013). Also, 27 percent of students who accessed appointments identified as having a registered disability. The majority of students access the Learning Commons services for math help and skills development.

Potential/Future

Based on the current client demographics and information provided by Bonnie Lipton-Bos, there are two key goals with future audiences: maintain current client base, and increase client base with a focus in several specific areas.

The Learning Commons wishes to increase the response from male students, technical and engineering students, trades and apprentice students, and from faculty across all schools. Faculty can have a strong influence on students' decisions to use the Learning Commons. However, any recruiting initiative cannot impede or alienate the current client base.

Producers

The producers for the Learning Commons are Conestoga College and the Learning Commons Staff.

Conestoga College provides the Learning Commons with the means to function and provide services to students. Without the support of Conestoga College, the Learning Commons would not exist.

The Learning Commons staff produce the services the Learning Commons provides. These staff include nine full-time permanent staff: Math Coordinator, Math Consultant, Writing Coordinator, Writing Consultant, Learning Skills Coordinator, two Learning Skills Advisors, Peer Services Coordinator, and Peer Services Consultant, and three contract staff: Math Consultant, Math Technician, a second Writing Consultant (Lipton-Bos, 2013).

Stakeholder Analysis

The following is an analysis of the major audiences for the Learning Commons, including: unaware, resistant, neutral, supportive, and leading. Many stakeholders are in multiple categories because they may have subgroups that are divided in their current stance in opinion, or may fall into different categories based on the project phase.

Identify Stakeholders

The Learning Commons stakeholders are: project sponsors (Bonnie Lipton-Bos, Steve Howell, and the Learning Commons), targeted audiences (faculty and students), Conestoga College staff, and project team members.

Leading

The leading stakeholders are the project sponsors and the project team members. These stakeholders have a vested interest in the project's success.

Bonnie Lipton-Bos is the initiating project sponsor. Lipton-Bos initiated the project with Steve Howell, the project team members' sponsor.

The Learning Commons staff members are also key leading stakeholders. They produce the services the Learning Commons provides, and have a vested interest in the Learning Commons' increased clientele. These stakeholders are most likely to be leading during the overall project.

The project team members are Manny Ojigbo, Rebecca Rivers, Nayyarah Arshad, Alex Rodgers, Samantha Clark, and Kayleigh Klajnscek. These team members have a vested interest in the success of the project, as the outcome will weigh on their overall numerical grade and reputation in project management.

Supportive

The Learning Commons supportive stakeholders are the project sponsors, students, faculty, and staff.

While there may be some resistance from groups within these stakeholders, there is also support. Faculty and staff want students at Conestoga College to be as successful as possible. Even though there may be some resistant faculty and staff during the project, they will overall be supportive of growing the Learning Commons. They will most likely be supportive during the execution, monitoring and controlling, and closing phases.

The students can be considered a supportive audience, and are of extremely high importance. The students are the main target of the project execution, and need to be monitored closely in order to encourage them to remain supportive.

The project sponsors, while they are leading stakeholders, are also very supportive of the project. They will remain supportive for the duration of the project.

Neutral

The neutral stakeholders are the students and staff who are unaffected by the Learning Commons. These stakeholders do not necessarily care, and are not affected by the Learning Commons' success or failure. These are students who firmly believe they do not need or will be benefited by the Learning Commons services, as well as staff who have no involvement with the services. For example, security staff will most likely not recommend the Learning Commons services to students. These stakeholders could affect the success of the project if their opinions change and should therefore be monitored.

Unaware

The unaware stakeholders are students, faculty, and staff. Many of these stakeholders don't know about the Learning Commons services or the vision behind those services. These stakeholders will most likely be neutral during the initiation and planning phase, before the project tactics have been executed. These stakeholders could be beneficial to the project, and should not be ignored.

Resistant

Resistant stakeholders include the Learning Commons staff members, Conestoga College faculty, and students.

Due to circumstances within the Learning Commons, staff may be resistant to the project or phases within the project. Primary research during the planning phase relies heavily on the Learning Commons staff cooperation and response. Due to lack of time or other impediments, staff may not be as able to cooperate. So far, staff interaction has been difficult and minimal. These staff will most likely be resistant during the planning and execution phase.

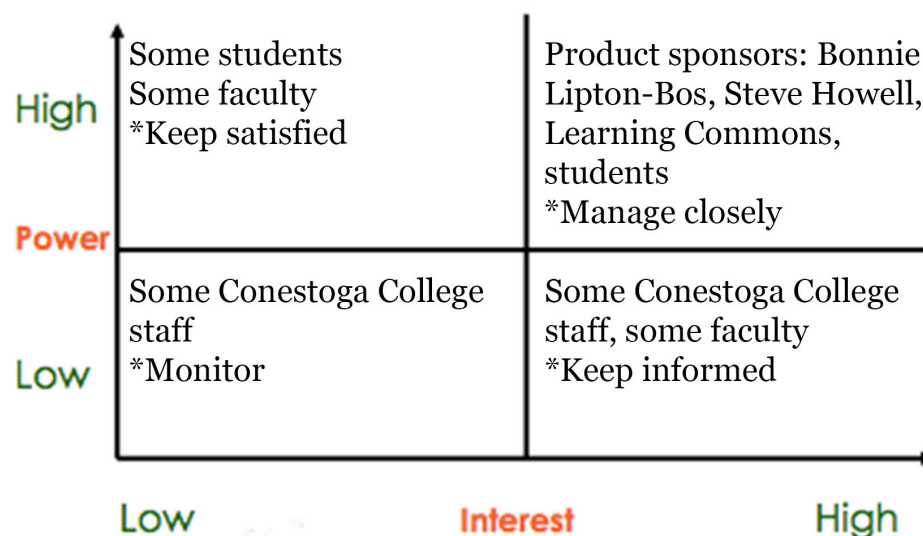
Faculty at Conestoga College may not fully understand, or agree with the Learning Commons services for students. Faculty may intentionally not recommend the services if they don't believe those services will benefit their students.

Students are the final resistant stakeholders. As per Lipton-Bos' concern, many have the view that the Learning Commons is only for someone who "needs help" or is failing academically. As such, students may choose not to access the Learning Commons if they are not in a state of academic catastrophe. These faculty members are most likely to be resistant during the initiation and planning phase, before they understand the initiative being undertaken for the project.

Stakeholder Register

Name	Position	Int/Ext	Role	Contact
Steve Howell	Project Management Instructor	Int	Sponsor	showell@conestogac.on.ca
Bonnie Lipton-Bos	Learning Commons Manager	Int	Sponsor	blipton-bos@conestogac.on.ca
Nayyarah Arshad	Cost and Procurement Manager	Int	Team Member	nayyarah89@gmail.com
Samantha Clark	Quality Manager	Int	Team member	sclark-cc@conestogac.on.ca
Kayleigh Klajnscek	Time and HR Manager	Int	Team member	kklajnscek-cc@conestogac.on.ca
Manny Ojigbo	Integration Manager, Project Manager	Int	Team member	marhoojigbo@yahoo.com
Rebecca Rivers	Scope and Communications Manager	Int	Team member	rebeccagrivers@gmail.com
Alex Rodgers	Risk and Stakeholder Manager	Int	Team member	arroddgers-cc@conestogac.on.ca

Stakeholder Analysis



Formative Research Risks

The following is an analysis of the potential risks during formative research phase. Risks are broken down for primary and secondary research.

Primary

	Risk	Solution
Survey	High potential for skewed survey results (all respondents from one or just a few programs), miscommunication with questions.	Evaluate survey results halfway through. If all respondents are from just a few programs or there are issues with questions, re-administer survey and attempt to gain cooperation and aid of other program heads – this will skew results, but at least we will have a better understanding of the target audience.
Drop-ins and Appointments	We must ask permission, be treated differently because we are sitting in with the purpose of experiencing sessions as a student would.	Ask Learning Commons staff that, for effective research, we would like to be treated like any other student so we can have full understanding of the LC process.

Secondary

	Risk	Solution
SWOT Analysis, Competitive Analysis, Audience Analysis	“Threats” in SWOT, competitive analysis, and “Limiters” in audience analysis have the risk of overlapping.	Quality Manager (and other team members) should review during editing process to make sure there isn’t too much overlap, and all points are on the same page. If needed, other team members doing audience analysis and SWOT can contribute to editing this part.
Timing	Very short timeline for research to be completed. Only five days.	All team members have been given very specific duties for research. Team members should be able to complete their specific portion for Monday.
Content	Not cohesive content because of each task being done individually.	Quality Manager (and other team members help) ensure that everything flows smoothly.

Competitive Analysis

This research observes competing colleges and universities in the area and compares what ways they are implementing their own “Learning Commons” services and resources. Specifically, it looks at how they differ from the Conestoga Learning Commons.

University of Guelph

<http://www.learningcommons.uoguelph.ca>

The University of Guelph offers a Data Resource Centre, IT help, learning services, research and information literacy, writing services, and Supported Learning Groups programs (www.uoguelph.ca).

Wilfred Laurier University

http://www.wlu.ca/documents/48529/WLU_CLC_Report_Final_Dec_15_2010.pdf

Wilfred Laurier University, located in Waterloo, offers “The Study Skills and S.I. Centre which offers individual assistance and assessments, academic skills webinars and resources on time management and exam strategies, Supplemental Instruction (S.I.), drop-in centres for Chemistry and Music Theory and athletic academic success mentoring (www.wlu.ca).

Humber College

<http://www.humber.ca/campusdevelopment/learning-resource-commons>

Humber College has two campuses in Toronto, and one in Orangeville. They offer a Learning Resource Commons (LRC). They offer peer tutoring (\$10 for 8 hours), learning skills workshops, learning support centres, and counseling.

Mohawk College

<http://brain.mohawkcollege.ca/Assets/Library/Library+Strategic+Plan.pdf>

Hamilton's Mohawk College only has their library, named "The Brain." They offer services in peer tutoring, a math learning centre, school of health sciences learning resource centre, and a writing centre. These all include workshops and online consultations (www.mohawkcollege.ca).

Fanshawe College

Jumpstart program: <http://www.fanshawec.ca/services/student-services/student-support/learning-centre/jumpstart-programs>

Return to Learning (R2L) program: <http://www.fanshawec.ca/services/student-services/student-support/learning-centre/jumpstart-workshops/returning-learning>

London's Fanshawe College offers two programs to their students. The first, the Jumpstart Program, are free services in math, English, and study skills. These are offered as soon as a prospective student is accepted and enrolls, but before the semester begins (www.fanshawec.ca).

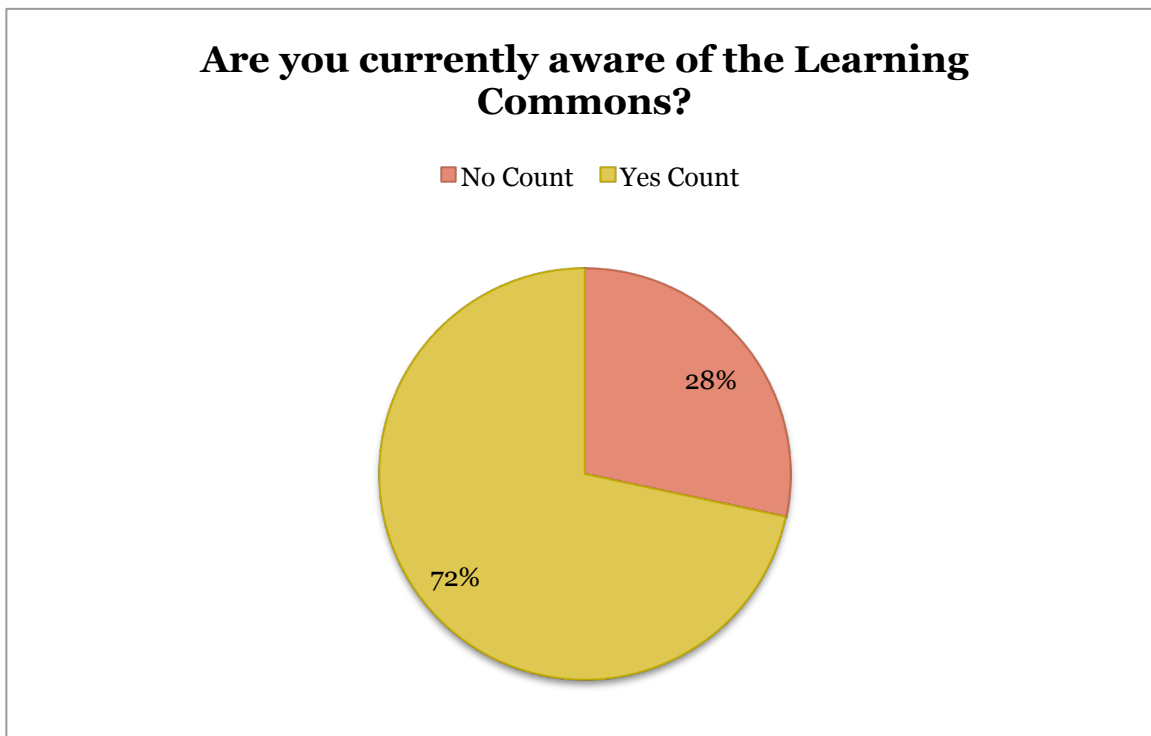
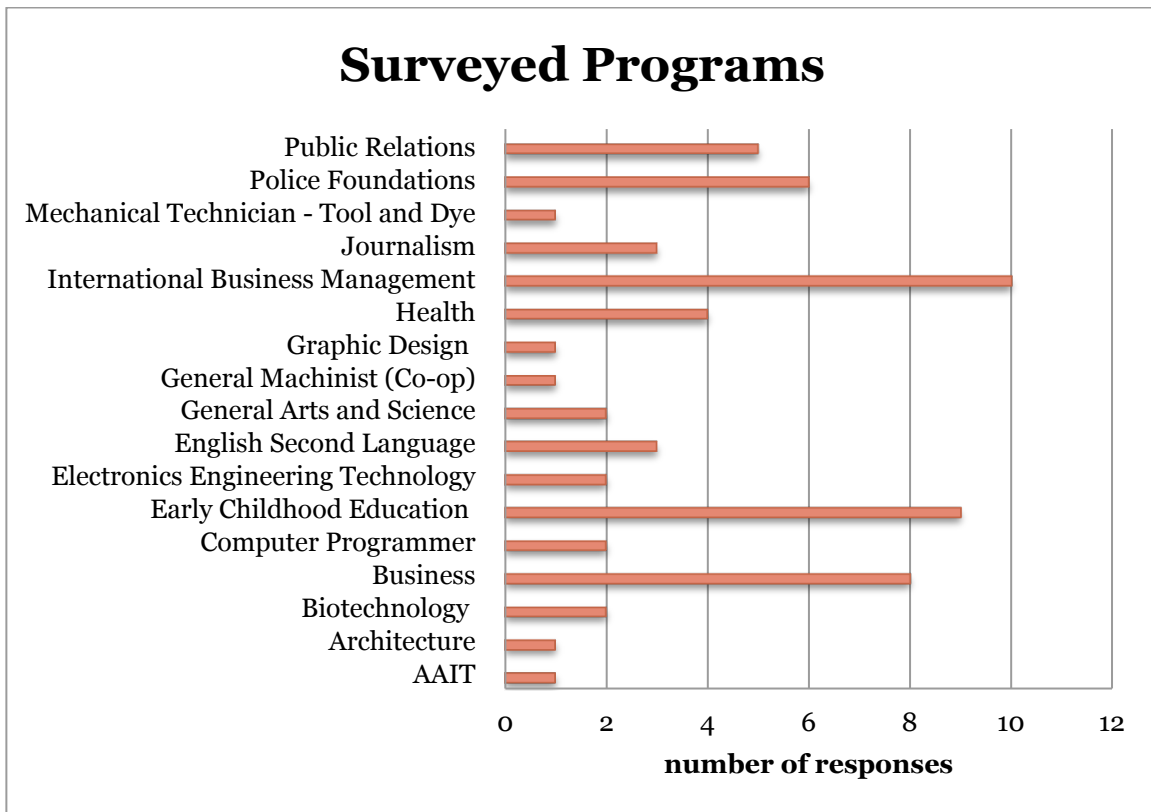
The Return to Learning (R2L) is a one-day event that features activities designed to help mature students ease into an academic environment (www.fanshawec.ca).

University of Waterloo

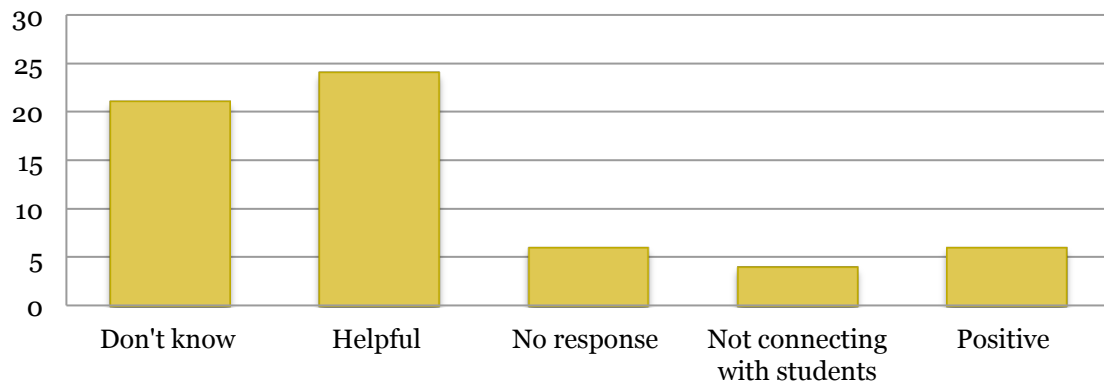
<https://uwaterloo.ca/student-success/>

The University of Waterloo features a Student Success Office on campus that offers a variety of opportunities, resources, skills development, workshops and events for students to take advantage of. These services are varied and dense; with PDF format resource guides in categories from sleep help, time management, note taking and reading, concentration skills, and self-actualization. The services provided include peer tutoring on campus and in residence, group learning and student workshops (www.uwaterloo.ca/student-success/).

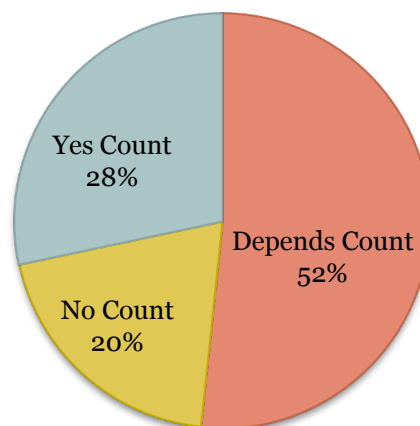
Student Survey Analysis

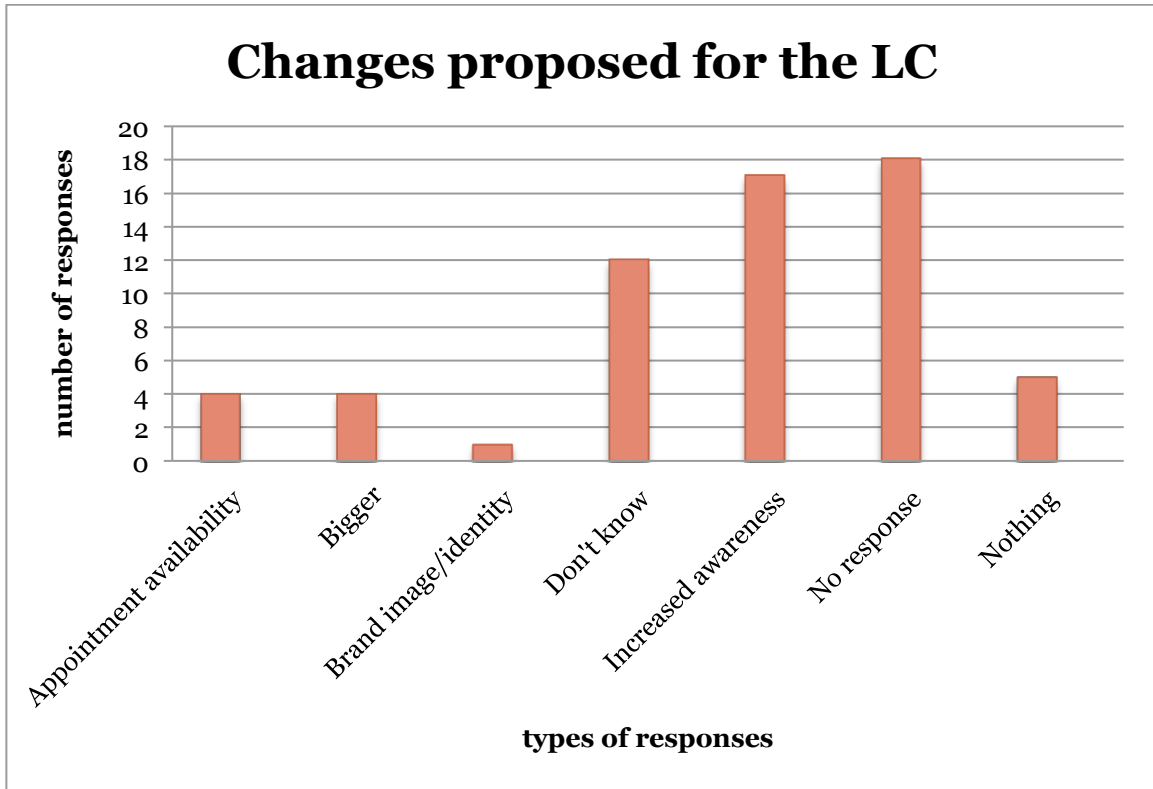


What is your current impression of the Learning Commons?



Are you interested in accessing the Learning Commons?







Planning

Creative Strategy

The Big Picture

Over the past week, the reality that you once knew has been taken over by an overwhelming sense of unease. With finals approaching, you can hardly handle the pressures of school, work and what you used to call a social life – your head is about to explode. Your grades, however, are not reflective of this anxiety. Okay, so there’s some room for improvement in a couple courses, we’ve all been there!

It’s a typical Wednesday afternoon. You have a 20-minute break between classes so you head to Tim Horton’s for your much needed caffeine boost. And, it doesn’t hurt that you’re coming from the E-wing – burning a few calories on the way! Suddenly you’re stopped dead in your tracks because your head was down watching the swift strokes of the keys on our smartphone. As you lift your head, there Grant stands in front of you. Clearly identified by the Learning Commons nametag that hangs from his neck, the bright-smiled young man stands proud in front of his promotions booth. He’s directing you and a dozen of other passer byers to the “Tweet your Tips” event in the A-wing. Continuing your trek down the halls you grab your coffee, endure the last of your classes and head home.

It’s about 8 p.m. when you finally crack open your textbook and begin making notes for your test tomorrow afternoon. When your roommate comes

home to make a snack you complain, “I am so over studying.” Jill suggests making a voice note of you going over key concepts, and then listening to it on repeat. Jill said she just saw the tip on the LC’s twitter page. This brings you back to your near death experience earlier this afternoon so naturally, you giggle over your clumsiness.

You pass your test with flying colours and decide to reward yourself by indulging in some good exam stress eats. With nothing but sweets on your mind, you catch glimpse of the words ‘Make your own Sundae’. Trying to control the drool, you head down to 2A103. As soon as you enter the doors you see the glorious assortment of all of your favourite treats. “Ah, sweet success”, you think to yourself. A familiar face, Grant, promptly greets you. The two of you spend the next 15 minutes chatting, Grant is a full-time student, too, in his second year and on top of that, is a peer instructor. As he parts for a session he says, “stop by whenever, I’m always around for a chat or study session.”

Feeling more at ease than you have all week, you decide to make effective use of your free time. You find a seat in study area, open your laptop, and begin the search for scholarships and bursaries. And there it was, “The Learning Commons Student Bursary.”

The Learning Commons enhances the college experience by uniting the college, its staff and its students.

Objective

- Decrease wasted resources and no shows by 75%
- Reach out to demographics without alienating students

Goals

Leverage Strengths

Utilizing its many strengths is one way to help the Conestoga Learning Commons achieve its goal, to create awareness for and change the perceptions of the service amongst students at Conestoga College. Designed to help students succeed in their studies, the Conestoga College Learning Commons offers an array of services within a vibrant learning environment. These services then allow students to build and improve upon all their reading, writing, research, and time management skills.

The Learning Commons also partners with various students, faculty & service areas because everyone is working towards one common goal- student success. Through these partnerships, the Conestoga Learning Commons helps enrich the student experience from first year up until graduation.

Diversity is important in college. This is why the Learning Commons organizes a variety of events every year to engage students. These events allow students to take their mind off of the stress of work and get involved at

Conestoga. The rest of the time that is then used studying is spent more effectively.

Finding a job in this economy is hard. The Conestoga Learning Commons offers students the support they need to learn about career strategy, job search tactics, and setting achievable goals. Students will also get a chance to explore their strengths and connect with the right employers.

Post-secondary students often struggle financially. To show how much they value students, the Conestoga Learning Commons plans to cancel all tutoring fees by fall of 2013. Thus, any and all help students need in order to succeed in their post-secondary studies will be free of charge.

Minimize Weaknesses

There are four major areas of weakness within the Conestoga Learning Commons: the environment, the incorrect brand image, lack of student awareness, and the lack of brand identity. These weaknesses can be overcome by focusing on key strengths.

As found in the primary research, several students turned and left the Learning Commons upon arrival after no one greeted them or approached them. Students need to feel welcome and comfortable in the Conestoga Learning Commons to create an all-around positive learning environment.

Currently, there is an incorrect understanding of the purpose behind the Learning Commons. Many students feel that the Learning Commons exists to provide students with “help” when they are doing poorly in school. Emphasizing the mission and objectives behind the Learning Commons will help break this misconception.

According to primary research, 50 percent of student respondents answered “What would you like to see changed about the Learning Commons?” with more promotions or advertisement. Students feel that there is a lack of knowledge about the Learning Commons and its services. Once again, the Learning Commons should focus on increasing awareness about the proper Learning Commons’ services and objectives.

The final major weakness within the Conestoga Learning Commons is the lack of brand identity. One student respondent stated: “I want to know the staff! Student Life gets so much interest because it is easy to get to know the staff. The Learning Commons staff should be out and about more. Put a face to the department.” This is a response found across several student sources. When thinking about CSI, our team was able to put “faces” to the brand. Our team and other students seemed to struggle to do the same with the Learning Commons. If there is a lack of brand image, there will be a lack of awareness and remembering in regards to the Learning Commons. Creating a brand image that is specific to their department will allow students to “picture” and confidently identify the Learning Commons.

Capitalizing on Opportunities

The Learning Commons can capitalize on several opportunities to work with more students, faculty and staff within the college community in order to advance its mission to be recognized as a place for collaborative learning. Doing so will enable the Learning Commons to grow and, in turn, be able to provide more programs and academic support services to more students. It is also essential for the Learning Commons to take on a more central role in Conestoga College's organizational structure. By doing this, the Learning Commons will be able to raise more awareness, change perceptions, and become a more recognizable part of Conestoga College.

The Learning Commons can capitalize on the increasing number of student enrolments by reaching out using various channels. The end goal would be to increase student awareness about the services available to them. Taking advantage of the growing numbers with careful research and planning will enable the Learning Commons to strengthen its connections to these new audiences, making it easier for the students to see the benefits of utilizing the services.

The Internet and advancing technologies are now mainstream in higher learning institutions. The Virtual Learning Commons presents an opportunity for the Learning Commons to share information about online learning and emphasize the services that exist virtually.

Mitigate Threats

Competing institutions in the surrounding area, including libraries and other college and university programs similar to the Conestoga Learning Commons, and funding pose as a threat to the Learning Commons.

As identified in the formative research, other colleges and universities offer services much the same as the Learning Commons. These services may be taken into consideration when students choose where to attend for post-secondary education, or second career learning. The only advantage that the Learning Commons offers as a way to stand above the competition is the Virtual Learning Commons, where students can access services at any time, as well as the proposal to eliminate a service charge for peer tutoring, making the all of the offered services 100 percent free.

Similarly, public libraries in the region also offer the same study space and computer resources to help with student success at no cost. However, the Learning Commons offers a unique study and learning experience that cannot be found by utilizing services provided by a public library, such as peer learning groups.

As well, the Library Resource Centre at Conestoga College poses as an immediate threat. The Library Resource Centre offers multiple services as well,

such as an open collaborative study space, private meeting rooms, and a quiet study area.

Provincial and Federal funding also threaten the services the CLC offers, both in amount and quality. The Learning Commons must remain adamant on the necessity of receiving funding for the benefit of Conestoga College students and their success in studies, work, and life.

If the Learning Commons continues to provide unique services that students can utilize, at a low cost or for free, they will have a better advantage when faced with threats.



Tactics

Tactics

The following tables outline the tactics recommended for the Learning Commons.

Tactic: Success Stories	Audience: Current & Prospective LC Users
<p>Summary: Share success story testimonials from students who have used and benefitted from the LC services</p> <p>Details:</p> <ul style="list-style-type: none"> • Testimonials shared on the Home page of the website • Update testimonials to show benefits of seeking help from the LC • Can be communicated via printouts posted around the school • Gather testimonials through student surveys sent out at the end of the semester, when results of LC use will be most apparent • Can also be gathered through the proposed bursary <ul style="list-style-type: none"> ○ Will ask for permission for use of these testimonials in public 	
Budget: \$0	Timing: Ongoing

Tactic: Events	Audience: All Students
<p>Summary: Create more engaging events throughout the school year to create awareness to the general student population.</p> <p>Details:</p> <ul style="list-style-type: none"> • Events more useful in creating awareness • Rebrand the events to appeal to a broader student audience: <ul style="list-style-type: none"> ○ Offer incentives to increase student attendance at events ○ Info booths set up in high traffic areas to promote event • Events can be promoted via CSI social media initiative • Create a buzz on campus <p>Event ideas:</p> <ul style="list-style-type: none"> • Continue PI day, Cococram, grammar day, appreciation events • New ideas: Frosh week and Frost week: introduce new students to the LC and their services • Giveaway ideas: USB sticks, pens, post-it notes, or other reusable student tools with the LC logo, brand, and website address 	
Budget: \$2000	Timing: Twice per semester

Tactic: Personalize LC	Audience: Current Users
<p>Summary: Give the LC a brand personality. When students are asked their thoughts on the LC, the response generated should be it's "a warm and welcoming environment I use to receive some extra help in any area that is needed"</p> <p>Details:</p> <ul style="list-style-type: none"> • Maybe a name tag or lanyard to distinguish staff and volunteers • Reception/greeter ensuring everyone is looked after when they walk in the door <ul style="list-style-type: none"> ○ Create a 'must be greeted within a minute' rule: <ul style="list-style-type: none"> ▪ Have whomever is around say "hello" to people walking in ▪ Make sure they are greeted: "we will be with you in a moment," "welcome to the Learning Commons," etc. ▪ This could work when reception is extra busy and can't greet everyone 	
Budget: \$100	Timing: Ongoing

Tactic: Partnership with CSI	Audience: All Students
<p>Summary: This partnership will allow the LC to reach a broader student audience to promote events and services.</p> <p>Details:</p> <ul style="list-style-type: none"> • Use CSI social media initiative to promote upcoming events • CSI could post information about services in their high-traffic self-serve area • Have CSI spokes people advocate for the LC and communicate the benefits to students (future and current) 	
Budget: \$0	Timing: Ongoing

Tactic: Info Booths and APA Help	Audience: All Students
<p>Summary: Have booths set up more often around campus offering information about all services offered by the LC as well as handouts for APA help and other learning materials.</p> <ul style="list-style-type: none"> • Set up booths in E-wing and the Atrium (near Tim Hortons) • Have two volunteers man these booths to offer information regarding the LC • Promote APA help as a popular resource that is used throughout a majority of programs offered • Focus on areas populated with health studies students (E & F wings) 	
Budget: \$800	Timing: Once per month (more often during exam time)

Tactic: Posters Throughout Campus	Audience: All Students
<p>Summary: Have a poster created highlighting the services offered, as well as sharing success stories, placed throughout the campus.</p> <p>Details:</p> <ul style="list-style-type: none"> • Will be posted in classrooms and faculty offices – waiting areas • Visible promotion available to all students • Show a list of services that are offered, some which many students may be unaware of • Share success stories • Emphasis on images of students utilizing the different services offered on the posters • Can be printed on campus and could be partnered with a design program to design the posters at no cost • 	
Budget: \$400	Timing: Once per year

Tactic: Social Media	Audience: Current & Future LC Users
<p>Summary: Step up on social media efforts in order to engage the audience, along with communicating ongoing services and upcoming events. (Already in the works)</p> <p>Details:</p> <ul style="list-style-type: none"> • Constant updates on: appointment availability, workshops, events, fun facts, introducing new volunteers, contests, etc. • Partner with CSI to build and develop a larger following • Partner with CSI to promote events <p>Engage students:</p> <ul style="list-style-type: none"> • Use hashtags to share your technology study tips, study playlist, general tips • Photosharing: tweet us your pictures of using the LC and you could be featured on our website, win something, etc. 	
Budget: \$0	Timing: Ongoing

Tactic: Bursary	Audience: Current Students
<p>Summary: Offer a small bursary of \$250-\$500 to students who submit a short paper answering a few questions about the LC.</p> <p>Details:</p> <ul style="list-style-type: none"> • Offer a chance for students to share their personal success stories in order to receive a small bursary • Give students a chance to connect through their LC successes • Partner with development team • Can be one \$500 bursary per school year, or two \$250 bursaries per fall and winter semester 	
Budget: \$250- \$500	Timing: Once or twice per school year

	Tactics	Budget	Cost
Advertising & Promotions	Testimonials	\$4000	\$0
	Info booths <ul style="list-style-type: none"> • Handouts • Presentation boards • Decorations 		\$800
	Posters <ul style="list-style-type: none"> • 20 copies • 18" x 24" • In Colour • \$20/poster 		\$400
	Social Media		\$0
	Personalize LC <ul style="list-style-type: none"> • Name tags or lanyards for staff 		\$100
	<u>Total</u>		<u>\$1300</u>
Food, Prizes, Student Leadership Recognition	Events <ul style="list-style-type: none"> • Giveaways • Advertising • Prizes 	\$2870	\$2000
	Bursary <ul style="list-style-type: none"> • 2 x 250 (1 for each semester) 		\$500
	VLC		\$0
	Partnership with CSI		\$0
	<u>Total</u>		<u>\$2500</u>
Amount spent on tactics			<u>\$3800</u>



Closeout

Evaluation Tables

The following tables outline the evaluation methods of our recommended tactics for the Learning Commons.

Tactic: Success Stories	Audience: Current & Prospective LC Users
<ul style="list-style-type: none"> • Conduct entrance surveys or questionnaires to new LC clients asking how they heard about the services • Ask how many students heard about services through success stories, either online or print • Monitor areas that have the stories shared, are they high traffic? Are more students coming in? 	
Evaluation Budget: \$0 (if surveys are done online, using email or survey monkey)	Timing: Ongoing – entrance surveys or questionnaires

Tactic: Events	Audience: All Students
<ul style="list-style-type: none"> • Monitor events: who is coming to them, more traffic, have they created a buzz • Monitor via CSI social media, create hashtags, what are people saying about the events? • Monitor whether the attendance is increasing 	
Budget: Event Budget, Evaluation \$0	Timing: Post Event

Tactic: Personalize LC	Audience: Current Users
<ul style="list-style-type: none"> • Conduct online research, via survey, to see whether the overall experience has improved • Monitor whether people who are entering the LC are being greeted right away • Ensure that people are coming in and staying at the LC 	
Budget: \$0	Timing: Ongoing

Tactic: Partnership with CSI	Audience: All Students
<ul style="list-style-type: none"> • Monitor social media: have followers improved? Follower engagement improved? • Communication with CSI: is the partnership creating positive feedback? Is the partnership effective? • Has CSI noticed an increase in people asking about LC services • Conduct a survey: asking whether people heard about the LC services via CSI 	
Budget: \$0	Timing: Ongoing

Tactic: Info Booths and APA Help	Audience: All Students
<ul style="list-style-type: none"> • Measure attendance and traffic: Calculate average amount of booth visits • Gauge the helpfulness of the APA help: Is there an increase/decrease in the number of students finding the APA booths helpful. (Can be tracked by distributing surveys and questionnaires) • Measure number of requests for further information: Check if info booths have prompted students to look further into the Learning Commons for more services and resources 	
Budget: \$0	Timing: Ongoing

Tactic: Posters Throughout Campus	Audience: All Students
<ul style="list-style-type: none"> • Monitor poster exposure: Are posters strategically placed around campus? Are students aware of the existence of the posters • Measure ad recognition: Check to see if the posters are communicating the message of the Learning Commons. Also check to see if the posters have captured the attention and interest of faculty and students • Students can also be asked if they found out about the Learning Commons through information on the posters 	
Budget: \$0	Timing: Once per semester – Twice per year

Tactic: Social Media	Audience: Current & Future LC Users
<ul style="list-style-type: none"> • Monitor twitter effectiveness, follower engagement, appeal and interest: Are more students following and interacting on Twitter? • Monitor number of times a Learning Commons Hashtag was included in a tweet: Are more people sharing information and content about the Learning Commons? • Check the number and regularity of retweets • Check number of clicks the Twitter links are receiving by followers 	
Budget: \$0	Timing: Ongoing

Tactic: Bursary	Audience: Current Students
<ul style="list-style-type: none"> • Measure effectiveness of bursaries by checking student participation: Are students sharing success stories for a chance to receive the bursary? • Measure awareness: is there a lack of knowledge and understanding of the bursary amongst students? 	
Budget: \$0	Once or twice per school year

Lessons-Learned Report

We faced several of our predicted risks throughout the duration of the project. We also encountered one unexpected risk: resistance from Learning Commons staff. Without predicting these risks, we would have been very unprepared for managing the consequences.

During our planning phase, we made note that we may not receive enough research or the proper research. One of the ways we encountered this risk was by not receiving enough immediate responses to our online student survey during the primary research phase. To receive the necessary number of responses, we physically printed our survey and approached students in person. We quickly resolved the issue. The lesson learned is that we should set aside excess team member time for primary research to physically get results if needed. Fortunately, we received little to no resistance from students when asked to complete the survey.

Also during the planning phase, a Learning Commons staff survey had several issues. There were severe wording errors and/or poorly worded questions. As a result, we were unable to use the surveys for correct and accurate data. The lesson learned is that, as a team, we should evaluate the survey prior to distribution to ensure that all questions asked are correct, and will yield valuable results. The survey must be appropriate to the targeted audience and the desired outcomes.

During our execution phase, we experienced some resistance from Learning Commons staff. Due to staff's strict schedules and our tight timeline, we had difficulty directly accessing staff. We also received resistance in our staff survey feedback. We were told our questions were quite weak, and may not have the results we had hoped for. As mentioned above, the lesson learned is to ensure that any future surveys are thoroughly edited and their appropriateness is ensured.

As discussed, evaluating potential risks is essential during the initiating and planning phases to ensure that there are no debilitating surprises during the actual project. These risks can be costly, and can impact the overall success of the project. We constantly re-evaluated the risks as the project went on, keeping up with any new circumstances. As discussed, we found that two of our predicted risks and one unpredicted risk occurred. The lesson learned is that evaluating and monitoring risks at the beginning and throughout the project is essential to project success.

Recommendations

Recommendations of best practices for the Learning Commons would include:

- Use peer assistance as a critical evaluation tool, in the way of surveys, general polling, and suggestion sheets
- Uncover and communicate success stories (e.g. from an event promoted through Twitter, keep track of number of attendees/outcomes and Tweet results afterwards)
- Leverage communities wherever possible (e.g. Conestoga College staff and students, other campus facilities such as CSI)
- Monitor lessons in progress reports throughout project lifecycle (could be as easy as a staff-only blog or record of events)

Source

Lipton-Bos, Bonnie (2013, February). Learning commons: status report.
Retrieved March 20, 2013 from
<https://angel.conestogac.on.ca/section/default.asp?id=MGMT2190%2D100%2D13W%2D1>

Shwalbe, K (2012, July). An introduction to project management (e.d. 4).

Appendix

Project Charter 1.1

MGMT2190 Team Members:

- 1) Nayyarah Arshad 2) Samantha Clark 3) Kayleigh Klajnscek
- 4) Manny Ojigbo 5) Rebecca Rivers 6) Alex Rodgers

Team: Executives

Team Executives will work to assist the Learning Commons to generate awareness throughout Conestoga College and increase the registration rates. This will be achieved by communicating the benefits of the services offered.

Division of Labour

Project Manager – Manny Ojigbo HR and Time Management Advisor – Kayleigh Klajnscek Quality Control Manager – Samantha Clark Stakeholder Analyst – Rebecca Rivers Risk Manager – Alex Rodgers Communications Coordinator – Nayyarah Arshad

Milestones

Completion of Project Charter - March 20 Determine Research Methods - March 20
Project Framework - March 27 Research Methods Complete - March 29 Rough Draft -
April 10

Final Integrated Team Project - April 17

Topline Risks

Project charter:

1. Not everyone agreeing with project charter and team contract
2. Missing important information on project charter and team contracts

Milestones:

1. Timing - completing milestones by deadline
2. Scope - milestones given the proper amount of time to complete

Objectives:

1. Lack of space in the learning commons - if we increase number of participants *too* much, students may have difficulty receiving services (learning commons is not a large space)
2. Inability to change views that learning commons is only for people who are struggling

3. Timing - several broad objectives may be easy to fall behind on

Resources

Learning Commons facility College website and social media Learning Commons website and social media other institution's services

Project Sponsors

Steve Howell Bonnie Lipton-Bos

Team Procedures

1. Regular team meetings will take place every Wednesday commencing March 20, 2013 through April 17 2013. These meetings will be held during class work periods and scheduled breaks. All members must be available after class for at least 20 minutes in the event that extra meeting time is required.
2. A Facebook group has been created to inform all Executive team members about team meetings, announcements, updates, reminders and problems. Additional forms of acceptable communication include, but are not limited to emails, telephone calls and/or messages.
3. All decisions will be made by consensus.
4. Project Manager will set the agendas at least one day prior to the scheduled meetings. The agenda will be posted to our Facebook Group.
5. Minutes will be monitored and tracked by the HR and Time Management Advisor, Kayleigh.

Team Expectations

Roles and Responsibilities

Project Manager - Set agendas: monitor and control milestones and objectives
HR and Time Management Advisor - Ensuring all project members understand the deadlines and mediate group conflicts, should they arise
Quality Control Manager - Ensure the highest quality of all documents and research components, as well as upkeep the team moral
Stakeholder Coordinator - Main point of contact with project sponsors
Risk Manager - Analysis and assess risks, opportunities and threats that may impose upon the project
Communications Coordinator - Handle all communications with external audiences

Escalation Procedure

1. Any infractions of the project charter will be handled by the HR Advisor, who will work directly with the Project Manager, to evaluate the severity of the situation and appropriate consequences. In the event that the HR Advisor imposes any infractions, the Project Manager will consult with the rest of the team members to evaluate the situation. Each team member will be granted a one-time pass granted they have a legitimate excusable absence.

1.
2. Repeated infractions will be reported to Steve by the Project Manager. In the event that the Project Manager is the *infractee*, the HR Advisor will act as the point of contact with Steve.

a. I participated in formulating the standards, roles, and procedures as stated in this contract.

b. I understand that I am obligated to abide by these terms and conditions.

c. I understand that if I do not abide by these terms and conditions, I will suffer the consequences as stated in this contract.

*Contract outline was accessed by
math.arizona.edu/~kerimar/Team%20Contract.doc

Work Breakdown Structure 1.1

Appendix 1.1 Work Breakdown Structure

Level 1	Level 2	Level 3	Definition
1 The Learning Commons	1.1 Initiation	1.1.1 Assign Roles and Responsibilities	Initiation phase requires little cost and low level of effort. The Project Manager is the required to assign the roles and responsibilities. Moderate time and resources are needed to create and review the Project Charter. Also, time is required to seek approval before moving forward with the project.
		1.1.2 Develop Project Charter	
		1.1.3 All members approve and sign Project Charter	
		1.1.4 Deliverable: Submit Project Charter	
		1.1.5 Project Charter is approved by Sponsor	
	1.2 Planning	1.2.1 Create Preliminary Scope Statement	A high level of effort is required from all team members to ensure all of the outlined tasks in the planning phase are reached. During this phase team members must give their full attention to ensure the planning is of the utmost quality. Time, scope and risk managers will perform their due diligence to forecast, and therefore mitigate potential risks.
		1.2.2 Project Team Kickoff Meeting	
		1.2.3 Develop Project Framework	
		1.2.4 Map out Primary & Secondary Research	
		1.2.5 Milestone: Project Research Approval	
		1.2.6 Develop Strategy	
		1.2.7 Brainstorm Tactical Approach	
		1.2.8 Determine End Results	
	1.3 Execution	1.3.1 Project Meetings	Execution is requires high level of effort and moderate cost in terms of output. All of the project's resources, which include time, money, LC staff, students and team members, are required to meet the demands of the outputs. Support from stakeholders is crucial in order to effectively execute the tasks outlined in this phase.
		1.3.2 Launch Survey/Observe LC Sessions	
1.3.3 Tabulate Results			
1.3.4 Compile the Document			
1.3.5 Develop Strategy			
1.3.6 Choose Most Effective Tactics			
1.3.7 Create Evaluation Methodology			
1.3.8 Pitch Plan to Project Sponsors			
1.4 Control	1.4.1 Project Manager Review	Scope and project managers are essential to this phase; they are heavily relied on to ensure efficiency is met. There is a low level of cost and moderate to high level of effort depending on the level of corrective action necessary in terms of project and individual performance.	
	1.4.2 Project Status Meetings		
	1.4.3 Risk Management		
	1.4.4 Review and Update Project Management Plan		
1.5 Closeout	1.5.1 Review Procurement/Cost	This phase requires very little cost; however, it requires high level of effort from Project Sponsors and team members. The resources necessary to effectively complete this phase are time and people.	
	1.5.2 Evaluate Project		
	1.5.3 Receive Feedback		

Critical Path 1.1

	<i>Mar-19</i>	<i>Mar-27</i>	<i>Apr-03</i>	<i>Apr-08</i>	<i>Apr-10</i>	<i>Apr-15</i>	<i>Apr-17</i>	<i>Apr-24</i>
Task	<i>Kick-off meeting</i>	<i>Research</i>	<i>Strategy-Planning phase</i>	<i>Strategy & Tactic write-up</i>		<i>Control & Closeout</i>	<i>Final Report</i>	<i>Client Presentation</i>
		Project Charter complete & delivered to PS	Research phase complete	Rough			Presentati on complete	
	Roles							
<i>A.R</i>	<i>Stakeholder & Risk</i>	Stakeholder and risk analysis & survey		Minimizing weaknesses	Strategy	Survey analysis	Final touches	
<i>K.K</i>	<i>Time & HR</i>	SWOT, primary research & observation	Critical Path	Tactic tables	Tactics	Edit big picture	Final touches	
<i>M.O</i>	<i>Integration</i>	SWOT & primary research interview		Opportunities	Strategy	Survey analysis	Final touches	
<i>N.A</i>	<i>Cost & Procurement</i>	SWOT & primary research interview		Strengths	Strategy	Tactic budgets	Final touches	
<i>R.R</i>	<i>Scope</i>	Stakeholder analysis & Primary observation	WSB	Big Picture	Strategy	Second editor	Final touches	
<i>S.C</i>	<i>Quality</i>	Edit & survey results	Edit and compile document	Threats	Document	Edit	Final touches	
Notes		1. Independent research and group research	1. Research documents compiled 2. Results tallied and observations made		1. Key messages and slogans created			

Learning Commons On-Site Observations

Thursday, March 28th, 2013 a member of Team Executives observed a math drop-in session at The Conestoga College Learning Commons. Based on the half an hour spent at The LC, here are key observations:

- Administration staff member at the front desk was preoccupied, which resulted in incoming patrons leaving The LC without any communication
- Peer tutors were constantly hushing students to accommodate the quiet study area
- Staff were unrecognizable; one could not distinguish who was and who was not staff due to lack of identification

These observations, should they be ignored, can potentially pose as a threat to The LC. If corrective action is taken, these threats can be transformed to opportunities.

Meeting Minutes

March 20th, 2013 from 11am-2pm

All members present

- ✓ Start the research process
- ✓ Identify the main focus areas

Delegations of duties to conduct primary research:	
Kayleigh and Rebecca to sit in on Learning Commons drop-in Math and Writing sessions Friday March 22nd from 11-12	Alex and Samantha create and distribute a ten question Survey Monkey survey, distribute online
Manny and Nayyarah conduct a survey to distribute to the LC employees	
Secondary research duties:	
SWOT done by Kayleigh, Manny, and Nayyarah	Audience analysis: Alex
Background: Rebecca	Competition: Samantha

Due date for all secondary information: Monday, March 25th, 2013

Monday, March 25th, from 130-200pm in RM 3A409

All members present

Formatting: Civic theme, font size 12	
Re-evaluate PM roles:	
Nayyarah is now cost manager	Rebecca is now communications manager
All other roles stay the same	

Notes:

- ✓ Post class notes and next steps in FB page
- ✓ Save all documents as word docs and PDFs
- ✓ Sourcing in APA

Next steps: strategy rough ideas done by April 3rd

Wednesday, April 3, 2013, from 11am-2pm in the blue room

All members present

- ✓ Recap on research
- ✓ Brainstorm strategy and tactic ideas
- ✓ Milestones

Group- strategy documents and Kayleigh- tactic documents due Monday, April 8th, 2013

Monday, April 8th, 2013, from 12pm-2pm in 3A409

Absent- Nayyarah Arshad

- ✓ Review strategy and tactic
- ✓ Come up with slogans and key messages:
 - “Come experience the Learning Commons difference”
 - “Uncover your personal best at the Learning Commons”
- ✓ Meeting with Bonnie set-up for Wednesday, March 10th at 11am in the LC
- ✓ Group to meet near Tim Hortons at 1030am to prepare – Lateness will not be tolerated

Wednesday, April 10th, 2013 from 11am-2pm

Meeting with Bonnie in RM 3 of the LC until 12pm

Continued group meeting in Blue Room from 12pm-2pm

All members present

1. Introduction
2. Discuss and review progress
 - a. Formative research
 - i. SWOT, audience, stakeholder analysis
 - ii. Risks
3. Discuss strategy
 - a. Big picture: face for the LC
 - b. Slogans - past issues: message trying to convey, cannot make false promises, eradicate the word ‘help’- can victimize
 - i. Like: make the learning commons yours – elaborate; how?
 - ii. Like: experience the LC difference – will have to follow through
 - iii. Use visual identify instead of words
 - iv. Our slogans are vague enough that we can find out what it means, but will have to follow up with an explanation – theme
 - c. Booths: location will be beneficial in other wings of the school
 - d. IT is working on VLC; also working on redeveloping MyConestoga opposed to portal and Angel
 - i. More interaction on VLC
 - ii. Combining all services and social media initiatives on VLC
 - iii. All in testing phase
 - iv. Virtual service delivery starting in September; all you would need is a webcam
4. Tactics
 - a. Success stories
 - i. Showcase successes

- ii. Posters: idea: chalkboard wall- success wall; issue is finding the man power to be tasked to taking images and designing posters
 - b. Partnerships
 - i. Utilize students for student projects – benefits all
 - ii. Class projects: broadcast, journalism, marketing
 - iii. CSI: partner with SM initiative
 - c. Radio spot
 - i. Not reaching target population
 - ii. Not worth the funds
 - d. Distinguish staff in LC
 - i. Identify staff: lanyard, name badge = good idea
 - ii. Greeter – making sure everyone is greeted
 - 1. Make sure everyone is aware to greet the door – refer to hostess at restaurant: must be greeted within a minute
 - iii. Space: quiet area vs. loud area – rooms; being redesigned – bulletin boards in rooms, making less claustrophobic
 - e. Events
 - i. Giveaways
 - ii. Incentives to bring people in
 - 1. Millennium day – cake, balloons, etc. 1000th person through the door
 - 2. Coco and cram – free hot chocolate, the whole shebang, comfort food during study time
 - 3. Pi day & Grammar day
 - a. More fun, getting students out
 - iii. Promote events through CSI = Bonnie likes
- 5. Suggestions and recommendations
 - a. Print material is dead – could spend less by using tech
 - i. Most budget is spent on print
 - ii. Could be re-allocated
 - b. Posters as wall paper- could be ineffective; strategically placed in classrooms; given to faculty to put in their cubicles – faculty endorse the LC; save money by ordering less
 - c. Bursary: how do you use LC; students apply for it; at the end they get all the stories; connect through success stories; tie in with social media
 - i. Partner with development team
 - d. Twitter opposed to Facebook because a. too high maintenance b. Facebook is becoming ‘lame’ c. Twitter is more interesting d. Twitter is trendy

Bonnie's budget:

- Ad and Promo: print - \$2870.00
- Travel, food, prize, student leader recognition – \$4000.00

Logos, images, etc., - colour & b&w: bring in US (email with time to pick up images; on vacation Thursday afternoon)

Debrief on meeting with Bonnie:

- Throw away slogans
- Get rid of PSA tactic
- Event ideas
- Social media engagement plans

Next steps:

- ✓ Polish strategy and tactics
- ✓ Monday, April 15th, begin control and closeout
- ✓ Meeting will take place in the library after our test

Monday, April 15th, 2013 in the library from 12-1230

All group members present

- ✓ Duties divvyed up to complete the control and closeout
- ✓ Documents finished for Wednesday

Wednesday, April 17th, 2013 at 11am

All group members present

All documents complete and group members to go through and assess the quality

Sample Learning Commons Bursary



The Conestoga College Learning Commons Student Bursary

This application qualifies you to be considered for The Learning Commons Bursary.

Only **one application per semester** is required.

Program Name: _____ Program Code:

First Name: _____ Last Name:

Date of Birth: _____ Student #: _____ Social Insurance #:

Year of Study: _____ Level/Semester: _____ Gender:

Please fill out the three questions below in the space provided.

1. What does the Learning Commons mean to you?

2. Please describe how The Learning Commons has impacted your college experience in regards to life, school and/or work.

3. What advice would give to fellow and future students in regards to balancing life, school and work, as well as how the Learning Commons can be of assistance?

Learning Commons Proposed Tactic Poster

LEARNING
COMMONS



Writing



Math



Peer Services



Learning Skills

“The Learning Commons really made me realize what I could do academically. I never wanted to go to the Learning Commons because I never had poor grades. But that isn’t what the Learning Commons is about. The Learning Commons is about realizing how far you can come from where you are, no matter what grades you have.”

Tyler, Electronics Engineering Technology