

Evaluating SALC Inclusiveness: How are we doing?



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Background • Context



- Self-Access Learning Center (SALC)
- 4,000 undergraduate students majoring in languages, international cultures, and liberal arts
- 1,000 users per day.
- Services include:
 - 1-1 advising
 - Self-directed learning courses
 - English language resources
 - Writing and speaking support
 - Study spaces
 - Learning communities
 - Conversation lounge



Aims

- We want our SALC to be inclusive for all students who want to use it.
- We want our materials and activities to meet the needs of today's learners.

Research Questions

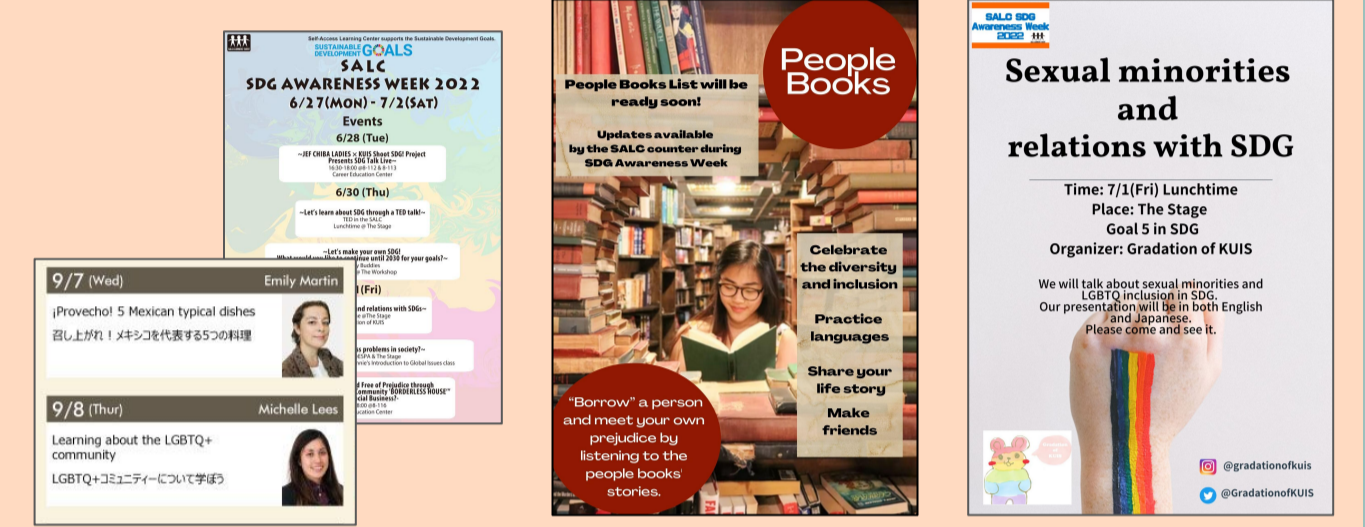
1. How inclusive is our SALC (KUIS 8) for
 - students in all departments?
 - LGBTQ+ students?
 - learners with disabilities or learning differences?
2. To what extent do our resources, events, and services meet the needs of today's learners?

Methods

- Annual SALC survey (Likert scale and open-response questions). 355 respondents.

Actions already taken

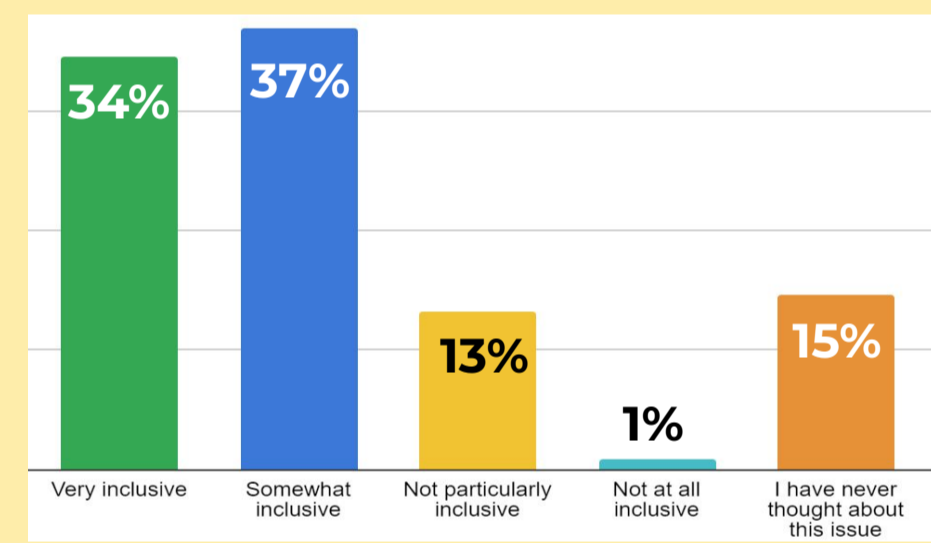
- Consulted literature on inclusion / social justice
- Revised SALC mission statement (Appendix)
- Created statement of inclusion in course materials
- Offer advising in six different languages
- Hold exhibitions in the SALC
- Regularly review and update our SALC materials
- Support learner-led learning communities and events (Watkins, 2022)
- Hire student staff from different departments
- Display interactive posters in the SALC featuring students' voices



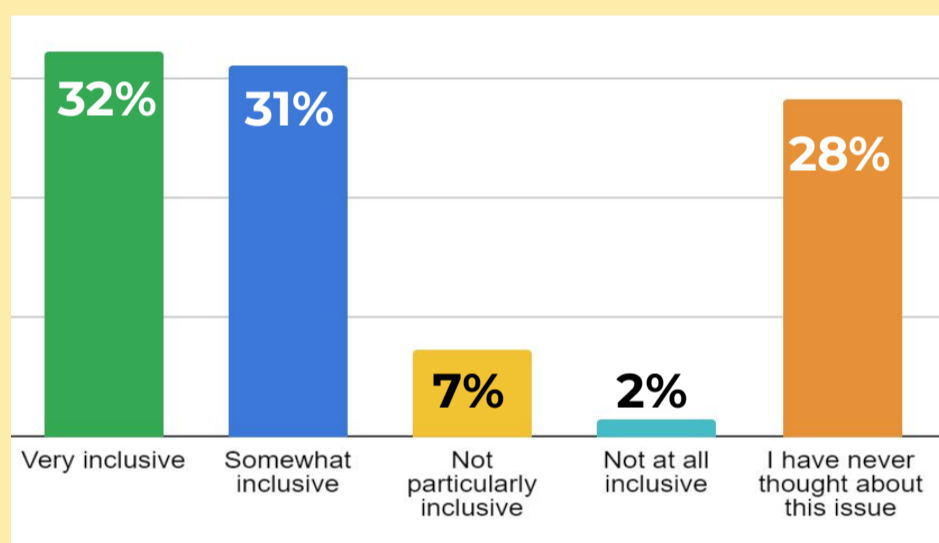
Results

RQ1: Inclusivity - How inclusive and welcoming KUIS 8 is for...

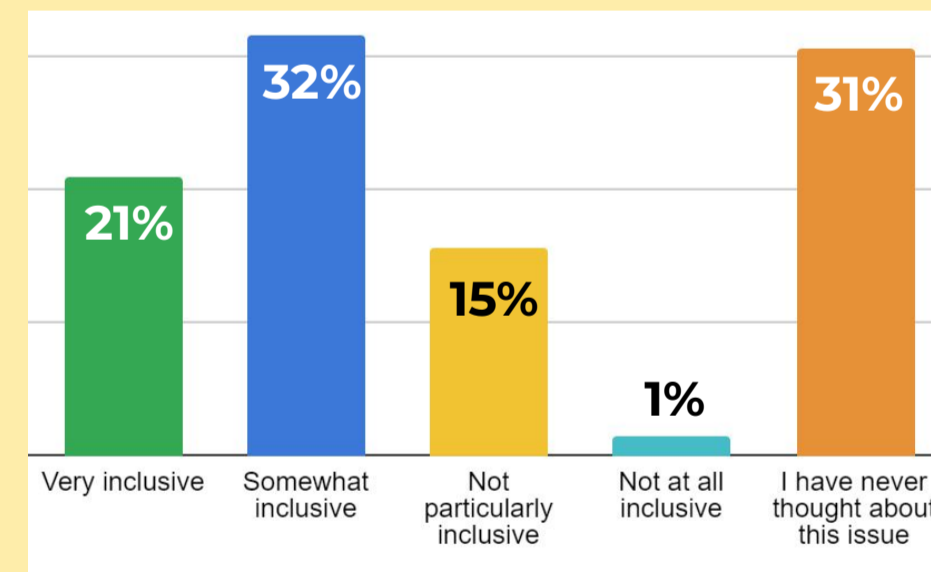
...students majoring in languages other than English



...LGBTQ people



...people with physical or mental disabilities and/or learning disabilities



Qualitative Analysis of Open-Ended Survey Responses

How we can be more inclusive?

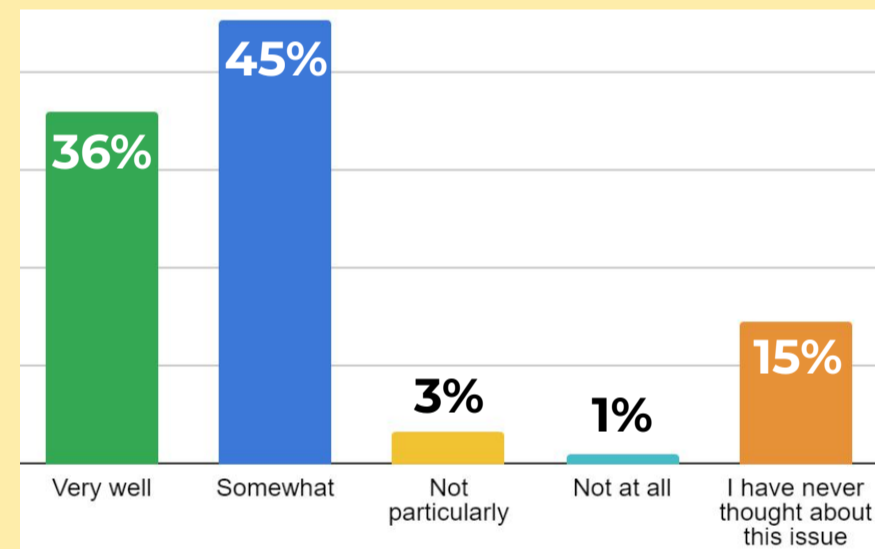
Code	Count	Who is involved	Count
Welcoming behavior	19	Staff	31
Accessible facility	12	Everyone	28
Inclusive services	11	Students	4
Understanding attitude	10	Total	63
Disseminating info	10		
Normalizing	7		
Other	5		
Total items coded	76		

Excerpts

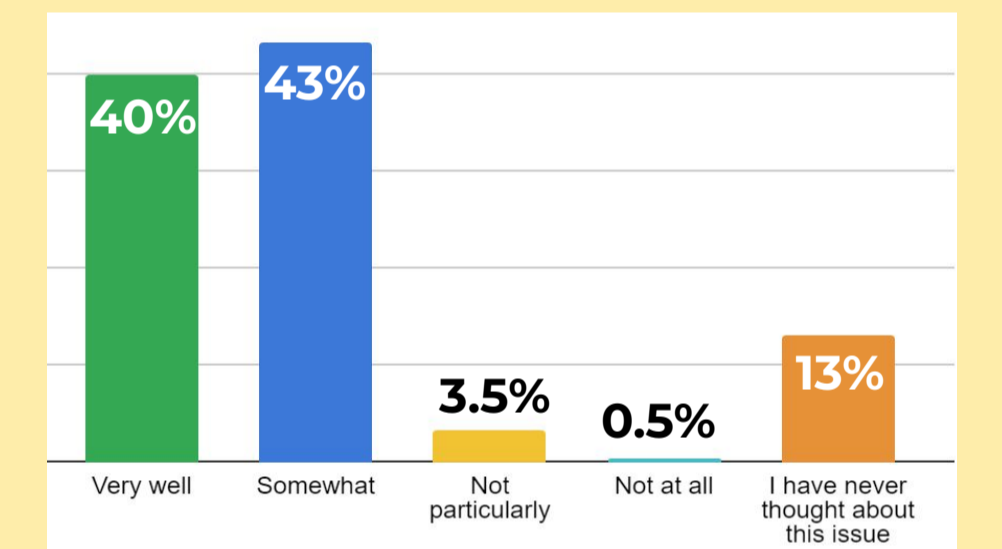
- "Not treating social minorities as though they're anything unusual" (*Normalizing - Everyone*)
- "Displaying posters so that we can know about diversity." (*Disseminating information - Staff*)
- "Students who are majoring non-English languages often say that it's difficult to approach the SALC... It's important to try spreading the word that that's not the case." (*Disseminating information - Staff*)
- "Holding a workshop where we can understand each other." (*Inclusive services - Staff / Understanding attitude - Everyone*)
- "Helping each other. Make an environment where everyone can talk to each other easily, even if we don't know them." (*Welcoming behaviour - Everyone / Accessible facility - Staff*)

RQ2: Meeting Users' Needs

How well KUIS 8 provides materials and events that are relevant to modern society



How well KUIS 8 materials and activities take students' needs, interests, and goals into consideration



Qualitative Analysis of Open-Ended Survey Responses

Ideas and suggestions for materials and activities

Code*	Count	
Basic psychological needs (Ryan, 1995)	Autonomy	82
	Relatedness	43
	Competence	21
Inner motivational resources (Reeve, 2016)	Interest	25
	Curiosity	12
	Intrinsic goals	7
Other	Practical	24
	Nothing Special	6
Unclear	2	
Total items coded	222	

*Theoretical framework: Features of an autonomy-supportive self-access learning centre (Mynard, 2022, drawing on Davis & Bowles, 2018, Reeve, 2016; Ryan, 1995)

Excerpts

- "An event where teachers and other students talk about our dreams." (*Autonomy, Relatedness, Intrinsic goals*)
- "Something which is easy to join/use for first-time users." (*Autonomy, Competence*)
- "I want the SALC to make a space for watching movies with many people. (Bigger than the current space)" (*Autonomy, Relatedness, Interest, Practical*)
- "I want the SALC to have more events related to other countries. Opening those international events to everyone would increase interest in other countries and improve the events." (*Relatedness, Curiosity, Autonomy*)
- "I would want to join if there was a activity where we can enjoy English by playing games. I would be even happier to have an atmosphere where I don't feel awkward even if I join alone." (*Relatedness, Interest, Competence, Autonomy*)

Discussion

Students generally believe:

- materials / activities are appropriate for their needs; relevant for modern society
- SALC is generally welcoming and inclusive

Students value:

- SALC as a place for autonomous action
- sense of community, opportunities for pro-social learning, caring environment
- open and receptive attitudes of community members

Students want:

- support in accessing the community
- events that spark curiosity and trigger interest
- spaces and services that promote accessibility and understanding of diversity

Conclusion

Next steps (research)

- Share findings and gather further input
- Use evaluation tool to further illuminate SALC inclusivity

How can we be more inclusive?

- Add diversity statement on KUIS8 website and posters
- Provide courses, information and advising sessions in different languages
- Invite students to share experiences (e.g., events, SNS, 'people books')

How can we improve our events and activities?

- Take actions suggested by students—and publicise the actions
- Advertise SALC events with posters in more places around campus
- Collaborate with other departments on campus