UNIT:	**Library Services and Learning Support Services** (Diane Fulkerson)
MISSION:	The mission of Library Services and 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.

*Two units merged in 2014-15. In 2013-14 had separate assessment plans/reports.

UNIT GOALS:	1. Encourage students to become active participants in their own learning process through library and academic services. (Aligns with USFSM Goals 1e, 2a 2d) 2. Provide faculty support in maintaining the rigor, standard, and integrity of their courses by providing students library consults, research assistance, 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) 5. Assist USFSM faculty scholarly research efforts. (Aligns with USFSM Goals 1b, 2c)

OUTCOMES	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan Resulting from Analysis of Assessment (6/1/2015 deadline to IR)	Vice Chancellor Response (Dr. Terry Osborn)
Outcome 1. Provide a variety of learning support options; including library services to students.	1,2	1. Implement Desk Tracker. 2. Create and upload video tutorials. Include a brief survey, one or two questions, to determine if they are being watched.	1. Desk Tracker was implemented April 2014 for the Information Commons and Library Services. Learning Support Services continued to use WConline to set appointments and track data. This software continues to serve our needs. 2. We collaborated with e-learning to create a USFSM library module that included videos. Faculty were able to embed the materials in	Desk Tracker allows us to collect data on students we help at the Information Commons front desk, research consultations, and library instruction sessions. We provided the librarians at Cook Library accounts for Desk Tracker to determine the number of students who use the NCF library and seek help from a librarian. The library module created for Canvas helped us to determine we needed to subscribe to	Continue to develop student-centered approaches as our demographic changes.

			their class. We did not include a survey in the library module, but students who used the material contacted us if they needed additional help.	LibGuides. Students contacted librarians at USF Tampa for help. Our subscription began in January 2015. (http://usfsm.libguides.com/) The guides provide our contact information and resources focused on programs at USFSM. Faculty can link them to their course materials in Canvas. The guides are concise and easy to navigate. We will update and add new materials throughout the academic year. Learning Support continued to add to its library of style guide sheets made available through print and online form. Several faculty (20) provided links to the Learning Support page in their courses through Canvas.	
Outcome 2a. Qualified student tutoring training program and implementation. **Outcome 2b.**	3,4	Seek College Reading & Learning Association (CRLA) certification for tutors. Create a survey of faculty to assess research needs before the start of	CRLA Certification was researched, found to take a year for certification and used mainly by community colleges where staff managed	LSS has a total of six tutors; five graduate students and one senior undergrad, which also made seeking CRLA certification a low	

Individual and group research consultations for students and faculty face-to-face and online.		Fall Semester 2014. Develop an assessment method for individual or group research consultations.	tutoring services. Research universities like USFSM generally do not seek CRLA certification. With limited resources and personnel CRLA certification wasn't feasible. Additional personnel and resources support might make certification feasible.	priority. However, all tutors received additional training through a full-day workshop in the Fall 2014 semester conducted by the LSS coordinator. The LSS coordinator created a class through Canvas to provide tutors a repository of support materials for easy access by tutors. This module, called "Terrific Tutors", provides a space for tutors to collaborate and improve their tutoring skills.	Continue development of our tutoring program.
Outcome 3. Formal assessment plan for library instruction and Learning Support Services.	1	Develop an on-line form for virtual and face-to-face research consultations and tutoring sessions. Revise assessment plan every year. Focus on developing programming and services to meet needs of first-year students.	We did not create an online assessment form. We changed our assessment form to include quantitative and qualitative data. Face-to-Face and e-tutoring is already in place. Virtual online tutoring in IT implemented in January 2015 and virtual online tutoring in math, finance, Stats, Accounting implemented May 2015. Several Math Workshops were developed and held by math faculty offering hours to the tutoring	The information we obtained through our assessment indicate we need to expand our library instruction services. We are considering administering the Project SAILS or iSkills information literacy tests to our incoming freshman students to better determine the needs of our students especially in the area of critical thinking. Very few students use the virtual on-line form of tutoring option (total of 25 hours in virtual IT	As we re-evaluate shared services with NCF, this activity should be coordinated with new features of the shared service agreement.

			center for first-year students. Workshops were strategically offered before major exams and were very well-attended (30-40 students for each workshop). Learning Support continues to survey students on-line to assess student satisfaction of tutoring services.	tutoring). LSS will continue to provide virtual online forms of tutoring. Of the 139 students who took the survey, 139 (95%) gave the quality of service superb ratings and 8 (5%) students gave it good rating. Will try to get more students to take the survey to get a better sampling of students and will make the survey questions simpler.	
Outcome 4. Weeding of the book collection housed in Cook Library.	2	Start weeding process in Fall Semester 2014.	We started to weed the collection soon realizing materials are missing from the collection. We are in the process of completing a book inventory to determine what books/videos are missing. Once the inventory is complete, we will either replace the item or have USF Tampa mark the item as missing.	Our goal is to complete the book inventory, weed the collection and improve our holdings in the collection for our programs especially the sciences.	Excellent weeding.

Outcome 5. A marketing program developed in conjunction with the librarians at Cook Library to promote the library services and space available to USFSM students.	1,2	In conjunction with Cook Library determine services to market and promote to USFSM students and faculty. Work with Cook Library Dean, Brian Doherty, to develop ways to encourage USFSM students to use Cook.	The librarians at Cook Library participated and will continue to participate in USFSM open houses and orientations. This provides students with an opportunity to meet the librarians who can help them while they are studying at Cook.	We will continue to look for additional opportunities to market Cook Library. One area in need of redesign is the Cook Library website. It needs to be co-branded, but is not. New signs throughout the library would also help to make USFSM students feel welcomed at the library. The above items are being discussed with Brian Doherty, Dean of the Library. Cook Library is completing renovations this summer and new signage is part of the renovation.	You may want to collaborate with e-Learning on this initiative.
Outcome 6. Processes and procedures for the digital repository, including identification of collections and materials to include.	1,2	The library specialist will identify materials suitable for the digital repository, starting with small collections and historical campus photos, and will upload them into Sobek. He will create policies and procedures for the repository that will be reviewed in Academic Council.	This project is on indefinite hold. Many of the items are newspaper clippings that cannot be digitized because of copyright restrictions. Other materials are available at USF Tampa Special Collections and we can work in conjunction with USF Tampa to digitize the materials.	This is a project that can be re-evaluated at some point in the future.	Discontinue pending identification of need.

Outcome 7. Resolution of issues with USF patron load into NCF library catalog for library services.	1,2	Check to make sure the information transferred correctly before going live. Completion by start of Fall Semester 2014.	This is an ongoing project. I continue to work with Cook Library to get the project completed.	Due to personnel changes at Cook Library the project was put on hold. Over the summer I will work with the director of access services to determine what steps need to be taken to complete the project. FLVC can upload the patrons, but Cook is unsure how often they want patron information updated.	Subsequent to this writing, meeting was held with NCF administration to address these issues.
Outcome 8. Increased awareness and use of Learning Support, and Library Services among students, faculty, and staff through classroom visits, participation in cross-disciplinary events, and updated brochures, handouts, and webpages.	1	Embed services in Canvas.	Separate modules were created for Learning Support and Library Services and embedded into all Canvas courses. Students can use the modules to access library resources and schedule appointments with Learning Support. Learning Support coordinator and tutors visited 40 classrooms and made presentations on tutoring services. LSS coordinator talked with students in hallways to advertise tutoring services.	We will work with e-Learning to update the modules as needed. The modules increased the visibility of both services and made it easier for students to contact Learning Support and Library Services. More students are aware of tutoring services as revealed by a 17.3 % increase in the total number of tutoring hours from the previous academic year.	Excellent collaborative activity.

| **Outcome 9.** Learning Support Services Integrated within the Information Commons. | 1 | Identify integrated activities and procedures. | | Learning Support will continue to participate in all orientation activities, and find creative ways to advertise tutoring. | Excellent collaborative activity. |

Chancellor's Response (Dr. Sandra Stone):

Great work improving resources, coordinating with e-Learning and New College, and renovating space to better accommodate student needs. Continue working on certification of tutors. We will continue working on improvement of shared services with New College, as well as working on getting resources located on our campus. Staff are providing great service given the limited space and funds available.

7/7/2015