

UNIVERSITY of **HOUSTON**

LEARNING AND ASSESSMENT SERVICES
Learning Support Services

SFAC REPORT

FY 2013

2012-2013



QUESTION #1

Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

The mission of Learning Support Services (LSS) at the University of Houston is to increase graduation and retention rates by helping students learn how to learn. In all of our interactions with students, we help develop their metacognitive skills and become strategic learners. Students become aware of their own process of learning- then they can apply this process to their own studying, problem-solving, test-taking, and paper writing. We offer learning support programs and self-development activities designed to increase student performance in learning and improve student retention. Individualized learning plans as well as group intervention programs are available. The primary services offered by LSS, free to currently enrolled students, include tutoring (provided by our College Reading and Learning Association certified tutors), Learning Strategies Counseling (including assessment), and Learning Strategies workshops (for both undergraduate and graduate students).. Since LSS is open to all students, we serve those who are in good academic standing, trying to maintain a high GPA, as well as those encountering difficulties, who may be at-risk for non-retention or graduation. We believe the services we provide maximize student learning, helping students achieve graduation goals within a reasonable time frame. Please see our brochure attached Appendix I.

This past year has been a busy and productive one for LSS especially with the complete move to our new location in room 109 North Cougar Village. During the 2010-2011 academic year a total of 8,085 individual tutoring sessions were offered, this was an increase of 18.6% over FY10. There were 2,371 attendees present at our learning strategies workshop offered through our regular workshop schedule, and 726 learning strategies counseling sessions. There was an additional 683 Spanish table tutoring sessions. Our services are even more important for students in light of tuition costs and the importance of staying on course for projected graduation. LSS has a documented success rate for those who participate in our services. The fall 2010 cohort who came for tutoring at LSS had a one-year retention and graduation rate in fall 2011 of 80%; 87% were in good academic standing in fall 2011. Additionally, our Learning Strategies Counselors often see students who are at very high risk, many of whom are on academic probation. Of the fall 2010 cohort, only 30% had a GPA above 2.0 when they came for services; by fall 2011 that had increased to 55% for students who received counseling. The one year retention and graduation rate for this cohort was 65%. The net increase in percentage of students in good academic standing who attended Learning Strategies workshop was 20%. With our team of approximately 30 tutors (all recommended by UH faculty), we are able to provide tutoring in approximately 200 courses, including upper level courses that often serve as roadblocks to graduation. . Our tutors are trained in learning theories, and they know how to use these theories to help the students master the subject. We approach student learning with strategic and comprehensive methods.

Our learning strategies counseling and workshops add the catalyst needed for students to get the most out of their studying. They can learn strategies for encoding, retaining, and recalling information. Unique to LSS is those students come for more than just tutoring. In addition to tutoring, we provide learning strategies counseling. Currently, a licensed psychologist or a licensed professional counselor works with students by providing assessment and by developing individualized learning plans. Using the Weinstein and McCombs (1998) model of strategic learning, the Learning Strategies Counselors teach the skills of college-level studying and test taking. Usually, these skills are different than those needed in high school. The Learning Strategies Counselors also address with students the "will" component of strategic learning- the ability to motivate themselves to succeed. Finally, the self-regulation component of strategic learning is addressed- showing students how to view themselves as learners while they are learning and make mid-stream corrections as needed in their study process. This assessment of and instruction in learning strategies is unique on the University of Houston campus.

Finally, we offer workshops for students to help them improve their learning skills. We offer two to four workshops per week. Necessitated by usage and enrollment numbers, these workshops often fill quickly and we increase during high use times.

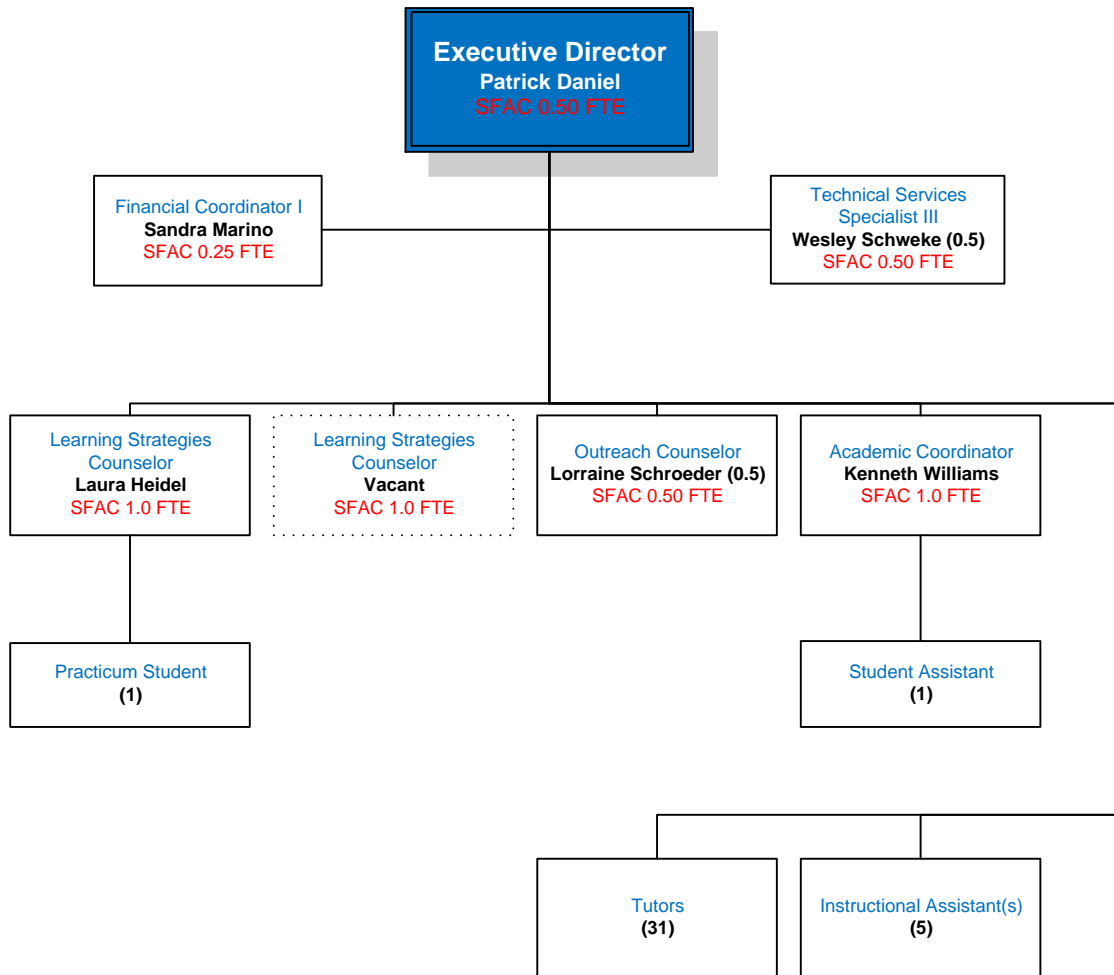
We are working to become the premier learning center in the country. Our number of workshops offered was increased due to high demand. We have expanded tutoring in Cougar Village by extending the evening hours and being open on the week- ends from 1-4pm. As the demand continues to grow, we will continue to look to innovative ways to meet the demand. On the Student Satisfaction Survey from spring 2010, 89% of students responding indicated they were satisfied with Learning Support Services.

QUESTION #2

UNIVERSITY of HOUSTON

LEARNING AND ASSESSMENT SERVICES Learning Support Services

SFAC 4.75 FTE



QUESTION #3

List the objectives that you provided with your 2011-2012 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.

Objective #1 To provide tutoring by qualified and trained peer tutors in a wide range of courses in support of student success in their courses.

TUTOR QUALITY

To ensure the quality and the offering of tutoring in a wide variety of courses, LSS has developed and implemented an online tutor application process on the LSS website. Applicants were able to apply online as well as upload relevant documents and download tutor recommendation forms from the website to be completed by Faculty. The new processes enabled the recruitment of a larger pool of applicants and increased the efficiency of our tutor application process.

Successful applicants have met the following requirements: a) preferably be of junior, senior, or graduate standing; b) have a 3.25 G.P.A. in their academic major; c) have a minimum of 3.00 overall G.P.A.; d) have high recommendations from at least two University of Houston faculty members; and e) have and or are completing at least nine semester hours at the University of Houston.

Applications were reviewed and candidates invited for an interview. Successful candidates demonstrated competency in the content areas, good interpersonal, listening, and communication skills. Since our motto is Learning "How to learn" it is critical that our tutors were screened for effectiveness in engaging students in the learning process.

TUTOR TRAINING

To ensure our tutors are well trained a series of seminars were provided to the tutors. For a sample of a tutor training schedule, please see APPENDIX I, for a list of topics covered in Fall 2011. LSS staff developed and implemented a training curriculum that is content and theory based that is certified by the International College Reading and Learning Association. The tutors were able to achieve three levels of tutor expertise, Regular, Advanced, and Master. The semester long training required tutors to complete a minimum of twelve hours of structured training a semester. The end of semester performance evaluation of the tutors comprised of an observation of a tutor-tutee interaction, feedback from tutees and supervision by professional staff.

COURSES TUTORED,

Tutors were selected from a wide variety of academic programs to facilitate the offering of tutoring in a wide range of courses. Moreover, LSS ensured that tutors were available to tutor most of the core or pre-requisite courses. Tutors were encouraged to update the catalog of courses they could tutor as they completed them successfully each semester. Courses identified as challenging for students, as well as those requested by faculty were offered as needed and resources permitted. This ensured the offering of tutoring in a variety of courses. A complete list of courses tutored and the associated dates and times they are offered is available at www.las.uh.edu/lss for easy access to students, counselors, advisors, and faculty to enable them in the referral process.

Objective #2 *To provide learning strategies counseling as a necessary and vital complement to our tutoring services. Expansion of these services will be sought as more students are referred by faculty, department advisors, other students who received the service, and self-referral.*

The core guiding principle of all we do at LSS is to encourage students to learn how to learn. Therefore the learning strategies counseling and the expertise of our Learning Strategies Counselors is key in the design and delivery of our services.

Our learning strategies counseling component is proving to be a vital addition to LSS and is filling a need and providing a service that the students are now recognizing and using. The interaction and combined efforts of the tutoring assistance and learning strategies counseling greatly enhance academic progress. The students become comfortable at LSS and begin to use the other available resources, and the ultimate goal is for the students to develop into independent learners. The desired outcome is the retention of these students.

The Learning Strategies Counselors conducted an assessment of individual problems and suggested solutions through the development of a learning plan that met the individual student's needs. All students referred from advisors, faculty, other programs, or who were self-referred, benefited from interventions established by the Learning Strategies Counselor as well as other services within LSS identified as appropriate for the student. LSS monitored the retention and graduation rates for those receiving these services. This is vital since many of these students are referred as a result of been placed on probation or upon return after suspension.

LSS continued to provide a training practicum experience for a master's level counseling student, who incorporated learning strategies counseling in her sessions with students. This program provided training, supervision, and the opportunity to develop counseling skills for the graduate level student.

Objective #3 *To provide learning strategies workshops for students both within the learning center and throughout the university.*

The literature in student persistence and students success emphasizes the importance of student self regulated learning strategies, which are based on meta-cognitive theories. This involves assisting students to examine their thinking, feeling, and study behavior as it relates to their academic progress. The Learning strategies workshops were designed to encourage and motivate students to develop the appropriate repertoire of behavioral skills to support and expand their learning strategies. Please see Appendix II for a complete list of workshops that are and were being offered for both the Undergraduate and Graduate students.

Learning Support Services has greatly expanded its outreach program to promote awareness of our center and to benefit more students with instruction on learning strategies. LSS will continue to provide outreach programs to various segments of the university community. LSS staff members presented learning strategies workshops or self-improvement programs for campus groups such as students in the residence halls, fraternities, student organizations, athletic department and in classes.

Objective #4 *To provide graduate and professional student support programs.*

LSS has been responding to requests from graduate and professional departments on campus for assistance for several years. By making it an objective, we began focusing on the delivery of these services. By incorporating the resources and expertise of our center, we are able to serve the graduate and professional students in several areas.

The professional staff offered special workshops for these students in preparing for comprehensive exams, writing a research article for publication, preparing a professional presentation, data collection, survey design,

American Psychological Association (APA) writing style, writing a thesis or research paper and other professional/technical writing. Many students enter graduate or professional studies without having been required to write to a professional standard, summarize and present data, or apply data collection methods.

We also offered general group topics on as time management, exam preparation, planning and making presentations, memory improvement, or learning styles. We will design workshops to meet the unique needs of the particular graduate or professional program.

We were also prepared to offer either group or individual assistance in the assessment of learning strategies, using the Learning and Study Strategies Inventory (LASSI), and in the assessment of the student's individual learning style, using the Learning Styles Inventory (LSI). Individual learning strategies counseling was available and referrals from departments was encouraged. All of these services were also provided for self-referring students. Individual Learning Strategies Counseling has helped graduate /professional students with time-management, graduate level reading strategies, dealing with test anxiety and other topics.

A full 16-20 hour/week practicum opportunity in learning strategies counseling was available at LSS for master's level students in educational psychology, social work, or another related mental health field. The practicum counseling student was trained in forming therapeutic relationships, assessment, treatment planning, psycho-educational interventions, and documentation of records. A complete training course and supervision was and is being provided.

Objective #5 To continue the process of becoming a national leader on the creation, certification and implemetation of programs designed to improve learning and retention

Learning Support Services was one of the first three programs in the nation to be certified by the National Association of Developmental Educators. LSS is considered a leader among college learning centers in the organization, training, tutoring, and learning strategies counseling aspects of a successful retention program. We have developed intervention programs in collaboration with several colleges to address the needs of at risk students.

We have a leadership role among retention programs in the university community and have moved into the forefront among learning centers nationwide, having (1) developed a comprehensive tutoring manual which is available to all learning centers, (2) established a learning strategies counseling component utilizing practicum counselors, (3) developed a tutor training course applicable to the highest level of certification by the College Reading and Learning Association, (4) developed a model retention program that can maximize the use of limited staff and resources, and (5) assistance for graduate and professional students and (6) use of technology for program effectiveness.

LSS staff has presented at the national conference regarding our support for graduate students, and has submitted an article for review for publication. In addition, the current Learning Strategies Counselor has completed a leadership role in the development of a graduate and professional support program track for the College Reading and Learning Association.

Objective #6 To increase resources for students in computer instruction, multi-media assistance, and learning reference materials such as handouts and books.

LSS continues to increase the resources available to students through the acquisition of pertinent materials to assist the student in various mediums of learning. There are many new software assistance packages for those students who learn better on their own with computer interaction. We keep updated both our computer hardware and the latest in reportedly successful software. We have kept our racks of handouts updated, full

and ready for the students. We will seek new subjects for our handouts to interest those students who have already used what we have. Our library of textbooks, reference books (such as grammar books and APA Publication Manual), and books on learning strategies have been updated to the extent possible given the limitation on resources. We have reviewed new publications and ordered those books that can best help the student.

We will continue to update current textbooks in use for the courses that we commonly tutor. We will also update our software resources to aid our tutors when helping students in computer science and business courses. We have installed a computer remediation for students with Attention Deficit Hyperactivity Disorder.

We have discussed and are prioritizing the development of relevant study materials to have available to help our students. We have our tutor and learning strategies workshop schedules on our site. We also have our handouts on learning strategies available for downloading from the web.

QUESTION #4

Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs and the satisfaction level of those served. Please provide the method for collecting these data.

Objective #1 To provide tutoring by qualified and trained peer tutors in a wide range of courses in support of student success in their courses.

TUTORING:

Students are required to sign in on our web-based data based system when they walk in to request for a tutoring session. The walk-in tutorial request that includes the student name, course class number and student arrival time is displayed on a flat screen that tutors can monitor to select their next client. The tutors then log in to the system to pick their clients and work with the students. This enables us to track the courses tutored, time on task, and evaluate student course success at the end of the semester.

Students are also invited to complete a tutor evaluation form at the conclusion of their tutoring session. A summary of the evaluation is presented below.

Please find below the data for the 2010-2011 academic calendar:

	FALL 10	SPRING 11	SUMMER 11
Number of sessions tutored:	3,845	3,742	498
Number of courses tutored:	209	200	50
Number of unique students served:	1,071	1,022	142
Student Satisfaction:			
My Tutor was knowledgeable And clear in the explanation Of the material (SA+A)	97%		
My Tutor was patient and supportive Of my efforts to learn the material	95%		
Good Academic Standing: GPA>2 As of Fall 2011	87%		
Retention and Graduation Rate of students tutored Fall 10 to Fall 11	80%		

Objective #2 *To provide learning strategies counseling as a necessary and vital complement to our tutoring services. Expansion of these services will be sought as more students are referred by faculty, department advisors, other students who received the service, and self-referral.*

LEARNING STRATEGIES COUNSELING:

Students can either call or email our Learning Strategies Counselors for an appointment. Students are required to complete an intake form that facilitates our Learning Strategies Specialists in identifying areas to address with the students. The counselors record the sessions and client information. The clients are sent an email to complete an evaluation questionnaire after their appointments at the end of each semester. The student self reported gains are tabulated below tabulated. In addition the end of semester persistence and student success is determined by determining the GPA and enrollment status of the students.

Please find below the relevant data for the 2010-2011 academic calendar:

	Fall 10	Spring 11	Summer 11
Number of sessions:	315	343	68
Number of individual students seen:	157	181	26
Number of staff:	1.5	1.5	1.5

Student Evaluation:

I incorporated this new skill into my learning (Somewhat to Very much)	95%	93%
The learning strategies counseling Has helped me in my studies (Strongly Agree + Agree)	82%	79%

Increase in percentage of students in good academic standing who received Learning strategies counseling as of fall 2011 24%

Retention and Graduate Rate of At-Risk Students those whose GPA were below 2.0 (Academic Probation and Suspension) that received Learning Strategies Counseling. 61%

Objective #3 *To provide learning strategies workshops for students both within the learning center and throughout the university.*

A series of workshops for both undergraduate, graduate and students with special need were designed and made available. Fliers listing these workshops were designed and made available at our outreach tables. They were also and posted on the website as well as advertised in the Daily Cougar. Students were able to register for the workshops on line. A roster of registered participants was generated and attendance recorded. This allowed for follow up surveys and to track student persistence and success.

Please find below data on the learning strategies workshops offered:

	FALL 10	SPRING 11	SUMMER 11
Number of workshops offered:	52	45	27
Number of workshop participants	1,082	1,005	284
Number of students (unique)	550	487	166
Participants who agreed with the Statement "that the material covered in the workshop helped me in my school work"	97%	99%	100%
Percentage of students who Agreed with the statement that "Overall I rate this workshop as Excellent"	97%	98%	99%
Net Increase in percentage of students in good academic standing who received Learning Strategies Counseling as of fall 2011	20%		

Objective #4 To provide graduate and professional student support programs.

In addition to the general workshops that are available to all students LSS also offers workshops targeted for Graduate/Professional students. The students can contact our Learning strategies counselor to register for these workshops to ensure they are beneficial to the students. A total of four different topics were offered.

LSS has focused on the graduate and professional students by providing services to assist them in accomplishing their academic goals. Their needs are different from the undergraduate students' needs because they are focused on conducting research, taking comprehensive exams, and even participating in altered exam schedules (such as in the Optometry School) which require intense time management for exam preparation.

We provided workshops and individual consultations on many of the learning strategies, particularly on professional writing skills, and on data collection and research as well as on critical thinking. Our learning strategies counselor also provided individual learning strategies counseling to professional and graduate students. The Executive Director of LAS was available for survey research and consultation. In addition, staff was regularly asked to create and present programs on MAT and GRE preparation. Feedback from staff for the MAT preparation was extremely positive, with students who attended apparently all scoring well above the requirements they needed.

Objective #5 To continue the process of becoming a national leader on the creation, certification and implemetation of programs designed to improve learning and retention.

Learning Support Services completed the certification process and the former director was honored before 1,200 national conference delegates in 2001 for being one of the first three learning centers nationwide to be certified by the National Association of Developmental Educators. In order to achieve this outstanding honor we had to complete a developmental self-evaluation, make the necessary changes to bring all aspects of our program to the highest standards expected of a certified learning center, make the extensive formal application for certification, submit documentation, and finally receive certification by the NADE certification board. Since we were one of the pilot programs, our materials and data collection methods were implemented as development models for other programs across the nation to use. We have been recertified by NADE for our tutoring program and are among the first to receive recertification. NADE celebrated the 10th anniversary of Certification at its annual conference last year, March 10-13, in Columbus, Ohio, and LSS was honored as one of the first three programs to receive Certification.

Our tutoring program also has been certified by the College Reading and Learning Association. In summer 2010, we were recertified. In addition, our Learning Strategies Counselor has been facilitating the development of a CRLA graduate student support track. She has presented at national conference on working with graduate services in learning centers and is currently working on a paper for publication.

Other institutions and departments have requested information on our program. We are currently also certified to implement ADD training (through Brain Train) for students diagnosed through CAPS.

Objective #6 To increase resources for students in computer instruction, video assistance, and learning reference materials such as handouts and books.

During the FY10, we had 556 students who used our computer resources. We are in the process of refining our documentation system for use of media services. We gave out 2115 handouts from our racks during FY10. These handouts present learning strategies and ways to handle test anxiety and stress. Handouts are also available on line.

LSS increased the resources available for students at the center. Our computers were updated three years ago with faster, more responsive machines. We have ordered all the current practice tests for standardized tests such as GRE, GMAT, and LSAT. We also installed software to aid our computer science tutors in working with their tutees. We acquired Minitab for our business students to use while being tutored. These new resources are in addition to the software that we already had for assisting in the various courses such as physics and chemistry. We also continue to have the basic skills assistance in math and English. We have added software to assist remediation for students with Attention Deficit Hyperactivity Disorder. In addition, we have added five additional CD/DVD programs to be used in the media center, including four that are for language development (Spanish, English, French, and German). We have also updated our computers and are working on a method for better documenting media assisted learning.

LSS keeps current textbooks for all the major courses that are being tutored. Students may use the textbooks but must remain on site. The tutors use them when working with students, and when reviewing to confirm their knowledge of the material. We acquired more self-help books on learning strategies and added to our repertoire of handouts on the racks.

Students often use our web site because we publish the specific hours that tutors will be tutoring certain courses. They can go to our site, for example, and find out when we have a language tutor available. We also have our learning strategies workshops listed at the site. We now have our handouts on learning strategies available for downloading from the web. We also will be adding a link to the wellness search engine to give students access to learning/academic support websites.

QUESTION #5

Please discuss any budget changes from that which you requested from your last (FY2012) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2011 with a Ledger 3 Fund Equity balance, please describe the conditions which caused the fund balance.

Learning Support Services is now open for tutoring seven days a week and has extended days and times of tutoring. Our extended hours are as follows:

Monday to Thursday	9am to 8pm
Friday	9am to 3pm
Saturday and Sunday	1pm to 4pm.

We are appreciative of the one- time additional funding provided to accommodate the extended hours and days and will like to request that these be based funded in FY 13.

The additional .50 FTE for a Learning Strategies Counselor that was based funded for FY 12 and the .50 FTE that is vacant has been used to create and fund a new Learning Strategies Counselor.

In FY 11 the fund equity balance was \$829

QUESTION #6

Please list your 2012-2013 objectives in priority order. Larger units may wish to group your response by subprogram. Under each objective state the specific programs, activities and/or services you plan to implement to meet your objectives.

Objective #1 To provide tutoring by qualified and well trained peer tutors in a wide range of courses in support of student learning.

Learning Support Services maintains the tutoring program as the center and foundation of all the services we provide. The retention and graduation of the students we serve depends on the vital assistance of peer tutors who know their subjects and can help students become self-directed learners. We are careful to always maintain that core of quality by basing our selection of tutors on recommendations from faculty. LSS communicates with faculty about tutoring availability in their subject area and consults as needed concerning individual and supplemental group tutoring. Additionally, faculty from some departments routinely request that we provide tutors for some of their courses. Whenever possible, LSS tries to provide tutors for students enrolled in these courses.

Tutor training and supervision has been the focus for providing quality tutoring. Hiring high performing students, adding extensive training in communication and teaching skills, and supervising with a consistent and personal involvement by professional staff have been the guiding principles of the tutor program at LSS. To ensure that LSS maintains the quality of its tutorial staff, prospective tutors must meet the following minimum requirements: a) be, preferably, of junior, senior, or graduate standing; b) have a 3.25 G.P.A. in their academic major; c) have a 3.00 overall G.P.A.; d) have high recommendations from at least two University of Houston faculty members; and e) have completed at least nine semester hours at the University of Houston. Candidates will also be screened for their interpersonal skills, teaching ability, and communication effectiveness. As resources are made available, courses not currently offered for tutoring will be identified and tutors hired. This will be done systematically by researching courses that have a high drop or failure rate.

To ensure that tutors are well trained, tutor procedural manuals will continue to be revised and enhanced. All tutors must participate in an orientation and a 16 hour tutor training course. Each tutor will also be required to schedule at least one evaluation conference with LSS staff in the fall and spring semesters to discuss performance/issues related to tutoring. LSS has been recertified every cycle since 1991. LSS has been recertified again this year until 2017. Under CRLA guidelines, LSS has been certified to train tutors at the regular, advanced, and master level. Please see Appendix III a sample, 12 hour Tutor Training course; a four-hour orientation is also held at the beginning of each semester bringing the total number of training hours in each course to 16.

Tutoring services will be evaluated each semester. All tutees are encouraged to complete a tutor evaluation form. In addition, tutors evaluate the training sessions offered through LSS each fall and spring semester.

LSS plans to continue the convenient availability of tutoring for the students, including evening hours. Tutoring hours for each course that is tutored are posted on the web site. Students do not have to make an appointment and may come at any time during our open hours. Several of our long time tutors have devised new methods for explaining material and making problem-solving less overwhelming to students.

Objective #2: *To identify and target high demand and high risk courses for group tutoring by adhering to best practices for Supplemental Instruction*

Learning Support Services will identify three or more high risk courses with large enrollments to offer Supplemental Instructional Groups. Instructional Assistants and our Master tutors will be recruited and trained in providing course related information. Group discussions with tutors will be facilitated by LSS professional staff to explore impediments and strategies to assist students in mastering the course content. The emphasis in these Supplemental Instructional groups will be learning and problem solving using technique relevant to the subject. We plan to foster the creation of smaller learning communities for the students by way of these Supplemental Instructional Groups. One of the by - products of these groups is in facilitating the creation of study groups.

Objective #3: *To provide learning strategies counseling to provide students and opportunity to explore their impediments for academic success with a professional and develop strategies to address their concerns.*

Our Learning Strategies Counselor will use the Learning and Study Strategies Inventory (LASSI) to assess areas that would help the student improve their study skills, and recommend strategies to use for these particular weak areas. They will help students with learning methods for particular courses that they are having trouble in courses like accounting, organic chemistry, college algebra, political science, and others. Staff will help students with test anxiety or writing anxiety, rewrite self- defeating thoughts that keep them from succeeding, and also teach relaxation strategies to use when they are in a stressful situation. The Learning strategies Counselors will also help students who are having trouble with concentration to pinpoint the source of their concentration troubles and then recommend strategies as needed, such as studying more actively, using thought-stopping techniques to block intrusive thoughts, changing the study environment, etc. Other sub populations that the Learning Strategy Counselors may work with include:

- help students with attention deficit disorder or learning disabilities with time management, study methods, executive functioning issues (planning, organization, adding structure to their environment)
- assist students on academic probation or academic suspension by assessing the reasons for their low grades and then teaching learning methods to improve their grades and be retained in school
- offer specialty workshops for Attention Deficit Disorder students (on time management, concentration, etc.)
- Graduate Students (on writing an article for publication, preparing for comprehensive exams, etc.) which are geared to the needs of particular student populations

The Learning Strategies Counseling Program at LSS will provide a training practicum experience for master's level counseling or social work students. This program provides training, supervision, and the opportunity to develop counseling skills for graduate students.

Objective #4: *To provide learning strategies workshops for students both within the learning center and throughout the university.*

The literature in student persistence and students success emphasizes the importance of student self regulated learning strategies and meta-cognitive skills in taking responsibility for their academic success. Learning Strategies Workshop is a critical tool to assist students in examining, developing and exploring alternative strategies about their thinking, feeling and repertoire of behavioral skills which students should employ to improve their study habits.

Learning Support Services has greatly expanded its outreach program to promote awareness of our center and to benefit more students with instruction on learning strategies. LSS will continue to provide outreach programs to various segments of the university community. LSS staff members will continue to present learning strategies workshops or self-improvement programs for campus groups such as students in the residence halls, fraternities, student organizations, athletic department and classes

It is critical to familiarize students with techniques and strategies for improving learning skills, study habits, and achieving academic success. Therefore, the professional staff at LSS will continue to assess, identify, design, develop and present on topics that are both of salience and import for student success. In the upcoming fiscal year we plan to develop additional workshops on problem solving, analytical reasoning and self-regulated learning techniques. The demand for seminars on these topics is becoming increasingly necessary for student success

Objective # 5 To provide graduate and professional student support programs.

LSS has been responding to requests from graduate and professional departments on campus for assistance for several years. By making it an objective, we began focusing on the delivery of these services. By incorporating the resources and expertise of our center, we are able to serve the graduate and professional students in several areas.

The professional staff will offer special workshops for these students in preparing for comprehensive exams, writing a research article for publication, preparing a professional presentation, data collection, survey design, American Psychological Association (APA) writing style, writing a thesis or research paper and other professional/technical writing. Many students enter graduate or professional studies without having been required to write to a professional standard, summarize and present data, or apply data collection methods.

We will also offer general group topics such as time management, exam preparation, planning and making presentations, memory improvement, or learning styles. We will design workshops to meet the unique needs of the particular graduate or professional program.

We are also prepared to offer either group or individual assistance in the assessment of learning strategies, using the Learning and Study Strategies Inventory (LASSI), and in the assessment of the student's individual learning style, using the Learning Styles Inventory (LSI). Individual learning strategies counseling will be available and referrals from departments will be encouraged. All of these services will also be provided for self-referring students.

Objective # 6 To continue the process of becoming a national leader on the creation, certification and implemetation of programs designed to improve learning and retention

Learning Support Services was one of the first three programs in the nation certified by the National Association of Developmental Educators. LSS is considered a leader among college learning centers in the organization, training, tutoring, learning strategies counseling, outcome assessment and use of technology for a successful learning assistance program.

LSS is innovative in the use of technology for accountability and efficiency of the tutoring process and registration for our workshops. We have refined and increased the sophistication of our outcome assessment from merely counting to assessing the effectiveness and efficacy of what we provide.

We have a leadership role among retention programs in the university community and have moved into the forefront among learning centers nationwide, having (1) developed a comprehensive tutoring manual which is available to all learning centers, (2) established a learning strategies counseling component utilizing practicum counselors, (3) developed a tutor training course applicable to the highest level of certification by the College Reading and Learning Association, (4) developed a model retention program that can maximize the use of limited staff and resources, and (5) assistance for graduate and professional students, and (6) Utilization of technology.

QUESTION #7

What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)?

Student Service Fees are the only major source of funding for most programs at LSS. We have also been fortunate to receive some textbooks for free from faculty members. We will look for any other funding opportunities that may allow us to better serve students and we will continue to maximize our use of financial and other resources.

QUESTION #8

Please describe any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

There are other programs, such as the Athletic Department's Academic Center for Excellence, the Urban Experience program, U Scholars, Center for Mexican-American Studies, and the Challenger Program, on campus that also offer tutoring and learning strategies assistance. Each of these programs is targeted to a specific and limited population of students. One must apply and be accepted into these programs or meet specific requirements. LSS serves all students, including those students enrolled in other programs. We have tutoring in a wider variety of courses than some of the programs, a more extensive offering of learning strategies workshops, and the availability of individual learning strategies counseling. Therefore we complement their services and their students are often referred to our center. In addition, we offer tutor training to other programs on campus.

Several departments on campus have tutoring labs for their academic area. Again, these tutoring labs have their range of subjects limited to one area whereas LSS offers tutoring in many subjects. For other areas, these students will come to LSS. Some labs provide tutoring, but on a group basis. These labs quite often refer students to LSS who need the one-on-one tutoring as well as other LSS services. In addition, the LSS intervention addresses both content and psychological barriers to learning math, i.e. math anxiety.

LSS is unique because we address not only the subject difficulties but also the strategic learning process itself. We teach students how to become self-managed learners. We continue to grow each semester, a fact that indicates that students seek our services because they want to learn strategies for handling increasingly difficult material. They need this strategic learning development to advance in school and to graduate.

To the extent possible, we coordinate services with other support programs such as the Math Lab, Writing Center, and other tutoring services. (1) We send the tutoring labs who have indicated interest an invitation to attend our tutor training course. We enjoy the interaction and exchange of information with tutors from other services. (2) Tutoring labs that operate in a format where students raise their hands for quick assistance; they refer their students to LSS for more extensive one-on-one tutoring for understanding concepts. (3) We cooperate with tutoring labs such as the Language Acquisition Center to offer complementary services. (4) We post the hours and distribute brochures about the Writing Center and Math Lab and any other tutoring service who wants their information known to students. (5) The Accounting, Math, and Economics Labs tutor only lower level courses and refer students to LSS for upper level courses. (6) Faculty and advisors refer students to LSS if they wish the student to experience the combination of tutoring and learning strategies counseling. We have also invited other programs to participate in our Learning to Learn Day this semester.

LSS MISSION

The mission of Learning Support Services (LSS) at the University of Houston is to increase graduation and retention rates by helping students learn how to learn. We offer learning support programs and self-development activities designed to facilitate learning and to promote student success. Individualized learning plans as well as group intervention programs are available. All services are free to currently enrolled students, and are paid for by student service fees.



PEER TUTORING



Tutoring in individual and group sessions are offered in a wide variety of courses.

Tutors are available in selected courses for the following subjects:

Accounting	English
Biology	Foreign Languages
Chemistry	Finance
Computer Science	Mathematics
Economics	Physics
Engineering	Statistics

Our tutors are certified by the College Reading and Learning Association (CRLA) and the tutoring program is certified by National Association for Developmental Education (NADE).

Schedules for specific course tutoring hours are available at
www.las.uh.edu/lss

Fall/Spring Tutoring Hours:

Monday – Thursday	9 a.m. – 8 p.m.
Friday	9 a.m. – 3 p.m.
Saturday – Sunday	1 p.m. – 4 p.m.

Summer Tutoring Hours:

Monday – Tuesday	10 a.m. - 7 p.m.
Wednesday – Thursday	10 a.m. – 6 p.m.
Friday	10 a.m. – 3 p.m.

LEARNING STRATEGIES WORKSHOPS

Our workshops are designed to promote success in learning. We offer workshops on a variety of subjects such as coping with math and test anxiety, managing time, improving learning skills, improving test-taking strategies, developing analytical reasoning skills, and writing a research paper. We also offer, upon request, workshops for returning and graduate students.

LEARNING STRATEGIES COUNSELING

Individual appointments are available to students for assessment and learning strategies counseling designed to reduce math and test anxiety, improve learning strategies and study habits, and teach active learning methods which can assist students in reaching their learning goals. Referral to resources within and/or outside LSS will be made if deemed beneficial. Upon request, we offer group support for graduate and professional students.

SUPPLEMENTAL INSTRUCTIONAL PROGRAMS

To help maximize performance in basic mathematics, science, or business courses, we offer, upon request, supplemental instructional groups that meet regularly and are facilitated by a tutor. They provide an opportunity to form study groups and clarify concepts.

MULTIMEDIA RESOURCES

Multimedia Resources, reference books on learning strategies, and handouts on various topics and techniques are available. We have software in algebra, geometry, trigonometry, calculus, economics, statistics, biology, chemistry, physics, and test-taking skills. In addition, we have test preparation materials for exams such as the GMAT, GRE, MCAT, and LSAT. Our Learning Plus software is useful for practicing basic reading, writing, and math skills.



All materials are to be used within the center. The Multimedia Resources room is open Monday through Friday from 9 a.m. - 5 p.m.

COLLABORATIVE RETENTION EFFORTS

LSS provides consultation and collaboration with other retention efforts on campus. The collaboration could include offering tutoring, psycho-educational workshops, college success seminars, assessment, and support groups. LSS provides holistic learning programs for departments or colleges requesting our services. Students who are referred meet with counselors to assess learning needs, develop individual learning improvement plans, and monitor their progress.



GRADUATE STUDENT SUPPORT PROGRAMS

LSS services are available to all graduate and professional students. LSS can help graduate and professional students meet the increased demands entailed by graduate and professional studies. When students pursue advanced degrees, they often face increased family and financial obligations while learning to meet the demands of increased academic rigor.

LSS offers a variety of resources to assist these students. We provide consultation concerning survey research and data collection. We also provide individualized learning strategies counseling and workshops on topics such as time management, research writing, and editing to professional standards.

TEXAS SUCCESS INITIATIVE (TSI)

LSS provides non-course, non-credit developmental tutoring in reading, writing, and mathematics.



MORE RESOURCES

UH Information	713-743-1000
A.D. Bruce Religion Center	713-743-5050
Bookstore	713-748-0923
Center for Student Involvement	713-743-5180
Career Services	713-743-5100
CASA (Math Lab)	713-743-6296
Challenger Program	713-743-5420
Center for Students with DisAbilities	713-743-5400
Council of Ethnic Organizations	832-842-6221
Counseling & Psychological Services	713-743-5454
Daily Cougar	713-743-5350
Dean of Students	713-743-5470
LGBT Resource Center	832-842-6192
Health Center & Pharmacy	713-743-5151
International Students and Scholars Services Office	713-743-5065
Lost and Found	713-743-0620
M.D. Anderson Library	713-743-1050
Parking and Transportation	713-743-1097
Department of Public Safety (Police)	713-743-3333
Scholarships & Financial Aid	713-743-1010
Students Government Association	713-743-5220
Student Info and Assistance Center	713-743-5060
Student Program Board	713-743-5210
University Testing Services	713-743-5444
UH Wellness	713-743-5430/3-5455
Urban Experience Program	713-743-6032
U-Scholars (Academic Advising)	832-842-2100
Writing Center	713-743-3016
Women's Resource Center	713-743-5888

These services are subject to change without notice.

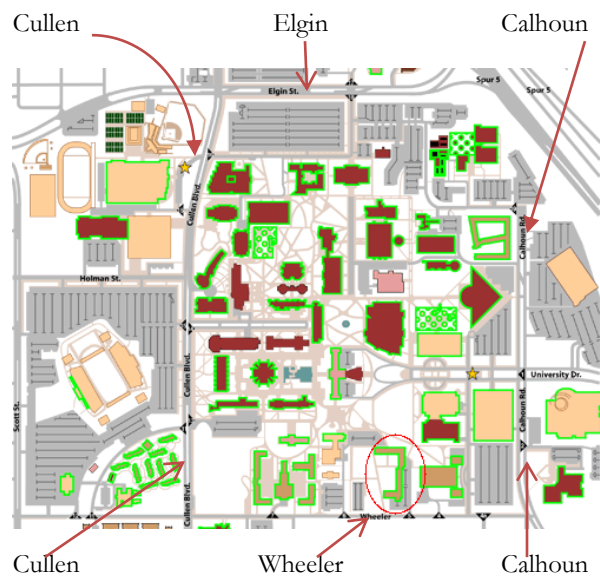
UNIVERSITY of HOUSTON

LEARNING AND ASSESSMENT SERVICES
Learning Support Services

All UH students welcome!
Room N109 Cougar Village
Houston, Texas 77204-3025

713-743-5411

www.las.uh.edu/lss



Building 563
Between Entrance 5 and 6 on Wheeler Dr.

The University of Houston is an
Equal Opportunity/Affirmative Action institution.



Revised: July 2011

UNIVERSITY of HOUSTON

LEARNING SUPPORT SERVICES

**A unit of Learning and Assessment Services
Office of Academic Affairs**



“Learning
How to Learn”

Funded by your Student Service Fees

Workshops Fall 2011

Location: N111 Cougar Village unless otherwise specified

Length: 50 minutes. Please be on time. No admittance after 5 minutes past the hour.

Register: "Workshop Signup" at www.las.uh.edu/lss

On-line registration is necessary to obtain a spot.

Problems registering? Call Dr. Laura Heidel at [713-743-5439](tel:713-743-5439)

Week	TOPIC	Time #1	Time #2	Time #3: Some at new location
1	Study strategies for a great semester	Tues., 8/23 @ 3pm	Thurs., 8/25 @ 2pm	
2	Time management	Tues., 8/30 @ 10am	Wed., 8/31 @ 4pm	Fri., 9/2 @ 3pm
3	Textbook and college level reading tips	Tues., 9/6 @ 4pm	Wed., 9/7 @ 1pm	Thurs., 9/8 @ 2pm
4	Note taking tips	Tues., 9/13 @ 11am	Fri., 9/16 @ 4pm	
4	Time management			Wed., 9/14 @ 4pm (@ SW 102)
5	Improve your memory	Wed., 9/21 @ 1pm	Thurs., 9/22 @ 2pm	Fri., 9/23 @ 11am
6	Exam preparation and taking tips	Tues., 9/27 @ 3pm	Wed., 9/28 @ 5pm	
6	Study for natural science courses			Thurs, 9/29 @4pm (@ SW 102)
6	Improve your memory	Fri., 9/30 @ 4pm		
7	Lower your test anxiety	Mon., 10/3 @ 4pm	Tues., 10/4 @ 11am	Thurs., 10/6 @ 3pm
7	Time management	Mon., 10/3 @ 3pm		
7	Procrastination	Wed., 10/5 @ 11am	Thurs., 10/6 @ 10am	
8	Procrastination			Mon, 10/10 @4pm (@ SW 102)
8	Exam Preparation	Tues., 10/11 @ 10am		
9	Help, I can't concentrate!	Tues., 10/18 @ 4pm	Fri., 10/21 @ 11am	
10	Improve your motivation	Thurs., 10/27 @ 3pm	Fri., 10/28 @ 3pm	
11	Goal setting	Mon., 10/31 @ 11am	Thurs., 11/3 @ 3pm	
11	Time management			Tues, 11/1 @ 4pm (@ SW 102)
12	Use study groups effectively	Wed., 11/9 @ 1pm	Fri., 11/11 @ 4pm	
13	Organize yourself!	Tues., 11/15 @3pm	Fri., 11/18 @ 11am	
14	Procrastination	Mon., 11/21 @ 4pm	Tues., 11/22 @11am	
15	Prepare for and cope with final exams	Wed., 11/30 @ 4pm	Thurs., 12/1 @ 3pm	

Learning Support Services

Tutor Training Seminars

Fall 2011

Orientation: 12-4 p.m.,
all other Fridays, 1 - 3 p.m.

Aug. 26	Free Lunch + ORIENTATION	All Staff
Sept. 2	Using effective questions Paraphrasing	L. Heidel
Sept. 9	Dealing with difficult situations How to refer to other offices	L. Heidel
Sept. 16	Teaching study skills LASSI: Assessing study skills	L. Heidel
Sept. 23	Self-Regulated learning Tutor stress and burnout	L. Schroeder
Sept. 30	Math anxiety Target Population: Freshmen	L. Schroeder L. Heidel
Oct. 7	The Role of a learning center Evaluations	P. Daniel

Location:

N109 Cougar Village
713-743-5411
www.las.uh.edu/lss