

**USF SARASOTA-MANATEE  
ASSESSMENT PLANNING RECORD  
2012-2013**

<b>UNIT:</b>	<b>Academic Support Services</b>
<b>MISSION:</b>	The mission of Academic Support Services is to provide academic services and professional support to faculty, students, staff, and external community members. The unit is comprised of a combination of faculty and staff who provide services in the areas of e-learning, learning support, library, technology, web, North Port Instructional site, academic affairs, and faculty senate.
<b>2012-16 USFSM STRATEGIC PLAN GOALS:</b>	<p><b>ACCESS:</b> Expand access to a University education that benefits students and the local, national, and global community; and (Aligns with USF System Goals 1,2, 3, 4, 5; SUS Goals 2,3)</p> <p><b><u>Teaching &amp; Learning</u></b></p> <p>(1a.) <b>Expand academic programs</b> in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p><b><u>Scholarship, Research, and Innovation</u></b></p> <p>(1b.) Promote <b>innovative scholarship</b> and <b>community-engaged research</b>.  (1c.) Seek <b>external funding</b> from public grants, private foundations, and individual donors.</p> <p><b><u>Public Service &amp; Community Engagement</u></b></p> <p>(1d.) <b>Partner</b> with a variety of organizations and stakeholders, including the USF System.  (1e.) Build a <b>University living and learning community</b>, including residence halls, academic buildings, and student life facilities.</p> <p><b>SUCCESS:</b> Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; SUS Goals 1,2).</p> <p><b><u>Teaching &amp; Learning</u></b></p> <p>(2a.) Produce continuous improvement in <b>student outcome measures</b>, including retention and graduation rates and student career results.  (2b.) Earn <b>professional accreditation and recognition</b>, including AACSB and NCATE.</p> <p><b><u>Scholarship, Research, and Innovation</u></b></p> <p>(2c.) Track and promote <b>faculty-developed measures of scholarship</b>.  (2d.) Identify <b>student success predictors</b>.</p> <p><b><u>Public Service &amp; Community Engagement</u></b></p> <p>(2e.) Earn recognition as a <b>Carnegie Community-Engaged University</b>.  (2f.) Track and share the value of the University's and graduates' <b>economic and societal contributions</b>.</p>

Outcomes	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response
<b>UNIT GOALS:</b>					
		1. Ensure and provide quality academic support services for faculty and students through e-learning, learning support, library, technology, and web services. (Aligns with USFSM Goals 1a, 1b, 1d, 2a)			
		2. Ensure technology and infrastructure needs for USFSM and off-site locations (Aligns with USFSM Goals 1a, 1b, 1d, 1e, 2a)			
		3. Develop and enhance internal and external website for USFSM (Aligns with USFSM Goals 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f)			
		4. Provide academic programs, academic support to faculty, students, and staff at the North Port instructional site (Aligns with USFSM Goals 1a,1d,2a)			
		5. Ensure quality administrative support to academic affairs, grants, and faculty senate (Aligns with USFSM Goals 1a, 1b, 2a, 2c,)			
		6. Effective teamwork and collaboration in all areas of academic support services, understanding the value of unity, professionalism, and respect are the most necessary elements to our success. (Aligns with USFSM Goals 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f)			
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<b>E-Learning</b>					
Develop and deliver face-to-face and on-line trainings and resources	1,6	Conduct regularly scheduled training throughout the Fall and Spring terms. The training sessions should be offered on campus and also have online participation options. Promote the training sessions and resources through the E-Learning website via a training calendar and other relevant links. The training calendars must be online and available prior to the start of each of the Fall and Spring terms.	Regular trainings were conducted throughout the Fall 2012 and Spring 2013 terms. The sessions were presented on campus with an option to attend via Elluminate. A total of 90 training sessions were offered with a total number of 276 participants.	Training sessions continue to have low attendance even though faculty members have the option to attend on campus or through online options. While attendance is low E-learning staff will continue to provide regularly scheduled training and consider options that may increase attendance. The E-Learning department made the recommendation at the end of this year to explore training options with the Sloan Consortium. With the administration's support membership in Sloan-C, including access to trainings and other resources will be available in the coming year. The goal is to offer a larger variety of faculty training and resources that may assist them in the online learning environment.	Implementation of Sloan C programming and faculty liaison work has the potential to take E-Learning to the next level.  In spite of low numbers of attendees, there is still great value in continuing the on-site training programs through the Information Commons.  The successful implementation of Canvas was a result of hard work in E-Learning.
Transition all USFSM faculty to a new learning management system "Canvas"	1,4,6	Conduct one-on-one consultations along with regularly scheduled training throughout the Fall and Spring terms.	Ongoing one-on-one consultations and regular trainings were conducted throughout the Fall 2012 and Spring 2013 terms. Over 50% of all faculty have attended one-on-one appointments or have attended training.	Continue to offer one-on-one appointments along with regularly scheduled training. Work with new E-Learning Faculty liaison to boost attendance and participation in trainings and other forums.	No one in the country has figured out the best

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Collaborate with faculty to increase peer-to-peer e-learning	1,4,6	Development of a proposal, for faculty and administrative consideration, to have one or more faculty with designated responsibilities to E-Learning on a part-time basis to serve as faculty lead and liaison. The goal of the faculty liaison is to enhance faculty-to-faculty mentoring and sharing of E-Learning best practices as well as serving as a faculty perspective and voice in E-Learning matters.	A proposal has been created and submitted for consideration to administration. The E-Learning unit continues to provide direct collaboration, support and training to faculty. E-Learning staff consult with faculty and frequently share best practices of other faculty during faculty consults.	The plan, if approved and implemented, to have a designated E-learning faculty liaison is anticipated to improve communication and engagement with faculty.	way to use E-Learning in higher education. Your development of a five-year plan during 2013-14 will make USFSM a leader.
Develop 5-year plan for E-learning administrative and academic infra-structure systems and processes	1,2,4,6	Development of a proposal for a 5-year plan related to administrative and academic infrastructure systems and processes.	This outcome was not fully met. A plan for the transition from Blackboard to Canvas was developed as was a proposal to incorporate a faculty liaison for E-Learning. USF Sarasota-Manatee is dependent on the USF System E-Learning and Technology decisions related to infrastructure. Infrastructure and back-end systems development is centralized in the USF System.	This goal and outcome will be refined in the 2013-2014 year. Instead of developing a plan for technology infrastructure, the E-Learning 5-year plan will focus on creating incremental goals and benchmarks related to faculty and student support, faculty liaison involvement, and leveraging local resources to enhance the online learning environment for USF Sarasota-Manatee students. A first year plan with the faculty liaison was identified to: <ul style="list-style-type: none"> <li>• Start to become active as Faculty voice at USFSM</li> <li>• Need to spread the word at Faculty Senate, Faculty Welcome, Week of Welcome about the transition to Canvas</li> <li>• Explore Sloan C Consortium Certificate and Benefits</li> <li>• Explore USF Tampa University College Online Certificate</li> </ul>	
<b>Information Commons</b>					
Exceed guests' expectation for services	1,2,3,4,6	The Information Commons is a central hub on-campus for students. A variety of	Approximately 4,546 guests asked for assistance at the Information Commons front desk and average of	Information Commons will implement a 10 or fewer question survey in the 2013-2014 academic year to begin formally collecting	I support the development of a survey to continue to

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		<p>services are available and coordinated from the Information Commons. The Information Commons has been established and expanded its services over the past two years. Feedback will be collected formally and informally.</p>	<p>almost 300 students a day utilized the Information Commons space in the 2012-2013 year. The guest traffic is predominately students. The staff gathered feedback informally from students by interacting with students while they were in the Information Commons and asking them what they like and would like to see improved or added in the future. For example, when the Information Commons was first established the space was intended to be a quiet area with computers. However, the seating was arranged so that small groups were meeting and working in the space and creating noise disruption. After speaking with frequent visitors of the Information Commons, it was determined to create defined workspaces for individuals and adjust furniture in a way that group work was not ideal. To still serve and assist students working in groups the staff now assist students by referring them to spaces on campus that may be available such as small classrooms, etc.</p>	<p>baseline data. Implementation of an online scheduling software program will hopefully streamline appointments and offer better reporting data.</p>	<p>refine your service quality. Clearly, though, the Information Commons has become the hub for students, who feel welcomed and can get work accomplished there. An integrated workshop calendar continues to be a good idea— further enhancing the one-stop nature of the Information Commons to give faculty and students more time for learning. The volume of students served and workshops held is quite impressive. Good idea to continue to assess scheduling software to assure effectiveness of operation.</p>
<p>The Information Commons now offers an integrated workshop calendar in writing, library services, math, and technology.</p>	<p>1,3,4,6</p>	<p>Process assessment of projects milestones, activities undertaken, services, delivered, and costs involved.</p> <p>Quantitative analysis of inquiries to sar-tutoring about workshops and attendance at workshops.</p>	<p>Interim coordinator participated in the collaboration of the Information Commons Workshop calendar. Learning Support Services specifically contributed to this effort by fostering collaboration between IC staff members and librarians, arranging IC calendar committee meetings as well as collaborating with the librarians and technology staff to develop the Panic to Paper series. The</p>	<p>Evaluate workshop series and revise as needed to better serve the needs of USFSM students</p>	

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		Qualitative analysis from student and faculty survey and feedback.	<p>coordinator developed the Improving College Writing series and worked with the math faculty consultant to include math workshops on the IC calendar.</p> <p>Information Commons conducted 200 workshops for the academic 12-13 year.</p> <p>90 of those were E-Learning</p> <p>90 of those were LSS</p> <p>20 were Library</p>		
The Information Commons now enjoys the use of an on-line academic center appointment and tracking system for scheduling tutoring and tech support appointments and librarian consults.	1,2,3,4,6	<p>Process assessment of projects milestones, activities undertaken, services, delivered, and costs involved.</p> <p>Quantitative analysis of inquiries to sar-tutoring about workshops and attendance at workshops</p> <p>Qualitative analysis from student and faculty survey and feedback.</p>	Interim coordinator researched 4 appointment and tracking systems (Academia, Tutortrack, Accutrack, and WOnline) in Fall 2012; after providing this research to the IC director and Academic Services "team," the decision was made to further explore using WOnline. By Summer 2013, USFTampa approved USFSM's purchase of WOnline.	<p><b>1)</b> Soft launch WOnline in July 2013 to prepare for full launch in Fall 2013.</p> <p><b>2)</b> Evaluate effectiveness of WOnline over the next 12 months to assess if it meets our needs. If not, explore USF Tampa's recommendation that we use Accademia, depending of cost and funds available.</p>	
<b>Learning Support Services</b>					
The university now offers Learning Support Services (LSS), which includes faculty consultants, a staff consultant, and student tutors providing individual writing tutoring, individual	1,3,4,6	<p>Process assessment of projects milestones, activities undertaken, services, delivered, and costs involved.</p> <p>Quantitative analysis of</p>	<p><b>Fall 2012:</b></p> <ul style="list-style-type: none"> <li>• 1 - Faculty writing consultant</li> <li>• 1 - Faculty math consultant</li> <li>• 1- Staff writing consultant (interim coordinator)</li> <li>• 3 - Graduate student tutors for writing</li> </ul>	<p><b>1)</b> Continue to expand writing and subject tutoring offered at USFSM.</p> <p><b>2)</b> Recommend that incoming faculty coordinator meet with general education coordinator to assess tutoring needs for gen ed classes</p> <p><b>3) Recommend that incoming faculty</b></p>	Having this pilot year for Learning Support Services has been key to providing full support for our new freshmen. An effective supplement to

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and small group tutoring for math and statistics, and a series of workshops for writing and statistics.		<p>inquiries to sar-tutoring, waiting list, group sessions, workshops, and one-on-one consults scheduled with math consultants and tutors.</p> <p>Qualitative analysis from student and faculty survey and feedback.</p>	<ul style="list-style-type: none"> <li>• 1 - Student tutor for math/statistics</li> </ul> <p><b>Spring 2013:</b></p> <ul style="list-style-type: none"> <li>• 1 - Faculty writing consultant</li> <li>• 1 - Faculty math consultant</li> <li>• 1- Staff writing consultant (interim coordinator)</li> <li>• 3 - Graduate student tutors for writing</li> <li>• 1 - Student tutor for math/statistics and finance</li> <li>• 1 - Student tutor - math/statistics and finance</li> <li>• 1 - Student tutor - accounting</li> <li>• 1 - Student tutor – Internet Technology</li> <li>• 1- Student tutor - Spanish</li> </ul> <p><b>Fall 2012:</b></p> <ul style="list-style-type: none"> <li>• 278 writing consults (171 in person; 93 email; 14 phone)</li> <li>• 121 math (including statistics) tutoring sessions</li> </ul> <p><b>Spring 2013:</b></p> <ul style="list-style-type: none"> <li>• 346 of writing consults (218 in person; 111 email; 8 phone; 9 group (MBA grad students)</li> <li>• 81 of math (including statistics and finance) tutoring sessions</li> <li>• 4 accounting sessions</li> <li>• 13 IT tutoring sessions</li> <li>• 4 Spanish sessions</li> </ul>	<p><i>coordinator meet with faculty from various disciplines to assess how LSS can help support them and their students</i></p> <p><b>4)</b> Continue to develop LSS webpage so that students and faculty have access to writing resources (and possible other subject area resources)</p> <p><b>5)</b> Evaluate workshop series and revise as needed to better serve the needs of USFSM students</p> <p><b>6)</b> Recommend developing and offering Learning Support 1-3 credit courses, such as Improving College Writing, Critical Reading and Thinking, Strategic Learning, etc.</p>	students' classroom work. Your plans in this area are good. Not sure how the credit courses will fit in to the majors, unless in majors that need more elective work. Will need to see how they fit into the Curriculum Ladders.
LSS provides a student tutoring program, which trains and supports undergraduate and graduate level tutors for tutoring students in writing,	1,3, 4,6	Process assessment of projects milestones, activities undertaken, services, delivered, and costs involved.	In Fall 2012, the interim coordinator developed a training 8-10 week training program that required in person tutor meetings, selected readings from various university tutor training manuals as well as <i>The</i>	<b>1)</b> Recommend that a course proposal is developed from the (directed reading) pilot course "The Theory and Practice of Writing Tutoring," so that USFSM writing tutors have relevant course work to accompany the practical experience of tutoring.	I think that this is a great way to gain excellent tutors for the program and supplement revenue.

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math, and statistics.		Formative/qualitative? assessment from tutor survey and evaluation as well as student and faculty survey.	<p><i>Longman Guide to Peer Tutoring, The Bedford Guide for Writing Tutors, and A Tutor's Guide.</i> Writing tutors also participated in "work-shopping" sample papers, APA style instruction, observing tutoring sessions and being observed before meeting one-on-one with students. The student math tutor (in lieu of the writing tutor readings) was provided math tutoring materials and observed</p> <p>In Spring 2013, the interim coordinator together with Dr. Valerie Lipscomb piloted an undergraduate and graduate level course titled "The Theory and Practice of Writing Tutoring" with 1 graduate student from the Master English Ed program and 1 undergraduate student (from the B.A. English program).</p> <p>In Spring 2013, the accounting and IT tutor met with individually with the interim coordinator for training using USF Tampa's training manual. The Spanish tutor was the same student participating in the writing tutoring pilot course; the Spanish tutor also met one-on-one with the Spanish instructor for additional training.</p>	<p><b>2)</b> Recommend developing a course handbook <b>from?</b></p> <p><b>3)</b> Recommend researching the viability of a similar course for subject tutoring.</p>	
Students and faculty are aware of LSS services from coordinator and tutor visits to classrooms to promote services, coordinator visits to the North Port campus as well as coordinator and student tutor participation in institutional and cross-	1,3, 4,6	<p>Process assessment of projects milestones, activities undertaken, services, delivered, and costs involved.</p> <p>Quantitative analysis of inquiries to sar-tutoring about workshops and</p>	<ul style="list-style-type: none"> <li>• Course specific class visits to O'Brien, Ngo, Aurilio (Ruva, Badanich).</li> <li>• Participation in Week of Welcome and Tech Fair (manning table, greeting students, distributing brochures and materials, promoting tutoring service)</li> </ul>	<p><b>1)</b> Continue to reach out to faculty at faculty related events, emails, and classroom visits to determine how LSS can support faculty needs and what the faculty perceives as students needs.</p> <p><b>2)</b> Continue to participate in Week of Welcome, Tech Fair, Orientation and other campus-wide events, particularly encouraging student tutor involvement to engage and</p>	Good idea to bring in faculty support by classroom visits.

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<p>disciplinary events, such as Faculty Welcome, Week of Welcome, Research Symposium workshops, and the Tech Fair. Students and faculty are aware of LSS services from updated brochures, updated and expanded handouts as well as an enhanced web page(s) offering online resources for writing and math.</p>		<p>attendance at workshops</p> <p>Qualitative analysis from student and faculty survey and feedback.</p>	<ul style="list-style-type: none"> <li>•Coordinator and student tutors updated and expanded an array of handouts for the Information Commons including the development of math handouts, 4 APA specific handouts (re. style, format, in-text citations, and Reference list), 2 CMS handouts and Strengthening Academic Writing.</li> <li>•Coordinator sought participation with USFSM Research Symposium to provide writing and “presenting” assistance to both poster board and oral presenters. Coordinator and student tutors developed materials and resources and participated in two poster presentation and two oral presentation workshops.</li> <li>•LSS web presence was expanded beyond the former one page to two pages with increased content about services and links to various materials and on-line resources.</li> </ul>	<p>encourage students to use tutoring services.</p> <p><b>3)</b> Recommend increasing classrooms visits at the onset of the semester to educate students about LSS.</p> <p><b>4)</b> Continue participation if Research Symposium to demonstrate that LSS provides support to students at all levels of academic achievement.</p> <p><b>5)</b> Recommend expanding LSS online resources not only in the form of a more comprehensive selection of writing support handouts but video tutorials and links to other university resources. Explore what online resources could be offered online for other subject areas, such as math, statistics, and Spanish.</p>	
<b>Library Services</b>					
<p>Continue to promote and deliver bibliographic instruction virtually as well as face -to-face.</p>	<p>1,3,6</p>	<p>Track number of instruction sessions</p> <p>Informal faculty feedback based on student performance</p> <p>Qualitative survey of faculty assessing student outcomes</p> <p>Pre and post testing</p>	<p>1.Librarians prepared &amp; presented approx.48 instruction sessions, includ. workshops for RefWorks, USF’s bibliographic software</p> <p>2.Following research education workshops, teaching faculty referred individuals &amp; study groups for in-depth research consultations</p> <p>3.Not conducted</p> <p>4. Instructor librarian conducted 4 testings: COD Marketing, COEd Foundations, A&amp;S (2) i.e.e.</p>	<p>1.With launch of WOnline, record &amp; track sessions for 2013-14</p> <p>2.Continue established procedures. Suggest adding post-consult email confirmation to referring faculty</p> <p>3. design &amp; conduct said survey end of fall, 2013 semester</p> <p>4.Promote testing to new faculty, esp. those teaching freshman classes</p>	<p>Using WOnline will be helpful in tracking the work systematically and in total with the other Info Commons’ activities. What were the results of the pre- and post-testings? Perhaps include those in next year’s report. Good idea to merge library workshops with</p>

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			Criminology, History. Visiting librarian conducted 1 with Criminology class		the rest in the Info Commons. If possible, the library door count at Cook would be helpful information.
Continue to provide individual and group research consultations to support faculty and student research and scholarship	1,3,6	Track number and type of research consultations  Post consultation evaluation	1. During the 3 academic year semesters, librarians conducted several hundred consultations among which graduate students accounted for 10%. 2. Evaluations provided to faculty as deemed appropriate on case basis	1. Following field research & subsequent trial, WCOonline was acquired 2. WCOonline will provide statistics	
Continue to assess selected library collections	1,3,6	Evaluate cost benefit analysis of print periodicals  Evaluate library resources for new degree programs	1. All print periodicals submitted for renewal cancellation were approved by deans.	1. Continue to follow USF Library guidelines: as subscriptions come up for renewal, cancel if available electronically	
Develop and offer integrated workshop series	1,3,6	Track number of workshop attendees	Despite print, electronic & oral promotion, advance signups, majority of students were no-shows.	Redesign workshop timeframes & merge APA & RefWorks instruction with Learning Support Services	
Participate in collection development process for faculty requests of print and media materials	1,3,6	Confirm system status of requested materials and offer use of collaborative resources.	Foundation funds identified for controlled print & electronic acquisitions, contingent on Dean's signed approval & librarian's recommendation  USF Libraries acquired several films requested by USFSM faculty in streaming format	Promote use of new Faculty Purchase Request for Library Materials 2013 form for efficient turnaround	
Continue promotion and use of Cook Library collections and space.	1,3,6	Periodic usage sampling Circulation statistics	No survey conducted  As supported by Aleph, print & audio-visual circulation continued to fall. ILL showed 10% increase most likely owing to successful implementation of user friendly UBorrow	Librarians will host library tours & research scavenger hunts for incoming freshmen  Reinstate library door count of USFSM students & faculty	
Library system marketing outreach	1,3,6	Reservation numbers compared to campus event attendance count	Inauguration of author/book signing lecture series with Jewish Fed. of Sarasota	Identify more community stakeholders and leaders for on-campus events	

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<b>Technology Services</b>					
Reorganize the unit to include changing the name Campus Computing to Technology Services and expanding the hours of operation	1,2,6	Due to the transition no means of assessing outcomes were completed.	Due to the transition no assessment data were completed.	Due to the transition plans will be reported in the 13/14 assessment documents.	Reorganization efforts have been going quite well. Faculty and staff have commented on the increased service and expertise in Tech Services. Next year's assessment data have the potential to be strong.
Continue to increase customer support for technology services	1,2,6	Review data from NEO and Archibus.	Technology Services' staff began "logging" all service requests received at the window and via Crestron's Room View system in March, 2013.	This needs to be supplemented by implementing a two-way intercom or other type of system between users and the Help Desk to improve efficiency.  Note: A 8/13 upgrade to Crestron's "Fusion" system should provide much of the statistical data necessary for tracking classroom assistance support. NEO and ARCHIBUS are online scheduling [vs. true IT "ticketing"/"tracking" tools]. Desired analytical data, showing detailed customer satisfaction and ticket resolution will result after a real trouble-ticketing system is acquired and implemented.	Technology upgrades have made a difference in the building, and the work at Mote is commendable. The upgrade in Selby will offer some finishing touches.  An Operations Manual is a good way to document procedures, particularly complex technical issues when the lead person is off-campus. An on-line version in WordPress may assist staff in dealing with constant changes. Some of it can include links to on-line procedures that vendors provide.
Upgrades to technology refresh plan	1,2,6	Purchase and installation of equipment	Work orders Downtime of equipment Classroom interruptions Comments from faculty Comments from students	Wireless infrastructure upgrade; Viking Labs upgrade; Media equipment (tricaster) upgrades; Data Center upgrade; portable PA system upgrade, USFSM Science Labs at Mote. Quotes have been acquired and a recommendation will be made for an upgrade for VC equipment and Selby Auditorium in 8/13. Support USFSM labs at Mote.	An Operations Manual is a good way to document procedures, particularly complex technical issues when the lead person is off-campus. An on-line version in WordPress may assist staff in dealing with constant changes. Some of it can include links to on-line procedures that vendors provide.
Create and document standard operating procedures for: <ul style="list-style-type: none"> <li>• Security</li> <li>• Imaging</li> <li>• Workflow</li> </ul>	1,2,6	Operating Manual	Due to the transition there was no assessment data collected.	An overall Operations Manual will be explored with the recommendation that it be generic in an outline format as they become quickly outdated as technologies rapidly upgrade.	A COOP plan update is always important, so

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Continue to evaluate a risk assessment plan <ul style="list-style-type: none"> <li>• Document Disaster Recovery Plan</li> <li>• Create an Emergency Manual</li> <li>• Create network Documentation/ Diagram</li> <li>• Identify hardware/server threats</li> </ul>	1,2,6	Risk Assessment Plan	The Continuity of Operations / Technology Services' plan was updated in March '13. It lists emergency contact numbers and a plan for prioritizing services in the event of a natural or other disaster.	The continuity of operations/technology plan will continue to be enhanced and updated each year.	glad to see that it will be updated annually. Would also suggest updating when personnel change.
<b>Web Services</b>					
Continue to transition website to WordPress content management systems	1,2,3,6	Count number of units converted to WordPress.	All Units are being converted to a single WordPress system, rather than one-by-one as we planned last year. The first tier of new content is scheduled to be published in August 2013	The project goals have changed since last year. At this time we are close to launching a completely new usfsm.edu site. The current plan is to replace the most popular public-facing sites by the beginning of the Fall 13 semester, then spend the Fall converting the remaining sections.	I recognize that much work and cooperative effort with Marketing occurred this year to bring the new Website to fruition. Looking forward to the new version.  The archive system is an important part of USFSM's research development.
		Comment form on website	This will be available in the footer of every page. We will be able to track what page the user was on when they submitted the feedback.		
		Survey for freshman on usefulness of website	This will be sent out in Fall 2013		
		Continue to collect and review analytics data	Produced 13/14 Undergraduate and Graduate Catalogs in WordPress		
		Production of 13/14 Undergraduate and Graduate Catalogs in WordPress	An analytics report is sent out every month by the Communications and Marketing dept.		
Develop the plan for an archive system and scholarly repository for	1,2,3,6	Review other university approach to archive and scholarly repository.	This was completed and a system was chosen and installed.	The project will resume once the Faculty Coordinator, Library Services is hired in Fall 2013.	

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USFSM		Consult with librarians to ensure system chosen suits their needs.	This project is on hold until a librarian with archive experience is brought on board		
Participate in training and technology functions to provide guidance for faculty, staff, and students web technology	1,2,3,6	Compile summary of interactions with faculty, students, and staff.	The new web project will have very limited staff editing capabilities, training is no longer a priority.		
		Participate in technology fair	Created a document outlining essential free technologies that was well received.		
<b>USFSM at North Port</b>					
Increase enrollment, awareness, and opportunities as a response to area academic needs	1,4	Work with Institutional Research to develop a needs assessment to better determine USFSM at North Port programmatic interest. (High Schools, COE Graduate, Undergraduate)	In lieu of a needs assessment, Institutional Research obtained data from local high schools (Venice, North Port, Lemon Bay, Charlotte, Port Charlotte and Charlotte Technical). The data included enrollment and % that graduated and enrolled at SCF. It also indicated the academies housed at these schools that align with USFSM programs (Culinary Arts, Criminology, Psychology, Education, and Hospitality).	<p>Joint meeting with faculty members / student service staff from USFSM and academy directors from North Port High School. From this meeting, awareness about programs at USFSM and the North Port Instructional Site was conveyed and relationships developed. Action steps from this meeting include: USFSM Faculty Visiting the Academies at NPHS and presenting in their area of expertise and then using this opportunity as a recruitment tool. Beginning in fall 2013:</p> <p>Invite students from NPHS to sit in and observe selected classes at USFSM-NP.</p> <p>Invite students from NPHS academies to participate in selected student club activities at USFSM-NP.</p> <p>Thus far, Hospitality faculty has visited NPHS and L. Kosten and J. Thiel hosted a presentation at the Child Care Academy there.</p> <p>Another meeting of USFSM faculty and academy directors from all local high schools</p>	You have made many efforts to go out into the community and to bring prospective students to campus. Your plans to continue and expand these efforts should pay off.

Outcomes	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response
				will take place in fall 2013. The format from this previous meeting will be replicated.	
		Develop innovative learning opportunities for USFSM at North Port. (Certificates, Continuing Education Units, Weekend College)	A Web-blend Weekend College was planned and marketed to begin in Spring 2013 for an M.A. in Elementary Education.	Sincere efforts were made by Diane Lewis, Michele Groves and Lora Kosten to market this program. Info sessions, visits to current education classes, and contacts to former graduates were included. There were three students who were seriously interested but hesitant in applying for fear of losing their application fee if the program were to be cancelled. This M.A. in Elementary Education program is also hosted at USFSM and it was postponed in spring 2013 due to low enrollment.	Unfortunately, the curricular and assessment issues with the MA in Elementary Education probably made it more difficult for this program to go forward. As changes are made to this program over the next year, perhaps the opportunity will present itself again.
			The Certificate in Leadership Studies was approved to be offered on site at USFSM-North Port with the 5 classes scheduled from fall 2012 through spring 2014.	Based on a discussion with the Human Resource Department from the City of North Port, this certificate program was launched and we were very disappointed that it was not embraced by employees in the city. Again, sincere efforts were made through several meetings with HR Manager Sherry Borgsdorf. Ross Alander was involved in these meetings at City Hall and he was also in contact with other non-profit agencies in this area about the certificate program.	As you are aware, oftentimes USFSM must try many programs before that one catches on in the community. Making the effort still gets our name out there.
		Schedule formal meetings with College Deans to monitor and review data for North Port programmatic planning.	A formal presentation was made to Executive Council in September 2012 regarding data from South County 2007-2012.	The highest enrollment occurred in fall 2010; this was the opening of our North Port Instructional Site. In addition to the positive media coverage, the College of Business had received a grant from The Gulf Coast Community Foundation and seven business courses were hosted here that greatly increased enrollment. The data on high schools clearly indicate there are academies whose missions align with our programs. These area high schools have many prospective students and relationships need to be cultivated. Even if local students complete their first two years	A valuable contribution of USFSM at North Port is its location near the South Sarasota County schools. I encourage the joint efforts with Outreach to bring more freshman applications from that part of the county.

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				<p>and general education requirements at USFSM, they could complete much of their course work for ISS, psychology, criminology, and elementary education in North Port. Applications for freshmen / fall 2013 from the South County area include: Lemon Bay HS- 1, Venice HS -1, North Port HS-8, Port Charlotte HS-0, and Charlotte HS-3. With collaborative efforts from recruitment, USFSM at North Port, and high schools, these numbers will increase. Many recruitment opportunities exist.</p>	
		<p>Collaborate with Admissions to develop a Recruitment Plan specific to North Port to include marketing strategies.</p>	<p>Collaboration was very positive</p>	<p>Ruth Lando made certain that our Open House announcements were advertised with the local media, she placed a general ad in the North Port High School Newspaper and included our Instructional Site on materials for campus flyers. This special media coverage is very much appreciated.</p>	<p>I encourage a joint outreach plan between USFSM North Port and Admissions annually. Again, the strategic location of your teaching site will prove important.</p>
		<p>Continue to monitor enrollment numbers and seek support from Office of Student Services to increase enrollment.</p>	<p>Enrollment numbers are monitored daily, along with regular reports on new admits who reside in the area, and their programs of study.</p>	<p>SCF and Edison on-site recruiting and advising; presentations to selected classes at SCF, recommended classes for semester schedules based on programs of newly admitted students are all efforts to increase enrollment. Jessica and Lora made a visit to Suzanne Demers, Director of South Florida State College-DeSoto campus inviting her to our Open House in the spring and requesting that we leave USFSM flyers. Principal Jones from North Port High School has indicated that funding for career services may be cut and he would welcome on-site recruitment from USFSM on a regular basis in the fall. We are to contact him in August.</p>	<p>I support these planned activities and see that you are meeting needs in the schools that will build true partnerships.</p>
		<p>Pursue additional financial resources through grants, private funding, and other sources.</p>	<p>L. Kosten will attend a conference for Population Connections July 26-28 in North Carolina this summer. <a href="http://www.populationeducation.org">www.populationeducation.org</a></p>	<p>All expenses are covered, participants invited were a select group of university faculty and K-12 educators who have demonstrated an interest in this program. The engagement</p>	<p>Congratulations on earning this opportunity. Glad that it will provide</p>

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				<p>strategies and content will enhance teaching in EDE 4301.</p> <p>Up to \$450.00 for travel expenses can be submitted for reimbursement.</p> <p>The documentation form for Special Activities has been submitted and the travel department will be contacted regarding acceptance of reimbursement for air fare.</p>	<p>additional strategies for teaching enhancement.</p>
<p>Enhance student experiences through increased support and activities.</p>	<p>1,4,6</p>	<p>Schedule learning support services at North Port Site.</p>	<p>Writing workshops have been held and are scheduled.</p>	<p>Representatives of the Writing Center and Library Services were scheduled on-site in fall 2012 and as needed in spring 2013. In addition, these talented tutors presented a well-attended workshop during Spring 2013. Additional workshops have been requested. There are plans in place for several this school year to include VC components.</p>	<p>Important that you provide services at USFSM at North Port like in Sarasota. You are serving the students well. VC delivery is a good option in the 2013-14 academic year.</p>
			<p>Addition of on-site learning support services</p>	<p>Jessica has trained as a writing tutor previously, and is currently pursuing a Masters of Library and Information Science. Given this background, she currently available to provide limited support services in these areas; more difficult cases are referred to SMC tutors. She will continue to complete training in these areas in order to better serve our students.</p>	<p>The flexibility of staff at USFSM at North Port is admirable in your willingness to serve students in as many ways as possible.</p>
		<p>Increase student involvement through SGA and Clubs.</p>	<p>Open-door policy for student groups; support given to students who wish to become involved</p>	<p>Due to the support and encouragement of our staff, SGA has sponsored several events this year. Students appreciate the efforts. We have one very active club, SMILE/Sarasota-Manatee Inspiring Lifelong Educators, which meets regularly and is planning upcoming events. Dr. Kosten serves as advisor. The Criminology and Psychology Clubs have hosted selected meetings on-site in North Port or via VC.</p>	<p>My interactions with SGA show that the officers are happy to provide activities to the students in North Port. Using VC for meetings is a creative way to involve more students.</p>
		<p>Continue to provide volunteer opportunities in the community.</p>	<p>Junior Achievement (JA Day) and Habitat for Humanity</p>	<p>On May 15<sup>th</sup>, 5 students, Dr. Kosten, Jessica, and Jenna volunteered for JA Day at Lamarque Elementary. All USFSM students were invited to take part in the activity. We have been in talks with Habitat for</p>	<p>These are good ways to increase USFSM's visibility but also serve the community.</p>

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				Humanity to provide some solo and team volunteering opportunities to our students. At present, we are collecting aluminum cans for Habitat's "Can Drive".	
		Partner with Career Services to help promote resources for students.	Rose Fritz from Career Services held regular hours on site here in fall 2012 and met with students as needed in the spring	Through flyers and bulletin board postings, students were always notified on Career related activities that were being held at USFSM. Rose Fritz and Toni Ripa are always a phone call away and always willing to assist students as needed.	Students finding jobs after graduation is an important goal that you are serving by ensuring career services.
Increase Faculty Support & Communication	1,4,6	Develop platform for consistent communication between staff and faculty at USFSM at North Port.	<p>Welcome letter each semester from L. Kosten. Monthly e-mail messages or notices of importance that sometimes need to be posted on Blackboard for students.</p> <p>"Inspira-bull" postings...students were asked to post a positive message about a selected professor; messages were displayed and then given to faculty at the end of the fall semester.</p> <p>There are signs on each classroom podium regarding building coverage for evenings, door schedule and location of phones in case of an emergency.</p> <p>Current messages and flyers are posted in the elevator, in all classrooms, and on the hallway marker board.</p>	<p>A faculty survey was conducted in fall 2011 and will be revised and administered in fall 2013. Ongoing communication with faculty is key, and having faculty involved in programmatic and recruitment opportunities is very special as evident from this event: Several faculty members participated in the joint meeting with the North Port High School Academy Directors. Professors Barron, Badanich, Scott, Kosten and Kemper are all willing to invite prospective students to observe in some selected classes. These professors also have an interest in presenting information about their areas of expertise at high schools as a means of career awareness and recruitment for programs at USFSM.</p>	Important to keep your core faculty involved in a variety of events.
		Host opportunities for social interactions among faculty and staff.	Mix and Mingles in the fall	USFSM at North Port hosted Mix and Mingle events here in September, October and November. They were scheduled at 5:00 PM on different days to give all faculty members a chance to participate. Pizza was served and faculty appreciated the opportunity to network.	A nice way to show faculty and staff that they are valued.

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				Luncheons for staff were held in the fall at Warm Mineral Springs restaurant and Venice Yacht Club in the spring.	
		Encourage faculty to share their research, scholarly achievements, and student successes.	Bulletin Board Postings	Compliments to: Dr. Richard Reich /Outstanding Professor Spring 2013 Well wishes for Todd Mitchell who graduated with a degree in IT and is now employed in Washington DC. Various postings of student activities Professor Kemper Newspaper articles on the Mock Crime Scene.	Again, these are good ways to keep faculty engaged, and I hope you continue to have such good news to spread.
		Seek opportunities for faculty to participate in student and community events.	Junior Achievement Mock Crime Scene	Faculty were invited to participate in JA Day.  Professor Kemper organized a Mock Crime Scene for USFSM criminology students in conjunction with SCF Venice. The scene was very well attended and received coverage in local newspapers.	These types of events provide visibility for your teaching site but also for USFSM as a whole. I encourage your continued sponsorship of them.
<b>Academic and Faculty Senate Administrative Support</b>					
Support for Academic Affairs and Faculty Senate	1,5,6	Number of items processed through the year	There were 138 items processed by APC Program Review Guidelines	Created new Academic Administrator position to provide support for Academic Support Services, program pre-award grant, and Faculty Senate	The reorganization of duties will be important in continuing to support the faculty and Academic Affairs in general. Good emphasis on pre-award grant support.
			Assisted with tenure and promotion applications.		
			Produced 13/14 Undergraduate and graduate catalogs in WordPress. Prepared hiring plans for colleges.		
Continued to work on maintaining and updating Faculty/Staff Handbook	1,5,6	Number of procedures added/or revised	Updates/additional as necessary	The faculty staff handbook was not converted to WordPress this past year. We will plan to do this in 13/14.	Converting it to WordPress will make the following years' revisions much easier.

**Chancellor's Response** (Dr. Arthur Guilford): All areas within Academic Support Services have been very active and have made good gains. I was pleased to see that surveys have been developed and that have been changes made in response to obtaining assessment results. I agree entirely that the reorganization within some units will benefit the entire academic support functions. In addition, I was pleased to see the creative events that the people at North Port Center have done to recruit students and to get the word out that we are in North Port. Perhaps if we do move forward with Mineral Springs (North Port), we will be able to develop some new science degrees located there, which will increase enrollment in Environmental Science.