2018-2019
ANNUAL REPORT

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Dear USF Community,

It is always hard to believe when the time comes to start planning for the next academic year. It means we have successfully wrapped up the previous one, but somehow in The Learning Center we rarely feel a sense of completion or full satisfaction. There are always more projects to do and more students to serve. However, the 2018-2019 season was an exciting one for us, and this past summer we made it a priority to reflect on our many accomplishments.

This Annual Report publication is the very first of this nature for us. We are excited to share it with you, as it has been a goal for us for many years. What resulted from this project was gratitude and motivation. We appreciate where we have been, and look forward to the next chapter...with all of you.

Thank you for the many ways we collaborated throughout the past year. We are looking forward to our continued partnership in support of student success at USF and beyond.

Our Mission Statement: The mission of the Learning Center is to provide students with opportunities to increase and enhance their academic skills and abilities through cultivating effective learning practices. We support investment in learning and studying, and respect individual learning styles. We believe in creating an environment that is conducive to learning as well as serving as role models. With the goal of creating lifelong learners, we strive to support students’ endeavors towards self-confidence and higher academic achievement and performance.
10,784 contact hours represents the number of hours USF students spent working with a tutor/coach/consultant/staff member across all programs and initiatives; this includes participation in Peer Tutoring appointments (1:1 and small-group), Supplemental Instruction (SI) Sessions, Peer-Led Team Learning (PLTL) Sessions, Academic Skills Coaching appointments, Academic Skills Coaching workshops, Writing Center consultations, and Speaking Center appointments.

A main area of development this year was curricula and worksheets for our Academic Skills Development initiatives. Our target goal for the 2018-2019 AY was to finalize 15 high-quality worksheets to utilize in appointments and workshops. Thanks to our professional staff, our Project Success Academic Skills Coaches (graduate students), and our practicum students from the Higher Education & Student Affairs (HESA) masters program in the School of Education, we now have 29 finalized handouts and worksheets to weave into those conversations, an increase of 93%. This allows us to provide tailored, consistent support for students that hopefully sparks positive academic habits and strategies, enabling students to be as effective as possible.

A more in-depth look at programmatic data is available in The Learning Center’s Planning and Performance “Blueprint” documents, which serve as the unit’s assessment plan. Please contact us should you wish to learn more about our assessment and evaluation instruments, approaches, or processes.
“[My biggest takeaway was] realizing that I am capable of doing better in school and that I owe it to myself to challenge myself rather than opting out due to a fear of failure.”

–Spring 2019 Participant
OVERVIEW

LEARNING CENTER
AT A GLANCE

Our vision, core functions, and goals

LC VISION STATEMENT
The Learning Center empowers students to achieve their academic and personal goals via opportunities for enhanced learning, interpersonal development, personal responsibility, and leadership.

LC CORE FUNCTIONS

1. Course specific academic support
   • Peer Tutoring
   • Supplemental Instruction
   • Peer-Led Team Learning

2. Academic skills development initiatives
   • Academic Skills Coaching (includes the "Project Success" Program)
   • Academic Skills Workshops
   • Online Resources

3. High impact leadership and engagement opportunities
   • Peer Leadership Program
   • Marketing, Outreach, & Communications
   • Front Desk Customer Service

LC GOALS

1. Advance student learning, self-regulation*, and academic progress by providing course specific academic support in high-need** first- and second-year courses.
   • *The Learning Center’s definition of self-regulated learning is... “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment” (Pintrich, 2000, p. 453).
   • **The Learning Center’s definition of “high-need” courses: courses with a high percentage of DFW grades each term and/or for which students utilize an average of 50 hours or more of course specific support each term

2. Increase student persistence and self-regulation* by providing individual and small-group academic skills development initiatives focused on independent learning strategies.

3. Advance student engagement and leadership skills through high impact academic and co-curricular activities.
The Learning Center, The Writing Center, and The Speaking Center are co-located in Gleeson Library. Conveniently, both undergraduate students and graduate students can make appointments online utilizing our streamlined appointment-scheduling system. Our Front Desk also checks students in at one central location (Gleeson Library, Lower Level, G03).

The charts below break down student participation for the 2018-2019 academic year based on the college/major the students were enrolled in and based on particular students’ statuses at USF.

### LWSC PARTICIPANTS BY STATUS

<table>
<thead>
<tr>
<th>Student status</th>
<th>2018-2019 Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate students</td>
<td>1933</td>
</tr>
<tr>
<td>Graduate students (masters-level)</td>
<td>203</td>
</tr>
<tr>
<td>Graduate students (doctoral-level)</td>
<td>34</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2170</strong></td>
</tr>
</tbody>
</table>

*418 of these were International Students*

### LWSC PARTICIPANTS BY COLLEGE

<table>
<thead>
<tr>
<th>College of student major/program</th>
<th>2018-2019 Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>1235</td>
</tr>
<tr>
<td>Nursing and Health Professions</td>
<td>461</td>
</tr>
<tr>
<td>School of Education</td>
<td>37</td>
</tr>
<tr>
<td>School of Management</td>
<td>434</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2167</strong></td>
</tr>
</tbody>
</table>

### NUMBER OF UNIQUE STUDENTS

2,170

In the 2018-2019 academic year, 2,170 individual undergraduate/graduate students visited either The Learning Center, The Writing Center, or The Speaking Center for one or more visits (includes all programs and services).

### LWSC PARTICIPANTS BY MAJOR/PROGRAM*

<table>
<thead>
<tr>
<th>Highest # of students by major/program</th>
<th>2018-2019 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Arts and Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>234</td>
</tr>
<tr>
<td>Psychology</td>
<td>170</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>94</td>
</tr>
<tr>
<td><strong>School of Nursing and Health Professions</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>334</td>
</tr>
<tr>
<td>Clinical Nurse Leader (all levels)</td>
<td>91</td>
</tr>
<tr>
<td>Psychology (doctoral)</td>
<td>9</td>
</tr>
<tr>
<td><strong>School of Education</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
<td>11</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>7</td>
</tr>
<tr>
<td>Organization &amp; Leadership</td>
<td>6</td>
</tr>
<tr>
<td><strong>School of Management</strong></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>83</td>
</tr>
<tr>
<td>Management</td>
<td>72</td>
</tr>
<tr>
<td>Finance</td>
<td>60</td>
</tr>
</tbody>
</table>

*The chart above includes a quantified number of unique students who visited either The Learning Center, The Writing Center, or The Speaking Center. It is broken down by the majors/programs with the highest number of student participants.
### COURSE-SPECIFIC SUPPORT BREAKDOWN

**Peer Tutoring, Supplemental Instruction, and Peer-Led Team Learning**

**LC Goal 1:** Advance student learning, self-regulation, and academic progress by providing course specific academic support in high-need first- and second-year courses.

### COURSE-SPECIFIC SUPPORT PROGRAM OUTCOMES

#### Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer Tutoring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Tutoring Contact Hours</td>
<td>3741.85</td>
<td></td>
</tr>
<tr>
<td># Peer Tutoring Supported Courses</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Average # of visits/student for 1:1 or small-group tutoring</td>
<td>4.34</td>
<td>4.4</td>
</tr>
<tr>
<td>% repeat student visits to Peer Tutoring</td>
<td>63.25%</td>
<td>61.5%</td>
</tr>
<tr>
<td># unique students to Peer Tutoring</td>
<td>449</td>
<td>400</td>
</tr>
<tr>
<td>% of first-year or second-year students with one or more Peer Tutoring appointment</td>
<td>61%</td>
<td>49.5%</td>
</tr>
<tr>
<td><strong>Supplemental Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental Instruction (SI) Contact Hours</td>
<td>2987.5</td>
<td></td>
</tr>
<tr>
<td># SI Supported Courses / Sections</td>
<td>5 / 10</td>
<td>7 / 15</td>
</tr>
<tr>
<td>Average # of visits/student to SI Sessions (of students enrolled in SI courses)</td>
<td>5.29</td>
<td>3.85</td>
</tr>
<tr>
<td># repeat student visits to SI Sessions</td>
<td>182</td>
<td>251</td>
</tr>
<tr>
<td># unique students to SI Sessions</td>
<td>325</td>
<td>265</td>
</tr>
<tr>
<td><strong>Peer-Led Team Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer-Led Team Learning (PLTL) Contact Hours</td>
<td>1328</td>
<td></td>
</tr>
<tr>
<td># PLTL Supported Courses</td>
<td>1 (CHEM 111)</td>
<td>2 (CHEM 111/113)</td>
</tr>
<tr>
<td>Average # of visits/student to PLTL Sessions (of students enrolled in PLTL courses)</td>
<td>10.5</td>
<td>11.57</td>
</tr>
<tr>
<td># unique students participating in PLTL</td>
<td>48</td>
<td>21</td>
</tr>
<tr>
<td>% of PLTL participants returning from Fall to Spring (who subsequently enroll in CHEM 113)</td>
<td></td>
<td>37.5%</td>
</tr>
</tbody>
</table>

In the 2018-2019 academic year, 8,057 contact hours were recorded for all of our course-specific academic support programs.
LC Goal 2: Increase student persistence and self-regulation by providing individual and small-group academic skills development initiatives focused on independent learning strategies.

We provide

- Academic Skills Coaching (1:1 appointments)
- Academic Skills Workshops (by request)
- Online Resources (https://myusf.usfca.edu/lwsc/studyskills)
This area of the LC has been "under construction" for the past two years, and we were so excited to ramp up both our available resources and student participation throughout 2018-2019. Some of our worksheets are showcased above.

Academic Skills Development topics covered in one-on-one appointments and correlating workshops fall within five main categories of support.

• 1. Time Management & Organization
  - Prioritization
  - Planning
  - Effectively accessing/storing information (file storage and email management)
  - Self-care / stress management

• 2. Test-taking and Exam Preparation
  - Test Anxiety
  - Positive Thinking

• 3. Active Study
  - The Study Cycle
  - Note-taking, Active Reading, and Critical Reading

• 4. Motivation and Goal-setting
  - Procrastination
  - Goal-setting
  - Course (grade) analysis

• 5. Learning Styles and Preferences
  - Setting up a study area conducive to academic success
  - Campus study spaces
GOALS & OUTCOMES

PEER LEADERSHIP & ENGAGEMENT OPPORTUNITIES

LEARNING CENTER LEADS TEAM SPOTLIGHTS

Xiaotian (Kate) Zhang,
Supplemental Instruction Program Graduate Assistant
Kate is a doctoral student in the School of Education's Learning & Instruction program.

Kailie Dela Cruz,
Peer Led Team Learning Program Undergraduate Lead
Kailie is currently a Senior Biology major with a Biochemistry minor.

Matt Anderson,
Peer Tutoring Program Graduate Assistant
Matt is a graduate student in the School of Education's Higher Education and Student Affairs masters program.

Danielle Abaya,
Peer Tutoring Program Undergraduate Lead
Danielle is currently a Junior Economics major.

LC Goal 3: Advance student engagement and leadership skills through high impact academic and co-curricular activities.

The LC employed 69 Peer Tutors, 13 Supplemental Instruction (SI) Leaders, 6 Peer-Led Team Learning (PLTL) Leaders, 12 Front Desk Staff Members, and 15 Project Success Academic Skills Coaches this year. Student employees in the LC are students at both the undergraduate and graduate levels.

Additionally, the Speaking Center employed 11 peer coaches, and the Writing Center (for the first time) employed 16 peer tutors.

100% of students employed within a course-specific support program were recommended by a USF faculty member as part of the hiring process.
The LC employed more than 115 students this year. Student staff participated in various modes of training on topics related to:

- professional standards
- interpersonal communication
- partnering with students
- problem-solving
- resourcefulness

Each term the LC surveyed student employees to gauge leadership skill development. 97 percent of respondents indicated gaining/improving the skill of “giving and receiving feedback/reflecting on growth areas.” Moreover, 99 percent of respondents indicated gaining/improving the skill of “being culturally responsive/aware.” Related to problem-solving, 98 percent of Peer Leader respondents gained/improved upon the skill of “engaging in strategic/critical thinking” and 93 percent gained/improved upon the skills of “fostering creativity in [themselves] and others.”

81 percent of Peer Leader respondents “Agree” or “Strongly agree” that LC training sessions increased their confidence in applying skills during appointments/sessions, and of those not graduating from the University, 84 percent wished to continue employment with the LC in the subsequent term.

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**THE STUDENT LEADER PERSPECTIVE**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>97%</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>98%</td>
</tr>
<tr>
<td>Gaining Confidence</td>
<td>81%</td>
</tr>
</tbody>
</table>

97 percent of respondents indicated gaining/improving the skill of “giving and receiving feedback/reflecting on growth areas.”

98 percent of respondents gained/improved upon the skill of “engaging in strategic/critical thinking”

81 percent agree that LC training sessions increased their confidence in applying skills during appointments/sessions.
MARKETING & CAMPUS PARTNERSHIPS

MARKETING EFFORTS

The Learning Center strives to be very intentional with our marketing and engagement strategies, with the end goal of spreading awareness and increasing knowledge of all of our services and resources on campus.

Over the course of the year, our newsletters reached over 10,000 members of the USF community, including students, staff members, and faculty members.

Strategic marketing has also proven to be effective in our Peer Leadership recruitment methods. Out of the 128 students who applied to work in our office, over 100 students selected one of our marketing avenues as the reason they were aware of our paid peer leadership and engagement opportunities.

Listed below are the various communication methods that the LC used in the 2018-2019 academic year.

COMMUNICATION METHODS AND APPROACHES

- EMMA Newsletters
- Student Life FogCatcher Newsletters (monthly)
- Presence at orientation events
- Parent and Family Newsletters
- Learning Center Open House event (annually each Fall term)
- Promotion in Student Leadership & Engagement’s “The Phoenix”
- Student Life Listserv Announcements
- Classroom Presentations (departmental overview)
- myUSF announcements
- Tabling at over 20 on-campus events
- On-campus print materials (posters)
- KUSF Radio
- Digital Signage
- Varsity Athletics Newsletters
- Distribution of LC tri-fold brochures
- Distribution of LC pens and highlighters
- Social Media (Twitter, Instagram, Facebook, LWSC Blog)
- Group Interview/Informational Sessions (as part of our Peer Leadership recruitment process)
- “Final Stretch to Success Week” and Tutorpalooza outreach (leading into the Final Examination Period)
CAMPUS PARTNER SPOTLIGHTS

In an academic support unit, faculty relationships are essential. We are fortunate to work collaboratively with leadership in many academic departments on campus, who assist us in disseminating information to faculty members and who share our goals of advancing student learning and academic progress. We would like to thank all faculty who recommended our Peer Tutors, SI Leaders, and PLTL Leaders this year.

ACADEMIC DEPARTMENTS

faculty partnerships

In an academic support unit, faculty relationships are essential. We are fortunate to work collaboratively with leadership in many academic departments on campus, who assist us in disseminating information to faculty members and who share our goals of advancing student learning and academic progress. We would like to thank all faculty who recommended our Peer Tutors, SI Leaders, and PLTL Leaders this year.

STUDENT LIFE UNITS

staff partnerships

We know that we are one of many units in the Division of Student Life who are striving to “empower students to achieve their academic and personal goals via opportunities for enhanced learning, interpersonal development, personal responsibility, and leadership.” We had countless interactions with Student Life colleagues this year that left us feeling affirmed and understood.

REFERRALS

weaving a network of support

On our small, intimate campus it is quite common for referrals to campus resources to be made verbally. However, this year much development and strategy has made a formalized referral network a reality for the next academic year.

We are very excited to be a part of the launch of the Student Hub, an online community and homebase for students. In addition to referrals made in this platform, we encourage all members of the USF community to nudge students towards the LWSCs, encouraging the proactive utilization of services. We hope to see students “early and often” in the semester to assist them in staying on track!

FORMALIZED PROCESSES

programmatic efforts

Project Success has a longstanding history. This program matches graduate students with USF students who are in need of additional and continued academic support during the year. What makes it unique is that participants are referred to (or "nominated" for) the program by specific campus partners, namely staff in the Center for Academic & Student Achievement (CASA) and Student Disability Services.

The formalized nature of this cross-departmental partnership ensures that high-need students have the opportunity to connect with these accountability-boosting resources in a structured, timely, and intentional manner.
The Learning Center is managed by three full-time professional staff members, who work collaboratively to oversee all programs and services.

**Meet the team**

**KIM RUTLEDGE, DIRECTOR**

In addition to leading the department, Kim specifically oversees all elements of the LC’s Peer Tutoring Program and the Peer Led Team Learning (PLTL) Program. She is also the main liaison between the LC and the directors of the Writing Center and the Speaking Center. Kim is originally from Cincinnati, Ohio. She completed a Bachelor of Science in Retail Merchandising from Ohio University, and a Master of Science in College Student Personnel from Miami University. Working in the Learning Center, Kim’s greatest joy is regularly interacting with students and helping them take steps to achieve their goals.

**RACHEL BRUNSON, ASSISTANT DIRECTOR**

Rachel provides leadership and oversight for all of the LC’s Academic Skills Development initiatives, including 1:1 coaching, workshops, and online resources. She also oversees the Supplemental Instruction (SI) Program. Rachel graduated from USF’s School of Education with a Master of Arts in Organization & Leadership (emphasis in Higher Education & Student Affairs) after receiving her Bachelors degree in English from Notre Dame de Namur University. Rachel is passionate about enriching student success and impacting student persistence through collaborative learning and peer leadership.

**HALEY RIETMAN, PROGRAM ASSISTANT**

Haley ensures that the LWSCs provide high-quality customer service by overseeing Front Desk staff and center-wide operations. In addition to managing general inquiries, Haley is also the lead designer for the LC’s strategic marketing and communication efforts. Haley attended college in Southern California at Chapman University where she received her Bachelor's degree in Psychology. Through her work in the Learning Center she aims to encourage students to achieve their academic goals. Haley is currently pursuing her Masters in Counseling Psychology at USF.
Student Leadership Development

- **Increasing the number of nominations to Peer Leader positions.**
  All members of the USF community -- faculty, staff, and students -- can nominate student leaders on our Employment Opportunities webpage: https://myusf.usfca.edu/lwsc/lwcjobs. We then reach out and provide nominees with application information.

- **Piloting a badging initiative in partnership with the Instructional Technology and Training (ITT) team.**
  We are in the process of developing a badging initiative to provide recognition and encouragement to our student leaders. Beginning in Fall 2019 the LC’s Front Desk Staff will have the opportunity to further their professional development and work towards earning a leadership badge to display within their electronic resumes, LinkedIn profiles, or other media platforms.

- **Promoting participation in Creative Activity and Research Day (CARD).**
  Next year Peer-Led Team Learning (PLTL) Leaders will engage in an action research project related to the development of study skills for general chemistry and present their findings and goals to key campus constituents.

- **Incorporating CliftonStrengths in staff development opportunities.**
  The LC Leads team (a mix of professional staff, graduate students, and undergraduate students) meets on a weekly basis in addition to a retreat at the beginning of each term. This year we will be utilizing our StrengthsFinder assessment results to leverage each team member’s strengths and to improve/increase effective colleague-to-colleague communication/collaboration.

Student Participation & Engagement

- **Increasing the percentage of repeat students to all programs.**
  The LC promotes process-oriented learning practices. We aim to provide a challenging and engaging experience for participants, with the goal of motivating them to visit as early and as often as possible, to stay on track throughout each semester.

- **Utilizing the Student Hub to engage students with academic support services.**
  This system allows us and many other units on campus to make referrals based on student interactions, as well as to assign tasks and make suggestions for next steps. We are hopeful this will increase student engagement with the LWSC and we are grateful to the Salesforce team for their hard work, largely in partnership with CASA.

Faculty Partnerships

- **Building and expanding our faculty partnerships.**
  To continue our existing collaborations and to effectively identify additional support needed, we will stay in touch with our faculty partners this year to ensure we have a pulse on the student experience inside the classroom and beyond. As our University continues to evolve, we encourage faculty members and leadership in academic departments to reach out to us directly at any time to share their perspectives.
STAY CONNECTED

Like us on
FACEBOOK
"Learning, Writing, & Speaking Centers at USF"

Follow us on
TWITTER AND INSTAGRAM
Twitter: @LdubC
IG: @usfLWSC

Check out our
LWSC BLOG
https://usfblogs.usfca.edu/LWCusfca/

Visit our
MYUSF WEBPAGES
myusf.usfca.edu/lwsc

Photo bottom
Leslie Dennen (far left), Writing Center Director; Kim Rutledge (middle left), LC Director; Jacquelyn Horton (middle right), 2018-2019 Speaking Center Director; Haley Rietman (far right), LC Program Assistant