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Weber State University
Academic Support Centers and Programs
Tutoring Program

Mission Statement

The Tutoring Program supports student learning through quality tutoring provided by certified tutors who encourage and guide students in the development of their potential as independent learners. The Tutoring Program also fosters leadership skills in its peer tutors and connects students to the campus community.

Goals

- A. Improve tutee academic success
- B. Promote tutees' independent learning
- C. Develop tutor leadership skills
- D. Foster a diverse and inclusive environment



History of Tutoring Centers

The peer tutoring services offered by Academic Support Centers and Programs (ASCP) started in 1972 with the creation of a learning center in the basement of Stewart Library. Since then, the services have grown to keep pace with the growth in enrollment. Drop-in and appointment tutoring were both offered in various locations under different names. Through the years, collaborations with departments such as Mathematics, English, Automotive Engineering, and College of Applied Science and Technology (COAST) continued to create tutoring centers which were later combined, dissolved, or continued under different names.

The different tutoring centers today form a well-integrated entity that reports to the Executive Director of ASCP. Supervisors of all the Tutoring Centers work together as a team to ensure the seamless delivery of services and work closely with professors to hire students who have a good knowledge of the subjects they will be tutoring. Following is a short history and description of each center:

Appointment Tutoring Center (ATC): The Appointment Tutoring Center, originally called Tutoring Services, came into existence in October 1990. Originally housed in the Student Services building, it moved to the newly constructed Tracy Hall Science Center in fall of 2016.

Davis Learning Center (DLC): Tutoring at the Davis Center in Layton started in September 1998. The building of a new Davis Campus and the addition of two professional staff members in fall of 2003 enabled the growth of services at the new location. Davis Learning Center added tutoring at two satellite locations, the West Center in Roy in September 2001 and the Kaysville Center in 2007. The Kaysville Center was replaced by the Farmington Station location in 2016. The Davis Learning Center hired a full-time Administrative Specialist in 2013 to help with the continued growth of services.

Developmental Education Learning Center (DE Learning Center) English/Math: Originally called the Skills Enhancement Center, DE Learning Center was created in 2005 with the collaboration of the English and Math Departments to serve the tutoring needs of students in developmental classes. In fall of 2008, in an effort to absorb budget cuts, the math component was combined with the services offered by the regular Math Tutoring Center, and the English component was connected with the Writing Center.

Math Tutoring Center: The Math Tutoring Center was started by the Math Department and passed on to ASCP in 1998. In 2000, online math tutoring was added with the collaboration of Continuing Education. College of Applied Science and Technology (COAST) tutoring was added in 2005. In fall of 2008, Solution Space, which was owned by Math Department, became part of the ASCP Tutoring Program. The Ogden Hub was created in Spring 2010 in collaboration with the Developmental Math Program to tutor students enrolled in

developmental classes. Solution Space moved to its new home in Tracy Hall Science Center in summer of 2016.

Science & Social Science Learning Centers: In 1981, the satellite learning centers were created in the College of Science and the College of Social Science to offer drop-in tutoring for students attending classes in those respective colleges. These two centers also consisted of testing services and computers for student use as well as audio/visual equipment for check out. Since August of 2016, the tutoring part became distinct entities managed by the coordinator of the Appointment Tutoring Center.

Writing Center: The Writing Center began in 1987 under the English Department. It was transferred to ASCP in 1998 and eventually relocated to the newly built Humanities building, Elizabeth Hall, in 2009. The Writing Center has been fully certified with CRLA since 2006.

E-tutoring: Weber State University became a member of the Northwest eTutoring Consortium in spring of 2011. The opportunity to join the consortium was presented by the Division of Continuing Education which continues to pay for the licensing agreement.



Core Programs and Services

Description of Core Programs and Services

Academic Support Centers and Programs (ASCP) Tutoring provides both drop-in and appointment tutoring at different centers; however, the core services provided differ from one center to another.

Appointment Tutoring Center: Tutoring is offered in a variety of subjects ranging from philosophy to chemistry and zoology. The coordinator of this center developed a tutor training program in 1993, at which time she obtained national program certification at Levels 1 and 2 through the College Reading and Learning Association (CRLA). Certification at Level 3 was developed and obtained in 1995. Training was subsequently set up with the WSU Education Department as a credit course. Now tutors from all centers can work towards completing a tutor training program to become Level 3 “Master Certified Tutors” while earning university credit. The coordinator is in charge of CRLA recertification.

Davis Learning Center: At the Davis Campus, appointment and drop-in tutoring are offered in various subjects, with an emphasis on English and mathematics. The DLC serves as The Writing Center for the Davis Campus. At the West Center and Farmington locations, drop-in math tutoring is provided. The center also provides tutors for the Davis Hub, a math lab for developmental mathematics students.

Developmental English Learning Center (DE Learning Center): Tutoring for both drop-in and appointment options is structured for students in Developmental English courses. The Writing Center/DE Learning Center Coordinator works closely with the Director of Developmental English to integrate tutoring with the course curriculum.

Math Tutoring Center: The Ogden Hub is a collaborative effort between tutors and Developmental Math instructors to provide drop-in tutoring for all courses included in the Developmental Math Program. Drop-in tutoring for MATH 1030 and higher courses can be found in the Solution Space.

Science & Social Science Learning Centers: Tutoring is offered at the Science Learning Center for the science subjects of botany, chemistry, microbiology, physics, and zoology. Tutoring in subjects such as history and psychology is offered at the Social Science Learning Center.

Writing Center: English 1010 and 2010 constitute 47% of tutoring sessions, and tutoring is offered to students writing in courses across the curriculum. Tutors are hired from many different majors to accommodate this variety of need. Some faculty members from across the curriculum require their students to use tutoring in an effort to improve their writing. Writing tutoring is offered by drop in and appointment. The coordinator works effectively through collaboration with the English Department faculty and the ASCP supervisors for tutor training. The Writing Center coordinator, through the English 3840 course, certified the program with CRLA in 2006, and the current certification extends to 2022.

Coordinators of all the centers work as a team to implement the policies and procedures (Appendix A) that are common to all centers. Tutors are required to attend tutor training classes offered during fall and spring semesters to become CRLA certified. The variety of ideas and subjects discussed in these training classes include: critical thinking, building relationships, questioning, listening techniques, test taking strategies, time management skills, dealing with difficult tutoring situations, positive reinforcement, memory and retention, dealing with adult learners, independent learning, diversity, vocabulary, learning styles, study skills, communication skills, working with students with disabilities, how the brain learns, and crisis management.

E-tutoring: WSU students are entitled to as many hours of tutoring as they need via the eTutoring web site. Tutoring is available in Accounting, Anatomy, Physiology, Biology, Chemistry, Economics, Math, Microsoft Office, Physics, Spanish, Statistics, Web Development, and Writing. Students can use the eChat icon for immediate help if a tutor is available online at the time. If not, the students can leave the tutors an eQuestion and receive help via e-mail.

Core Purpose of Programs and Services

The purpose of ASCP Tutoring Program is to provide quality academic assistance by nationally certified tutors who encourage and guide students in the development of their potential as independent learners. Tutors also often serve as mentors and offer tutees assistance with developing good study skills and retaining information.

Alignment with the Mission and Goals of WSU, Division of Student Affairs, and Academic Support Centers and Programs

The ASCP Tutoring Program supports the mission of WSU, SA, and ASCP in promoting students' academic success and life-skills development by providing tutoring and college-readiness initiatives. Through collaborations on and off campus and implementation of best practices, we deliver effective learning support for all student populations.

Alignment with WSU Core Theme Objectives

The ASCP Tutoring Program supports WSU’s Core Theme of “Learning”, especially the objective that “students receive effective support services”. Apart from providing course content tutoring, tutors also work on helping tutees improve their affective skills. Further, tutors make friendly connections with students and work to connect them to appropriate campus resources and engage them in campus life.

Theoretical Foundations

The Academic Support Centers & Programs Tutoring Program at Weber State University is a theory-based program which uses concepts of attribution, constructivism, social learning, and self-regulated learning to support program goals and practices. Use of theory is demonstrated in practices such as the existence of multiple tutoring program locations, the choice of tutoring methods, and the nature of the tutor training course.

Research shows that individuals who have the highest future expectancies and highest self-efficacy are the ones who attribute their successes to stable, dependable factors (such as a consistently supportive environment) and their failures to unstable yet controllable factors (such as lack of effort) (Weiner, 1984): however, many tutees tend to have an alternate belief about locus of control, for example attributing successes to sheer luck while blaming failures on a teacher’s ineffectiveness (both external and uncontrollable factors); therefore, the ASCP Tutoring Program centers its design and implementation of tutoring around reversing student attributions – helping each tutee understand how to become an independent learner by focusing on the stable and controllable factors in one’s life.

In material ways as well, the ASCP Tutoring Program gives students substantial control over their learning environment. The Program continually reviews hours and usage to ensure the availability of services to all students on multiple campuses as well as to online students. The Tutoring Program increases students’ control by offering different tutoring options (drop-in versus appointment) over a wide range of days and times, at a variety of main campus and satellite locations.

Once students have taken the initiative to seek out academic assistance, learning begins to occur in an arena which Vygotsky (1962) termed the zone of proximal development. Students working independently are operating within their *actual* developmental level, the upper limit of tasks that they can perform without help from anyone else; however, students may be able to reach their level of *potential* development, the upper limit of tasks that they can perform with the assistance of a more competent individual. Vygotsky proposed that students learn very little from performing tasks they can already do independently. Instead, they develop

primarily by attempting tasks they can accomplish only in collaboration with a more competent individual such as a tutor (Vygotsky, 1978).

In order to increase students' actual developmental level, ASCP Tutoring Program tutors use the practice of scaffolding. With a scaffolding approach, tutors provide structure and guidance that enable students to perform tasks in their zone of proximal development. Tutors effectively construct scaffolds by helping students form a plan of action, demonstrating how to properly perform a task, asking questions that get students thinking, keeping students focused and motivated, and giving frequent constructive and positive feedback about the students' progress (Ormrod, 2004). As students become more adept at performing tasks, scaffolding is gradually phased out, and the students eventually perform those tasks on their own.

The scaffolding approach in which more competent individuals help students gradually become independent learners is compatible with what Smilkstein (2003) referred to as the brain's natural learning process. Smilkstein's theory is taught to tutors in ASCP's tutor training course. In the brain's natural learning process, students go through roughly four to six stages of learning. Beginning with trial and error and a little trepidation, students eventually reach a level of learning where they have gained enhanced problem solving and critical thinking skills, transferability, applicability, increased self-esteem, independence, and a desire for life-long learning. As tutors help advance students through the different stages, students are more apt to understand metacognitively what it takes to stimulate the brain's natural learning process.

The ASCP Tutoring Program is founded not only on theories of attribution and constructivism, but on social learning theory as well. Social cognitive theorists such as Bandura (1977) proposed that most learning takes place through watching the behavior of other individuals who serve as models. Certainly, tutors serve as role models for their tutees. Therefore, the importance of modeling positive behaviors such as timeliness and effective study skills is stressed with ASCP tutors; however, research also indicates that gains are just as great (and often greater) for tutors as for those students receiving help; everyone has the opportunity to learn through tutoring. To this end, students become "*prosumers*," meaning they are both producers and consumers of education (National Self-Help Clearinghouse, 2002).

The ASCP Tutoring Programs foster and encourage the development of self-regulated learning and metacognition in tutors through active tutor training and in tutees through the use of tutoring best practices and effective behavior modeling. The literature pertaining to academic supports and student success contains many examples of research demonstrating the effectiveness of metacognitive practices and specifically the development of self-regulated learning (Bol, Campbell, Perez, & Cherng-Jyh, 2016; Ludwig, Finkbeiner, & Knierim, 2013). At the same time, research shows that the vast majority of classroom instructors do not

actively teach such practices (Dignath-van Ewijk, Dickhauser, & Buttner, 2103; Spruce & Bol 2015). As such, ASCP tutors – who have demonstrated a high level of proficiency in self-regulated learning – are an essential component to fostering and encouraging academic success in students through both actively teaching and directly modeling such behaviors as the ability to effectively plan ahead, monitor and self-evaluate progress in and understanding of the materials presented in a given course, and practice effective self-learning techniques.

It is the job of ASCP tutors to be a resource for content knowledge. But just as important, perhaps even more so, it is their job to model and encourage effective study skills. The efficacy of teaching students to use self-regulated learning methods and to practice metacognition has been shown (de Boer, Donker, & van der Werf, 2014; Donker, de Boer, Kostons, Dignath-van Ewijk, & van der Werf, 2014). Hessels-Schlatter, Hessels, Godin, and Spillmann-Rojas have gone on to show that active intervention in the use of such techniques can improve classroom performance and the occurrence of self-regulated learning in students along a broad spectrum of academic backgrounds and ability levels (2017).

For tutors to effectively serve as models, tutor training must supply them with techniques so that they can demonstrate successful learning strategies and exhibit an air of confidence, friendliness, and trust. As a means to facilitate effective social learning, tutor training includes key learning outcomes involving enhanced communication skills, increased knowledge of different learning styles, and especially the ability to question and probe—abiding by the mantra, “Never hand them an answer when you can ask them a question.”

Boylan, Bonham, and Bliss (1994) concluded that when tutoring is delivered by trained tutors, it is the strongest correlate of student success. Well-trained tutors foster positive student self-concepts and help students satisfy psychological needs related to motivation and competence (Guay, Marsh, & Boivin, 2003). Well-trained tutors are particularly effective at enhancing students’ senses of self-efficacy and confidence, as well as encouraging students to solve problems and develop independence (Wasik & Slavin, 1993). The ASCP Tutoring Program ensures that its tutors are well trained by providing a full academic year of CRLA training and the opportunity for tutors to achieve Levels I, II, and III CRLA certification.

In sum, the ASCP Tutoring Program at Weber State University is based on current theory which informs all aspects of program operation. Tutor supervisors keep up-to-date on theory by participating in professional development opportunities related to their academic specialties as well as attending conferences sponsored by organizations such as NADE and CRLA. They bring back concepts which are then incorporated into tutor training and day-to-day coaching of tutors.

Concepts such as locus of control help tutors understand and influence students’ behavior. Vygotsky’s theory shows tutors that students can construct learning within their zone of proximal development with the help of well-trained tutors who also serve as models. Tutors

learn how to scaffold information and take students through the brain's natural learning process with the goal that students are eventually able to perform tasks on their own, thus developing independence and finding success in their courses.

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Initiation of New Programs and Services

New programs and services are initiated in response to needs expressed by students, by academic departments, or by other entities at the university. The program works to identify underserved populations and respond to their needs for support. For example, requests by students for tutoring in a particular subject have resulted in the expansion of tutoring services in that subject matter. A request by the Continuing Education Division for services at its satellite locations has led to the establishment of tutoring at the West and Farmington Centers. Requests by the Athletics Department resulted in providing separate tutoring services for athletes over several years until Fall 2016. In Fall of 2016, the Athletics Department acquired a new building and set up its own tutoring program. In general, the tutor coordinators work closely together to implement surveys, gather and assess feedback, and make adjustments and refinements to the program.

Outreach, Campus Relations, and Collaborations

Advertisement of Services and Outreach to Students

- The fall Orientation Issue of Signpost, the college newspaper, runs a full-page color advertisement of the ASCP services highlighting the Tutoring Program.
- Websites for every center list services and all pertinent information.
- ASCP color brochures with details regarding the Tutoring Program are distributed at popular locations such as the Union Building. The brochures are also distributed at different events such as new student orientation, new faculty retreat, and adjunct faculty retreat.
- Bookmarks listing phone numbers and website addresses are distributed at class visits.
- Poster boards are displayed at a booth during the annual day-long Block Party at the opening of school, at new student orientations, and at various other campus events.
- Freshmen orientation groups each semester visit the various tutoring centers to see first-hand where each is located and learn from supervisors what is provided there.
- Flyers are posted around both campuses. Math Tutoring Center places brochures explaining services in each classroom.
- Bookmarks with tutoring hours and pens with our web address are handed out at class visits of math and English courses at both campuses.
- Program Facebook pages offer program information and weekly encouraging messages posted by the tutoring staff.
- Davis Campus sends weekly e-mails to students listing all available services, including tutoring, at that campus.

Collaborations

Tutoring coordinators work closely with other Student Affairs professionals in a variety of ways, such as serving on task force committees, presenting to incoming freshmen groups, teaching workshops across campus on various student-oriented subjects, and networking with professors to set up needed tutoring and obtain referrals for prospective tutors.

Collaborations with Math and English faculty are ongoing to provide required tutoring to newly implemented programs for developmental math and English students.

Collaboration with Student Support Services, a TRiO program, began in 1993 when its tutors joined the Tutoring Services (now the ATC) tutors in its CRLA certified tutor training program so its tutors could get valuable training and earn national certification. SSS tutor supervisors then began team teaching the ED2920 tutor training course established by the Tutoring Services (ATC) coordinator.

Another important collaboration is the one that was developed by the Writing Center/DE Learning Center Coordinator who works closely with faculty in the English and Developmental English (DE) Departments, co-teaching the English 3840/5840 tutor training course with the English Director of Composition and scheduling regular tutor training sessions each semester with DE faculty. All of these collaborations contribute to the quality of the tutoring program and ultimately to student success.

The collaboration between the Coordinator of Appointment Tutoring Center and the Foreign Language Department has been very successful. The Chair expressed his appreciation of the training that is offered to his tutors and is happy about the reinforcement of tutoring concepts through the feedback provided after observations.

The Coordinator of the Math Tutoring Center collaborated with the Director of the Nontraditional Center to offer Math tutoring in her area.

The Coordinator of the Math Tutoring Center also collaborates with the Math Department. He serves on the Quantitative Literacy Substitution Committee that helps the Math Department review applications from students seeking substitutions for their Math courses.

Staff members from other Student Affairs and Academic Affairs departments serve as presenters at tutor training sessions, in particular the department of English as a Second Language, Services for Students with Disabilities, and Lesbian, Gay, Bisexual, Transgender Support Services.

Davis Learning Center works closely with Continuing Education to offer tutoring services at the West and Farmington Centers.

The ASCP tutoring services began networking with the Student Success Center in 2006 to establish an Early Alert System (EARS). Students in developmental English and math classes who do not attend the classes in the first two weeks of the semester or who earn lower than a C grade are personally informed of the academic assistance offered by the tutoring centers to help them improve their grades and subsequent standing with the university. The at-risk students' progress is then tracked. With the implementation of Starfish, this collaboration will take a new form.

Core Changes to the Program

Some tutoring centers have been renamed to better reflect the services they offer, i.e. Tutoring Services is now called the Appointment Tutoring Center as it provides only one-on-one appointment tutoring.

The Writing Center has grown and moved into a bigger space in the newly-constructed Elizabeth Hall which offers separate rooms for Developmental English tutoring and general writing assistance for students writing for courses across the curriculum. This location, in addition to increased enrollment, has likely contributed to increased usage of the Writing Center to nearly four times the number of students who used the service in 2005. The proximity of the DE Learning Center in Elizabeth Hall to most Developmental English faculty and students, also housed in Elizabeth Hall, has further facilitated required tutoring for students in Developmental English courses. Developmental English faculty are able to more easily drop by the tutoring center to interact with the tutors who work with their students.

The Davis Learning Center doubled in size in Spring 2014. The Learning Center previously consisted of six tutoring tables and a check-in desk in the Davis Campus library. Complaints about noise were occasionally received by those trying to study quietly. In 2014, the Learning Center took over a large room nearby which was remodeled to include space for the Administrative Specialist's desk, the Tutoring Specialist's office, and twelve tutoring tables. Desktop computers were added in the tutoring area which allowed for tutoring of computer classes. Large windows looking out onto the open student computer lab were installed. Visibility of the Center was greatly improved, and usage increased. The number of disciplines tutored rose from seven in 2013 to twelve in 2016. The Learning Center now often operates at capacity during busy times in the late afternoons.

Also, Davis Learning Center secured funding in 2014 for a student supervisor position to work with writing tutors. This Writing Tutor Supervisor plans workshops and staff meetings as well as observes and coaches tutors. Students in this position have presented at state and national conferences. Subsequently, the DLC added a similar Math Tutor Supervisor position to provide leadership for the math tutors.

The math tutoring centers have undergone a few changes in the past five years in response to all the changes that the Developmental Math Program has gone through. The developmental math curriculum has changed several times during the past five years, affecting the usage of the HUB which is the tutoring area for students in developmental math classes. Most students are no longer required to spend time in the Hub, resulting in lower numbers using tutoring. Instead, students take "flipped" or "REAL" versions of the course which include much group work in class. A program providing appointments for developmental math students was piloted in Fall 2012, but it was canceled a year later due to lack of use. The many changes in the way developmental math courses are offered has seen a decrease in the usage of the Hub.

The Solution Space, which is the tutoring area for all students in college level math courses, has changed locations twice in the last five years. It first moved to room 163 of the Student Services Center when the old mathematics building was torn down in 2014. The Solution Space moved to its current location in room 233 of the Tracy Hall Science Center in the summer of 2016.

Future Changes

The Writing Center staff collaborated with Student Affairs Technology Department to develop student hourly staff core values and a multi-layered chit reward system based on the Student Affairs Division Builders of Excellence program in which staff receive nominal Wildcard monetary awards and token “bricks” when they accumulate chits of appreciation from fellow staff members. The Peers of Excellence Program (POE) was piloted in Fall of 2016 to great effect and the center looks forward to sharing the Google Docs system with other campus programs that employ student hourly workers. The technology expert has also suggested that a possible student internship in his area could include a coding project to streamline the docs system to be more widely and easily adopted by programs that employ students.

The Writing Center staff are collaborating with the Academic Support Centers and Programs’ web developer to restructure the Writing Center and DELC websites to make them most accessible to students across a variety of platforms.

The Writing Center/DELC Coordinator has set up a Canvas course through which faculty, enrolled as students, can send video messages to tutors, enrolled as TAs, messages about how best to support their students with upcoming assignments. Two faculty have uploaded videos so far, and the coming semester will see how much faculty engage with this opportunity to use the system.

Moving from Accudemia to Starfish for data collection, tutoring appointments, etc. will be a major challenge for all the departments. Learning to manage a new software program not just to do not just what was being done before but to also tap into the possibilities of improving the program and services offered will provide a steep learning curve.

Clocking in system is also undergoing a change starting in Fall of 2017. Students can no longer use their cell phones to clock in and out. They will have to use their portals to register the time they have worked. It will be necessary to provide a terminal in all centers for this purpose.

Online tutoring will be offered on a limited basis to begin with. Classes in chemistry have been chosen for Fall semester as a pilot.

Ogden and Davis Writing Centers will share resources for online cross campus tutoring. An available tutor at one center will tutor a student at the other center when the need arises.

The Executive Director of ASCP is working with the Math Department faculty to set up training for Math tutors on some of the concepts that are unique to the Math 1030 class.

AVID strategies for higher education are being adopted by several departments on campus. Tutor supervisors will train with AVID personnel to incorporate some of the relevant strategies and terminology into tutor training.

A Learning Strategies for College Success webpage will be available to help students with valuable, study related skills and resources.

Social Science building will be renovated and dedicated space will be available in 2019 for drop in tutoring.

The concept of Academic Coaching has become popular among many learning centers across the country. The Tutoring Program will seek to effectively combine tutoring services with academic coaching or, if that does not seem like the best practice, strive to implement a separate Academic Coaching unit that is managed by the Tutoring Program.



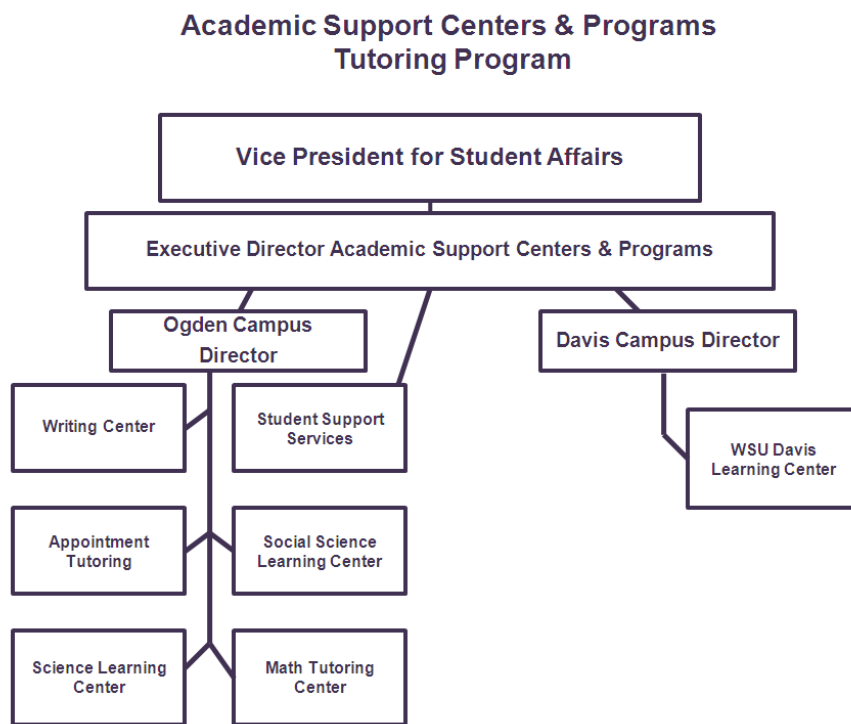
Leadership and Staffing

Organizational Reporting Structure

The organizational chart demonstrates the reporting structure of our department, with both the Davis and Ogden campuses reporting to the Executive Director of Academic Support Centers and Programs.



WEBER STATE
UNIVERSITY



Decision Making Process within the Department

Ideas may originate from any member of the tutor supervisor team or from the hourly staff. Hourly staff in each tutoring/learning center report to each center’s coordinator who reports to the director. The director finalizes all decisions in consultation with the Executive Director as appropriate. Staff meetings among hourly staff provide opportunities to air concerns and discuss procedure and policy issues. These meetings are scheduled as needed. Tutor supervisors meet to discuss and finalize appropriate training procedures for tutors, coordinate

procedures and department tutor training events, plan program assessment strategies, and discuss the data generated by the various assessment instruments.

Communication of Decisions

Directors and coordinators communicate decisions through e-mail, monthly staff meetings, and in person. Decisions that have an impact on department-wide procedures are discussed among all the supervisors before being implemented. Tutor supervisors then pass relevant information to the appropriate hourly tutoring staff through oral and written means, which can include memos posted in the centers, notices placed in tutors' mailboxes, e-mails, or in person.

Staff and responsibilities

Demographic Information Regarding Employees

Currently, there are six full-time professional staff and hourly tutoring staff, the number for which varies anywhere from 80-120 tutors. Of the six professional staff, two are male and four are female (Appendix B).

Recruiting Methods and Challenges

The tutoring centers recruit for professional staff using standard WSU protocol established by Human Resources. Open positions appear in listings on the WSU employment website. The hiring manager then puts together a search committee, which includes at least one staff member from outside the tutoring programs and often also includes one student employee. Using the Applicant Rating System, the committee selects candidates for interview based on the mandatory and preferred qualifications for that position. After the interviews of the top candidates, the committee returns to the rating system to select the appropriate hire. References are checked by members of the committee. The Equal Employment Opportunities office (EEO) approves all hires.

Tutors are recruited through a combination of faculty and tutoring staff recommendations, flyers posted in campus buildings, bulletins posted online, and listings on the Human Resources website. All open jobs are posted with Human Resources, using the job definition and hiring protocols designed by that office for student hourly employees in our department. Students apply through the Human Resources website and follow up with interviews by the tutoring coordinator for the specific tutoring center where the student is applying. Some

tutoring coordinators include faculty and/or tutoring staff in the interview process. New hires then go through Human Resources to complete the hiring paperwork.

The tutoring centers and all Student Affairs departments have been encouraged to hire students eligible for work study; however, while supervisors encourage students to complete the process of applying for and receiving work study, the work study award is not a condition of hire. Requiring tutors to be eligible for work study as a condition of hire could limit the ability to hire within the parameters of qualifications already set for the tutoring programs—those qualifications of GPA and subject matter proficiency are more critical requirements.

Job Responsibilities for Professional Staff

Coordinators of all centers are responsible for recruiting, training, scheduling, and supervising tutoring staff. The training of tutors includes teaching the ED2920 course, arranging faculty trainings of tutors, organizing regular center staff meetings, and conducting tutor observations. Coordinators are also responsible for budget and payroll. Maintenance of websites and advertisement of services are also part of their duties. Directors and coordinators are expected to attend tutor supervisor meetings and retreats and to continually assess and improve the program by staying current with NADE and CRLA certification requirements and 6-Column Models (Appendix F). Developing relationships with faculty is an important part of the program’s effectiveness.

<i>Current Employee and Title</i>	<i>Primary Responsibilities</i>
Allred, Alex Administrative Specialist, Davis Learning Center	Make tutoring appointments, manage tutor calendars, provide administrative support for the Davis Learning Center.
Fendrick, Kevin, BS Coordinator, Appointment Tutoring Center	Supervise appointment tutoring at the Appointment Tutoring Center. Develop and oversee the ED 2920 tutor training class. Maintain certification status with CRLA by completing re-certification process every 5 years.
Hughes, Claire, MA Coordinator, Writing Center and DE Learning Center	Supervise drop-in writing tutoring at the Writing Center and DE Learning Center. Co-teach English 3840 which helps to maintain the Writing Center’s CRLA certification. Oversee online tutoring, both synchronous and asynchronous.

Loeffel, Leslie, MA Director, Davis Learning Support and Student Services	Oversee academic support services, including tutoring at the Davis Campus, West Center, and Farmington Station. Supervise the Davis Tutoring Specialist.
Park, Shelly, MA Coordinator, Davis Learning Support	Supervise both appointment and drop-in tutoring at the Davis Learning Center, the West Center, Farmington Station, and the Davis Hub.
Reddy, Prasanna, MA, MBA Director, Ogden Learning Support	Oversee academic support services at the Ogden Campus. Chair the Tutoring Supervisors committee.
Zempter, Jonathan, BS Coordinator, ASCP Math Tutoring Center	Supervise drop-in math tutoring at the Math Tutoring Center, the Ogden Hub, and the Solution Space.

Qualifications

A Master’s Degree is required for directors of the tutoring programs at both campuses. Coordinators have a minimum of a baccalaureate in related fields. Tutors must have taken the course in the subject they are tutoring and should have earned at least a B+ and are required to have a GPA of 3.0 upon hire.

Training and Professional Development

New hires of professional and classified staff attend orientation sessions hosted by WSU Human Resources and by the Student Affairs division. They are familiarized with their specific job duties and introduced to other staff members by their direct supervisors. Professional staff members who supervise employees complete mandatory supervisor training organized by the department of Human Resources.

Professional and classified staff members have many opportunities to participate in professional development activities such as Student Affairs division meetings and Student Affairs Academy training. All professional and some classified staff are expected to serve on Student Affairs committees and/or task forces. Staff members are encouraged to take relevant Office of Workplace Learning courses such as Purple Pride (customer service) and FERPA training. Employees are also encouraged to take advantage of the Wellness program at WSU. Professional staff members attend either the annual National Association for Developmental Education (NADE) conference or the annual College Reading and Learning Association (CRLA) conference.

Before the semester starts, all new tutors must attend a training session at which they are oriented to department expectations in their separate areas as well as for the department as a whole. They attend sessions focused on establishing rapport, managing tutoring sessions, learning EEOC protocols, and accomplishing CRLA certification. All new tutors are required to pass training modules on Safety, Ethics, and Resources and Referrals. Tutors attend two consecutive semesters of ED 2920 tutor training class (see Appendix A, No. 2-2), while tutors for writing are required to successfully complete English 3840, Principles and Practice in Tutoring Writing.

Evaluation Methods for Professional Staff and Student Employees

As part of the university-wide electronic Performance Review and Enrichment Program (PREP) system, coordinators are evaluated every year by the respective directors. The Executive Director of Academic Support Centers and Programs conducts the evaluation for the two directors. PREP allows the staff members to set goals and consider individual professional development. It allows for the supervisor to create a timeline for these goals to be achieved.

Tutors are evaluated by supervisors and by tutees. Supervisors observe tutors conducting tutoring sessions three times and then complete formal written evaluations after each of three instances. Master tutors are observed once per semester. Tutees evaluate the tutors through confidential, written surveys collected by the tutoring supervisor. Tutors also perform a self-assessment at the end of their first year of employment.

Feedback Mechanisms

Feedback is an automatic part of the PREP process for professional staff members. Goals and areas of concern are reviewed periodically throughout the year during one-on-one meetings between supervisor and employee.

Tutors receive feedback immediately after each supervisor observation, and results of tutee evaluations are shared with the tutors as well. Tutors have continual access to program coordinators to discuss and process recent tutoring sessions and to get support for specific concerns with tutoring sessions.

Departmental Rewards/Recognition Programs

Professional staff members are eligible for the University's merit increases; however, there have been no merit increases in several years. They may nominate colleagues and students for

division outstanding staff awards nominations. They participate in Student Affairs Division Builders of Excellence program in which, as described earlier, staff receive Wildcard monetary awards and token “bricks” when they accumulate chits of appreciation from fellow staff members. They are eligible to nominate each other for and win Staff Advisory Committee (SAC) awards and to participate in WSU team awards and presidential outstanding staff awards.

Tutors receive certificates along with each level of CRLA certification achieved. They also earn incremental raises commensurate with training, tutoring experience, and observations, usually receiving their third and final pay increase by the end of their first year of employment.

Tutors are also recognized during “National Tutor Appreciation Week” at the beginning of October. The tutoring centers provide small gifts and/or food along with notes of appreciation. Various recognition methods have been used such as hanging banners congratulating tutors and creating bulletin boards where tutees could express their thanks. Writing Center tutors can also be recognized by their peers through the Peers of Excellence Program that is modeled on the Builders of Excellence Program.

Needs Involving Staffing

Currently, at each Ogden center, all tutoring program scheduling, hiring, payroll, and daily management processes are handled by one coordinator who is a professional staff member, even in programs that serve up to 4,000 students per semester. This leaves little time for assessment and innovation and sometimes curtails effective interaction with hourly tutoring staff. At the Writing Center and The Math Tutoring Center, the ability to promote one to three hourly students to assistant leadership positions with an attending pay increase could greatly facilitate program function, boost morale, and more effectively promote student leadership.

In order to more effectively accomplish the student leadership projects available to tutors, programs will identify 1-3 lead positions for tutors who will earn slight increases in pay (\$1/hr) on a temporary, rotating basis for fulfilling leadership responsibilities in the centers.

The Tracy Hall Learning Center has a Testing Center, Appointment Tutoring Center, a computer lab, and the Supplemental Instruction Program housed at one location. It is necessary to have an administrative assistant to manage the many needs of the various areas.



Financial Resources/Budget

Detailed Budget

Wages - Tutors

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Appt. Tutoring Services	42,985	49,716	50,156	53,112	58,939
Davis Learning Center	56,362	48,195	48,785	61,353	49,294
Math Tutoring Center	93,371	77,936	64,523	42,831	46,167
Science Learning Center*				1,590	1,560
Soc. Science Learning Center*				3,403	3,451
Writing Center/DELIC	133,292	107,596	99,655	109,183	95,583
Total	326,010	283,443	263,119	271,472	254,994

Science Learning Center and Social Learning Center tutor wages were paid from the same account till the end of 2105. Although they still are, they are now being tracked separately to make data analysis more efficient.

Wages – Contract Employees and Office Assistants

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Contract Staff Salaries	223,493	220,469	239,579	240,034	244,020
Davis Admin. Specialist	NA	12,047	16,961	17,300	14,914
Davis Office Assistants	15,051	2,619	2,440	3,350	4,756
Ogden Office Assistants	23,658	23,780	23,700	24,500	24,631
Total	262,202	258,915	282,680	285,184	288,321

Salaries of staff who perform other duties are prorated to reflect the approximate amount of time devoted to tutoring.

Other Expenses

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Appt. Tutoring Services	3,690	1,941	1,696	2,585	4,394
Davis Learning Center	1,026	3,633	5,034	5,237	4,619
Science Learning Center	0	0	0	0	0
Soc. Science Learning Center	0	0	0	0	0
Math Tutoring Center	609	1,320	704	0	981
Writing Center/DELIC	5,864	8,290	6,899	6,561	5,926
Total	11,189	15,184	14,333	14,383	15,920

Above expenses include travel, office supplies, phone cost, professional memberships, printing, and conference expenses.

Total Expenses

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Wages - Tutors	326,010	283,443	263,119	271,472	254,994
Wages: Contract Employees and Office Assistants	262,202	258,915	282,680	285,184	288,321
Other Expenses	11,189	15,184	14,333	14,383	15,920
Total	599,401	557,542	560,132	571,039	559,235

Funding Sources

Wages and expenses for all Ogden Campus tutoring centers comes from the Student Support Fee paid by every student and from the course fee attached to all developmental math courses. The wages and benefits of full time staff members comes from the Division of Student Affairs' E&G (Educational & General) budget, which is state funded.

The Davis Learning Center is also funded partly by E & G funding which covers part of the Director's and Administrative Specialist's salaries as well as travel and office expenses. In addition, the DLC receives funding from student fees which pays for the Coordinator's salary, the remainder of the Director's and Administrative Specialist's salaries, and tutors' wages. Finally, the Davis Learning Center receives funding from the course fee which pays for developmental mathematics tutoring in the Davis Hub.

Future Changes

The Davis Learning Center has recently been combined with Davis Student Services to become Davis Learning Support and Student Services. This change may mean more flexibility in funding and services for Davis Learning Center. For example, if Davis Student Services has funds that have gone unused, Davis Learning Center may be able to provide additional services with that funding.

Starting hourly wages for drop-in tutors have been raised to \$9.00 per hour to match appointment tutors' wages. All tutors' wages will need to be raised further in the future to keep wages competitive with those of other on-campus and off-campus jobs. A request has been submitted for an increase of tutors' starting wage to \$10.00 per hour.



Facilities, Equipment, and Technology

Effectiveness of Current Space

The space available at all the tutoring centers on the Ogden Campus is adequate for current needs. There are comfortable tables and chairs in well-lit and fairly quiet areas. Some of the centers, such as the Writing Center and DE Learning Center, are housed in new buildings, making them inviting and appealing spaces in which to work.

With the completion of a new tutoring area two years ago at the Davis Campus, adequate and appealing space is available for drop-in and appointment tutoring. Acoustics in the room can be a bit noisy during peak times. This is being addressed with the addition of wall hangings to absorb sound.

Accessibility of Offices

All offices and tutoring areas are accessible to students and are in compliance with the American Disabilities Act (ADA) guidelines, such as adequate spacing in regards to turning areas, reaching ranges, doorways, and walking paths. Additional accommodations are available in coordination with the office of Services for Students with Disabilities (SSD).

The directors and the coordinators of the Appointment Tutoring Center, Math Tutoring Center, and Writing Center have offices that are conveniently located in close proximity to the areas where tutoring takes place. The Davis Learning Center Director's and Coordinator's offices are adjacent to the tutoring area at the Davis Campus.

Safe Environment

All tutoring areas have appropriate egress, good air quality, and a safe workplace environment. First aid kits and fire extinguishers are centrally located. Building evacuation plans are in place, and centers participate in random emergency drills. Tutors are trained in safety procedures and pass a safety awareness test upon employment.

Use of Technology

The Tutoring Program is continually looking for ways of integrating technology into its services and streamlining all its functions with the use of new software programs.

At WSU, many professors teach online courses and web-enhanced courses. Tutors and tutees can access computers in or near all tutoring centers for reading, entering homework, and working out problems while tutoring. Tutors and tutees can access information on syllabi and any other pertinent material related to the tutees' courses.

At all centers, a computer and card reader are used for tutee check-ins to track individual sessions and subjects tutored. Paper sign-ins are used as a backup because of consistent technical problems.

Computers are used at the Ogden and Davis Hubs for tutoring students in developmental mathematics classes. Tutoring is an integral part of the curriculum in the Emporium Model, though that model is being less used at WSU than in the recent past. A commercial software program is used for video lectures, online homework, and testing. Course attendance, wait times for tutoring, and time spent tutoring are monitored by Tracker, a home-grown application software created by the Chi Tester Development Team.

The ED2920 tutor training course includes modules in an online format on WebCT. These three modules, Ethics, Safety, and Resources and Referrals, can be accessed by a tutor from any computer with internet capabilities. Tutors are required to study the interactive modules and complete a quiz at the end of each one.

Writing Center and DE Learning Center routinely hold online tutoring sessions both asynchronously and in real-time chat. The computers and software in the Writing Center and DE Learning Center serve both the online tutoring function and are open for any student to use to type papers or do research. Since the printing there is free, signs are posted asking students to print only their papers, not their research or homework.

Ogden and Davis Centers share tutors when the need arises and conduct tutoring sessions using Google hangouts.

There is a new initiative for online tutoring to be offered at both Ogden and Davis campuses for classes in Chemistry initially. If this proves to be successful, the number of subjects will be increased.

Adequacy of Equipment

An ample number of comfortable tables and chairs are provided under effective lighting at most of the centers. Materials such as scratch paper, whiteboards, and markers are available for individual use.

The Science Learning Center and the Social Science Learning Center were housed in older buildings. The tables and chairs, as most of the equipment in these buildings, are nearly thirty years old.

The aging computers in the Writing Center mean that synchronous online tutoring is increasingly challenging. The built-in cameras in the 2009 iMacs still work on one computer, and new equipment will be needed to support the online tutoring effort. The Center has purchased 3 headsets and one camera with a mic in it to see how well this works with the PCs. The decision still needs to be made about how best to do synchronous online tutoring in the future.

Projected Needs

When the Davis Learning Center was renovated two years ago, existing chairs available on the campus were kept and used. Those chairs are wearing out. New chairs will need to be purchased in the next few years.

The occasional chairs and sofas in the Writing Center and DELC were purchased as temporary items. They are not industrial grade pieces though they have been privately reinforced with wood crossbars. A purchase of comfortable, durable furniture for the space is recommended in the next two years.

Writing Center computers are worn out and keep crashing. At peak times, this has been a challenge. It is the opinion of the Student Affairs Technology Department that these computers need to be replaced.



Regulations Relating to Department Personnel, Data, Procedures, and Facilities

Program Specific Regulations

In 2005, the Tutoring Program created a Policies and Procedures Manual (PPM) that established standard practices for hiring, tutor training, ethics, administrative duties, and discipline and termination of employment. The ASCP Tutoring Policies and Procedures Manual is attached as Appendix A.

Tutoring Coordinators have identified necessary updates to the tutoring PPM such as changes to payroll procedures; they will incorporate these into the manual over the coming year.

Professional staff members have access to manager training through the WSU Office of Workplace Learning in order to be compliant with WSU's policies and procedures.

Adherence to Policies and Procedures Manual, Section 10-1

The specifications in Section 10-1 of WSU's Policies and Procedures are strictly adhered to by all the supervisors. Many requirements of Section 10-1 are fulfilled by Student Affairs Technology and WSU's Information Technology division. Those fulfilled by the tutoring coordinators specifically are the following:

- **Access Control:** Passwords used for University access are different from those connected to personal accounts. Passwords are not sent in e-mails and are regularly changed.
- **Physical Security:** The office computers have a screen saver that is password protected, set to go off after 10 minutes, with the option to manually start the screen saver instantly.
- **Data Security:** Centers do not routinely retain high-risk, restricted, or confidential information. When such information is necessary, it is kept safely locked up in filing cabinets at each center. Students' W#s, Wildcat e-mail addresses, physical addresses, and phone numbers are the personal data retained as hard copies by some centers for administrative purposes. These are kept under lock and key. The office computers have anti-virus software that is updated regularly as specified by WSU policies.

Policies and Procedures Relating to Ethical Practices

Ethical practices for tutors are explained in the ethics section of the Policies and Procedures manual as well as in an online training module. Specific topics covered include confidentiality, honesty, and the appropriate relationships between tutor and tutee.

Newly hired professional staff members receive four hours of training by the campus Equal Employment Opportunity Commission officer, Barry Gomberg. Topics covered include discriminatory harassment and consensual relationships, religion, family and medical leave, active military duty, and disabilities.



Educational Goals

Core Student Learning Outcomes

After the last program review, the Tutoring Assessment Sub-committee met and formulated four goals. Two of these goals have learning outcomes that measure the progress of both tutors and tutees towards the improvement of their affective and leadership skills. The Tutoring Program assesses both of these learning outcomes in various ways.

- 1) The Tutoring Program's first student learning outcome is that tutees will demonstrate that they have made substantial progress towards becoming independent learners.
- 2) The second learning outcome is that tutors will improve their leadership skills.

The Tutoring Program's learning outcomes are compatible with the student learning outcomes developed by the Student Affairs Division, especially critical thinking and leadership skills. The tutor training sessions emphasize the need for tutors to incorporate such skills as time management, note-taking, test preparation, etc. into their tutoring sessions so that tutees can become independent learners. To improve leadership skills, tutors are required to be well prepared for their sessions and encouraged to be enthusiastic during their sessions.

Alignment of Student Learning Outcomes with WSU Core Theme Objectives

ASCP Tutoring Program student learning outcomes support the WSU core theme objective that "students receive the support services they need." The outcome that emphasizes tutees' progress towards becoming independent learners and the outcome that focuses on enhancing tutors' leadership skills are particularly targeted to ensure that students get more than just the immediate academic support they require.

The learning outcomes were assessed using the following methods:

Goals with Learning Outcomes 2012-2017	Sources of Data
<p>Tutees will demonstrate that they have made substantial progress towards becoming independent learners:</p> <ul style="list-style-type: none"> • Achieve 90% satisfaction with tutees' awareness of how they learn in the subject tutored. • Achieve 90% satisfaction with tutees' ability to complete tasks. 	<p>Tutee evaluations of tutoring sessions and tutor performance</p> <p>Supervisor observations</p>
<p>Tutors will improve their leadership skills</p> <ul style="list-style-type: none"> • Tutors will show their enthusiasm during sessions. • Tutors will show initiative by preparing well for sessions. 	<p>Tutor evaluations by tutees</p> <p>Tutor self-assessments</p> <p>Supervisor observations, evaluations, and feedback of tutor performance</p>
<p>Sample reports and forms for the sources of data in the chart above are included as Appendix C and E.</p>	

Findings Based on Assessment Data

- Over 90% of the tutees indicated that they were more aware of how they learn best in the subject. (Appendix C).
- Over 90% of tutees felt they improved their ability to complete tasks in the subject tutored.
- Over 90% of the tutors were very engaged and showed their enthusiasm during sessions.
- 80% of the tutors reported that they did not do extra preparation before their tutoring sessions.

Use of Information for Program Improvement

Assessment results show that tutees are achieving the student learning outcomes; nevertheless, several changes will be put into place to seek even further improvement.

The issue of concern is the learning outcome for tutors which examines their initiative in preparing well for sessions. The 80% level of satisfaction is the result from the self-assessment survey that the tutors fill out at the end of each semester. Supervisor observations, however, show their satisfaction with the tutors' preparation for sessions. We would like to explore why tutors rated themselves at 80%.

Program Goals

Core Program and/or Service Oriented Outcomes

In addition to the ongoing goals of achieving at least 90% success in overall tutee satisfaction of their tutoring experience and overall tutor satisfaction with the training provided and their overall tutoring experience, two additional goals were targeted for the five period of 2012 – 2017.

- Demonstrate that grades for tutored students are higher than those of non-tutored students in the courses tutored.
- Foster a diverse and inclusive environment that makes all tutees feel welcome and respected in all the tutoring centers.

Alignment of Program Outcomes with WSU Core Theme Objectives

ASCP Tutoring Program outcomes support the WSU core theme objective that “students receive the support services they need.” The first goal aims to provide the support the students need to do well in their course. The second goal to foster a diverse and inclusive environment that makes all tutees feel welcome and respected is essential to achieving the first goal as, without that, students would not make an active effort to seek the help they need.

Methods of Assessment

The program outcomes were assessed using the following methods:

Program Goals 2012-2017	Sources of Data
<p>Improve the academic performance of students tutored in courses as compared to students in the same courses who did not receive tutoring.</p>	<p>Report comparing grades of students tutored in courses to grades of a non-tutored cohort.</p> <p>Report showing tutored students' course completion rates (C or better) for courses in which they received tutoring compared to a non-tutored cohort.</p> <p>Student perceptions of improved performance based on satisfaction survey question.</p>
<p>Foster a diverse and inclusive environment in tutoring centers.</p>	<p>Tutor evaluations</p> <p>Tutee evaluations</p>
<p>Sample reports and forms for the sources of data in the chart above are included as Appendix D and E.</p>	

Findings Based on Assessment Data

- In English 0955, students tutored more than once had significantly higher pass rates, lower fail rates, and substantially higher completion rates. Students tutored more than once did much better than those tutored only once. This overall success may be partly attributed to the fact that tutoring is mandated by the Developmental English Program and fully supported by its faculty who require three tutoring sessions. It is worth pointing out that the repeated contact with the tutoring centers created better results than just one contact.

In Chemistry 2310 and Math 1050, results for pass, fail, and completion rates vary over the years. For most years, pass rates were similar to or higher for tutored students than for non-tutored students. The first year of data collection was problematic.
- Almost all the tutors and tutees reported that the diverse and inclusive environment in the centers made them feel welcomed and respected.

Use of Information for Program Improvement

English 0955 tutoring has proven to be highly successful in contributing to student completion and pass rates. Sharing this information with the Developmental English Program could reinforce faculty support.

Findings for Chemistry 2310 and Math 1050 are difficult to interpret. In the future, tutor supervisors will explore additional assessment methods that may provide more clarity. The expertise of the Student Affairs Assessment team will be valuable in making changes to the collection of data.

The institution is pursuing an initiative to analyze factors contributing to student success. Part of that effort includes research on courses that have a high fail rate leading to lower persistence and graduation rates. Outcomes from Hobson's Analytics will help with future decisions about academic support.

Tutoring centers are currently perceived by students as having diverse and inclusive environments. Diversity statements will continue to be posted in all centers and also included in the PPM. The annual goals for the centers will continue to include the goal of improving diversity and inclusion. The Coordinator of the LGBT Resource Center and Director of the Women's Center will continue to conduct the training sessions on diversity.

Determination and Communication of Goals and Initiatives

Goals for the ASCP Tutoring Program overall are decided collectively by the supervisors. A yearly retreat and supervisor meetings provide opportunities to develop goals, plan their implementation, and track their progress. Goals are shared with tutors individually during feedback discussions.

In addition to developing goals shared across the department, supervisors of the Appointment Tutoring Center, Davis Learning Center, DE Learning Center, Math Tutoring Center, and Writing Center establish center-specific goals which are tracked using the Student Affairs' standard 6-Column Model (Appendix F). These are shared through discussions at staff meetings. They are also accessible to all staff on the Student Affairs Assessment website.

Cohort Information

Comparison of students who use the Services vs. Others

The ASCP Tutoring Program collects data on the grades of students who are tutored vs. students who do not seek tutoring. The findings and the use of this information are discussed above.

Intentional Programming for Specific Grouping of Students

There has been some intentional programming for athletes, nontraditional students, students utilizing on-campus housing, students in the Department of Foreign Languages, and ESL students.

Intentional programming for nontraditional students involved hiring and training a Math tutor who tutored in the Nontraditional Student Center.

The Writing Center Coordinator provided tutors for the on-campus housing area, but due to very low usage, the collaboration was discontinued.

The Writing Center collaborated with the ESL program for several years to provide a separate ESL tutor to work closely with that program. Since 2010, because the new Writing Center location was next to the ESL program, the Writing Center absorbed the ESL tutor and trains more tutors to further assist with ESL tutoring. This relationship that the Writing Center Coordinator established with the ESL Department has worked so well that together they established conversation cafes with FANBOYS ESL club for Fall of 2017. Currently, the Writing Center Coordinator is building in a new component of tutor training to incorporate more intentional ESL training for tutors to better serve students.

For many years, the Appointment Tutoring Center and the Writing Center collaborated with the Athletic Department to provide tutors specifically for the athletes. This collaboration was discontinued when in 2015, the department moved to its own building and established its own area for tutoring.

Findings Based on Information

Intentional programming by the Tutoring Program to support specific populations among athletes, nontraditional students, ESL students, and those in campus housing helped to develop ongoing supportive relationships and collaborations. Although some of these collaborations were terminated, the relationship that has been fostered with the directors of the programs will make it possible to work with them if the need arises.

Use of Findings

The Tutoring Program Coordinators will continue to collaborate with other departments and programs to inform them of the services offered and to discover their unique needs. Establishing conversation cafes with FANBOYS ESL club and the intentional training of tutors to handle the unique needs of ESL students is promising and will be continued.

Student Needs & Satisfaction

Assessment of Student Needs

The Director of Student Affairs Assessment conducted several focus groups of tutees to assess the needs and satisfaction of students who were being tutored.

Assessment of Student Satisfaction with Programs and Services

Tutees have the opportunity to complete satisfaction surveys each semester. Students receiving drop-in tutoring are surveyed for one week in the semester. Students with regular appointments complete a satisfaction survey at the end of the semester or upon termination of their ongoing appointments.

Tutors complete a tutor training evaluation each semester during which they are enrolled in ED2920. They are asked what they like best and least about the course and are asked to rate the value of each training session.

In addition, tutors complete a program evaluation at the end of fall and spring semesters. On the program evaluation, they respond to questions about the support provided by the ASCP Tutoring Program and rate their satisfaction with their overall experiences as tutors in the department.

Findings Based on Surveys

Tutee satisfaction surveys reveal that students are highly satisfied with both drop-in tutoring and appointment tutoring. Over the past five years, student satisfaction consistently met the program goal of a 90% satisfaction rate.

Typical tutee comments on satisfaction surveys praise tutors for making students feel comfortable, giving clear explanations, and encouraging tutees to come up with their own answers to questions. Tutee comments include thanks to tutors for being supportive and for helping tutees perform better in their classes than they otherwise would have.

On the program evaluation, tutors rate their satisfaction with their positions. Results indicate that tutors are highly satisfied with their overall experiences in the department. Since training is a significant element of that experience, this measure reflects on satisfaction with tutor training as well. Over five years, the program goal of 90% satisfaction was met each semester.

Use of Information for Program Improvement

Tutee satisfaction survey results are shared with tutors individually. Tutors are coached on any areas of weakness revealed by the surveys. If there are concerns, supervisors observe additional tutoring sessions and meet with tutors to work on improving needed skills; however, most tutee surveys are extremely positive, so reviewing them serves as a source of motivation for tutors.

Satisfaction surveys continue to be monitored and additional improvements sought. In tutor training, for example, a new approach to homework assignments and a scheduling change are being made for implementation in Fall of 2017.

In response to student usage and needs assessment, staffing hours have been dramatically changed in the Math Tutoring Center and the Writing Center. Hours of opening and closing have also been changed to achieve efficiency.

Basic Student Information

Tracking of Student Usage

Each time they visit a tutoring center, students swipe their WSU ID card through a card reader, enter their student ID number on a computer, or have their information entered by a staff member at the front desk. The student log-in counts as one tutoring session. Because of ongoing technical difficulties with the swipe system, some centers also back up information with a manual sign-in process and track tutoring time to the minute on paper session logs or Google Docs.

Data is accessible through Accudemia and TERM reports. Data collection has continued to be challenging, making it necessary for manual records to be maintained.

Student Usage of Services and Programs

Number of Sessions/Visits

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Appt. Tutoring Services	1,655	3,030	3,962	3,880	4,081
Davis Learning Center	1,827	2,457	3,121	3,293	2,767
Dev. English Learning Center	2,910	594**	81	0	29
Math Hub - Davis	1,896	2,549	1,122	2,679	988
Math Hub - Ogden	29,646	25,019	22,905	15,354	6,568
Math Tutoring Center	841	1,650	246*	1,924	2,378
Science Learning Center	749	693	406	594	528
Soc. Science Learning Center	105	128	166	117	80
Writing Center	3,393	8,288	8,439	8,372	7,902
Total	43,022	44,408	40,448	36,213	25,321
<p>*Data collection was a major problem during Spring of 2015. The computer crashed wiping out all the data collected for Spring semester. In addition, the center moved out of the Math Department area and into a building across campus making it less visible to students.</p> <p>**Students swiped into the Writing Center computer.</p>					

Number of Unique Students/Visitors

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Appt. Tutoring Services	165	289	310	359	423
Davis Learning Center	384	690	756	811	1,028
Dev. English Learning Center	470	365	43	0	15
Math Hub - Davis	1,729	1,593	1,010	732	506
Math Hub - Ogden	3,854	3,398	2,307	1,800	1,225
Math Tutoring Center	169	363	68	397	376
Science Learning Center	299	277	162	237	213
Soc. Science Learning Center	47	56	60	44	35
Writing Center	1,687	3,413	3,255	3,281	3,326
Total	8,804	10,444	7,971	7,661	7,147

Student Usage Patterns

The total number of sessions and unique students went up in the second year but declined from the third year onwards. The individual centers fared differently, however.

Appointment Tutoring Center in Ogden saw a dramatic increase in the number of students tutored and in the number of sessions conducted both of which more than doubled in the five year period. Majority of the subjects that are being tutored consist of chemistry, zoology, and math.

Davis Learning Center experienced an increase in the second, third, and fourth years in the number of sessions but declined in the last year by 16%. The number of unique students being tutored increased through the years with a substantial increase of 25% in the last year.

The numbers reported for the Developmental English Learning Center were affected by a major restructuring in the entry point for students into the centers and how they swiped in.

Math Tutoring Center more than doubled the number of students visiting the center, but what is really significant is that the number of sessions increased by 183%. This indicates that students who received tutoring at the center returned for further sessions more often than they did in previous years.

Numbers declined significantly for both the Ogden Hub and the Davis Hub over the five year period. The Developmental Math Program implemented major curriculum changes. Mandatory tutoring was no longer required for classes.

Social Science and Science Learning Centers reported fluctuating numbers over the five years. Both the centers experienced a turnover in professional staff members during these years, and data collection proved to be a problem.

The Writing Center's session numbers decreased slightly in 2017 because the center no longer accepted non-fee paying Concurrent Enrollment students being required by their teachers to use tutoring. Enterprising students who seek the services on their initiative are welcomed and served.

In general, it can be said that fall semesters are busier than spring or summer semesters. Also, students predictably seek tutoring for certain courses. The Writing Center tutors have tutored the greatest number of students from across the curriculum. Students in English 1010 and 2010 are those using writing tutoring most often.

Nature of Students using Tutoring Services

Students who use the services of the Tutoring Centers belong to a broad spectrum of demographics and are enrolled in courses across the curriculum. Some courses require students to seek tutoring services while others leave it to the students to do so.

Findings Based on Information

As discussed in the above section on program goals, those who were required to get tutoring more than once as part of their courses show higher pass rates and higher completion rates.

Usage rates more than doubled for the Appointment Tutoring Center and the Math tutoring Center.

In an effort to reduce costs and streamline the programs, the Developmental English Learning Center and the Writing Center combined the entry points into one front desk with one swipe card reader for both departments in January of 2015. This eliminated the position of one office assistant. The numbers for these two centers, however, were not accurately reported. One meaningful result was that, while students still logged in for ENGL 0900 and 0955 sessions in Accudemia, locating these numbers in order report them separately was challenging.

Use of Information for Program Improvement

Tutoring was offered just before exams to students in Education Access and Outreach. This happened to address an immediate need for chemistry tutoring.

For the Writing Center and Developmental English Learning Center, upon review of data indicating the significant success of students tutored more than once over students tutored only once or not at all (46% higher completion rate), it appears that it would be best to find a way to track those DE numbers more carefully and separately so that they can be analyzed and reported more efficiently.

Demographic information gathered by the university indicates that a growing number of Weber State University students live in Davis County. In fact, more WSU students come from Davis County, where the Davis Campus and Farmington Station Center are located, than from Weber County, where the Ogden Campus is located. To address the need for classes close to home for students in southern Davis County, the university opened the Farmington Station Center two years ago. The Davis Learning Center began offering drop-in math tutoring at that location last year, and the service has been well-received.

The Social Science and Science Learning Center are now managed by the coordinator of the Appointment Tutoring Center. This will make data collection and analysis more efficient.

Dissemination of Assessment Information

How Information is Shared with Stakeholders

Stakeholders of the ASCP Tutoring Program include students, faculty, tutors, WSU administration, and the taxpayers who fund the university. All stakeholders have access to the tutoring centers' goals, methods of assessment, results of assessment, and use of results. This

information is posted on the Student Affairs Assessment website and is updated periodically throughout the year.

Each tutoring area compiles information and data that is contributed to an annual report for the Student Affairs Division. The annual report is shared with the university's President and Board of Trustees and is made public on the Student Affairs Assessment website.

All yearly goals and assessment data are also entered into the 6 Column Model (Appendix F) which can be accessed through the Student Affairs web page.

The Davis Learning Center is funded partly by student fees; therefore, Davis Learning Center goals as well as information about student satisfaction and usage are presented yearly to the WSU Student Fee Committee consisting of students, faculty, and administration.



Program Review Summary

Major Changes over the Past Five Years

Writing Center worked in collaboration with the Master of Arts in English program to offer tutoring positions to graduate students so that these students could gain the experience necessary for them to be Teaching Assistants.

The Science Learning Center and the Social Science Learning Center tutoring areas became the responsibility of the Coordinator of Appointment Tutoring.

Tutoring for the Athletics Department was discontinued as the department moved its location and expanded to offer tutoring on their own premises.

The Coordinator of the Appointment Tutoring Center worked in collaboration with the Foreign Languages Department to observe and train their tutors whom the department hired and paid.

For two years, the Nontraditional Student Center hired a Math tutor who was being trained and observed by the Math Tutoring Coordinator. Due to the difficulty of finding nontraditional tutors who are good at math, this collaboration has been suspended for the time being.

In 2012, Weber State University became part of the Western Consortium and now offers online tutoring in various subjects including Chemistry, Physics, Health, etc.

The Appointment Tutoring Center and Solution Space moved into Tracy Hall in Fall of 2016. There is now dedicated space available for appointment tutoring which has increased over the years. The building is very prominent and at a central location, so access is much easier for students. The tutoring center enjoys far more visibility as well because it is in the same space as the Testing Center, the Computer Lab, and the Supplemental Instruction Program. The whole area enjoys a lot of traffic, especially during exam times.

Davis Learning Center tutoring has grown and expanded substantially over the past five years. The DLC moved into a new space twice the size of its previous location. The Coordinator's office was moved into the tutoring area from a more remote location, and a full-time Administrative Specialist was hired. The number of subjects tutored was increased to include much requested courses such as nutrition, computer science, and health sciences. Two student supervisory positions were created to provide professional development and advancement opportunities for tutors. Math tutoring began at Farmington Station in 2016 and is doing well.

Changes Related to Core Themes Objectives

The changes made to the ASCP Tutoring Program are all efforts to ensure that “students receive the support services they need,” one of WSU’s core theme objectives. In particular, moving Math Tutoring Center and Appointment Tutoring Center to Tracey Hall, and the Davis Learning Center to a more visible location increased the likelihood that more students would find and use those services.

Major Accomplishments

Tutoring supervisors work together exceptionally well to offer a cohesive tutoring program. In addition to meeting monthly, the supervisors meet at a retreat once a year to develop goals, review assessment data, and plan the training schedule for the following academic year.

The ASCP Tutoring Program has maintained a nationally certified tutor training program through the CRLA since 1993. This includes a credit-bearing ED2920 tutor training course as well as various evaluations to meet CRLA’s criteria. The re-certification process has occurred over the years as required by CRLA’s schedule under the direction of the Coordinator of the Appointment Tutoring Center. All tutoring supervisors have maintained CRLA membership since 2005.

Because the Writing Center/DE Learning Center tutors are required to take English 3840 for their tutor training, the Writing Center coordinator certified the Writing Center with CRLA in 2006 so that the course could also provide tutors with certification. This certification is current through 2020.

Several tutors from different centers have given presentations in peer tutoring at professional conferences at state, regional, and national levels.

Most tutors reach the CRLA Master Tutor level, which includes accomplishing a project that contributes to the Tutoring Program, such as conducting needs surveys, giving presentations, designing content-brochures for faculty and student use, or editing program websites.

Directors and coordinators have presented papers at NADE, CRLA, and NASPA (Student Affairs Administrators in Higher Education) national conferences and hosted CRLA state conferences at WSU Campus in 2009 and at Davis Campus in 2016. The Ogden Campus Director co-authored a chapter insert for an assessment publication sponsored by the American College Personnel Association.

To support the Student Affairs core value of collaboration, the ASCP Tutoring Program has developed strong relationships with departments across campus. The tutoring program supervisors collaborate with WSU’s Continuing Education Department (CE) on a regular basis. Since 1995, the coordinator of the Appointment Tutoring Center has worked with CE

in setting up the ED2920 Tutor Training Course for registration and grading. The coordinator has also satisfied the curriculum committee's criteria to sponsor the course each year through the Education Department. Davis Learning Center has worked with CE to offer services at the West and Farmington Station.

Another important collaboration is the one that was developed by the Writing Center/DE Learning Center Coordinator who works closely with faculty in the English and Developmental English (DE) Departments, co-teaching the English 3840/5840 tutor training course with the English Director of Composition and scheduling regular tutor training sessions each semester with DE faculty. All of these collaborations contribute to the quality of the tutoring program and ultimately to student success.

The collaboration between the Coordinator of Appointment Tutoring Center and the Foreign Language Department has been very successful. The Chair expressed his appreciation of the training that is offered to his tutors and is happy about the reinforcement of tutoring concepts through the feedback provided after observations.

The Director of the Nontraditional Center has also expressed her appreciation with the Math tutoring help that was offered at her center. Not only does she know that this collaboration will continue when she feels the need for her cohort to receive help, not just in math but in other subjects as well, but a trust has been developed, and she knows that when her students come to the tutoring center, they will receive the help they need.

The Coordinator of the Math Tutoring Center serves on the Quantitative Literacy Substitution Committee that reviews applications from students seeking substitutions for their Math courses.

The ASCP Tutoring Program is accredited by the National Association for Developmental Education (NADE). The accreditation process involved four years of data collection, a year-long self-study, the implementation of action plans to seek program improvement, and the closing of the assessment loop with analysis of the effectiveness of changes. Accreditation testifies that the program follows best practices in the field. The ASCP Tutoring Program has been accredited for five years and is currently in the process of writing a five-year interim report.

A major accomplishment of the tutoring program is the large number of students served in a wide variety of subjects, at various locations, and in varying formats.

Areas that Require Improvement

Data collection has proved to be a challenge. The card swipe system has not worked as it should have, and Accudemia, the software system instituted at the division level, further

impaired the functionality of the existing data collecting software making it necessary for data to be collected manually for a period. Assessment and analysis have been challenges that have needed to be continually addressed. The implementation of Starfish across campus could alleviate the problem of data gathering and analysis.

Students who come to the Math Tutoring Center need help in a variety of classes. Tutors staffed at the center have generally taken classes up to, and in many cases, beyond the Calculus level, so they are qualified to be tutors, but they may not have taken classes such as Math 1030 or Math 1040. This makes it difficult for them to help students in such classes.

All the computers that are in use in the Writing Center need to be replaced as advised by the Student Affairs Technology Department.

Recommendations Based on Self-Study

The structure of the tutoring program at WSU works very well. Tutoring is provided in different ways for a variety of subjects. The recommendation is to maintain the structure and the collaborative process that currently exists among the supervisors to achieve the mission and goals of the program.

Assessment instruments have been well designed and revised periodically to measure the success of the program.

Coordinators need to review tutee satisfaction surveys each semester and seek improvements in their centers on an ongoing basis. Coordinators also need to review tutor training evaluations regularly and decide on curriculum and other changes for upcoming semesters.

Site visits to universities that have well-developed and successful tutoring programs would help supervisors emulate those characteristics that would best add to the success of WSU's program.

Based on feedback from a focus group of students, ED 2920 Tutor Training course will be reorganized for future. The training will be front-loaded so the tutors can be better prepared earlier in the semester.

The Executive Director of ASCP is working with the Math Department faculty to set up training for math tutors on some of the concepts that are unique to the Math 1030 class. This training could be extended to cover key concepts in Math 1040 course as well.

Key Issues or Concerns for Site Review Team to Address

It is the hope of the tutoring program supervisors that the site review team's objective view of the services offered will provide insights to help the program continue to improve services to the student population of Weber State University. Suggestions are welcome for development of tutoring services, efficient design of future tutoring space, and strategies for faculty outreach.

A much debated issue has been the continuation of ED 2920, the Tutor Training Course, as a credit bearing course, especially because the fee that each student has to pay was raised to \$20.00. A survey indicated that the tutors were not really interested in registering for a one credit hour class, and the tutoring supervisors are almost evenly split on the issue. Any advice on best practices in this area will be much appreciated.

Over the recent years, galloping technology has changed the way tutoring is delivered. Although offering online tutoring is on the agenda of the Tutoring Program at WSU, there could be other models of tutoring that may be more suitable for a multi-campus university with commuter students. A discussion on current trends such as employing peer coaches, organizing group tutoring, embedding tutors in certain classes, etc. would be of great help.



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WEBER STATE UNIVERSITY

Academic Support Centers & Programs

Tutor Supervisor Policies & Procedures Manual

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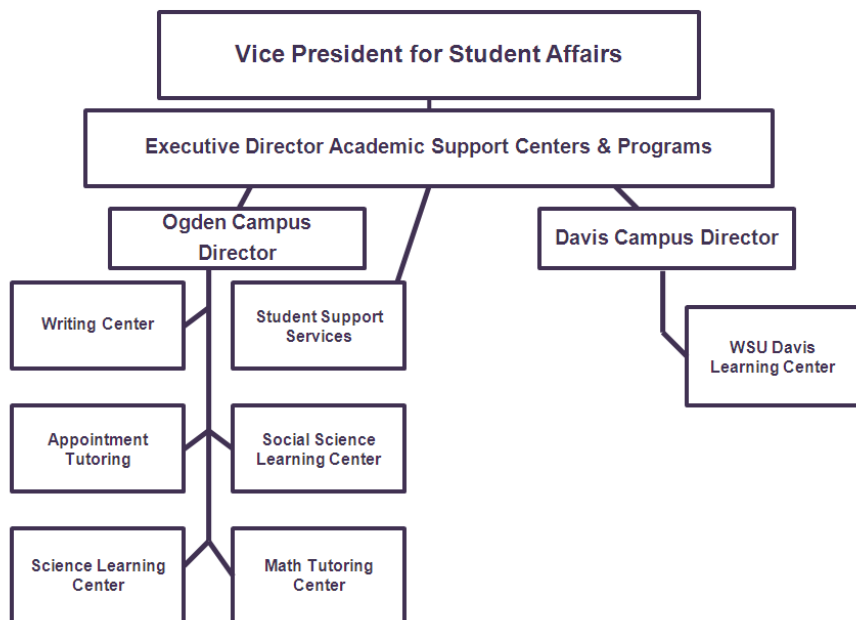
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Organizational Chart


 WEBER STATE UNIVERSITY Academic Support Centers & Programs	Organizational Chart	Intro.	Rev.
		Date 6-2-10	



Academic Support Centers & Programs Tutoring Program



Mission and Goals

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	TUTORING PROGRAMS MISSION AND GOALS	Intro.	Rev.
		Date 6-2-10	


Mission Statement

The Tutoring Program supports student learning through quality tutoring provided by certified tutors who encourage and guide students in the development of their potential as independent learners. The Tutoring Program also fosters leadership skills in its peer tutors and connects students to the campus community.

Goals

- A. Provide tutoring to help students improve their performance in their classes
- B. Serve locally and nationally as a professional resource on tutoring
- C. Provide tutors and staff with opportunities for personal and professional development
- D. Continuously improve the tutoring program by using assessment results to make program revisions.

SECTION 1 - Hiring

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	TUTOR QUALIFICATIONS	No. 1-1	Rev. 1-11-07
		Date 5-20-05	

I. POLICY

A. Academic Support Centers & Programs adheres to the Equal Opportunity and Non-Discrimination Employment Policy as stated in Section 3-1 of the Weber State University Policy & Procedures Manual.

B. Academic Support Centers & Programs adheres to WSU policy of hiring students over non-students when students can appropriately fill a position. Normally, no minor under the age of 17 shall be employed if the position can be filled by a University student. Under no exception may a person employed be under age 16.

C. Tutors employed by Academic Support Centers & Programs must meet minimum qualifications defined by the program to include:

- 1) Upon hire, a cumulative GPA of 3.0 or higher
- 2) Upon hire, a B+ or higher for the subject tutored.

EXCEPTIONS: Students may tutor courses for which they do not have a previous grade by demonstrating competency in one or more of the following ways:

- By testing out of the class in question.
 - By passing the applicable AP test with a score of 3 or higher.
 - By passing a class that requires the tutored course as a prerequisite, e.g., passing Math 1050 and being able to tutor 1010 and below.
- 2) Being in good academic standing with the University.
 - 3) Agreeing verbally to certify through CRLA.

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	NEW HIRE PROCESSING	No. 1-2	Rev. 10-15-09
		Date 5-20-05	

I. POLICY

Tutors employed by Academic Support Centers & Programs are processed through Human Resources and through the Payroll office.

II. PROCEDURE

A. In preparation for hiring, supervisors should post job openings with Human Resources (HR) through the People Tracker link in the WSU portal. HR will assign job numbers and require that each applicant is appropriately cleared to work as a WSU hourly employee. Tutors who apply directly with a tutoring program should be directed to also apply online at jobs.weber.edu.

B. Supervisors should follow through and report all hires and denials through the People Tracker site. Supervisors then fill out the appropriate PAR for each new employee and send it to Payroll.

C. After hiring a new tutor, supervisors should direct the tutor to go to the Payroll office for payroll processing. Supervisors should list the information new employees should take with them to the Payroll office: appropriate I-9 identification (either a passport or a combination of driver license plus SS card or birth certificate), and a routing slip for their preferred bank account to set up payroll direct deposit (the Payroll office’s preferred method of payment). New tutors will also fill out the W-4 form during their visit to the Payroll office.

D. Pay stubs are available online. If students work for more than one department, their pay stubs will be sent to the department in which they were first hired. Supervisors should remind tutors that even if they sign up for direct deposit of their paychecks, the first paycheck will be delivered as a hard copy to the department in which they were first hired.



I. POLICY

Academic Support Centers & Programs hires both hourly and work study tutors. Tutors' wages and raises are linked to CRLA certification.

II. PROCEDURE

A. Definitions of CRLA certification levels are described in Section 2-1-A of this document. Drop-in wages are as follows:

New hire	=	\$8.50/hr
Level 1	=	\$9.00/hr
Level 2	=	\$9.50/hr
Level 3	=	\$10.00/hr

B. Appointment wages are set at \$0.50/hour higher than drop-in rates at each level. The justification for this wage difference is that drop-in tutors have a guaranteed number of hours per week, while appointment tutors may be deprived of hours if their tutees do not keep appointments.

C. Student Support Services' pay policies vary slightly due to the differences between university and federal funding. Details are located in the SSS departmental portion of the manual.

D. Tutors with Bachelors degrees or higher, or with other professional certifications, such as public school teaching certification, may start at a higher hourly wage and advance accordingly up to, but not exceeding, the pay cap of \$10.00 for drop-in and \$10.50 for appointments. Refer to individual department hiring policies for specific wage levels for these tutors.

E. When tutor supervisors meet periodically, they will ensure that tutors are compensated fairly while keeping wage levels within budget constraints.



I. POLICY

A. Hourly students and Work Study students are not eligible for benefits except for Workers' Compensation. Hourly non-students are not eligible for benefits except for Workers' Compensation, unemployment insurance, and Social Security contributions.

B. The term of service for non-salaried employees is subject to the availability of funds, satisfactory performance, and work requirements. Students are not automatically rehired each semester. Unless specifically stated, Weber State University policies related to personnel actions and benefits do not apply to non-salaried employees.

C. The University policy limits the total work hours of each student to no more than 59 hours per pay period. Students may not work in excess of 1500 hours per year.

SECTION 2 - Tutor Training and CRLA Certification

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	CRLA CERTIFICATION	No. 2-1	Rev. 3-22-10
		Date 10-5-05	

I. POLICY

All tutors hired by ASCP should work toward College Reading and Learning Association (CRLA) certification. There are three levels available: Certified Tutor (Level I), Advanced Tutor (Level II), and Master Tutor (Level III).


II. PROCEDURE

A. CRLA Certification is earned as follows: Levels I & II each require 25 hours tutoring, 10 hours training, and a completed evaluation process; Level III requires 25 hours additional tutoring (75 hours total), 10 hours additional training (30 hours total), a completed evaluation process, and a master tutor project. All three levels require satisfactory job performance as outlined in Sections 3, 4, and 5.

B. CRLA Master Tutor Certification is designed to be completed in two consecutive semesters of training (ED 2920) as curriculum is different for fall and spring semesters. New tutors may begin attending training during either fall or spring.

C. Certificates will be awarded as each tutor meets the requirement for each level.

D. Certification raises will be awarded upon each tutor's completing the required 25 hours of tutoring, 10 hours of training, and evaluation process for each level. Certificates are awarded separately from the raises, in a way that boosts camaraderie and morale.

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	TUTOR TRAINING (ED2920 and ENG3840)	No. 2-2	Rev. 3-07-11
		Date 10-5-05	

I. POLICY

All tutors should register for two semesters of ED 2920, which provides tutor training in a one-hour credit/no credit course. Writing tutors should register for English 3840/5840, which provides tutor training in a 3-credit-hour course.

II. PROCEDURE

A. Criteria for ED 2920 Tutor Training credit (one hour credit/no credit course):

- 1) Attend at least 11 tutor training sessions and complete weekly posts in the online discussion forum.
- 2) Observe a Master Tutor, and write a one-page double-spaced report.
- 3) Complete an evaluation process (varies within departments).
- 4) No more than two hours of DVD module training credit per semester is allowed.
- 5) Each of the three online modules—Ethics, Safety, and Resources and Referrals—counts as one training hour toward CRLA certification.
- 6) No more than two hours credit per semester is allowed for attending outside workshops (math specific and/or other supervisor-approved campus training forums). Tutors are paid for all training hours.
- 7) Tutors should not register for the course after the 4th week but are invited to attend and participate for training hours to be credited toward certification. These tutors should then be encouraged to register the following semester.
- 8) If a tutor needs four or fewer training hours to be eligible for Level III certification, he/she should not register for ED 2920 again but just attend the number of needed classes.
- 9) If a tutor is registered for 12 to 18 credit hours, he/she should register for ED 2920. It will cost the student extra tuition if he/she is registered for less than 12 or more than 18 hours, so the tutor should be encouraged to make room for registration the following semester while auditing the course in the current semester.
- 10) Registered tutors must “officially withdraw” from the course if they choose to no longer attend.

B. Criteria for English 3840/5840 Principles and Practice in Tutoring Writing credit (3-credit-hour course):

- 1) Tutors may miss no more than 3 class sessions per semester.
- 2) Observe 3 Master Tutors, and write a one-page double-spaced report for each observation.

- 3) Complete an evaluation process (varies between Ogden and Davis campuses).
- 4) No more than two hours of DVD module training credit per semester is allowed.
- 5) Each of the three online modules—Ethics, Safety, and Resources and Referrals—counts as one training hour toward CRLA certification.
- 6) No more than two hours credit per semester is allowed for attending outside workshops. Tutors will be paid for all training.
- 7) Tutors read 100-150 pages of composition theory and tutoring concepts specific to writing concerns, and they write 2-3 page papers for each reading (approx. 2 times per week).
- 8) Tutors enter 250 words of reflective writing on the class blog per week.
- 9) Tutors pass quizzes on grammar and on the particulars of citation styles.
- 10) Tutors will write a 10-15-page bibliographic essay on a tutoring or composition topic. This is due at the end of the semester and serves as the final exam.

C. Supervisors should compile accurate, up-to-date records of tutor training attendance, assignment completion, and tutoring time. They should provide timely updates to tutors about their certification progress throughout the semester and award certificates and raises as appropriate. At the end of the semester, supervisors should post grades with the University for their tutors who registered for ED 2920.

SECTION 3 - Ethics

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	CONFIDENTIALITY	No. 3-1	Rev. 5-13-05
		Date 5-13-05	

I. POLICY

Tutors must maintain the privacy of students' identities and keep confidential any personal information that is revealed as part of the tutoring situation. Generally, the only time confidential information should be discussed is privately with the tutor's supervisor or other professional staff within the department. Such information should be discussed only for professional reasons directly tied to the welfare of the student.

However, by law, some confidential information must be reported. If a student reveals that s/he intends to harm her/himself or others, the tutor must report that information immediately to the supervisor. Similarly, if a student reveals actions that violate the student code, such as plagiarism, or if a student admits to actions which are illegal, the tutor must report that information to the supervisor.

II. PROCEDURE

A. Information which must be kept confidential includes but is not limited to the following examples:

- 1) The identity of tutees.
- 2) Tutees' addresses, phone numbers, or other contact information.
- 3) Confidences revealed by tutees. These might include past experiences or current problems.
- 4) Information about tutees' academic performance, including grades.
- 5) Disability status. Tutors must not share known information about a student's disability nor should tutors ask a student about a suspected disability.

B. In the case of a student who reports intent to harm self or others, a tutor should:

- 1) Promptly report the incident to the tutor supervisor.
- 2) If the harm is imminent and the supervisor is not present, tutors should call University Police at (801) 626 6460 and further follow through by calling 911.



I. POLICY

Tutors must maintain integrity in all aspects of the job, using honesty and tact in dealing with tutees.

II. PROCEDURE

A. A tutor should not do any part of a student's homework. Having a tutor complete homework which will be graded constitutes cheating. Similarly, a tutor should not help with a take-home exam unless the professor has specified in the exam instructions that outside help is allowed.

B. The WSU Student Code of Conduct defines plagiarism as "the unacknowledged (un-cited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers" (Section 6-22-IV-D). Tutors must work carefully to help students develop their own ideas and give appropriate credit for ideas from which they draw for their writing. Tutors are obligated to report breaches of this policy to their supervisors.

C. All documentation such as applications for employment, time sheets, and other tutoring records must be filled out completely and accurately. Misrepresenting facts or falsifying information on any document is grounds for dismissal.

D. A tutor should honestly acknowledge both the student's and his or her own ability levels. It is important to be encouraging but to not give a student false hope or flattery. Tutors should know their own limits and admit when they do not know answers.

E. A tutor must be tactful if a student has complaints about another individual. Tutors must especially be careful not to comment negatively to students about professors' grading policies, teaching methods, or personalities.



I. POLICY

Tutors should appropriately maintain warm, yet professional relationships with tutees, understanding and avoiding discrimination and harassment.

II. PROCEDURE

A. Tutors must accept tutees without judgment and may not use the tutoring situation to proselytize for personal beliefs or to impose personal value systems or lifestyles on students.

B. Tutors must continue to act appropriately even if they feel aversion or attraction to a tutee. Dating is not allowed between a tutor and a current tutee because of the power imbalance in the relationship. Such a relationship may damage the perception of ASCP's integrity and may also harm the persons involved, especially the tutee who depends on the tutor for help. A tutor who wishes to date a tutee should speak to his/her supervisor to discuss appropriate options. The supervisor may assign the student to another tutor, if feasible, or may ask the tutor to wait until after the end of the semester. Tutees must not be made to feel that their access to tutoring depends on a personal relationship with the tutor.

C. It is the tutor's responsibility to be familiar with Weber State University's policies on discrimination and harassment as explained in the University's Policies and Procedures Manual, Section 3-32 (available online). When working, tutors must uphold WSU's commitment to providing an environment free from harassment and other forms of discrimination based on race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender. Tutors must not allow any of these factors to influence the way they work with students but must treat all with equal respect.

D. It is the tutor's responsibility to understand what constitutes sexual harassment and to avoid sexually harassing behavior. See the WSU Policies and Procedures Manual, Section 3-32. Tutors are required to complete the mandatory training on discrimination and harassment.

E. Any tutor who believes s/he has been harassed or discriminated against by a tutee or by anyone else can address the concern through any of the following options:

- 1) Seek to resolve issue directly with the individual(s) involved.
- 2) Seek to resolve the issue through supervisory personnel.
- 3) Consult with Affirmative Action/ Equal Opportunity (AA/EO) office on campus.
- 4) Register a complaint with the AA/EO office.



I. POLICY

Tutors are responsible for becoming familiar with WSU's policy of maintaining a drug- and alcohol-free workplace, which stipulates that employees will not work under the influence of drugs or alcohol. This includes refraining from unlawful involvement with drugs or alcohol on campus or at off-campus, University-sponsored

functions or events. It also includes refraining from "smoking in unauthorized locations on campus."

Tutors have the right to expect that the students they tutor are adhering to WSU drug and alcohol policies.

II. PROCEDURE

A. Tutors are expected to adhere to University drug and alcohol policies and are subject to discipline and/or termination of employment for violation of those policies.

B. Tutors should discuss with their supervisor any concerns they have about perceived inappropriate use of substances by tutees. The supervisor can help to assess the situation and determine the best course of action.



I. POLICY

Weber State University and Academic Support Centers & Programs are committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment.

II. PROCEDURE

A. Academic Support Centers & Programs is committed to eliminating incidents of illegal discrimination in personnel policies and practices within the institution through affirmative efforts at education and support. When violations of this policy occur, various forms of disciplinary action, where appropriate, may be imposed within the parameters of protected speech.



I. POLICY

A. Weber State University and Academic Support Centers & Programs are Equal Opportunity/Affirmative Action Employers. As such, it is the policy of ASCP to follow a concept of non-discrimination in the hiring and promotion of employees without regard to their race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment.

II. PROCEDURE


A. Evaluation of part-time student and non-student employees will be made on the basis of criteria directly related to the position, including education, skills, experience, internal mobility, and affirmative action requirements.

B. ASCP will recruit needed personnel including minority group members on a non-discriminatory basis.

C. An affirmative action hiring program will be continued in an effort to ensure that ASCP will provide employment opportunities on a non-discriminatory basis.

D. ASCP will not discriminate in the compensation of its personnel because of race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment.


SECTION 4 - Administrative Duties

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	TUTOR ORIENTATION	No. 4-1	Rev. 12-14-05
		Date 4-26-05	

I. POLICY

Supervisors should conduct program-specific orientation sessions upon hiring new employees, and employees should be required to attend these orientation sessions. In some cases, programs may hold full-day or half-day paid orientation sessions for new employees; other programs may find it sufficient to hold an orientation interview. All supervisors are encouraged to provide employees with access to written guidelines and expectations for their jobs, to include:

- 1) Semester schedule, holidays off, closed dates.
- 2) Procedures for recording and reporting time worked.
- 3) Expectations for tasks to perform and how to handle down time.
- 4) Procedures for recording and reporting student data for sessions conducted.
- 5) Procedures for handling appointment cancellations or extra sessions requested by the student (Section 4-3).
- 6) Procedures for canceling appointments or getting shift substitutes (Section 4-2).

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	SCHEDULING/TIME OFF	No. 4-2	Rev. 12-14-05
		Date 4-26-05	

I. POLICY

Tutors are responsible for knowing and keeping their schedules throughout the semester. Time off from one's regular schedule during the semester should be rare and have a valid justification, and the appropriate administrator should be notified as far in advance as possible.

II. PROCEDURE

Drop-in tutors' schedules are generally set at or before the start of the semester and generally remain the same for the duration of the semester. In the case of appointment tutoring, it is understood that schedules may change on a daily basis, and it is the tutors' responsibility to check their mailboxes or e-mail regularly for changes to their schedules, as agreed upon with their supervisor. If a tutee requests additional appointments in addition to those that have been scheduled through the department, these sessions should be approved and scheduled through the appropriate administrative channels in advance.

Time Off for Drop-In Tutors:

Tutors who are ill, who are running late for a shift, or who know in advance that they must miss a regularly scheduled shift should notify the designated department staff member as early as possible. Tutors who know in advance that they will miss a shift should try to arrange a substitute from within the department to cover the shift and then inform the supervisor of the substitution in advance. If the tutor cannot find a substitute, the supervisor will make an effort to find a replacement to cover the shift. In the case of illness, tutors should notify their supervisor as soon as possible. If feasible, tutors should attempt to find a replacement; otherwise, the supervisor or appropriate staff member will do so.

Time Off for Appointment Tutors:

Tutors who are ill, who are running late for their appointments, or who know in advance that they must miss a regularly scheduled appointment should notify the designated department staff member as early as possible. The department will then contact their tutees to notify them and re-schedule the appointments if a mutually acceptable alternate appointment day and time can be found.

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	TUTEE CANCELLATIONS/NO-SHOWS/RESCHEDULED APPOINTMENTS	No. 4-3	Rev. 12-14-05
		Date 4-26-05	

I. POLICY

Tutees who receive appointment tutoring are informed of the cancellation/no-show policy when they initially sign up for tutoring and again at the first session with the tutor when the tutoring contract is signed.

A session is considered a “no-show” if the tutee fails to show 15 minutes after the scheduled appointment time or if the tutee fails to give sufficient notice that he/she will not make a scheduled appointment. “Sufficient notice” is defined by the individual department and may vary by department.

After the first “no-show,” tutees are put on probation. After the second “no-show,” tutees may lose the tutoring privileges for the remainder of the semester. The method and guidelines for terminating a tutee are determined by department. Tutors are paid for the first 15 minutes of any given tutee’s “no-show.” Beyond that, supervisors should refer to their departmental “no-show” policies.

After a second cancellation without sufficient advance notice, tutees are put on probation. After a third cancellation, tutees may lose their tutoring privileges for the remainder of the semester. The method and guidelines for terminating tutees is determined by department. Tutors are not paid for sessions for which tutees have given sufficient notice of cancellation.

II. PROCEDURE

During the first appointment tutoring session, the tutor should ensure that the tutee is aware of the appropriate method for canceling an appointment as well as the method for requesting that the appointment be rescheduled. These methods are determined by department and may vary.

Once a no-show or cancellation has occurred, the tutor should fill out the requisite paperwork and file it in the designated location. The department will contact the tutee by phone to follow up, remind the student of the no-show/cancellation policy, and inform the tutee of his/her probationary status. The results of the contact with the tutee should also be recorded in the paperwork.

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	RECORD KEEPING	No. 4-4	Rev. 12-14-05
		Date 4-26-05	


I. POLICY

Tutors are responsible for keeping accurate and complete records of all hours worked and of all necessary data related to each student served (tutoring records). Tutors are also responsible for the timely submission of these records to the tutoring supervisor. Paper records should always be filed in the designated location and should never be taken out of the designated area.

II. PROCEDURES

Tutors should record all paid time by the means designated by the department on the day the time is worked.

Tutors should be certain each tutee is logged in for each tutoring session, by the means designated by the department.

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	EVALUATIONS	No. 4-5	Rev. 12-14-05
		Date 4-26-05	


I. POLICY

All tutors will have their job performance evaluated at least once per semester by supervisory personnel. Evaluations are based on supervisory observations of work performed. In addition, tutors will be evaluated periodically by tutees, and other systems of tracking tutor job performance may be employed at the discretion of the individual departments.

II. PROCEDURE

Once tutors have been observed by their supervisor, tutors should make an appointment to meet with the supervisor within 48 hours of the observation to discuss the findings of the observation.

For departments that employ tutee evaluations, tutors should distribute the evaluation instruments to tutees as directed by the department and instruct tutees to leave the evaluations in the designated place. Tutors should allow tutees to fill out the evaluations privately, outside of the tutoring session, to ensure the confidentiality of the evaluation.

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	LOCATION OF TUTORING SESSIONS	No. 4-6	Rev. 12-14-05
		Date 4-26-05	

I. POLICY

All tutoring sessions must be held in the respective departments' designated tutoring areas.

II. PROCEDURE

Under no circumstance are WSU-sanctioned tutoring sessions to be held outside the designated tutoring area, and off-campus tutoring sessions are strictly prohibited.

SECTION 5 - Discipline and Termination of Employment

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	EMPLOYEE KNOWLEDGE OF RESPONSIBILITIES	No. 5-1	Rev. 10-26-05
		Date 10-26-05	

I. POLICY

All tutors must be made aware of and must understand all aspects of their job responsibilities.

II. PROCEDURE

At the time of hiring, each department provides new tutors with written job descriptions that detail job responsibilities and expectations. Supervisors review the job description with the employee at the time of hiring.



WEBER STATE UNIVERSITY

**Academic Support Centers
& Programs**

**EVALUATION OF JOB
PERFORMANCE**

No. 5-2

Rev. 10-26-05


Date 10-26-05

I. POLICY

In the spirit of continuous improvement, supervisors should give structured and systematic feedback on tutor performance. Supervisors should give feedback on their strengths as well as on areas in need of improvement.

II. PROCEDURE

Supervisors should evaluate tutors' job performance at least once each semester. Evaluations are based on supervisory observations of work performed, evaluations from tutees, and other systems of tracking performance.

 WEBER STATE UNIVERSITY Academic Support Centers & Programs	UNSATISFACTORY JOB PERFORMANCE	No. 5-3	Rev. 1-11-07
		Date 10-26-05	

I. POLICY

If at any time the hourly employee fails to satisfactorily meet the job responsibilities outlined in either their job description or ASCP/departmental policy guidelines, the employee can be terminated. Some reasons for termination include but are not limited to the following: dishonesty, not showing up for work, unprofessional behavior, poor punctuality, specific departmental violations, any violation of WSU’s student code, and the violation of any item listed under Section 3 of ASCP PPM - Ethics.

II. PROCEDURE

According to WSU policy, employment of hourly staff is considered to be at-will; therefore, a tutor can be terminated based on the supervisor’s judgment of many factors, including performance.



Appendix B

Department Staff Profile

The following information pertains to the current semester, but it reflects the normal state of demographics.

STANDARD THREE – STUDENT AFFAIRS STAFF PROFILE				
	Professional	Support	Student	Other
Female	4	5	52	
Male	2	2	60	
Degrees: PhD., Ed D				
MA, MBA	4			
BA, BS	2		6	
AA, AAS, Certificate, etc.			32	
Years of Experience in Field:				
None				
Less than 5	1	2	74	
5 - 10	2		6	
11 - 15	0			
16 - 20	1			
More than 20	2			
Full-time: 9/10 months	0			
11 months	1			
12 months	5			
Part-time: 9/10 months				
12 months				

Northwest Commission on Colleges and Universities. (2008). Forms. Retrieved March 2, 2009 from <http://www.nwccu/Pubs%20Forms%20Updates/Forms/Forms.htm>



Appendix C

Sources of Data for Learning Outcome 1

Increased Awareness

Tutee demonstrates increased awareness/metacognition of own level of understanding and growth in the subject matter within a session as well as over time.																
Assessment Instrument--Tutor Evaluation by Tutee																
Survey Question -- As a result of my interactions with the tutor, I am more aware of how I learn best in this subject.																
Ogden	# Tutors	Fall					# Tutors	Spring					Average		Change	
		1	2	3	4	5		1	2	3	4	5	Fall	Spring		
2012-2013	472	0	2	22	88	341	296	0	3	9	52	232	5	5	0	
		0	0	0	0	0		0	0	0	0	1				
2013-2014	320	2	1	18	46	253	290	0	2	17	43	228	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
Two Year Avg	396	1	2	20	67	297	293	0	3	13	48	230	5	5	0	
2014-2015	300	0	3	13	41	243	261	1	2	6	39	213	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2015-2016	283	1	1	8	50	223	132	1	0	4	12	115	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
Two Year Avg	292	1	2	11	46	233	197	1	1	5	26	164	5	5	0	
2016-2017	253	1	1	11	40	200	234	0	3	10	30	191	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
Five Year Avg	314	1	2	14	51	243	241	0	2	9	34	195	5	5	0	
Davis																
Davis	# Tutors	Fall					# Tutors	Spring					Average		Change	
		1	2	3	4	5		1	2	3	4	5	Fall	Spring		
2012-2013	67	0	0	2	7	58	128	0	0	8	27	93	5	5	0	
		0	0	0	0	0		0	0	0	0	0				
2013-2014	102	2	0	10	17	73	111	0	2	11	16	82	5	5	0	
		0	0	0	0	0		0	0	0	0	0				
Two Year Avg	85	1	0	6	0	66	120	0	1	10	22	88	5	5	0	
2014-2015	86	0	0	4	7	75	75	0	1	1	14	59	5	5	0	
		0	0	0	0	0		0	0	0	0	0				
2015-2016	98	0	0	3	21	74	77	1	0	1	9	66	5	5	0	
		0	0	0	0	0		0	0	0	0	1				
Two Year Avg	92	0	0	4	14	75	76						5	5	0	
2016-2017	75	0	0	3	8	64	103	0	1	7	8	87	5	5	0	
		0	0	0	0	0		0	0	0	0	1				
Five Year Avg	84	0	0	4	7	68	100	0	1	8	15	87	5	5	0	
Both																
Both	# Tutors	Fall					# Tutors	Spring					Average		Change	
		1	2	3	4	5		1	2	3	4	5	Fall	Spring		
2012-2013	520	0	2	24	95	399	424	0	3	17	79	325	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2013-2014	422	4	1	28	63	326	401	0	4	28	59	310	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
Two Year Avg	471	2	2	26	79	363	413	0	4	23	69	318	5	5	0	
2014-2015	386	0	3	17	48	318	336	1	3	7	53	272	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2015-2016	381	1	1	11	71	297	209	2	0	5	21	181	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
Two Year Avg	384	1	2	14	60	308	273	2	2	6	37	227	5	5	0	
2016-2017	328	1	1	14	48	264	337	0	4	17	38	278	5	5	0	
		0	0	0	0	1		0	0	0	0	2				
Five Year Avg	394	1	2	18	62	311	341	1	3	15	48	274	5	5	0	

Increased Ability

Tutee demonstrates increased ability to complete tasks within the session as well as over time.																
Assessment Instrument -- Tutor Evaluation by Tutee																
Survey Question -- As a result of my tutoring experience, I have improved my ability to complete tasks in this subject.																
Ogden																
	#	Fall					#	Spring					Average		Change	
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring		
2012-2013	455	0	1	20	73	361	298	0	0	8	59	231	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2013-2014	322	2	3	9	46	262	290	0	2	2	33	253	5	5	0	
		0	0	0	0	1		0	0	0		1				
wo Year Av	389	1	2	15	60	312	294	0	1	5	46	242	5	5	0	
2014-2015	300	0	2	7	45	246	261	1	1	3	36	220	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2015-2016	284	1	0	3	39	241	133	0	0	1	12	120	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
wo Year Av	292	1	1	5	42	244	197	1	1	2	24	170	5	5	0	
2016-2017	257	2	1	6	38	210	39	0	1	1	12	25	202	5	-197	
		0	0	0	0	1		0	0	0	0	0				
ive Year Av	313	1	1	9	47	255	177	0	1	3	27	146	71	5	-66	
Davis																
	#	Fall					#	Spring					Average		Change	
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring		
2012-2013	68	0	0	2	5	61	127	0	0	10	21	96	5	5	0	
		0	0	0	0	0		0	0	0	0	0				
2013-2014	101	2	3	4	18	74	113	0	0	3	18	92	5	5	0	
		0	0	0	0	0		0	0	0		0				
wo Year Av	85	1	2	3	0	68	120	0	0	7	20	94	5	5	0	
2014-2015	86	0	0	2	10	74	75	0	0	2	10	63	5	5	0	
		0	0	0	0	0		0	0	0	0	0				
2015-2016	98	0	0	2	13	83	78	0	0	1	8	69	5	5	0	
		0	0	0	0	0		0	0	0	0	1				
wo Year Av	92	0	0	2	12	79	77	0	0	2	9	66	5	5	0	
2016-2017	74	0	0	0	11	63	104	0	1	4	9	90	5	5	0	
		0	0	0	0	0		0	0	0	0	1				
ive Year Av	84	0	1	2	8	70	100	0	0	4	13	83	5	5	0	
Both																
	#	Fall					#	Spring					Average		Change	
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring		
2012-2013	523	0	1	22	78	422	425	0	0	18	80	327	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2013-2014	423	4	6	13	64	336	403	0	2	5	51	345	5	5	0	
		0	0	0	0	1		0	0	0		1				
wo Year Av	473	2	4	18	71	379	414	0	1	12	66	336	5	5	0	
2014-2015	386	0	2	9	55	320	336	1	1	5	46	283	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2015-2016	382	1	0	5	52	324	211	0	0	2	20	189	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
wo Year Av	384	1	1	7	54	322	274	1	1	4	33	236	5	5	0	
2016-2017	331	2	1	6	49	273	143	0	2	5	21	115	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
ive Year Av	396	2	2	10	58	325	277	0	1	7	40	229	5	5	0	

Sources of Data for Learning Outcome 2

Demonstrate Enthusiasm

Tutors demonstrate enthusiasm for subject, for tutoring, for student success.															
Assessment Instrument -- Assessment of Tutor Skill Development (Tutor Responses)															
Survey Question -- I demonstrate leadership by showing enthusiasm (I smile, use positive body language, tone of voice, and/or word choice).															
Ogden															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	72	0	0	3	15	54	31	0	0	3	10	18	5	4	0
		0	0	0	0	1		0	0	0	0	1			
2013-2014	44	0	0	1	8	35	36	0	0	1	5	30	5	5	0
		0	0	0	0	1		0	0	0		1			
Two Year Avg	58	0	0	2	12	45	34	0	0	2	8	24	5	5	0
2014-2015	39	0	0	0	11	28	60	0	0	0	15	45	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	52	0	0	0	20	32	46	0	0	0	9	37	5	5	0
		0	0	0	0	1		0	0	0	0	1			
Two Year Avg	46	0	0	0	16	30	53	0	0	0	12	41	5	5	0
2016-2017	25	0	0	2	6	17	28	0	0	1	11	16	5	5	0
		0	0	0	0	0		0	0	0	0	0			
Five Year Avg	43	0	0	1	11	31	38	0	0	1	10	27	5	5	0
Davis															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	11	0	0	0	2	9	11	0	0	2	0	9	5	5	0
		0	0	0	0	0		0	0	0	0	0			
2013-2014	5	0	0	0	0	5	12	0	0	0	2	10	5	5	0
		0	0	0	0	0		0	0	0		0			
Two Year Avg	8	0	0	0	0	7	12	0	0	1	1	10	5	5	0
2014-2015	10	0	0	0	1	9	9	0	0	0	2	7	5	5	0
		0	0	0	0	0		0	0	0	0	0			
2015-2016	15	0	0	0	4	11	11	0	0	0	2	9	5	5	0
		0	0	0	0	0		0	0	0	0	0			
Two Year Avg	13	0	0	0	3	10	10	0	0	0	2	8	5	5	0
2016-2017	13	0	0	2	3	8	14	0	0	0	6	8	4	5	0
		0	0	0	0	0		0	0	0	0	0			
Five Year Avg	11	0	0	1	2	8	12	0	0	0	3	9	5	5	0
Both															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	83	0	0	3	17	63	42	0	0	5	10	27	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2013-2014	49	0	0	1	8	40	48	0	0	1	7	40	5	5	0
		0	0	0	0	1		0	0	0		1			
Two Year Avg	66	0	0	2	13	52	45	0	0	3	9	34	5	5	0
2014-2015	49	0	0	0	12	37	69	0	0	0	17	52	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	67	0	0	0	24	43	57	0	0	0	11	46	5	5	0
		0	0	0	0	1		0	0	0	0	1			
Two Year Avg	58	0	0	0	18	40	63	0	0	0	14	49	5	5	0
2016-2017	38	0	0	4	9	25	42	0	0	1	17	24	5	5	0
		0	0	0	0	0		0	0	0	0	1			
Five Year Avg	54	0	0	2	13	39	50	0	0	1	13	36	5	5	0

Demonstrate Initiative

Tutors demonstrate initiative by continuing to develop subject knowledge in the area tutored.															
Assessment Instrument -- Assessment of Tutor Skill Development (Tutor Responses)															
Survey Question -- I show initiative by preparing for sessions and studying to increase my depth of understanding.															
Ogden															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	71	0	0	12	22	37	30	0	1	5	14	10	4	4	0
		0	0	0	0	1		0	0	0	0	0			
2013-2014	44	0	1	8	13	21	36	0	0	3	9	24	4	5	0
		0	0	0	0	0		0	0	0		1			
Two Year Avg	58	0	1	10	18	29	33	0	1	4	12	17	4	4	0
2014-2015	40	0	0	4	12	24	60	0	1	4	20	35	5	4	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	53	0	0	9	22	22	47	0	0	5	23	19	4	4	0
		0	0	0	0	0		0	0	0	0	0			
Two Year Avg	47	0	0	7	17	23	54	0	1	5	22	27	4	4	0
2016-2017	25	0	0	2	9	14	28	0	0	3	13	12	4	4	0
		0	0	0	0	0		0	0	0	0	0			
Five Year Avg	43	0	0	6	15	22	38	0	0	4	15	19	4	4	0
Davis															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	10	0	0	3	1	6	11	0	0	2	3	6	4	4	0
		0	0	0	0	0		0	0	0	0	0			
2013-2014	5	0	0	0	2	3	12	0	0	2	2	8	5	5	0
		0	0	0	0	0		0	0	0		0			
Two Year Avg	8	0	0	2	0	5	12	0	0	2	3	7	4	4	0
2014-2015	10	0	0	0	3	7	9	0	0	0	4	5	5	5	0
		0	0	0	0	0		0	0	0	0	0			
2015-2016	15	0	0	2	8	5	11	0	0	1	6	4	4	4	0
		0	0	0	0	0		0	0	0	0	0			
Two Year Avg	13	0	0	1	6	6	10	0	0	1	5	5	4	4	0
2016-2017	13	0	0	0	5	8	14	0	0	1	6	7	5	4	0
		0	0	0	0	0		0	0	0	0	0			
Five Year Avg	11	0	0	1	4	6	12	0	0	1	5	6	5	4	0
Both															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	81	0	0	15	23	43	41	0	1	7	17	16	4	4	0
		0	0	0	0	1		0	0	0	1	1			
2013-2014	48	0	1	8	15	24	48	0	0	5	11	32	4	5	0
		0	0	0	0	1		0	0	0		1			
Two Year Avg	65	0	1	12	19	34	45	0	1	6	14	24	4	4	0
2014-2015	50	0	0	4	15	31	69	0	1	4	24	40	5	4	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	68	0	0	11	30	27	58	0	0	6	29	23	4	4	0
		0	0	0	1	1		0	0	0	1	0			
Two Year Avg	59	0	0	8	23	29	64	0	1	5	27	32	4	4	0
2016-2017	38	0	0	2	14	22	42	0	0	4	19	19	5	4	0
		0	0	0	0	0		0	0	0	0	0			
Five Year Avg	54	0	0	7	19	28	50	0	0	5	20	25	4	4	0

Two different means were used to judge tutors' growth in the two areas of leadership skill. Tutors need to be able to operationalize the concepts learned. Therefore, supervisor observations were used as a second measure, looking at tutors' ability to implement the skills needed for effective tutoring. The supervisor

observation form lists each skill to be observed along with a definition and a five-point scale. To discover whether tutors were improving with training, coaching, and experience, they were observed over a two-semester period. An observation done early in fall semester for each new tutor was compared with one done near the end of spring semester for the same tutor.

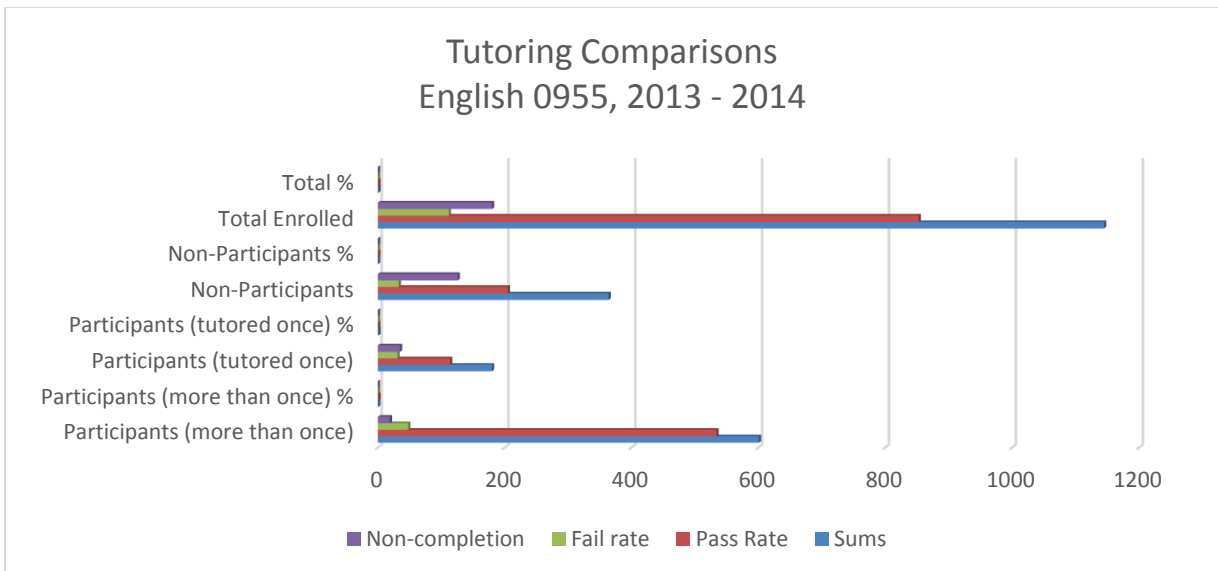
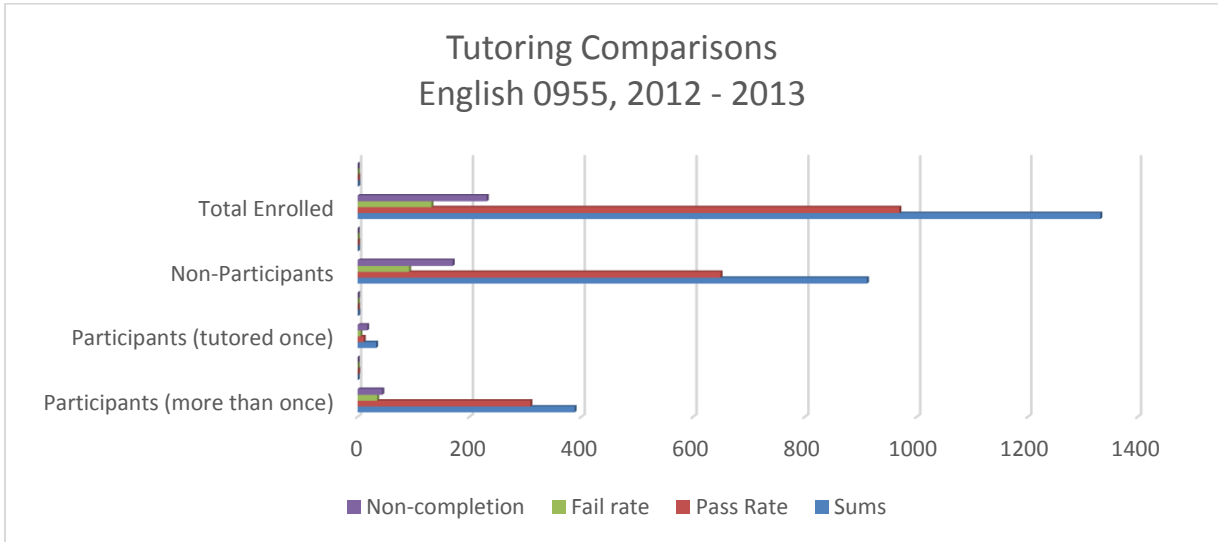
The third instrument used to determine tutor skill development was an assessment completed at the end of each spring semester by tutors who had begun tutoring the previous fall. This assessment contains self-reflective questions on the same skills taught in tutor training and discussed by supervisors and tutors during individual meetings following observations. A sample of the assessment instruments is included at the end of this appendix.

As a result of the triangulation of assessment means, tutor growth in knowledge and skills could be seen through both objective and subjective lenses and from both the supervisor's and the tutors' perspectives.

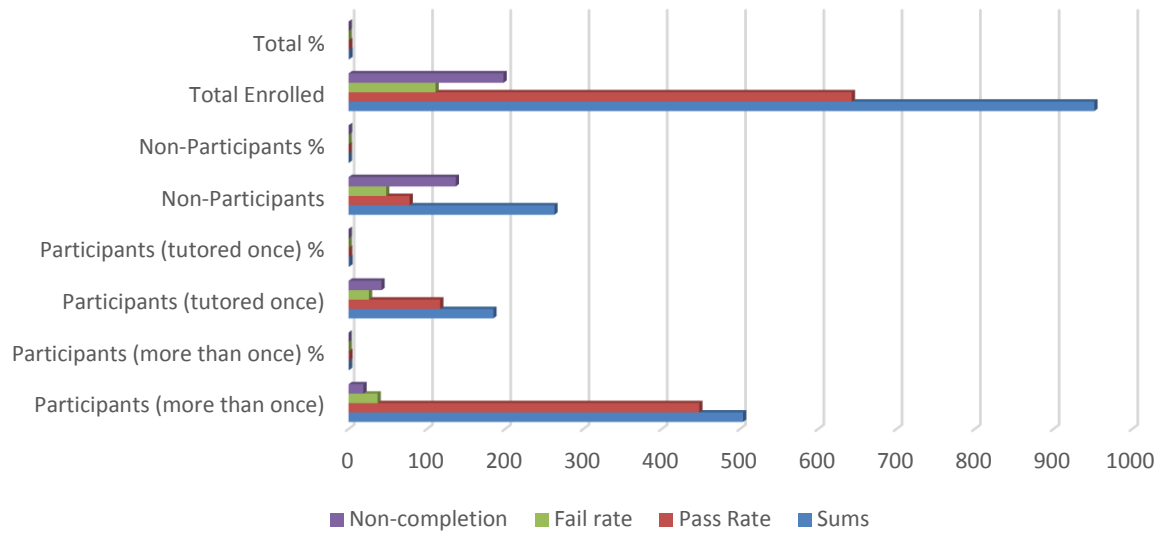


Appendix D

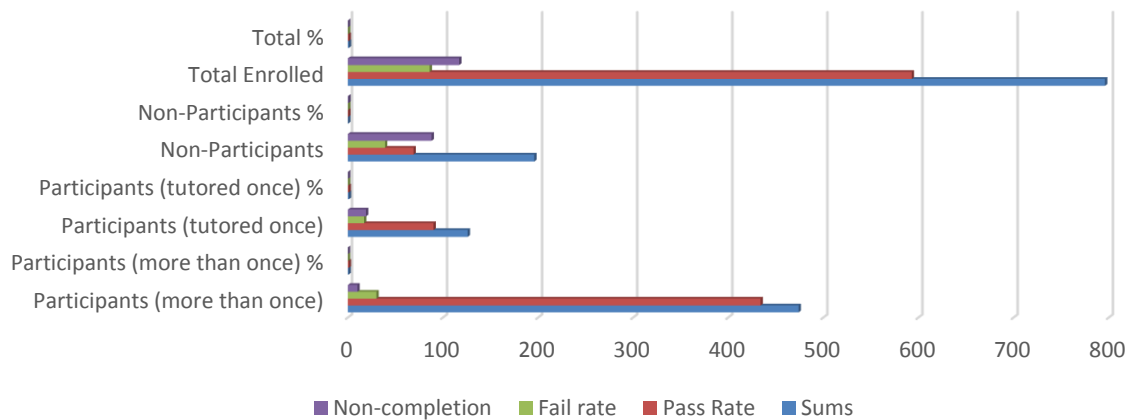
Sources of Data for Program Goal 1 Grade Comparisons



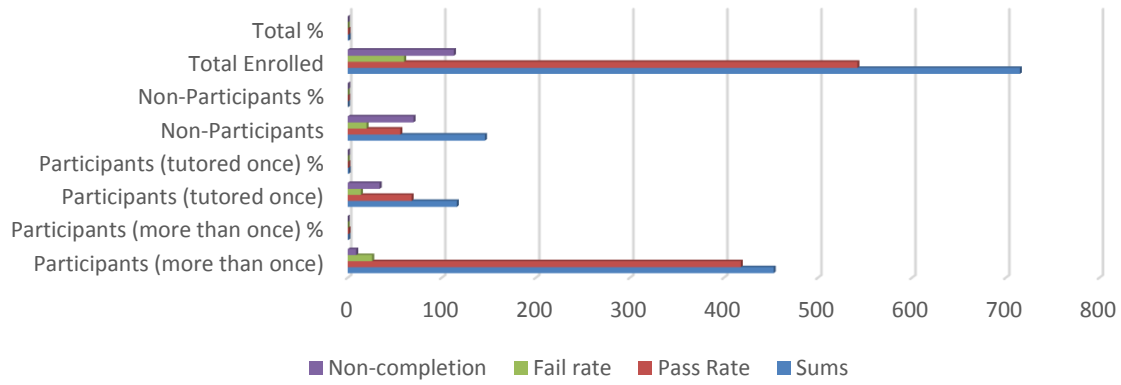
Tutoring Comparisons English 0955, 2014 - 2015



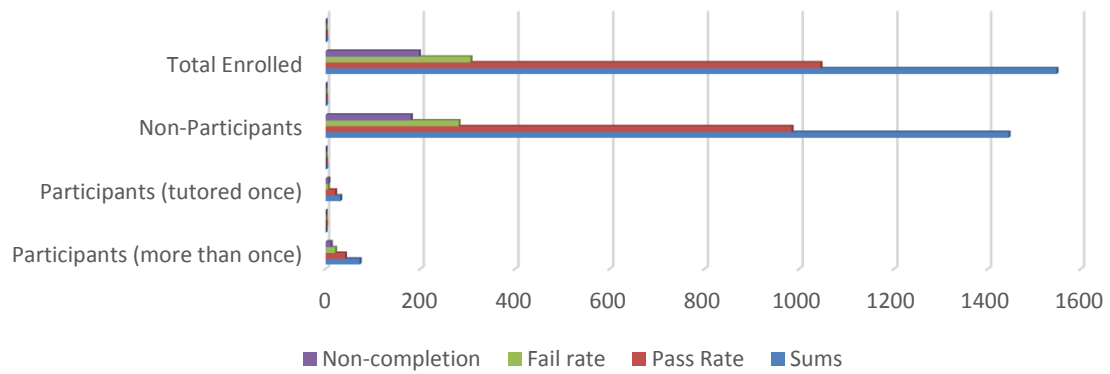
Tutoring Comparisons English 0955, 2015 - 2016



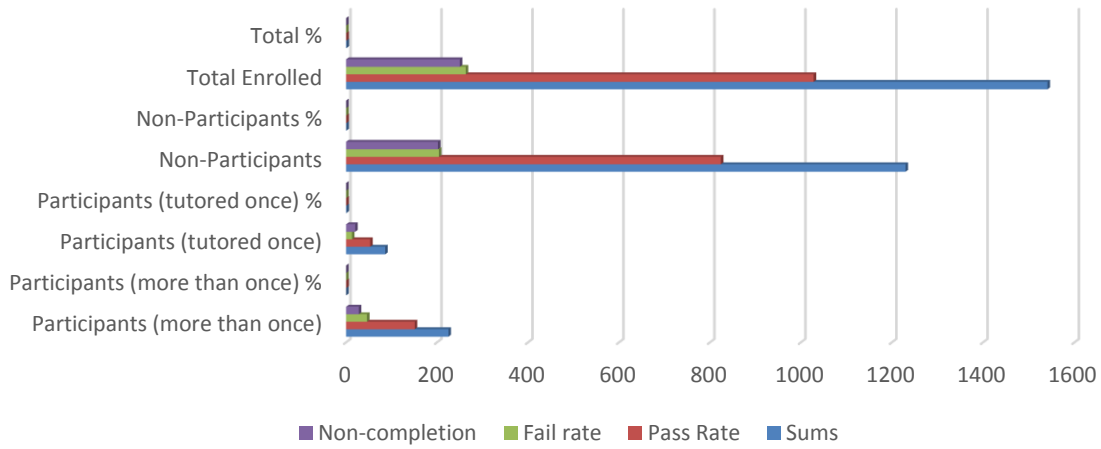
Tutoring Comparisons English 0955, 2016 - 2017



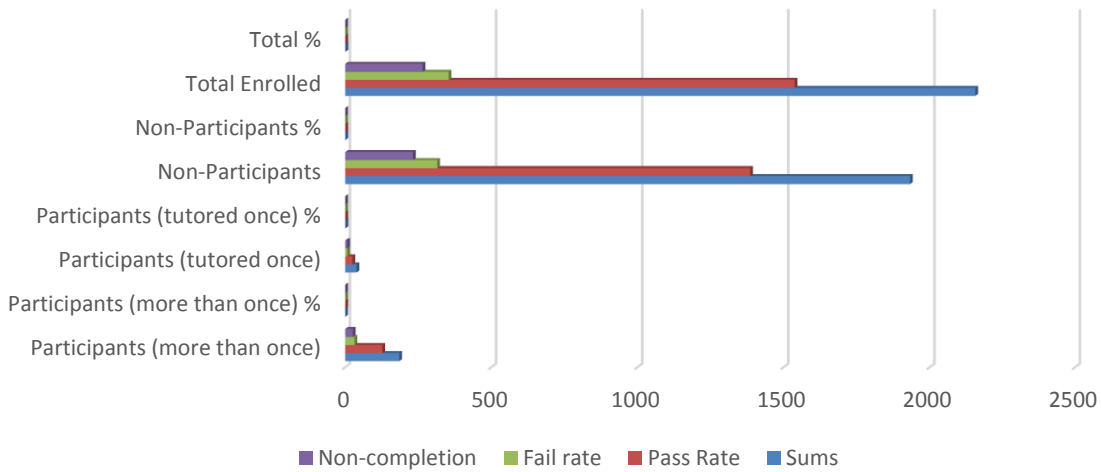
Tutoring Comparisons Math 1050, 2012 - 2013



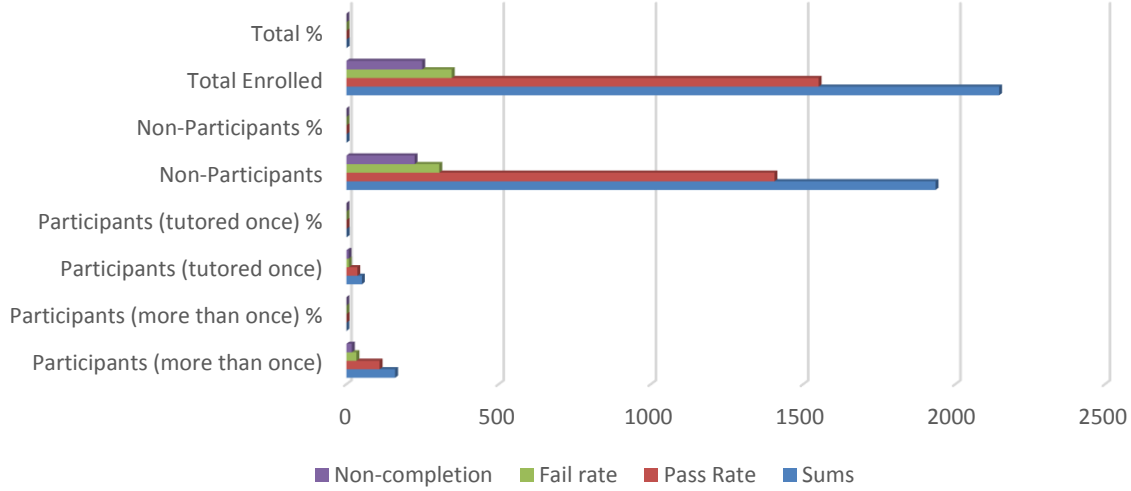
Tutoring Comparisons Math 1050, 2013 - 2014



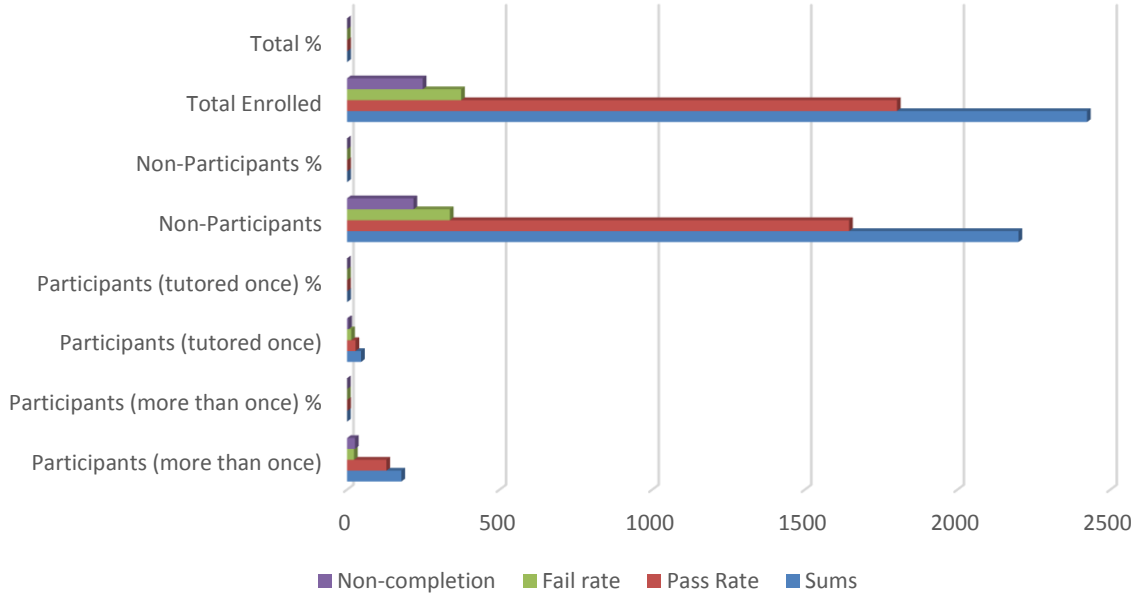
Tutoring Comparisons Math 1050, 2014 - 2015



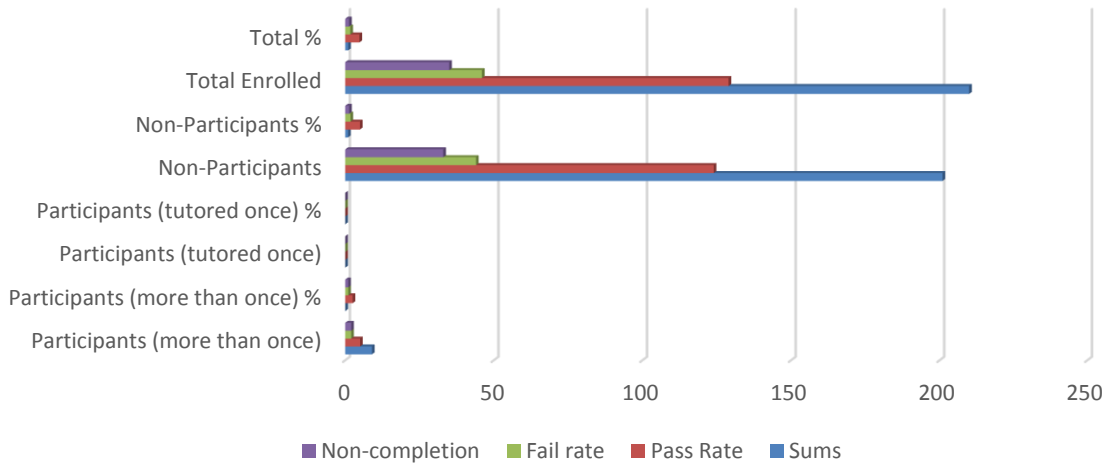
Tutoring Comparisons Math 1050, 2015 - 2016



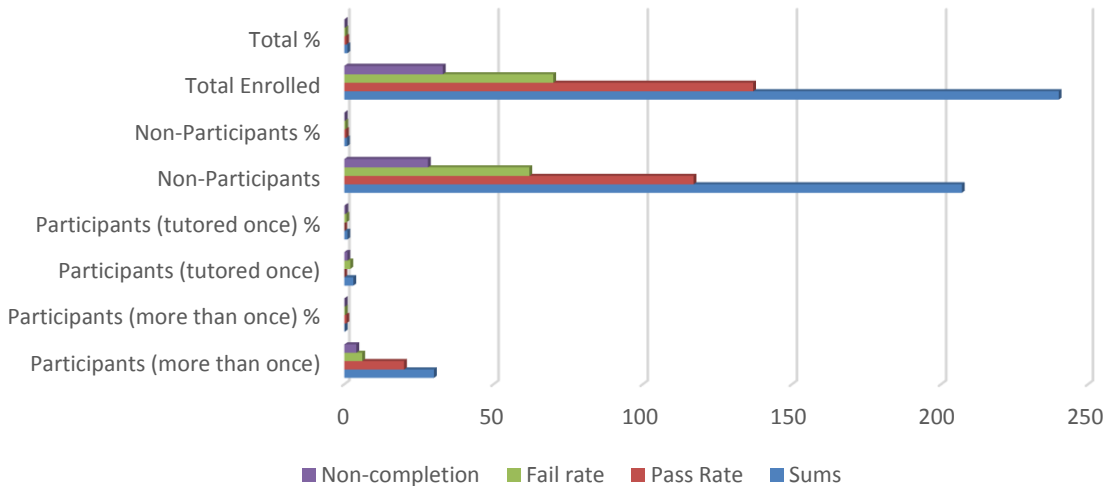
Tutoring Comparisons Math 1050, 2016 - 2017



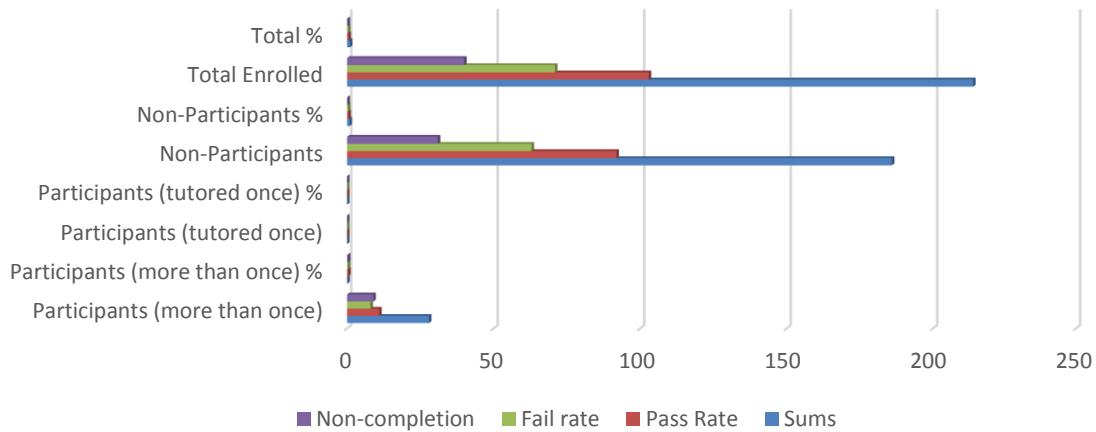
Tutoring Comparisons Chemistry 2310, 2012 - 2013



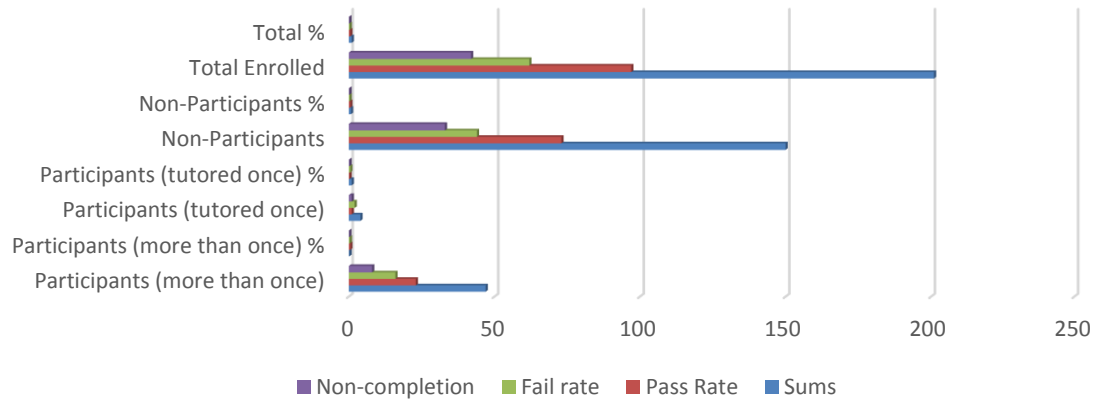
Tutoring Comparisons Chemistry 2310, 2013 - 2014



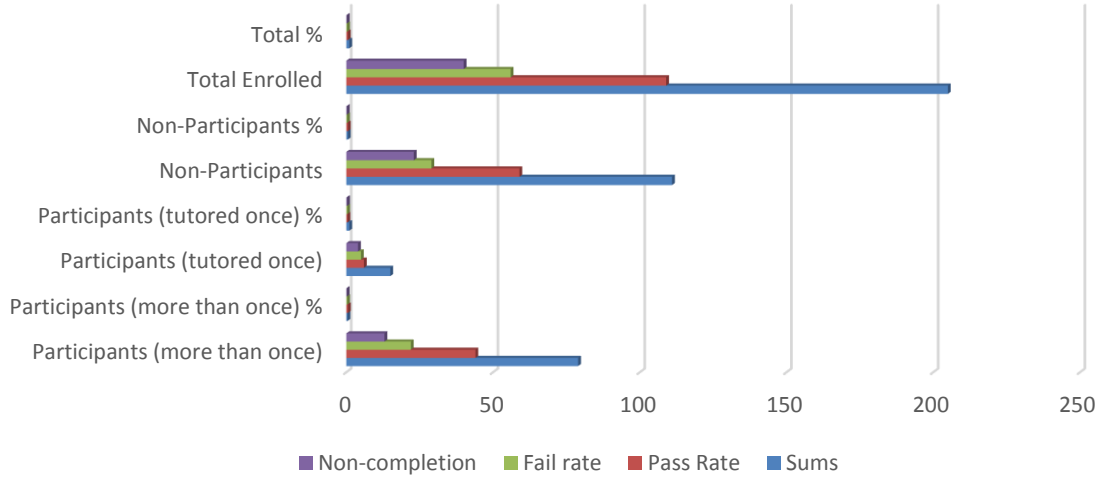
Tutoring Comparisons Chemistry 2310, 2014 - 2015



Tutoring Comparisons Chemistry 2310, 2015 - 2016



Tutoring Comparisons Chemistry 2310, 2016 - 2017



Sources of Data for Program Goal 2

Foster a Diverse and Inclusive Environment

Assessment Instrument -- Tutor Evaluation by Tutee																
Survey Question -- I feel that all students are welcomed and respected in this tutoring center.																
Ogden																
	#	Fall					#	Spring					Average		Change	
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring		
2012-2013	450	2	1	14	64	369	299	0	0	4	38	257	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2013-2014	287	0	3	3	3	278	290	0	0	5	28	257	5	5	0	
		0	0	0	0	1		0	0	0		1				
Two Year Avg	369	1	2	9	34	324	295	0	0	5	33	257	5	5	0	
2014-2015	299	1	2	6	25	265	261	1	1	2	22	235	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2015-2016	280	0	3	2	19	256	133	0	0	0	7	126	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
Two Year Avg	290	1	3	4	22	261	197	1	1	1	15	181	5	5	0	
2016-2017	256	1	1	1	12	241	231	0	0	1	18	212	5	5	0	
		0	0	0	0	1		0	0	0	0	2				
Five Year Avg	305	1	2	5	23	275	241	0	0	2	22	217	5	5	0	
Davis																
	#	Fall					#	Spring					Average		Change	
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring		
2012-2013	64	0	0	0	7	57	0	0	5	18	103	5	#DIV/0!	#DIV/0!		
		0	0	0	0	0		0	0	0	0	0				
2013-2014	102	3	1	1	19	78	111	0	0	0	9	102	5	5	0	
		0	0	0	0	0		0	0	0		0				
Two Year Avg	83	2	1	1	0	68	56	0	0	3	14	103	5	#DIV/0!	#DIV/0!	
2014-2015	87	0	0	0	4	83	75	0	0	0	8	67	5	5	0	
		0	0	0	0	0		0	0	0	0	0				
2015-2016	98	0	0	0	5	93	78	0	0	0	5	73	5	5	0	
		0	0	0	0	0		0	0	0	0	1				
Two Year Avg	93	0	0	0	5	88	77	0	0	0	7	70	5	5	0	
2016-2017	74	0	0	1	3	70	103	0	0	1	6	96	5	5	0	
		0	0	0	0	0		0	0	0	0	1				
Five Year Avg	83	1	0	1	3	75	78	0	0	1	9	90	5	#DIV/0!	#DIV/0!	
Both																
	#	Fall					#	Spring					Average		Change	
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring		
2012-2013	514	2	1	14	71	426	425	0	0	9	56	360	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2013-2014	389	3	4	4	22	356	401	0	0	5	37	359	5	5	0	
		0	0	0	0	1		0	0	0		1				
Two Year Avg	452	3	3	9	47	391	413	0	0	7	47	360	5	5	0	
2014-2015	386	1	2	6	29	348	336	1	1	2	30	302	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
2015-2016	378	0	3	2	24	349	211	0	0	0	12	199	5	5	0	
		0	0	0	0	1		0	0	0	0	1				
Two Year Avg	382	1	3	4	27	349	274	1	1	1	21	251	5	5	0	
2016-2017	330	1	1	2	15	311	334	0	0	2	24	308	5	5	0	
		0	0	0	0	1		0	0	0	0	2				
Five Year Avg	388	1	2	5	29	350	340	0	0	3	31	306	5	5	0	

Assessment Instrument -- Tutoring Program Evaluation (Tutor Responses)

Survey Question -- I feel that all students are welcomed and respected in this tutoring center.

Ogden															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	79	0	0	0	16	63	29	0	0	0	8	21	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2013-2014	45	0	0	2	6	37	37	0	0	0	6	31	5	5	0
		0	0	0	0	1		0	0	0	0	1			
wo Year Av	62	0	0	1	11	50	33	0	0	0	7	26	5	5	0
2014-2015	41	0	0	0	10	31	57	0	0	2	4	51	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	63	0	0	1	7	55	47	0	0	3	8	36	5	5	0
		0	0	0	0	1		0	0	0	0	1			
wo Year Av	52	0	0	1	9	43	52	0	0	3	6	44	5	5	0
2016-2017	51	9	1	1	6	34	47	0	0	0	4	43	4	5	1
		0	0	0	0	1		0	0	0	0	1			
ve Year Av	55	3	0	1	9	42	44	0	0	1	6	38	5	5	0
Davis															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	14	0	0	0	2	12	12	0	0	0	1	11	5	5	0
		0	0	0	0	0		0	0	0	0	0			
2013-2014	5	0	0	0	0	5	11	0	0	0	2	9	5	5	0
		0	0	0	0	0		0	0	0	0	0			
wo Year Av	10	0	0	0	0	9	12	0	0	0	2	10	5	5	0
2014-2015	10	0	0	0	1	9	10	0	0	1	0	9	5	5	0
		0	0	0	0	0		0	0	0	0	0			
2015-2016	12	0	0	0	3	9	11	0	0	0	1	10	5	5	0
		0	0	0	0	0		0	0	0	0	0			
wo Year Av	11	0	0	0	2	9	11	0	0	1	1	10	5	5	0
2016-2017	12	0	0	1	1	10	15	0	0	0	1	14	5	5	0
		0	0	0	0	0		0	0	0	0	0			
ve Year Av	11	0	0	0	1	9	12	0	0	0	1	11	5	5	0
Both															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	93	0	0	0	18	75	41	0	0	0	9	32	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2013-2014	50	0	0	2	6	42	48	0	0	0	8	40	5	5	0
		0	0	0	0	1		0	0	0	0	1			
wo Year Av	72	0	0	1	12	59	45	0	0	0	9	36	5	5	0
2014-2015	51	0	0	0	11	40	67	0	0	3	4	60	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	75	0	0	1	10	64	58	0	0	3	9	46	5	5	0
		0	0	0	0	1		0	0	0	0	1			
wo Year Av	63	0	0	1	11	52	63	0	0	3	7	53	5	5	0
2016-2017	63	9	1	2	7	44	62	0	0	0	5	57	4	5	1
		0	0	0	0	1		0	0	0	0	1			
ve Year Av	66	3	0	1	10	52	56	0	0	1	7	49	5	5	0

Assessment Instrument -- Tutoring Program Evaluation (Tutor Responses)

Survey Question -- I feel welcomed and respected in this tutoring center.

Ogden															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	79	0	0	1	13	65	29	0	1	0	7	21	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2013-2014	45	0	0	0	8	37	36	0	0	1	6	29	5	5	0
		0	0	0	0	1		0	0	0	0	1			
Two Year Avg	62	0	0	1	11	51	33	0	1	1	7	25	5	5	0
2014-2015	41	0	0	1	4	36	57	0	0	2	7	48	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	63	0	0	0	9	54	47	0	0	1	9	37	5	5	0
		0	0	0	0	1		0	0	0	0	1			
Two Year Avg	52	0	0	1	7	45	52	0	0	2	8	43	5	5	0
2016-2017	51	10	1	0	4	36	47	0	0	2	3	42	4	5	1
		0	0	0	0	1		0	0	0	0	1			
Five Year Avg	55	3	0	0	7	44	44	0	0	1	6	37	5	5	0
Davis															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	14	0	0	0	2	12	12	0	0	0	1	11	5	5	0
		0	0	0	0	0		0	0	0	0	0			
2013-2014	5	0	0	0	0	5	11	0	0	0	3	8	5	5	0
		0	0	0	0	0		0	0	0	0	0			
Two Year Avg	10	0	0	0	0	9	12	0	0	0	2	10	5	5	0
2014-2015	10	0	0	0	1	9	10	0	0	1	0	9	5	5	0
		0	0	0	0	0		0	0	0	0	0			
2015-2016	12	0	0	0	1	11	11	0	0	0	1	10	5	5	0
		0	0	0	0	0		0	0	0	0	0			
Two Year Avg	11	0	0	0	1	10	11	0	0	1	1	10	5	5	0
2016-2017	12	0	0	0	1	11	15	0	0	0	0	15	5	5	0
		0	0	0	0	0		0	0	0	0	0			
Five Year Avg	11	0	0	0	1	10	12	0	0	0	1	11	5	5	0
Both															
	#	Fall					#	Spring					Average		Change
	Tutors	1	2	3	4	5	Tutors	1	2	3	4	5	Fall	Spring	
2012-2013	93	0	0	1	15	77	41	0	1	0	8	32	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2013-2014	50	0	0	0	8	42	47	0	0	1	9	37	5	5	0
		0	0	0	0	1		0	0	0	0	1			
Two Year Avg	72	0	0	1	12	60	44	0	1	1	9	35	5	5	0
2014-2015	51	0	0	1	5	45	67	0	0	3	7	57	5	5	0
		0	0	0	0	1		0	0	0	0	1			
2015-2016	75	0	0	0	10	65	58	0	0	1	10	47	5	5	0
		0	0	0	0	1		0	0	0	0	1			
Two Year Avg	63	0	0	1	8	55	63	0	0	2	9	52	5	5	0
2016-2017	63	10	1	0	5	47	62	0	0	2	3	57	4	5	1
		0	0	0	0	1		0	0	0	0	1			
Five Year Avg	66	3	0	0	8	54	56	0	0	2	7	48	5	5	0



Appendix E

Drop-In Tutor Evaluation by Tutee



Tutor: _____

Course: _____

Semester: _____

Do you want this anonymous assessment shared with your tutor? Yes No

Please evaluate the following:

	<i>Poor</i>	<i>Fair</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
1. Overall, my tutoring experience today was.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The tutor was courteous and friendly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt comfortable asking my tutor questions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The tutor knew the subject matter well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tutor used session time effectively and efficiently.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The tutor gave clear explanations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel more confident about my ability in this course as a result of my tutoring experience.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Rather than simply giving me an answer, the tutor encouraged me to work through problems and/or explain concepts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The tutor referred me to additional services/departments on campus Yes No No Need

Comments:

Thank you.

Please do not fold. Drop form into department evaluation box.

Tutoring by Appointment Tutor Evaluation by Tutee *End of Semester (or at permanent cancellation)*

Tutor: _____

Course: _____

Semester: _____

Do you want this anonymous assessment shared with your tutor? Yes No

Please evaluate the following:

	<i>Poor</i>	<i>Fair</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
1. Overall, my tutoring experience this semester was.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The tutor was courteous and friendly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt comfortable asking my tutor questions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The tutor knew the subject matter well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tutor used session time effectively and efficiently.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The tutor gave clear explanations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel more confident about my ability in this course as a result of my tutoring experience.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Rather than simply giving me an answer, the tutor encouraged me to work through problems and/or explain concepts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Poor</i>	<i>Fair</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
1. The tutor kept scheduled appointments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The tutor arrived on time and was prepared to begin.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The tutor assessed my understanding by asking me questions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The tutor included assistance with learning strategies and/or study skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tutorial sessions improved my grade.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The tutor referred me to additional services/departments on campus Yes No No Need

Tutor Strengths:

Tutor Improvements Needed:

Comments:

Thank you.
Please do not fold. Drop form into department evaluation box.

Tutor Training Evaluation -- ED 2920 Fall 2009

We would like your feedback on this past semester's tutor training course. Please respond honestly and return this form to the designated volunteer. Do not include your name—responses are anonymous.

Please rate the value of each of the tutor training session topics covered this semester on a scale of 1 to 5, with 1 indicating the lowest rating (not useful or informative at all) and 5 indicating the highest rating (extremely useful or informative). If you did not attend training that week, please mark NA (not applicable).

	<i>Strongly Disagree</i>			<i>Neutral</i>			<i>Strongly Agree</i>	
	1	2	3	4	5	NA		
Introduction, Ice breaker, Syllabus review, Pre-test (Hughes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Building Student Confidence - Learning how to build your students up (Hadlock)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Tutoring Techniques - "7 Habits of Highly Effective Tutors" Family Feud Style (Strebel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Communication Activity - Describing how to assemble puzzle pieces through a barrier (Dopp)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Questioning Techniques - Power point and Socratic questioning exercise (Hill)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Test Anxiety - Strategies for preparing for and taking tests; how to remain clear and calm. (Hughes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Learning Styles - Playing Pictionary, Charades, Taboo & the "New Global Language" to explore auditory, visual, & tactile learning styles (Dopp)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Study Skills (Balmert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Tutor Support and Problem-solving Session - Tutors share tutoring challenges and successes. (Hosts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Services for Students w/Disabilities Office - Guest Speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
How the Brain Learns - The Natural Human Learning Process (Strebel/Hughes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Crisis Management - What do you do in an earthquake or other types of incidents? (Hadlock)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

1. What did you like best about this course (e.g., types of activities, level of participation, etc.)? _____

2. What did you like least? How could that aspect be improved? _____

3. Please rate the usefulness of the Master Tutor observation assignment on a scale of 1 to 5, with 1 indicating the lowest rating (not useful at all) and 5 indicating the highest rating (extremely useful).

<i>Comments:</i>	1	2	3	4	5	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What topics would you like to see covered in future training? _____

ASCP Tutoring Program Evaluation

Fall _____

Please give us feedback on how well we have supported your needs as a tutor this semester. Use the following scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

	Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
1. I had the materials I needed to do my job. <i>(If score of 3 or lower) Please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I got information about scheduling, procedures, etc. in a timely manner. <i>(If score of 3 or lower) Please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The physical setting of the tutoring area created a positive environment for tutoring (e.g. comfortable furniture, low noise level, good lighting, etc). <i>(If score of 3 or lower) Please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I got helpful feedback from my supervisor about my tutoring skills. <i>(If score of 3 or lower) Please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel that my work as a tutor is valued by WSU. <i>(If score of 3 or lower) Please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I got the support I needed from my supervisor. <i>(If score of 3 or lower) Please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am satisfied with my overall experience this semester as a tutor in this department. <i>(If score of 3 or lower) Please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you.

Please do not fold. Drop form into department evaluation box.

Assessment of Tutor Skill Development

Spring _____

We would like your feedback on how your experience as a tutor has contributed to your personal skill development. Please respond honestly to this anonymous survey.

Please rate each question on a scale of 1-5, with one being the lowest rating (strongly disagree) and 5 indicating the highest rating (strongly agree).

As a result of my tutoring experience as an ASCP tutor,

	<i>Strongly Disagree</i> 1	2	<i>Neutral</i> 3	4	<i>Strongly Agree</i> 5
1. I can more effectively interact with people from a variety of backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am better able to respond appropriately to people in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Overall, I have improved my interpersonal skills (My ability to relate to people).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My interaction with students and university staff has given me more self-confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My listening skills have improved (e.g. I give cues that I am listening. I paraphrase. I don't interrupt.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can more effectively use questioning techniques in everyday situations. (e.g. I can ask and answer clearly, I patiently await a response)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My ability to explain ideas has improved because of my experience explaining academic concepts to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Overall, I have become more skilled in communicating with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In general, the interpersonal skills, confidence, and communication skills I learned will benefit me in endeavors outside of the university and/or in my chosen profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you.

Please do not fold. Drop form into department evaluation box

Assessment of Tutor Skill Development

Review by Supervisor

Tutor: _____

Reviewer: _____

Student: _____

Time: _____

Subject: _____

Date: _____

Please check the appropriate number on a 1 to 5 scale
(1= poor 2= some improvement needed 3= satisfactory 4= good 5= excellent)

1. Does the tutor appear self-confident (makes eye contact, assertively directs session, positively handles points of his or her own uncertainty with subject material) 1 2 3 4 5

Please Comment: _____

2. Does the tutor establish a friendly atmosphere and appear approachable? (calls the student by name, smiles, uses positive body language, provides feedback) 1 2 3 4 5

Please Comment: _____

3. Does the tutor support the student? (praises correct answers, handles errors positively, eases the student's anxiety, empathizes with the student) 1 2 3 4 5

Please Comment: _____

4. Does the tutor question and probe effectively? (asks and answers questions clearly, patiently awaits tutee response, involves student actively in session) 1 2 3 4 5

Please Comment: _____

5. Does the tutor demonstrate good listening skills? (gives verbal and nonverbal cues, paraphrases, doesn't interrupt) 1 2 3 4 5

Please Comment: _____

6. Does the tutor give clear explanations? (avoids wordiness, uses vocabulary at level of tutee's understanding, adapts explanation when necessary, lets tutee fill in the blanks) 1 2 3 4 5

Please Comment: _____



Sample 6-Column Model 2016-2017

Weber State University Student Affairs Unit Goals

Tutoring

Print

Initiatives	Goal	Means of Achieving	Outcome	Methods of Assessment	Results	Result Use
Other	Encourage collaboration and a sense of teamwork among Developmental Math faculty and math tutors.	Tutors will be encouraged to attend one or more of the training sessions being presented by the Developmental Math Program. Faculty will also be offered the opportunity to attend similar classes from the tutor training course (ED2920).	Tutors will gain a better understanding of how to reach out to and collaborate meaningfully with math professors.	1. Tutors will do a short write-up on their experience at the faculty training session. 2. Faculty will be asked for their thoughts on any ED2920 session they might attend.	Tutors were encouraged to attend the faculty workshops, but due to conflicts with scheduling, they were unable to attend. None of the faculty members attended the tutor training course either.	This collaboration will be sought again next year.
Diversity	More effectively support international and ELL students in navigating their college	Collaborate with the LEAP/ESL Program, the International Student Center, and Multicultural	International and ELL students will experience greater confidence in navigating their college	1. Measure attendance at the events we hold. 2. Survey students about their experiences	Collaboration is established with students in the LEAP Program who call themselves the FANBOYS Club. They are	Tutors will be trained in ESL concepts and will bring conversation cafes with ESL students

	experiences. Increase tutor understanding of and appreciation for the perspectives and experiences of international and ELL students.	Student Center to hold regular sessions with international and ELL students in organized Conversation Cafes and tours of campus programs and services, offering demonstrations and discussion about how to best engage and get involved in a variety of areas.	experiences. Tutors will have increased understanding of and appreciation for the perspectives and experiences of international and ELL students.	both before and after the semester's activities. 3. Students involved will write reflective essays at the end.	interested in conversation practice with tutors during Friday staff meetings	in Spring. The internet is to include tutors in any of the programs who wish to participate.
Community	Assess and adapt the Peers of Excellence program to make certain it will be easy to for any program employing student workers to adopt.	1. Encourage writing tutors to send P.O.E. chits to one another. 2. Complete the document that describes how to use the appropriate Google Docs to run the P.O.E. program. 3. Assess cost and use of the program.	1. Build morale and collaboration skill by acknowledging the contributions of colleagues. 2. Become aware of the value of mutual support and have a keener eye toward the program's core values.	1. Reflective writing from tutors using the P.O.E. program. 2. Cost-benefit assessment at end of Fall semester.	1. The acknowledgement between tutors is of a high quality and encourages excellence on a number of levels. 2. The cost-benefit analysis is being conducted	1. The program will be continued and other programs can consider whether they will use it. 2. The cost-benefit analysis is underway and will be presented.
Other	Start the NADE accreditation	Attend the workshop for	NA	Thorough knowledge of	Attended NADE conference.	Process of continued

	renewal process which begins with a detailed self-study and data analysis for the submission of a 5 year interim report.	continued accreditation at the NADE conference in March.		the new accreditation process.	We were encouraged to get our continued certification at the end of 2017 and recertify in 2022.	certification will be pursued next academic year.
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