Florida State College at Jacksonville
Library and Learning Commons

2014-2017 Strategic Plan Outcomes Report
for the Period July 1, 2014 - June 30, 2015

Submitted on behalf of the Library and Learning Commons Advisory Council
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Executive Summary

As part of Florida State College at Jacksonville’s 2014-2017 Strategic Plan Goal to Promote Access and Equity, the Library and Learning Commons (LLC) intends to increase instructional support through tutoring session enhancement over the Plan period. For the reporting period of July 1, 2014- June 30, 2015, the LLC set a goal to increase tutoring sessions by 1% from 60,996 sessions in academic year 2014 to 61,606 tutoring sessions in academic year 2015. More specifically, the Strategic Plan outlines:

**STRATEGIC GOAL 1: Promote Access and Equity**

**Objective:** Develop and implement a systematic process that assesses, evaluates and supports open-access and equity with measurable outcome improvements.

**Operational Strategy:** Increase instructional and advising support for enrolled students.

**Measurable Outcomes:** Increase availability of on-campus and online tutoring by 1% to 61,606 sessions by December 2015, and initiate use of social media to communicate availability.

2014-2015 Measurable Outcome Results

![Bar chart showing total annual tutoring session statistics, with 2013-2014 baseline at 60,996 sessions, 2014-2015 goal at 61,606 sessions (1% increase), and 2014-2015 actual at 71,060 sessions (17.4% increase).]

Based upon 2014-2015 academic year data reported from each campus LLC, the findings indicate:

- Tutoring sessions Increased 17.4% year over year, dramatically exceeding the Plan goal of a 1% increase.
- LLCs effectively used social media sources such as Facebook as well as other outreach efforts to increase awareness of tutoring resources.
- Data reporting and disaggregation continues to improve year over year, allowing for a clearer understanding of tutoring services and establishment of new baseline data.
- Mathematics tutoring leads in the total number of tutoring sessions provided.
- Increased investments in Smarthinking (online tutoring platform) have been effective in providing 24/7 online tutoring services which now approach 8.6% of total tutoring sessions.
- Both credit level and developmental-level tutoring services remain strong.
- A new faculty tutoring referral form developed as part of the College’s QEP program experienced limited usage by faculty.
- A new tutor tracking system, Accudemia, that became operational during the Fall 2015 semester will greatly enhance tutor tracking capabilities.
- Significant reductions in student worker funding that supports peer-tutoring services may be cause for concern in 2015-2016.
This report seeks to summarize the activities of the Library and Learning Commons’ Tutoring Services during the 2014-2015 academic year as part of the outcomes assessment of Florida State College at Jacksonville’s 2014-2017 Strategic Plan. This report specifically addresses the following Strategic Plan Goal and Outcome for the 2014-2015 reporting period:

**STRATEGIC GOAL 1:** Promote Access and Equity

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**Measurable Outcomes:** Increase availability of on-campus and online tutoring by 1% to 61,606 sessions by December 2015, and initiate use of social media to communicate availability.

I. Background

As part of FSCJ’s institution-wide strategic planning process during the 2013-2014 academic year, the Library and Learning Commons (LLC) Council identified broad areas for potential improvement within the LLC. These areas of focus included increasing availability and awareness of student academic support in tutoring services as well as overall improvement in LLC assessment data gathering processes. These LLC priorities ultimately became specific outcomes within the College’s 2014-2017 Strategic Plan. The goal of increasing the number of face-to-face and online tutoring sessions across all subject areas was included in the College’s strategic plan.

An allied LLC project, as part of the College’s Quality Enhancement program (QEP), was to improve the process of faculty referral of students to tutoring services through the development and implementation of a new tutoring referral form. Specifically, the goal was to track faculty referrals of students for tutoring in math and English, as these disciplines are linked to the QEP’s goal of encouraging students to complete math and English degree requirements within the first twelve hours of enrollment at the College.

To meet the Plan outcomes, the Council outlined a program to establish common baseline tutoring session data collection processes across all campuses. Data that had not been collected consistently across campuses began to be collected during the 2013-2014 year in a more uniform fashion. During that period, data was not disaggregated and is reported here in the aggregate. Some areas of focus for the LLC Council in 2013-2014 were: to be able to report disaggregated data over time; to be better able to understand the nuances of tutoring services; and to be able to accurately document and report changes in total tutoring services over time. The baseline data reported in 2013-2014 provided an aggregated snapshot of total LLC Tutoring Services. The 2014-2015 data reported here establishes a new baseline of disaggregated data which provides much greater detail of specific tutoring services. While the two data sets are not strictly equivalent, the data is roughly comparable between years, and can be used to make general conclusions about College-wide Strategic Plan Goal attainment. The new data collection processes currently in place continue to improve, and the baselines established in 2014-2015 will prove to be more accurate and informative than at any prior reporting period.

As previously noted, the 2014-2015 measurable outcome for the 2014-2017 Strategic Plan established for the tutoring program was to increase overall tutoring sessions to 61,606 sessions, which was a 1% increase over the previous year’s reported “baseline” sessions. Sessions are defined as a tutoring service provided by a tutor with a student independent of modality. The data do not include other types of
service interactions such as self-directed computer usage, or independent usage of tutoring resources such as LibGuides, Blackboard Virtual Community resources or other associated services.

II. 2014-2015 Results

Based upon the stated Strategic Plan Outcomes Measures for the 2014-2015 academic year, the LLC planned to increase total tutoring sessions from the 2013-2014 baseline total by 1% to 61,606 sessions. Final results for the 2014-2015 academic year indicate that the LLCs increased total tutoring sessions by 17.4% to 71,606 sessions which was well beyond the stated goal. While disaggregated session data reported in 2013-2014 is not as robust as in 2014-2015, the substantial increase in tutoring sessions demonstrates significant progress in increasing tutoring services to students across the College.

A major success factor in the increase in tutoring sessions is the substantial use of the Smarthinking online tutoring service. While the vast majority of students take advantage of in-person tutoring services offered in the LLCs located at FSCJ’s five College campuses and two Centers, the Smarthinking resource provides tutoring services to online/distance education students through Blackboard, Connections and other web-based access points. This convenient academic support service has been well received by students who may not be able to visit a physical campus location during the hours that tutoring services are available. Smarthinking services accounted for approximately 8.6% of total tutor sessions.
For 2014-2015, tutoring services data were disaggregated for services provided to students enrolled in “for credit” courses and for “developmental” courses. The chart above demonstrates the number of supporting developmental and credit course tutoring sessions by campus location.

Cecil Center provided substantial developmental tutoring support for the GED Adult Education program. These developmental GED Tutoring services included here are supplemental to the traditional subject areas offered at other Campuses and Centers. Developmental student tutoring support plays a major role in fostering student success at FSCJ. During the report period, the State of Florida passed and implemented significant higher education legislative changes in the form of Senate Bill 1720. The legislation dramatically reduced post-secondary developmental education course completion requirements for many students who have initially tested into developmental level classes. The mandated changes in developmental course requirements may have unintentionally impacted allied academic support service areas such as tutoring support. The LLC will monitor changes in the level of developmental tutoring sessions over time to determine if the changes in course requirements results in changes in student support needs.

Overall, the data indicate that total tutoring services on each campus appear to roughly correlate to the campus student enrollment in courses that most commonly refer students to tutoring services. For example, South Campus offers the highest enrollments in introductory courses in math, writing and languages. The higher number of course offerings at the campus positively correlates to the higher level of tutoring sessions completed in those subject areas to fulfill student needs.
Credit Level Tutoring Support

Tutoring support for credit (non-developmental) classes followed normal trends from semester to semester over the academic year. Mathematics tutoring continues to substantially lead the other subject areas. Math tutoring increased slightly during the Spring 2015 semester which is slightly out of trend. Writing tutoring sessions exhibited approximately half as many tutoring sessions as Math. While that level of writing support is significant and appropriately proportional to Math session levels, higher student usage of writing tutoring services could benefit student success, and may be an area for potential program improvement going forward.
As previously noted, changes in the legislative requirements for students in need of developmental education may have played a role in trends that influence developmental tutoring services. The data indicate a normal change in tutoring services from Fall 2014 to Spring 2015 semesters. However, in comparison to for-credit tutoring support, developmental tutoring services evidenced a larger decline in the Spring semester. The team will be watching for trends over the next several semesters to discern what impact, if any, legislative changes have had on developmental tutoring services.

In general, developmental math tutoring sessions substantially exceeded other developmental tutoring session areas such as reading and writing. This trend is reflective of enrollment changes in developmental courses since the passage of Senate Bill 1720. Without a requirement to complete placement testing and enroll in developmental courses, many students currently “opt out” of enrolling in developmental reading and writing, and instead enroll directly into introductory courses such as ENC 1101. These students often do not perceive a need to seek developmental reading and writing support. Looking forward, the LLC may need to investigate potential processes for increasing developmental
services in the reading and writing areas as these fundamental competencies underpin academic achievement and heavily impact student success. Because of the reporting focus on the specific academic areas of math, writing, and reading, the data presented above do not include general GED developmental tutoring sessions offered at the Cecil Campus.

**Smarthinking**

Charts on this page and the next summarize student usage of the Smarthinking online tutoring platform. As previously mentioned, the Smarthinking platform offers tutoring services to all FSCJ students. However, the program is essential for providing tutoring support for FSCJ’s distance education students. Smarthinking is accessible through a variety of easily accessible system hyperlinks. 2014-2015 access data from Smarthinking indicate that Blackboard was the most common access point for FSCJ students. Additional access options to Smarthinking are coming online with new access points recently added to each student’s Connections account.

Students use Smarthinking to interact with a live online tutor; submit written papers for review; and receive tutoring in a wide variety of academic subject areas. The chart on the next page details student
Blackboard access/use by academic subject areas and frequency of use. Mirroring the “in-house” tutoring session data, students received extensive support in a variety of mathematics areas as well as writing and the sciences.
The least successful program results during the reporting period are based upon the usage of a Quality Enhancement Program (QEP) project tutoring referral form. As part of the QEP initiative to increase faculty referral of students to specific tutoring services, the LLC designed and implemented a new referral form that was intended to be used by faculty to submit and track referrals of their students to Tutoring Services. The printable form was placed within Artemis to facilitate easy faculty access and completion.

The data indicate that on some campuses, a limited number of faculty used the new referral form. Unfortunately, on most campuses, very few referral forms were actually completed by faculty, and even fewer were received by the LLC tutoring team. The vast majority of forms were submitted by a limited number of Communications faculty on one campus.

The lack of success in the program was likely attributable to factors such as lack of communication of the availability of the new form as well as the lack of an online process to complete, submit and track the referral form. Additional work to ameliorate identified issues with the referral form has been postponed pending the development of new online student referral forms within the new Accudemia tutor tracking system which will be discussed later in this report.
III. 2014-2015 Strategic Actions for Success

In an effort to meet the Strategic Plan outcome measure to increase total tutoring hours by 1% year over year, the LLC explored four separate strategies for success. The following submissions provide context for the improved annual results categorized within the four strategies for success.

Strategy 1) \textit{Increase college-wide tutoring lab hours by +.5% over enrollment growth annually}

\textbf{North Campus:} “During final exam week in Spring 2015, the LLC hosted study jam sessions. Facility hours were extended, and tutoring staff were scheduled for later hours so that they would be available to assist students. We incentivized participation by serving breakfast each night. Breakfast was funded through Student Life and Leadership and community business partners. There was a noticeable increase in LLC usage numbers during this week.”

\textbf{Cecil Center:} “We increased tutoring hours at Cecil by hiring one Academic tutor for 20 hours per week during the Spring term”

\textbf{South Campus:} “South Campus LLC extended operating hours and began offering Library and Learning Commons service 7 days per week beginning in the Spring 2015 semester.” While all tutoring services are not available at all hours the LLC is open, the additional availability of tutoring staff has made a positive difference.”

Strategy 2) \textit{Increase number of face-to-face tutors by +.5% over enrollment growth annually}

\textbf{Downtown Campus:} “Tutoring in the English Lab was strong in Fall and Spring Terms in 2015. For example, we documented an increase of 59% in face to face tutoring in Fall term 2015 as compared to Fall 2014. This could be because of condensed 8-week classes being taught. However, the numbers for credit and EAP tutoring were also strong. It could be attributed to a strong collaboration between faculty and tutors. For example, our tutors work closely with EAP faculty as part of the EAP Exit Exam Remediation Program. Also Librarian Sheri Brown visited the Learning Commons English Lab during finals week for Spring term to assist students and promote library research services. Tutoring in the Math Lab went down from Fall 2014 to 2015. However, it then increased in Spring 2015. This can be attributed to better data collection by tutors and student workers. The focus on data collection definitely improved with some additional measures to make collection easier.”

\textbf{Cecil Center:} “We added two peer tutors at Cecil Center in the Fall of 2014. Up from the previous 4.”
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Strategy 3) Increase online tutoring hours by +.5% over enrollment growth annually

Executive Dean Academic Foundations:
1) “Purchased approximately 2,800 hours in Smarthinking, using Fund 1 and Fund 2 monies, in the 2014-15 academic year.”
2) “Embedded Smarthinking in MyFoundations Lab for the Early Start Bridge program.”
3) “Promoted awareness of the resource to general education council, LLC Council, and Academic Foundations Council members.”
4) “Provided a direct link to Smarthinking from Connections, the student portal.”

Strategy 4) Use web and social media to inform students of tutoring opportunities (Outreach)

Downtown Campus: “Our tutors have developed and maintain Community Blackboard sites to store handouts, useful links, PowerPoints, and many other resources to assist students with tutoring needs. When master students and student assistants visit classrooms they share our hours of operation and information on our Blackboard Communities for math, English, and computer information. The Library Manager continues to keep the Downtown LLC Facebook page active promoting activities on a consistent basis.”

“From beginning of Fall term 2014 through the conclusion of Summer 2015, the Downtown Campus LLC increased its number of page Likes from 182 to 272, so that we now trail only the Kent LLC’s page in number of Likes (and they had a six month head start on us, having created their FB page in June 2012; we didn’t get rolling until December 2012). During that same period our page had 4875 engaged users (the number of people who engaged with your Page). Engagement includes any click or story created. Page views reached a total of 79,970 unique users (the number of people who have seen any content associated with your Page). Our increase in popularity from last year can most likely be directly attributed to our efforts to tie in every event happening in the LLC to a Facebook campaign. Our Fall 2014 Passport to Knowledge getting-to-know-your-LLC event included a contest component that offered students additional chances to win a prize in return for Liking our Facebook page. In addition to the regular posting of the Word of the Day on Monday and Wednesday, we also did month-long pushes to highlight activities during National Poetry Month (including posting audio clips of students reading poems), our Women’s History in Graphic Novels event (for which we created and linked to an interactive timeline of female superheroes), the publication of Harper Lee’s Go Tell a Watchman (for which we posted daily content on the book, film, and Harper Lee’s life), Indiana Junes (for which we posted daily archaeological content as well as the video of our speaking event), and “Dinovember” (for which we posted daily tableaux of dinosaurs interacting with titles in our collection). Additionally, all Library staff are required to post weekly to Facebook,
and are encouraged to highlight items in the collection they are reading. Some of the librarians use this opportunity to spotlight items on their Librarian Recommends shelves, which has led to increased checkout of items spotlighted. Learning Commons staff contribute content on math, grammar, and writing tips, as well. To further highlight the LLC’s Facebook page, we’ve created a poster which is prominently displayed in the Library encouraging patrons to “Like us”, and we have a variety of bookmarks which include the Library’s FB page address which we distribute widely.

**Kent Campus:** “We added the computer screen savers with information about scheduling workshops, our location and services offered.”

“We used Facebook to inform students of Tutoring Lab hours; this information plus links to Smarthinking and Virtual Labs were also posted on our Kent LLC Resource Guide, under the “Tutoring Services” tab: [http://guides.fscj.edu/c.php?g=218756&p=1445339](http://guides.fscj.edu/c.php?g=218756&p=1445339)

This guide is shared at library orientations for students to reference later, and has been shared on Facebook.”

**Kent LLC Facebook statistics from August 2014 to August 2015:**

- 9 Text messages (professor used FB instant messaging for circulation assistance.)
- 156 people—Total Reach Average; the number of people who were served any activity from our Page including posts, posts to our Page by other people, Page like ads, mentions, and checkins.
- 280% increase in our Post Reach; meaning the increase of people who were served our Posts.
- 44% increase in Kent LLC Facebook Page Likes.
- 33% increase in Kent LLC Facebook Page visits.
- 4.3 out of 5 stars by Reviewers.
- Comment by Reviewer: “This is an excellent resource for FSCJ students. Free tutors galore! Free computers galore! The staff is super friendly and made up mostly of students. Do yourself a favor and check it out. (Brandon Schwartz, 5 stars, Sept. 9, 2014)”

**North Campus:** “Tutors visited a large number of the general education core classes at the start of each semester to introduce themselves and encourage the use of tutoring. In cases where the tutors did not have an opportunity to visit, the Learning Commons Manager made visits. One of the math tutors audited an Elementary Statistics course so that he could brush up on his skills in this area, and he collaborated with the instructor so that he could help students master course content. During the time that he audited the course and thereafter, there was a good increase in the number of statistics students who came in to receive tutoring in this area. We participated in campus events such as Club Day and the Career Fair to promote students’ awareness of our services. Librarians placed greater emphasis on tutoring services, including Smarthinking, during library orientations. The Associate Dean, Learning Commons Manager,
and Librarians talked about tutoring at events such as leadership meetings, new faculty orientations, faculty meetings, and Career program orientations."

Cecil Center: “We used the Cecil Facebook page during the Fall term to address tutoring services as well as created one LibGuide page which included tutoring hours and availability”

South Campus: “South Campus dramatically increased the usage of social media to offer information about LLC services. The number of “likes” on Facebook rose substantially.” The LLC is currently posting photos, stories and promotions regarding LLC services and programs. The South Campus LLC plans to begin creating/testing a monthly newsletter via Facebook during the Fall semester.”

Open Campus/Deerwood: “Open Campus/Deerwood Center LLC uses Facebook and a blog for social media. We have added a closed book club via Facebook to help engage the online students and for professors to have a platform for community wide book discussion. We also have answered some questions from students using the Facebook’s messages service. Our Facebook posts are made daily and are scheduled at night in order to reach our peak viewing time at 9:00PM. At that time, we have about 100 people viewing as opposed to about 60 during the day. We select posts about books, current events, FSCJ and the Library Learning Commons. In General, we have about 240 likes and 404 individuals reached. Of those reached, about 61 shared our posts. The most popular months, where more than 60 people were reached, are the following: October, November, February, March, April, May and June. People mainly interested in our page are 18-24 years old. Currently, we have 177 people engaged and 223 posts reached. Our blog provides static information for students, faculty, and staff to help them use the library and study. The blog includes some tutorials and websites links. The blog has a new section with information on new material, events and displays. The blog traffic has 161 visits in the last 30 days and of those 77 are unique. “

IV. Accudemia: Online Tutoring Management System Implementation
Collection, management, and use of the tutoring session data that in the past have been collected and collated manually will be much easier in the future with the implementation of a new web-based tutoring management software system named Accudemia. The Accudemia system customization process was begun during the 2015 Spring semester, and completed over the summer. Once fully implemented and operational in the Fall of 2015, Accudemia will interface with data from student records, the course catalog, and data management tools that track time and attendance in tutoring and library services. The result of this interface of data will be a more robust system of data tracking and reporting that has not previously been available to the College. The Accudemia system will ultimately be able to track individual student use of LLC tutoring and library services and correlate use of those services with student academic success. Data collection and reporting will be much easier and more robust. The additional capabilities of the system should make identification of program strengths and weaknesses much easier, and make it simpler to identify opportunities for improvement in a timely fashion.
V. Future Considerations
The LLC team is excited to see that tutoring session increases dramatically exceeded goals set for the year. The 2014-2015 academic year will create a new baseline for disaggregated tutoring service data. Additionally, over the next few semesters, the new Accudemia tutor tracking system, in combination with a new College-wide enterprise resource planning (ERP) tool (PeopleSoft) will be able to monitor and report the impact of tutoring services on student success.

While academic year 2014-2015 tutoring sessions experienced significant increases, the LLCs are cautious about future increases for 2015-2016 and beyond due to funding reductions in student worker budgets that support student/peer tutors. As student worker funding is substantially reduced, the total number of student tutor hours offered in-house will necessarily be decreased. The anticipated decrease in tutor availability may negatively impact total tutoring sessions in the coming year.

Additional concerns surround funding for Smarthinking and Accudemia platforms. Each of these platforms has been generously funded through grant programs over previous academic years. Unfortunately, funding from these important grant programs expires during the 2015 Fall semester. For the 2015-2016 academic year, additional tutoring support funding was generously granted through special funds from the Provost’s office. Future funding sources should be identified from permanent budget lines to ensure continuity of services in the future.