UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE
UNIT ASSESSMENT REPORT
2013-2014

UNIT:	**Learning Support Services** (Dr. Su Senapati)
MISSION:	The mission of Learning Support Services is to provide students with academic assistance that strengthens their ability to learn effectively and, consequently, achieve academic success.

2012-16 USFSM STRATEGIC PLAN GOALS:	**GOAL 1 ACCESS**: Expand access to a University education that benefits students and the local, national, and global community. (Aligns with USF System Goals 1,2,3,4,5; State University System of Florida Goals 2,3)
	Teaching & Learning
	  (1a.) Expand academic programs 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.
	Scholarship, Research, and Innovation
	  (1b.) Promote innovative scholarship and community-engaged research.
	  (1c.) Seek external funding from public grants, private foundations, and individual donors.
	Public Service & Community Engagement
	  (1d.) Partner with a variety of organizations and stakeholders, including the USF System.
	  (1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.
	
	GOAL 2 SUCCESS: Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; State University System of Florida Goals 1,2).
	 Teaching & Learning
	  (2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.
	  (2b.) Earn professional accreditation and recognition, including AACSB and NCATE.
	 Scholarship, Research, and Innovation
	  (2c.) Track and promote faculty-developed measures of scholarship.
	  (2d.) Identify student success predictors.
	  Public Service & Community Engagement
	  (2e.) Earn recognition as a Carnegie Community-Engaged University.
	  (2f.) Track and share the value of the University's and graduates' economic and societal contributions.

		UNIT GOALS:	1. Encourage students to become active participants in their own learning process through academic services, such as individual tutoring, workshops, and collaborative sessions. (Aligns with USFSM Goals 1e, 2a, 2d)
			2. Provide faculty support in maintaining the rigor, standard, and integrity of their courses through course-specific tutoring, course support, and resource materials for their students. (Aligns with USFSM Goal 2a)
			3. Provide student tutors with learning experiences via ongoing training, education, and professional development in tutoring theory and practice that hone their subject matter expertise, communication skills, and collaborative abilities. (Aligns with USFSM Goals 1e, 2a)
			4. Create a safe haven where a deeper, more substantial approach to education takes place, a place where students abandon poor academic habits and attitudes, replacing them with conscious engagement in their own learning process. (Aligns with USFSM Goals 1e, 2a)

OUTCOMES	Unit Goal	Means of Assessing Outcome	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
Outcome 1: Variety of learning support options available to students.	1,2, 3	Process assessment of projects milestones, activities undertaken, services, delivered, and costs involved. Quantitative analysis of inquiries to sar-tutoring, mywconline (scheduler), group sessions, workshops, and one-on-one consults scheduled with consultants and tutors. Qualitative analysis from student and faculty survey and feedback.	Writing sessions = 334 (fall 2013)+376 (spring 2014) = **710** Math/stats = 123+471 = **594** Subject = 51+151**= 202** Total # of all tutoring sessions **= 1506** (fall and spring) vs **932** in the previous (2012-13 academic year) and increase of **62%** since the last academic year (2012-13) and an increase of **152%** in Math and Statistics. Writing sessions remained the same as the previous year. The increase in the total number of appointments was due to tutoring being offered in other areas.	Changes resulting from formative assessment during the year: -Increased hours of operation by starting at 10 am instead of 11am. -Increased the number of tutors to respond to increased student demand. -Added door to corridor to provide privacy and quiet space for tutoring. -Reduced the number of workshops offered from 35 to 5 but attendance didn't increase. Summative assessment change: Low attendance in workshops is a statewide issue which requires us to rethink the workshops. We are thinking of producing video workshops and placing them online to avoid time conflicts.	The Learning Support Services Unit will be continuing its work as part of the Information Commons to provide more cohesion in this important area. Continue to monitor effectiveness and best practices.

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Outcome 2: Qualified student tutoring training program and implementation.	3	Develop a formal training program and materials for undergraduate and graduate student tutors, including a credentialing process, in writing, math, and statistics. Develop a policies and procedural manual for Learning Support Services.	In Fall 2013, the faculty coordinator developed a 3-hour training workshop for all tutors that required in person tutor participation, where selected readings from various university tutor training manuals were discussed, USFSM LSS policies reviewed and tutor expectations and code of conduct explained. Writing tutors also participated in a workshop on "The Writing Process." Math Faculty Joy D' Andrea facilitated a math tutoring workshop **Fall 2013 – Hired & oriented/trained the following:** 2 math faculty consultants 2 writing faculty consultants 2 graduate student tutors for writing 1 undergraduate student tutor for writing 2 undergrad student tutors for math and statistics 1 graduate student tutor for Spanish 1 undergrad student tutor for Chemistry 1 undergrad IT tutor (No attrition in peer tutors –peer tutors continue until they graduate) **Spring 2014 - Hired & oriented/trained the following:** 2 math faculty consultant 3 writing faculty consultants 2 graduate & 3 undergraduate student tutors for writing 2 undergraduate student tutors for math/ statistics, accounting and finance 1 graduate and 1 undergraduate student tutor for Spanish 1 undergraduate student tutor for Chemistry 1 undergraduate IT tutor	Will seek College Reading & Learning Association (CRLA) certification for tutors.	Excellent staff development initiative. Evaluate cost/benefit effectiveness of CRLA certification.

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Outcome 3: Integrated Learning Support Services within the Information Commons.	1	Include LSS workshops within the Information Commons master calendar and activities. Use the online scheduler usfsm.mywconline.com for e-tutoring.	LSS 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 coordinator developed the Improving College Writing series and worked with the math faculty consultant to include math workshops on the IC calendar. 115 out of 116 students said it was easy to make online appointments (99%) using wconline.	Collaborated and participated in Hump Day Workshops which again suffered low attendance – need to rethink the efficacy of this medium. Request the use of the online scheduler but will look at other available options.	Agreed. Discontinue is appropriate. Continue to monitor effectiveness. To make, track, and mine data about tutoring services provided and provide e-tutoring to students.
Outcome 4: Increased awareness and use of Learning Support Services among students, faculty, and staff through classroom visits, participation in cross-disciplinary events, and updated brochures, handouts, and webpages.	1,2,4	Process assessment of project milestones, activities undertaken, services, delivered, and costs involved. Quantitative analysis of inquiries to sar-tutoring about workshops and attendance at workshops Quantitative analysis of data collected from usfsm.mywconline.com scheduler Qualitative analysis from student and faculty survey and feedback. Increased number of students using Learning Support Services.	From our online survey in which only 31 tutored students participated in fall of 2013 the following data about the medium through which students became aware of LSS services is as follows: 55% became aware of services through faculty announcements 23% from brochures 13% through friends and word of mouth 10 % from in-class presentations by tutors and coordinator Total # of all tutoring sessions **= 1506** (fall and spring) vs **932** in the previous (2012-13 academic year) and increase of **62%** since the last academic year (2012-13) and an increase of **152%** in Math and Statistics. Writing sessions remained the same as the previous year.	From formal and informal surveys we discovered that awareness of our services needs to increase. Document holders advertising our services have been placed in strategic places where students congregate or study. We will explore other ways to advertise, including embedding our services on Canvas.	Develop a strategic overall plan for increasing awareness of services available through the Information Commons.

Chancellor's Response (Dr. Arthur Guilford)**:** I trust that you will be able to increase the awareness of your unit for all students. You are providing excellent tutoring to the students, and it is a shame if they are not aware of what is available. I like your idea of staff development for College Reading & Learning Association (CRLA) certification for tutors. I think that this type of staff development is an excellent idea. I do agree with Dr. Osborn that a rigorous plan for increasing awareness of your services is warranted. Perhaps posting on the university's website would be helpful as well as distributing brochures through student government. I am sorry that the workshops have not gained more traction. Perhaps over time as we have more lower- division students, they will begin to pay-off, or they should likely be discontinued. You are doing excellent work, and I am pleased with the progress that you have made in the Learning Support Center.