

**USF SARASOTA-MANATEE  
ASSESSMENT PLANNING RECORD  
2016-17**

<b>UNIT:</b>	<b>Learning Support Services</b> ( Su Senapati, Instructor of English Faculty Coordinator, Learning Support Services)
<b>MISSION:</b>	The mission of the University of South Florida Sarasota-Manatee Learning Support Services is to connect students and faculty to collaborative tutoring services. The aim of Learning Support Services is to support and enhance student success, student engagement and student retention.
<b>2015-20 USFSM STRATEGIC PLAN GOALS:</b>	<p><b>STRATEGIC GOAL #1: Student Success</b> Ensure student retention, timely completion, employment success, and student satisfaction.</p> <p><b>STRATEGIC GOAL #2: Campus Life</b> Foster an intentional culture of campus engagement.</p> <p><b>STRATEGIC GOAL #3: Intentional Enrollment Management</b> Strategically recruit and retain students by growing existing programs and creating new programs of strategic emphasis or demonstrated demand.</p> <p><b>STRATEGIC GOAL #4: Teaching and Learning</b> Explore and implement innovative technologies and pedagogical methods that increase student engagement in the learning process and improve student learning outcomes.</p> <p><b>STRATEGIC GOAL #5: Scholarly Activity</b> Recognize and support diverse faculty and student research activities.</p> <p><b>STRATEGIC GOAL #6: Community Engagement</b> Build and be known for a community engagement identity in partnership with a variety of organizations throughout the service area.</p> <p><b>STRATEGIC GOAL #7: Resources</b> Preserve, grow, and diversify the human, physical, financial, private, and other resources, aligning them to support the strategic goals</p>
<b>UNIT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Encourage students to become active participants in their own learning process through academic services. (Aligns with USFSM Goals 1,2,4,5)</li> <li>2. Increase student awareness of additional academic resources, including online resources such as Atomic Learning, Khan Academy and Perdue OWL, and Learning Support Services on-line subject tutoring and e-tutoring writing consultations. (Aligns with USFSM Goals 1, 2, 4, 6)</li> <li>3. Provide faculty support in maintaining the rigor, standard, and integrity of their courses by providing students with course-specific tutoring, course support, and resource materials for their students. (Aligns with USFSM Goals 4,5)</li> <li>4. Provide all users with excellent academic support service, fostering an inviting environment that encourages active learning. (Aligns with USFSM Goal 1,2,4,5)</li> <li>5. Provide student tutors with learning experiences via ongoing training, education, and professional development in tutoring theory and</li> </ol>

	<p>practice that hone their subject matter expertise, communication skills, and collaborative abilities. (Aligns with USFSM Goals 1,2,4,5)</p> <p>6. 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 1,2,4)</p>				
OUTCOME	Unit Goal	Means of Assessing Outcomes & Target	Assessment Data	Analysis of Assessment & Plan	Vice Chancellor's Response (Dr. Osborn)
<p><b>Outcome 1</b></p> <p>Increased usage and satisfaction of tutoring services</p>	1, 2	<p>WC Online reports.</p> <p>WC Online survey.</p> <p>"Helpful Resources" links to track additions to library of materials.</p> <p>Data analytics to track website usage.</p>	<p><u>Tutoring Demand:</u></p> <p>% of students served</p> <p>% of tutoring sessions by subject area:</p> <p>Average # of tutoring sessions/student:</p> <p>% of tutoring sessions by time of day</p> <p><u>Satisfaction with quality of services:</u></p> <p>AY15-16:</p> <p>139 students responded.</p> <p>98% LSS is helpful.</p> <p>98% highly recommend LSS.</p> <p><b>AY16-17:</b></p> <p><b>(by subject area)</b></p> <p><u>Additions to "Helpful Resources":</u></p> <p>Website data-analytics:</p> <p><u>Results of new initiatives:</u></p> <p>Professional tutors</p> <p>Volunteers</p> <p>"High Demand" Workshops</p> <p>GRE Workshop</p>		

<p><b>Outcome 2</b> Train tutors.</p>	<p>3,4,5,6</p>	<p>100% completion of TERRIFIC TUTORS in-house training program with 80% tutor satisfaction rate.</p> <p>25% of student tutors certified by CRLA. CRLA certifies the center through documentation I provide about our tutor training so I am wondering if this needs to be worded differently</p> <p>Subject areas with tutor training and field updates.</p> <p>Faculty mentors for Tutors</p>	<p>Tutors who completed in-house training: AY16-17: ___%</p> <p>Tutor In-House Training Satisfaction Survey Results:</p> <p>Tutors Certified by CRLA AY16-17: ___%</p> <p>Subject area tutor training provided in (subjects) AY16-17:</p> <p>Subject Area Training Satisfaction Survey Results:</p> <p>% of tutors with faculty mentors</p> <p>Faculty Mentors &amp; Subject Area</p>		
<p><b>Outcome 3</b> Increase writing support services.</p>	<p>3,4,5</p>				
<p><b>Outcome 3</b> Foster collaborative learning among faculty, tutors and students and create safe and secure atmosphere for deep learning to take place</p>		<p>Testimonials from peer tutors and students who have joined the work force or are pursuing graduate education.</p> <p>Survey for peer tutors to assess how the tutoring program has contributed to their learning and success.</p>	<p>Survey Results:</p>		

<p><b>Outcome 4</b> Increase awareness of Learning Support Services among students, faculty, and staff.</p>		<p>WC online software surveys and reports.</p> <p>Paper surveys.</p> <p>ORG SYNC</p> <p>Electronic Boards</p> <p>Attendance Record Open Houses &amp; Social Activities</p>	<p>Data-Analytics:</p> <p>Attendance Records:</p> <p>Survey Results:</p>		
<p><b>Outcome 5</b> Increase awareness of <u>online</u> Learning Support Services among students, faculty, and staff.</p>					
<p><b>Outcome 6</b> Develop outreach and partnerships between LSS and the community.</p>		<p>Use of Volunteer Tutors</p> <p>Tutoring services provided to the community on and off campus.</p>			

**Chancellor's Response** (Dr. Sandra Stone):