Tutoring Program Review
Site Team Report 2017

Introduction

According to Maxwell (1997), an eminent scholar in the field of college learning assistance, tutoring is one of the oldest forms of academic support and has been available in public and private colleges and universities in the U.S. since the founding of Harvard College in 1636. Peer-tutors, by definition, are students themselves, who help one or more students learn a particular skill or body of information in a course under the guidance of a supervisor or instructor. "Successful tutoring programs have the following characteristics:

- Tutors are recommended by faculty members in the subject they are tutoring;
- Tutors are carefully screened and selected on the basis of performance criteria and knowledge of the subject;
- Tutors are given a tutor training program where they learn techniques of working with underprepared students before they start tutoring and are offered on-going training, supervision, and support as they continue to tutor students; and
- Tutors are evaluated regularly by their coordinators, their supervisors, and their students" (p. 51).

Over the years, tutoring services have proliferated across the academic landscape offering an array of services in an effort to support larger numbers of diverse student populations. State legislators and administrators now require assessments to measure services based on professional standards. This accountability assures stakeholders of the continuance of high-quality tutoring programs (Shaw, 2009).

The Weber State University (WSU) Tutoring Program has offered peer-tutoring since 1972, is currently under the direction of the Academic Support Centers and Programs (ASCP) of the Student Affairs Division, and provides tutoring comprehensive services through:

- Appointment Tutoring Center,
- The Davis Learning Center,
- Developmental English Learning Center (DELC Learning Center)
- Math Tutoring Center,
- Science & Social Science Learning Centers,
- Writing Center, and
- E-tutoring (Weber State University, 2017, p. 3).

Purpose and Goals of the Program Review

The purpose of the Weber State University's Student Affairs Program Review, as stated in the *Program Review Site Review Team Handbook*, "is to provide a comprehensive evaluation of departments within our division on a five-year cycle" (Weber State University Student Affairs, 2016, p. 4).

Goals of the Program Review:

1. "To ensure that each unit is providing high-quality, effective programs and services;
2. To continually strive to improve WSU Student Affairs programs and services;
3. To demonstrate our alignment with the division and university mission statements through an evidence-based process;
4. To create action plans and identify important initiatives to be used in strategic planning for the Student Affairs Division and departments within the division; and
5. To increase knowledge and understanding of the division as a whole within Student Affairs and across the University" (Weber State University Student Affairs, 2016, p. 6).

Outcome Responsibilities of the Site Team:

- "Evaluating the self-study document and additional materials provided by the Department;
- Interviewing department members, students, and Student Affairs Division leadership during the site visit;
- Drafting preliminary findings of strengths and areas of improvement for the department and presenting them at the end of the day of interviews; and
- Providing a site visit report within six weeks following the site visit" (Weber State University Student Affairs, 2016, p. 7).

One month prior to the site visit, members of the review site team received and reviewed the *Tutoring Program Self-Study Review* 2012-2017 (Weber State University Academic Support Centers and Programs, 2017) and reviewed the former self-study report from 2011 posted on the Weber State University web portal.

Site Review Team Members

The site review team conducted the site visit from October 26-27, 2017. The site review team members included internal reviewers Kyra Hudson, Instructor of English, and Michelle Paustenbaugh, Professor of Chemistry, Weber State University and external reviewer Russ Hodges, Associate Professor, Graduate Studies in Developmental Education, Texas State University.

Site Review Site Team Report

To provide consistency from the previous report, the site review team again used the evaluation framework developed by the Student Affairs Division for Program Review

based on the *Council for the Advancement of Standards in Higher Education* (CAS) for Learning Assistance Programs Standards and Guidelines (2016). The site review team conducted interviews and observed various aspects of the Tutoring Program to assess the specific review categories:

- Unit Mission, Goals and Outcomes
- Programs and Services
- Leadership and Staffing
- Financial Resources and Budget
- Facilities, Equipment and Technology
- Ethical and Legal Responsibilities
- Assessment and Evaluation (Weber State University Student Affairs, 2011, p. 6).

This report provides a list of strengths, challenges, and opportunities for each of the categories, based on abbreviated use of Albert Humphrey's classic SWOT analysis protocol (an acronym for strengths, weaknesses, opportunities and threats) (as cited in Morrison, 2012). Strengths are the program's advantages and highlights what the program does best. Strengths are considered from both internal perspectives and from the point of view of students that use the program's services. Challenges are weaknesses within the program that should be improved, avoided, or changed. Opportunities are emerging scenarios and recommendations whereby the program can grow and succeed (Berry, n.d.). Threats were not identified in this report. Including in these categories are suggestions for obtaining National Association for Developmental Education Tutoring Program Guide Accreditation (Shaw, 2009).

The site review team visited the Appointment Tutoring Center, Davis Learning Center, the Writing Center, Developmental English Center (housed within the Writing Center) and the Math Tutoring Center. The site review team met with coordinators and stakeholders including:

- Brett Perozzi, Interim Vice President for Student Affairs;
- Carl Porter, Executive Director of Academic Support Centers and Programs;
- Prasanna Reddy, Director for Supplemental Instruction and Tutoring;
- Leslie Loeffel, Director of the Davis Learning Support and Student Services;
- Faculty members Kathryn Van Wagoner, Mathematics; Brian Chung, Zoology; and Joan Thompson, Athletic Training and Nutrition;
- Kevin Fendrick, Ogden Appointment Tutoring Center Coordinator;
- Shelly Park-Davis, Appointment Tutoring Center Coordinator;
- Claire Hughes, Writing Center Coordinator;
- Jonathan Zempter, Math Tutoring Coordinator;
- Noel Wilkinson, Nontraditional Student Advisor;
- Enrique Romo, Executive Director for Access and Diversity;
- Amy Huntington, Coordinator for College Access & First-Year Transition; and
- SI leaders, tutors and current students.

The site review team members thank members of the Weber State University who contributed their many hours and expertise in writing the self-study report and who answered questions and provided additional information during the review committee's visit to campus.

Mission, Goals, and Outcomes

The heart of a systematic program evaluation is to judge the value and worth of an educational program based on the stated **mission** of the program and how well the mission and goals aligns with the mission of the university, division, and professional standards (CAS, 2016).

Goals establish expectations of what should happen as a result of program and services offered. In other words, what students should learn, understand, and/or appreciate as a result of their participation in the educational program. Typically, goals are broad statements to guide assessment and planning and are guided by professional standards of the field (*Westmont.edu,* n.d.).

Student and Development Learning Outcomes make goals more specific by describing what a program or learner should be able to do, the conditions under which the performance is expected to occur, and the criterion (e.g. the quality or level of performance considered acceptable (*Westmont.edu,* n.d). Spady (1994), an educational researcher who spearheaded outcome-based education, posited that programs must demonstrate that significant learning has occurred.

Strengths:

- The Tutoring Program's Mission aligns with Weber State University's Core Theme of "Learning."

- The Tutoring Program's Mission aligns with Weber State University's Mission of "excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom."

- The Tutoring Program's Mission aligns with the Division of Student Affairs Mission "offering educational experiences, leadership opportunities, and educational support."

> **Weber State University Mission Statement**
> "Weber State University provides associate, baccalaureate and master's degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the

university serves as an educational, cultural and economic leader for the region" (Weber State University Student Affairs Handbook, 2011, p. 3).

Student Affairs Mission Statement
"The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students" (Weber State University Student Affairs Handbook, 2011, p. 3).

Tutoring Program's Mission Statement
"The Tutoring Program supports students' 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" (Weber State University Academic Support Centers and Programs, 2017, p. 52).

Tutoring Program's 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" (Weber State University Academic Support Centers and Programs, 2017, p. 6).

- The goals listed in the *Tutoring Program Self-Study Review 2012-2017* (Weber State University Academic Support Centers and Programs, 2017, pp. 2, 51) are appropriate based on CAS goal categories. While not listed as such, the review team interpreted these to be the overarching goals of the Tutoring Program.

  Goals (p. 2)
  - "Improve tutee academic success.
  - Promote tutees' independent skills.
  - Develop tutor leadership skills.
  - Foster a diverse and inclusive environment."

  Goals (p. 51)
  - "Provide tutoring to help students improve their performance in their classes.
  - Serve locally and nationally as professional resource on tutoring.
  - Provide tutors and staff with opportunities for personal and professional development.
  - Continuously improve the tutoring program by using assessment results to make program revisions."

Challenges:

- The goals listed in the *Tutoring Program Self-Study Review 2012-2017* (pp. 2 and 51) do not match (see above) (Weber State University Academic Support Centers and Programs, 2017).

Please note: Student learning and program outcome (and goals and *Student Affairs Unit Goals for Tutoring* are reviewed in the **Assessment and Evaluation** section of this report.

Opportunities:

- Review and determine consistency for the overarching Tutoring Program's goals.

- Specific student learning outcomes should be developed for the overarching goals to measure goal attainment.

Program and Services

The mission and goals of an educational program must be reflected and consistent in actual services offered. The program should be "responsive to the needs of the constituents, be cost-effective and, when appropriate, be supported by other units or agencies both within and outside the University" (Weber State University, 2016).

Strengths:

- The Tutoring Program is well integrated into the life of the institution offering multiple tutoring options at multiple campuses.

- The Tutoring Program is underpinned by appropriate theoretical perspectives and research-based best practices.

- The Tutoring Program utilizes a centralized organizational structure, which ensures the various programs are coordinated and are able to share human resources, training, and limited space options—among many other factors.

- Tutoring is delivered using multiple formats, strategies, and contexts (appointment tutoring, drop-in tutoring, etc.).

- The College Reading and Learning Association's (CRLA) International Tutor Training Program Certification (ITTPC) has been obtained and maintained by the Tutoring Program. According to the self-study, most tutors reach CRLA "Master Tutor" certification status.

- Based on periodic student needs assessments, the Tutoring Program is responsive to the needs of individuals and populations with distinct needs (e.g.,

nontraditional students, students enrolled in ESL courses, students enrolled in developmental education courses, etc.).

- The Tutoring Program provides a welcoming, respectful, and non-threatening learning environment for all students.

- Ogden Tutoring Program and Davis Writing Center are developing online tutoring protocols (e.g. Chemistry being piloted this coming fall 2018 term).

- Apart from content tutoring, tutors assist tutees to develop their affective skills (e.g. motivation, self-efficacy, grit, etc.) and refer tutees to appropriate campus resources when necessary.

- Apart from content tutoring, tutors help tutees develop study skills, time management, and other learning strategies.

- Tutees conveyed highly complimentary comments to the review team based on the tutoring services they received.

- While the total number of sessions and unique visits have declined due to unique institutional changes (e.g. mandatory math tutoring no longer required, concurrent students no longer able to use tutoring, data collection issues, and turnover of professional staff) some individual centers have seen major increases in student usage patterns.

- Writing tutors have a strong focus on helping tutees develop their writing skills and not on correcting papers and/or homework.

- Some developmental education faculty have recorded short videos describing their upcoming assignments for tutors to watch before those students come in for tutoring via Canvas. Tutors were very appreciative of this resource.

- All websites for ASCP are being redesigned for better student use.

- The Tutoring Program piloted the Peers of Excellence (POE) system for student employees to acknowledge one another's contributions. Throughout the year, 25 staff members received awards.

- Tutors are recognized during "National Tutor Appreciation Week" at the beginning of each October.

- Tutors are awarded certificates listing the level of CRLA training received.

- The Tutoring Program schedules special events such as the Davis Learning Center sponsorship of Utah Women in Higher Education meeting (with 83 registrants from across Utah's institutions of higher education). The event focused on career development and personal leadership growth.

Challenges:

- Several campus stakeholders conveyed a strong sense of pride and praise for the commitment of the Tutoring Program's strong relationships that have been established and resources offered to the campus community. However, there was a sense of disconnect between the Tutoring Program in mathematics and mathematics' department faculty members/coordinator.

- There are limited online options for tutoring with exception of the Writing Center.

- Concurrently enrolled high school students are no longer able to get tutoring from WSU's Tutoring Program.

- Appointment tutoring must be scheduled by tutees at the beginning of each semester. This procedure causes many students to cancel or miss appointments.

Opportunities:

- Tutoring Program's use of *Starfish* for data collection and tutoring appointments will likely be an asset once mastery of the software is obtained.

- ASCP web designers should use the National College Learning Center Association's (NCLCA) website award criteria (rubric) to facilitate the web portal redesign efforts.

- Once *National Association for Developmental Education (NADE) Accreditation* renewal has been achieved by the Tutoring and SI Programs, the directors and coordinators should consider participating in the *NCLCA's Learning Center of Excellence Certification* to enhance professional development opportunities for the professional staff.

- Directors and coordinators must continue to develop strong relations and collaborate with colleagues and departments across the institution to promote their centers and to facilitate student learning and development, persistence, and success Tutoring Program's offerings in mathematics.

- Directors and coordinators should research and visit other successful tutoring programs to help them with continuous improvement.

- Directors and coordinators should redesign the way students request appointment tutoring; the current system only allows students to receive tutoring if they sign up early in the semester.

- Academic success coaching, using best practice methods, needs to be integrated into the Academic Support Centers and Programs; current research strongly supports this academic intervention.

- A number of other academic support interventions should be explored such as:
    - Learning communities supported by tutoring and SI,
    - Accelerated learning groups,
    - Emerging scholars' programs for at-risk populations,
    - Peer-led team learning,
    - Structured learning assistance,
    - Video-based Supplemental Instruction,
    - Peer support writing groups (for developmental students, graduate students, etc.).

Leadership and Staffing

The unit should have a sufficient number of well-qualified employees to effectively provide the core programs/services offered by the unit. Employees have clear and current job responsibilities. Employees must be oriented to their roles, receive appropriate leadership and supervision, be provided with ongoing professional development opportunities, and be regularly evaluated (Weber State University, 2016).

Strengths:

- While providing support and guidance, Mr. Carl Porter, Executive Director of ASCP, conveyed genuine respect for the intrinsic capacity of his directors to be team-oriented but also self-directing in their supervision of their respective centers. Mr. Porter expressed his greatest satisfaction with the outstanding accomplishments and work ethic of his directors and coordinators. He encourages and supports professional development of best practices with his staff.

- Ms. Prasanna Reddy, Director for Supplemental Instruction and Tutoring, and Ms. Leslie Loeffel, Director of the Davis Learning Support and Student Services both communicated a deep commitment to the success of their respective centers through their strong vision and ability to motivate and inspire their coordinators, staff and student tutors. The directors, with the assistance of their coordinators, manage human resources including recruitment, selection, development, supervision, performance planning, and evaluation. The site review team witnessed their leadership qualities of resourcefulness and adaptability,

interpersonal relations, organizational ability, sensitivity for colleagues, empathy for tutors and tutees, sense of cultural diversity, integrity and professionalism.

- The site review team also observed the strong commitment and talent of coordinators Kevin Fendrick, Ogden Appointment Tutoring Center Coordinator; Shelly Park-Davis, Appointment Tutoring Center Coordinator; Claire Hughes, Writing Center Coordinator; and Jonathan Zempter, Mathematics Tutoring Coordinator. All were committed to the mission of their centers, all shared a desire to continue to seek professional growth for themselves, and to facilitate professional growth for their peer tutors. The coordinators also shared a deep appreciation for the support they receive from their directors.

- The program has established procedures and policies for hiring, tutor training via certification standards, ethics, administrative duties, and discipline and termination of employment.

- Professional and tutor staff have clearly written job descriptions that address their responsibilities and the limitations of their respective positions.

- Tutors and support staff receive adequate supervision.

- Professional staff and tutors demonstrated good interpersonal skills and are personally non-judgmental towards the students they serve.

- According to interviews with various tutors, the Tutoring Program's directors and coordinators are highly responsive to their needs and requests.

- Writing tutors stressed how much they appreciated and valued the 3-hour tutor training course; some math and science tutors expressed a desire to have similar training.

Challenges:

- Program coordinators that serve as instructors for the tutoring course need ongoing professional development in teaching, learning, curriculum, and instructional development to keep abreast of current trends.

- Recruitment and retention of tutors is an ongoing challenge. There was a shortage of tutors with expertise in mathematics and sciences.

- There were very few tutors from underrepresented populations.

- Many tutors were dissatisfied with the current pay scale. Tutors are paid less than starting salaries of fast food workers within the city. Tutors strongly requested higher pay.

- Some math tutors have not had enough specialized content training to tutor math classes such as Math 1030 or 1040.

- Math tutors requested short "content review" training sessions at the beginning of each semester.

- The ED 2920 tutor training course is in need of reorganization and updated curricula. For those students not wanting to take the class for class credit, other forms of training such as computer self-paced training modules, digital recordings, and other forms of instructional training should be developed.

- Tutors need syllabi for all courses in which tutoring is offered.

- Tutors are in need of scheduled breaks—especially for those tutors tutoring for longer periods of time.

- There was inconsistency in the required number of basic training hours some math tutors received.

- Some tutors felt the tutoring application process could be streamlined.

- Some tutors conveyed experiencing excessive burn-out by mid-semester.

- Many tutors requested more opportunities to voluntarily attend conferences and other professional development opportunities.

- The workload responsibilities seemed somewhat uneven between the two program directors.

Opportunities:

- The workload of the two directors should be examined to ensure an even distribution of responsibilities and to ascertain that sufficient support staff is in place.

- Course instructors need to have credentials appropriate for their teaching positions and be engaged in teaching best practices.

- Instructors for the tutoring courses should continue to develop up-to-date and effective curricula underpinned by theory and best-practices.

- Program directors and coordinators should consider obtaining *National College Learning Center Association Leadership Certification* (four levels available). Obtaining this certification will help meet the challenge of more professional development—especially for the newer coordinators.

- Program directors and coordinators should create more collaboration and less duplication of efforts within tutor recruitment, training and communicating with faculty, staff, and advisors.

- Stronger efforts are needed to recruit tutors—especially tutors from underrepresented populations. Program directors and coordinators should consider working more with campus student organizations and faculty to advertise positions, create a marketing strategy for recruitment, and increase the tutoring pay scale to become more competitive.

- The tutor application process should be streamlined yet continue to screen for the most qualified candidates.

- To meet the ongoing issue of tutor recruitment and retention, the directors and coordinators should conduct ongoing tutor focus groups and interviews to better understand tutors':
    - resource and training needs;
    - time constraints and other barriers;
    - relationship between job satisfaction and motivation;
    - administrative support needs;
    - training gaps; and
    - incentives, pay, rewards and meaningful recognition of tutors

- Program directors and coordinators should continue to encourage faculty to use Canvas resources to support tutors with videos and create a system for faculty to download syllabi for all courses that offer tutoring through the Tutoring Program.

- Program directors and coordinators must allow appropriate breaks for tutors working long hours.

- Program directors and coordinators should create beginning of the semester "content review" training and use online training modules.

- Program directors and coordinators should continue to develop more faculty training partnerships.

- Program directors and coordinators should establish a standard for the required number of basic training hours each tutor receives—especially for math tutors.

- Program directors and coordinators should collaborate with the Counseling Center to help address tutors' burnout and evaluate effective ways to schedule tutors to avoid burnout.

- Student leadership positions should be developed to assist the director and coordinators—especially at the Ogden campus.

- An administrative assistant is needed to manage the many needs of the Tracy Hall Learning Center.

- To encourage more faculty participation with the Tutoring Program, directors and coordinators should establish a faculty liaison from the departments that have the greatest tutoring needs. These liaisons could also serve as members of an Advisory Board for the program.

- The Tutoring Program should provide yearly certificate awards for "Faculty Friends" of the Tutoring Program.

- The Tutoring Program should consider scheduling a multi-campus end of the year Awards Banquet combining tutors, SI leaders, and faculty friends.

Financial Resources and Budget

The Tutoring Program should have a well-defined and participatory budget planning process. The unit should have adequate funding for budget categories to meet the program, services, staffing, facility, equipment, and technology needs (Weber State University, 2016, p. 10).

Strengths:

- Wage and expense funding is derived from diverse sources including student fees, developmental math, and E&G funding sources.

- Program funds are reasonably allocated between administrative costs and direct tutoring services needed by students.

- The Davis Learning Center and David Student Services have combined to become Davis Learning Support and Student Services. This should allow better use of financial resources, more flexibility and possible increased services offered.

- Drop-in tutors and appointment tutor wages are now matched to discourage competition between the centers.

Challenges:

- A summary of major categories of wages and other expenses were provided in the *Self-Study Program Review*, but little detail was provided to effectively determine cost-effectiveness of budget line items.

- Directors indicated funding has been adequate but indicated that funding will need to increase as expenses rise.

- The compensation of tutors is commensurate with other student jobs at the institution. However, tutor starting wages are currently lower than starting wages paid to other workers within the city (e.g. fast food workers). This is likely one of the causes of having a shortage of math and science tutors.

- The Tutoring Program must now pay hourly wages for tutors to attend conferences based on a ruling from the institution's human resource department. This issue was a cause for great concern to the directors and coordinators, as the Tutoring Program does not have the financial resources to sustain this kind of professional development its tutors need.

Opportunities:

- Investigating more options for tutors to "volunteer" to attend conferences without pay. This is common throughout the country and is a best practice for tutors' professional development.

- Increase the pay of tutors by searching for additional funding sources. Academic Affairs could also participate in financial assistance to help meet the demand for academic support programs.

- Executive director of ASCP should collaborate with the Development Office to provide support in the areas of fundraising, alumni engagement, financial and corporate support, and sponsorship opportunities.

Facilities, Equipment, and Technology

"The unit has safe, accessible, and current physical facilities, equipment, and technological resources to support its core programs/services and personnel" (Weber State University, 2016, p. 10).

Strengths:

- The location and accessibility of the majority of the tutoring centers were inviting spaces to attract student. This observation was especially true of the comfortable interiors of the Writing Center.

- Facilities, equipment, and technology were reported to be ADA compliant in the *Tutoring Program's Self-Study*.

- All tutoring areas were reported in the *Tutoring Program's Self-Study* to 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.

- There are advantages and disadvantages to offering various tutoring center locations. One strength is that tutoring can be located in close proximity to its related academic departments (e.g. foreign language tutoring is now located in Elizabeth Hall next to the Foreign Language Department). However, various locations of tutoring can cause confusion to students and allows for the duplication of resources. The site review team strongly recommends the elimination of spaces dedicated specifically to students enrolled in developmental education courses as this can cause a negative stigma. Ogden's Math Tutoring Center coordinator also expressed difficulties with supervising his tutors with his current separate center locations for math.

Challenges:

- There is a need for new computers and updated "sturdy" furniture in the Writing Center.

- Interactive SMART electronic Whiteboards (connected to computers, printers, projectors), software, and accessories would be helpful for the Tutoring Program and particularly helpful for math and science tutoring. These boards allow tutees to receive hard copies of their work or digital copies sent to their email addresses.

- The swipe card system at Davis Campus does not track student usage properly and did not work during our site visit.

Opportunities:

- The Ogden Appointment Center could be redesigned to alleviate much of the unused space in the front of the Center. This redesign would allow for more space dedicated to tutoring, which appeared to be sorely needed and would eliminate cramped tutoring space and noise levels.

- Use principles of Universal Design when creating, updating, and redesigning tutoring facilities. Universal design allows for a broad range of abilities, disabilities, and other characteristics (e.g. students with learning, visual, speech, hearing, or mobility impairments). Universal Design also provides enhancements for all students. For example, place high-contrast, large print signs to and throughout the centers and make sure service counters are accessible from a seated position at all centers.

- Use Universal Design principles when creating instructional materials (printed and electronic digital sources and handouts) so that all students can use all resources.

    - Consult the ADA Checklist for Readily Achievable Barrier Removal at www.ada.gov/checkweb.htm for more suggestions. For computing facilities, consult the Equal Access: Universal Design of Computer Labs video and publication at www.uw.edu/doit/Video/equal.htm

    - Consult the National Center for Universal Design for Learning http://www.udlcenter.org/aboutudl/udlguidelines

Ethical and Legal Responsibilities
"The unit is aware of and compliant with statutory and professional ethical and legal standards, which apply to the unit's core programs/services, personnel, facilities, equipment and technology" (Weber State University, 2016, p. 10).

Strengths:

- The Tutoring Program created a *Policies and Procedures Manual* establishing standard practices for hiring, tutor training, ethics, administrative duties, and discipline and termination of employment. Program staff are informed of legal obligations that relate to their professional responsibilities in providing services to students.

- Professional staff members have access to manager training through the WSU Office of Workplace Learning.

- Program staff is protected by the institution from harassment and discrimination.

- Students' privacy and confidentiality are assured.

- A safe working environment is maintained for staff and students.

- Ethical practices for tutors are explained in the ethics section of the *Policy and Procedures Manual* and online training modules.

- Newly hired professional staff members receive four hours of training by the campus Equal Employment Opportunity Commission Officer.

- Statements in policy and procedures clearly indicate that the program staff guard against discriminatory policies and procedures regarding 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, and/or gender including sexual/gender harassment.

Challenges:
- None identified.

Opportunities:
- None identified.

Assessment and Evaluation
"The unit has clearly defined and measurable core program/service and student learning outcomes which are consistent with the unit's mission and goal statements. These program/service and student learning outcomes are regularly assessed through both direct and indirect measures, and the results of assessment are shared among constituents and are used for decision-making and planning" (Weber State University, 2016, p. 10).

As a reminder from the first section of this report, **Goals** establish expectations of what should happen as a result of program and services offered. In other words, what students should learn, understand, and/or appreciate as a result of their participation in the educational program. Typically, goals are broad statements to guide assessment and planning and are guided by professional standards of the field. **Student and Development Learning Outcomes** make goals more specific by describing what a program or learner should be able to do, the conditions under which the performance is expected to occur, and the criterion (e.g. the quality or level of performance considered acceptable (*Westmont.edu,* n.d). ~~Spady (1994), an educational researcher who spearheaded outcome-based education, posited that programs must demonstrate that significant learning has occurred.~~

Strengths:
- Procedures are in place for regularly assessing student and staff needs.

- Professional staff have access to demographic and academic information about the students they serve.

- The Tutoring Program tracks student usages of services provided.

- The Tutoring Program systematically collects data to assess the impact on tutoring in specific classes by comparing the grades of tutored versus non-tutored students in selected courses.

- The Tutoring Program systematically collects additional evaluation data from students and staff to assess the impact of its services on student achievement.

- Evaluation data are used to revise goals and services.

- Core Educational and Program Goals were appropriate based on CAS Learning Assistance Program goal categories.

  "**Goal 1:** Tutees will demonstrate that they have made substantial progress towards becoming independent learners.

  Goal 2: Tutors will improve their leadership skills.

  Goal 3: Demonstrate that grades for tutored students are higher than those of non-tutored students in the courses tutored.

  Goal 4: Foster a diverse and inclusive environment that makes all tutees feel welcome and respected in all the tutoring centers."

- Educational Goal 1 targeted outcomes with specific qualities levels considered acceptable to measure goal attainment. Both target outcomes were met.

  - *Learning Outcome:* "Achieve 90% satisfaction with tutees' awareness of how they learn in the subject tutored."

  - *Learning Outcome:* "Achieve 90% satisfaction with tutees' abilities to complete tasks

- Weber State University Student Affairs Unit Goals: Tutoring for 2016-2017 were appropriate based on CAS Learning Assistance Program categories.

  "Goal #1: "Encourage collaboration and a sense of teamwork among developmental math faculty and math tutors."

  Goal #2: More effectively support international and ELL students in navigating their college experiences. Increase tutor understanding of and appreciation for the perspectives and experiences and international and ELL students.

Goal #3: "Assess and adopt the Peers of Excellence program to make certain it will be easy to for [sic] program employing student workers to adopt."

Goal #4: "Start the NADE accreditation renewal process which begins with a detailed self-study and data analysis for the submission of a 5-year interim report."

Challenges:

- The second goal listed under "Educational Goal 2012-2017" did not provide learning outcomes with specific qualities or levels considered acceptable to measure goal attainment; additionally, difficulty exists measuring *enthusiasm* and *initiative* objectively.

  Goal #2: "More effectively support international and ELL students in navigating their college experiences. Increase tutor understanding of and appreciation for the perspectives and experiences of international and ELL students."

  Learning Outcome: "Tutors will show their enthusiasm during sessions."

  Learning Outcome: "Tutors will show initiative by preparing well for sessions."

- The goals listed under "Program Goals 2012-2017" did not include program outcomes.

  Goal 3: "Demonstrate that grades for tutored students are higher than those of non-tutored students in the courses tutored."

  Program Outcome: None

  Goal 4: "Foster a diverse and inclusive environment that makes all tutees feel welcome and respected in all the tutoring centers."

  Program Outcome: None

- Weber State University Student Affairs Unit Goals for Tutoring (*Tutoring Program Self-Study Review 2012-2017*, pp. 99, Sample 6-Column Model 2016-17) did not provide goals with outcomes with specific qualities or levels considered acceptable to measure goal attainment.

  Goal #1: "Encourage collaboration and a sense of teamwork among developmental math faculty and math tutors."

  Learning Outcome: "Tutors will gain better understanding of how to reach out to and collaborate meaningfully with math professors."

Goal #2: "More effectively support international and ELL students in navigating their college experiences. Increase tutor understanding of and appreciation for the perspectives and experiences and international and ELL students."

Learning Outcome: "International and ELL students will experience greater confidence in navigating their college experiences."

Learning Outcome: "Tutors will have increased understanding of and appreciation for the perspectives and experiences of international and ELL students."

Goal #3: "Assess and adopt the Peers of Excellence program to make certain it will be easy to for [sic] program employing student workers to adopt."

Learning Outcome: "Build morale and collaboration skills by acknowledging the contributions of colleagues."

Learning Outcome: "Become aware of the value of mutual support and have a keener eye toward the program's core values."

Goal #4: "Start the NADE accreditation renewal process which begins with a detailed self-study and data analysis for the submission of a 5-year interim report."

Learning Outcome: "NA."

Opportunities:

- The Tutoring Program directors and coordinators should develop additional goals using CAS recommendations from among the nine recommended areas:
  - "Ensure students are the central focus of the program;
  - Assist students in achieving their personal potential for learning;
  - Help students develop positive attitudes toward learning and confidence in their ability to learn;
  - Foster students' personal responsibility and accountability for their own learning;
  - Provide a variety of instructional approaches appropriate to the skill levels and learning styles of students;
  - Introduce students to the academic expectations of the institution, the faculty members, and the culture of higher education;
  - Assist students in applying newly learned skills and strategies to their academic work; and
  - Support the academic standards and requirements of the institution" (Learning Assistance Programs: CAS Standards and Guidelines, 2016, p. 5).

- The Tutoring Program directors and coordinators should create specific learning and program outcomes for all goals, aligned with CAS six domains and dimensions:
  - "Knowledge acquisition, integration, construction, and application.
  - Cognitive complexity
  - Intrapersonal development
  - Interpersonal competence
  - Humanitarianism and civic engagement
  - Practical competence" (CAS Standards and Guidelines, 2016, p. 7)

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