Tutoring Program Review 2017 – Action Plan

A - Mission, Goals, and Outcomes

	Recommendation	Action Plan	Timeline
A1	Review and determine consistency for the overarching Tutoring Program's goals.	Goals and learning outcomes as they exist will be examined and modified so they are consistent with NADE goals and G1 and G2.	Summer Retreat 2018
A2	Specific student learning outcomes should be developed for the overarching goals to measure goal attainment.		

B - Program and Services

	Recommendation	Action Plan	Timeline
B1	Tutoring Program's use of Starfish for data collection and tutoring appointments will likely be an asset once mastery of the software is obtained.	Determine whether Starfish will fulfill the needs of the Tutoring Program. If it does not, research the features of other software programs that will.	In progress
B2	ASCP web designers should use the National College Learning Center Association's (NCLCA) website award criteria (rubric) to facilitate the web portal redesign efforts.	Many of the features of the tutoring website are already in sync with the NCLCA rubric. The rubric will be shared with the SA web designer for further consideration.	✓
B3	Once National Association for Developmental Education (NADE) Accreditation renewal has been achieved by the Tutoring and SI Programs, the directors and coordinators should consider participating in the NCLCA's Learning Center of Excellence Certification to enhance professional development opportunities for the professional staff.	Review the requirements of certification and make a decision regarding the necessity to add yet another certification process to the existing ones with NADE and CRLA.	Summer Retreat 2018
B4	Directors and coordinators must continue to develop strong relations and collaborate with colleagues and departments across the institution to promote their centers and to facilitate student learning and development, persistence, and success Tutoring Program's offerings in mathematics.	Staff will continue to develop strong relations and collaborate with colleagues and departments across the institution. The Executive Director is a member of the University Quantitative Literacy (QL) Task Force which addresses student success and will share the outcomes with the directors and coordinators.	✓
B5	Directors and coordinators should research and visit other successful tutoring programs to help them with continuous improvement.	A visit to local universities is included in the itinerary at national conferences. Visits to Utah universities will be scheduled.	2018/2019

	Recommendation	Action Plan	Timeline
B6	Directors and coordinators should redesign the way students request appointment tutoring; the current system only allows students to receive tutoring if they sign up early in the semester.	Students on waitlist are being tracked in terms of number and subject. Tutoring requests are commensurate with tutor availability. Traffic is redirected to the less busy center between Davis and Ogden.	Ongoing
B7	Academic success coaching, using best practice methods, needs to be integrated into the Academic Support Centers and Programs; current research strongly supports this academic intervention.	Academic success strategies are continually incorporated into the tutor training sessions. Davis Learning Center is in the process of converting a Peer mentor waiver to accommodate coaching.	Ongoing
B8	A number of other academic support interventions should be explored such as: • Learning communities supported by tutoring and SI, • Accelerated learning groups, • Emerging scholars' programs for at-risk populations, • Peer-led team learning, • Structured learning assistance, • Video-based Supplemental Instruction, • Peer support writing groups (for developmental students, graduate students, etc.).	WSU is a commuter campus and as such does not have living and learning communities except in the Residence Halls and the University Village. Tutoring has been offered at the Residence Halls in the past, but it was not availed of. The QL Task Force will explore a way of establishing learning communities at which time the Tutoring Program will look for opportunities to establish services.	Future

C - Leadership and Staffing

	Recommendation	Action Plan	Timeline
C1	The workload of the two directors should be examined to ensure an even distribution of responsibilities and to ascertain that sufficient support staff is in place.	The workload of the two directors will be reviewed. A request for an administrative assistant has been made.	2018/2019
C2	Course instructors need to have credentials appropriate for their teaching positions and be engaged in teaching best practices.	Credentials of all the current staff members are adequate for the job duties which include teaching at tutor training, hiring, firing, data gathering, analysis, etc.	✓
C3	Instructors for the tutoring courses should continue to develop up-to-date and effective curricula underpinned by theory and best-practices.	The curriculum for tutor training satisfies CRLA requirements. All topics are underpinned by theory and best practices.	✓
	Program directors and coordinators should consider obtaining National College Learning Center Association Leadership Certification	Staff interested in obtaining the certification will apply for Staff Development Grants to attend the	

C4	(four levels available). Obtaining this certification will help meet the challenge of more professional development—especially for the newer coordinators.	national conference of NCLCA to determine the requirements and advantages of obtaining such certification.	2018-2020
C5	Program directors and coordinators should create more collaboration and less duplication of efforts within tutor recruitment, training and communicating with faculty, staff, and advisors.	-An advertising and marketing campaign is being created to reach the students in underrepresented areas. This will also help towards recruitment efforts from underrepresented areas and will result in a more cohesive and unified approach. -Training for all tutors is centralized already and also includes tutors from Student Support Services. -An increase in tutor pay has been approved.	Fall, 2018
C6	Stronger efforts are needed to recruit tutors—especially tutors from underrepresented populations. Program directors and coordinators should consider working more with campus student organizations and faculty to advertise positions, create a marketing strategy for recruitment, and increase the tutoring pay scale to become more competitive.		✓ In progress
C7	The tutor application process should be streamlined yet continue to screen for the most qualified candidates.	The effort to streamline the application process is already underway.	In progress
C8	To meet the ongoing issue of tutor recruitment and retention, the directors and coordinators should conduct ongoing tutor focus groups and interviews to better understand tutors': • resource and training needs; • time constraints and other barriers; • relationship between job satisfaction and motivation; • administrative support needs; • training gaps; • incentives, pay, rewards and meaningful recognition of tutors	A focus group addressing most of the bulleted topics was held in Summer of 2017. Another focus group addressing all the criteria will be held in Summer of 2019 and then periodically after that.	In progress
C9	Program directors and coordinators should continue to encourage faculty to use Canvas resources to support tutors with videos and create a system for faculty to download syllabi for all courses that offer tutoring through the Tutoring Program.	Some of the programs are doing this already, but tutoring is provided for more than 50 courses, and over 80 professors teach different sections of these subjects making it really challenging to implement this opportunity.	✓
C10	Program directors and coordinators must allow appropriate breaks for tutors working long hours.	Tutoring sessions last 50 minutes giving tutors a ten minute break. On the rare occasion that a tutor has more than four hours scheduled, a break of 15 minutes is built into the scheduling.	✓

	Recommendation	Action Plan	Timeline
C11	Program directors and coordinators should create beginning of the semester "content review" training and use online training modules.	An effort to upload training sessions into Canvas is underway. Content training was provided for a Math class. Adding other subjects will be reviewed. Other partnerships will be explored.	In progress
C12	Program directors and coordinators should continue to develop more faculty training partnerships.		
C13	Program directors and coordinators should establish a standard for the required number of basic training hours each tutor receives—especially for math tutors.	The Tutoring Program is CRLA certified and is committed to the training requirements for tutors in all areas.	✓
C14	Program directors and coordinators should collaborate with the Counseling Center to help address tutors' burnout and evaluate effective ways to schedule tutors to avoid burnout.	The Counseling Center will be contacted to evaluate effective ways to avoid burnout on the part of tutors and supervisors.	Spring 2019
C15	Student leadership positions should be developed to assist the director and coordinators—especially at the Ogden campus.	Some programs have student leaders, but the other areas could develop leadership positions.	Fall 2018
C16	An administrative assistant is needed to manage the many needs of the Tracy Hall Learning Center.	A position request has been made and is under consideration.	In progress
C17	To encourage more faculty participation with the Tutoring Program, directors and coordinators should establish a faculty liaison from the departments that have the greatest tutoring needs. These liaisons could also serve as members of an Advisory Board for the program.	Faculty interviews that are planned will provide the necessary feedback for program development, and liaisons will naturally emerge from this process.	In progress
C18	The Tutoring Program should provide yearly certificate awards for "Faculty Friends" of the Tutoring Program.	The Division of Student Affairs currently has a similar award.	✓
C19	The Tutoring Program should consider scheduling a multi-campus end of the year Awards Banquet combining tutors, SI leaders, and faculty friends.	For three years in a row, a banquet was held for tutors and SI leaders. Attendance was sparse. A survey of tutors revealed a preference for a "Thank You" note.	✓

D - Financial Resources and Budget

	Recommendation	Action Plan	Timeline
D1	Investigating more options for tutors to "volunteer" to attend conferences without pay. This is common throughout the country and is a best practice for tutors' professional development.	The Executive Director will meet with HR again to determine if there have been any changes in the issue of having to pay tutors for attending conferences.	2018/2019

D2	Increase the pay of tutors by searching for additional funding sources. Academic Affairs could also participate in financial assistance to help meet the demand for academic support programs.	Executive Director has made a request for additional funding to address tutor pay increase.	In progress
D3	Executive director of ASCP should collaborate with the Development Office to provide support in the areas of fundraising, alumni engagement, financial and corporate support, and sponsorship opportunities.		

E - Facilities, Equipment, and Technology

	Recommendation	Action Plan	Timeline
E1	The Ogden Appointment Center could be redesigned to alleviate much of the unused space in the front of the Center. This redesign would allow for more space dedicated to tutoring, which appeared to be sorely needed and would eliminate cramped tutoring space and noise levels.	This would block egress and create a bottleneck for traffic from entrance to testing center, computer lab, rest rooms, and SI rooms. Overflow areas are being used to accommodate tutoring sessions when necessary.	✓
E2	Use principles of Universal Design when creating, updating, and redesigning tutoring facilities. Universal design allows for a broad range of abilities, disabilities, and other characteristics (e.g. students with learning, visual, speech, hearing, or mobility impairments). Universal Design also provides enhancements for all students. For example, place high-contrast, large print signs to and throughout the centers and make sure service counters are accessible from a seated position at all centers.	Improving signage to make navigation easier is a current project. Different departments such as Services for Students with Disabilities will be consulted for advice on how to rearrange premises for ease of movement. In the future, the principles of Universal Design will be considered.	In progress
E3	Use Universal Design principles when creating instructional materials (printed and electronic digital sources and handouts) so that all students can use all resources. •Consult the ADA Checklist for Readily Achievable Barrier Removal at www.ada.gov/checkweb.htm for more suggestions. For computing facilities, consult the Equal Access: Universal Design of Computer Labs video and publication at www.uw.edu/doit/Video/equal.htm •Consult the National Center for Universal Design for Learning http://www.udlcenter.org/aboutudl/udlguidelines	Staff members will familiarize themselves with the ADA checklist and use the principles when creating instructional materials. The SA web designer's advice will be sought to make the individual centers ADA compliant.	2018-2020

F – Ethical and Legal Responsibilities

None Identified

G - Assessment and Evaluation

		Recommendation	Action Plan	Timeline
G1		The Tutoring Program directors and coordinators should develop additional goals using CAS recommendations from among the nine recommended areas: • "Ensure students are the central focus of the program; • Assist students in achieving their personal potential for learning; • Help students develop positive attitudes toward learning and confidence in their ability to learn; • Foster students' personal responsibility and accountability for their own learning; • Provide a variety of instructional approaches appropriate to the skill levels and learning styles of students; • Introduce students to the academic expectations of the institution, the faculty members, and the culture of higher education; • Assist students in applying newly learned skills and strategies to their academic work; and • Support the academic standards and requirements of the institution" (Learning Assistance Programs: CAS Standards and Guidelines, 2016, p. 5).	Directors and coordinators will meet with the Assessment Director and Coordinator to get a clear understanding of how the goals of Weber State University, NADE, CRLA and the Tutoring Program can be modified to be consistent with CAS standards.	Summer Retreat 2018
G2		The Tutoring Program directors and coordinators should create specific learning and program outcomes for all goals, aligned with CAS six domains and dimensions: • "Knowledge acquisition, integration, construction, and application. • Cognitive complexity • Intrapersonal development • Interpersonal competence • Humanitarianism and civic engagement • Practical competence" (CAS Standards and Guidelines, 2016, p. 7)	Learning outcomes will then be set to align with the six CAS domains and dimensions.	