	xSI leader training and support xStrong focus on planning xStrong focus on class attendance and data collection		
B6	The directors must continue to develop strong relations and collaborate with colleagues and departments across the institution to promote their programs.		

	in high-risk courses and especially students enrolled in developmental education. Video-based Supplemental Instruction (VSI) professors record their lectures digitally. SI leaders use the recorded lectures to guide students through the learning cycle. The lectures are stopped at key places for clarification, practice, and discussion. For more information, contact Video-based Supplemental Instruction, University of Missouri-Kansas City (www.umkc.edu/vsi).	interest and will be explored vigorously.	
B10	The SI Program's directors should research and visit other successful SI programs to help them with continuous improvement.	A visit to local universities is included in the itinerary at national conferences. A visit to a couple of Utah universities will be scheduled.	2018/2019

C - Leadership and Staffing

	Recommendation	Action Plan	Timeline
C1	Workload of the two directors should be examined to ensure an even distribution of responsibilities and to ascertain that sufficient support staff is in place.	The workload of the two directors will be reviewed. A request for an administrative assistant is being considered.	2018/2019
C2	Program directors 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.	The directors plan to attend the national conference of NCLCA to determine the requirements and advantages of obtaining such certification.	2018/2019
C3	Stronger efforts are needed to recruit SI leaders—especially SI leaders from underrepresented populations. Program directors should consider working with campus student organizations and faculty t advertise positions, create a marketing strategy for recruitment, and increase the pay scale to become more competitive.	Will coordinate with directors of such programs as Access and Diversity to advertise SI and recruit SI leaders. Pay scale increase has been approved.	2018/2019 7
C4	To meet the ongoing issue of tutor recruitment and retention, the directors and coordinators should conduct ongoing SI focus groups and interviews to better understand SI leaders': xResource and training needs; xTime constraints and other barriers;	A focus group addressing most of the bulleted topics was held in Spring of 2017. Another focus group addressing all the criteria will be held in Spring of 2019 and then periodically after that.	7

	Recommendation	Action Plan	Timeline
	x Administrative support needs; x Training gaps; and x Incentives, pay, rewards and meaningful recognitions		
C5	Program directors should continue to develop more faculty training partnerships	Will request faculty members to train SI leaders in content during their second one-on-one meeting.	Fall 2018
C6	SI leaders suggested that the more experienced SI leaders should serve as mentors to those with less experience in a more formalized fashion.	Currently one SI leader serves as mentor. The possibility of designating one for every discipline will be explored.	2018/2019
C7	Student leadership positions should be developed to assist the directors especially on the Ogden campus.	Currently one SI Aide helps the director on the Ogden campus. An admin person will be of further help.	2018/2019
C8	To encourage more faculty participation with the SI Program, directors should establish faculty liaison from the departments that have the greatest SI needs. These liaisons could also serve as members of a SI Program Advisory Board.	The directors work with every faculty member individually. The need for an Advisory Board is not apparent.	7
C9	The SI Program should provide yearly certificate awards for "Faculty Friends" of the SI Program.	The Division of Student Affairs currently has a similar award.	7
C10	The SI Program should consider scheduling a multi-campus end of the year Awards Banquet combining tutors, SI leaders, and faculty friends. This would also help tie the two programs together more as the SI Program and Tutoring program seemed very separated.	For three years in a row, a banquet was held for tutors and SI leaders. Attendance was sparse. A survey of tutors revealed a preference for a "Thank You" note.	7
C11	A number of SI leaders asked for more discipline-specific training.	Will request faculty members to train SI leaders in content during their second one-on-one meeting.	Fall 2018
C12	SI leaders do spend time creating lesson plans, activities, and other types of preparation and should be paid for this time.	Starting in Spring semester of 2018, the SI leaders are being paid for two hours of prep time per week.	7

D - Financial Resources and Budget

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

	Recommendation	Action Plan	Timeline
D2	Increase the pay of SI leaders by searching for additional funding. Academic Affairs could also participate in financial assistance to help meet the demand for academic support programs. At many other institutions, funding for SI is derived from academic departments receiving SI support and provide financial assistance in may partial or total cost for the service they receive.	Executive Director has made a request for additional funding to address SI leader pay increase. He will also talk to SA Development Officer to explore funding possibilities.	In progress
D3	Executive director of ASCP should collaborate with the Development Office, seek new areas of areas of fundraising, alumni engagement, financial and corporate support, and sponsorship opportunities.	The health Sciences department pays for SI leaders in Summer when there is no budget available for SI.	

E - Facilities, Equipment, and Technology

	Recommendation	Action Plan	Timeline
E1	Offering SI session during peak times would increase SI attendance.	This is done to the extent possible and is totally dependent on the availability of rooms for SI sessions as well as SI leaders' and participants' availability.	7
E2	Interactive SMART electronic Whiteboards (connected to computers, printers, projectors), software, and accessories would be helpful for the SI Program. These boards allow students to receive hard copies of their work or digital copies sent to their email addresses	SI sessions are held in different buildings on campus making this impractical.	7

	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.		
E7	SI leaders should learn to use Universal Desi principles when creating instructional materials (printed and electronic digital sources and handouts) so that all students can use all resources. xConsult 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 xConsult the National Center for Universal Design for Learning http://www.udlcenter.org/aboutudl/udlguidelines	Directors will familiarize themselves with the ADA checklist and train the SI leaders in the use of such principles when creating their instructional materials.	2018-2020

F – Ethical and Legal Responsibilities

None Identified

G – Assessment and Evalu2 ((u)-4 (2 ((u)-4 (2 ((u)-4 (d)-4C q 487.8 440.

G3	x"Ensure students are the central focus of the program; xAssist students in achieving their personal potential for learning; xHelp students develop positive attitudes toward learning and confidence in their ability to learn; xFoster students' personal responsibility and accountability for their own learning; xProvide a variety of instructional approaches appropriate to the skill levels and learning styles of students; xIntroduce students to the academic expectations of the institution, the faculty members, and the culture of higher education; xAssist students in applying newly learned skills and strategies to their academic work; and xSupport the academic standards and requirements of the institution" (Learning Assistance Programs: CAS Standards and Guidelines, 2016, p. 5).	Directors will meet with the Assessment Director and Coordinator to get a clear understanding of how the goals of Weber State University, NADE, CRLA and the SI Program can be modified to be consistent with CAS standards.	Summer 2018
G4	The SI Program directors should create specific learning and program outcomes for all goals, aligned with CAS six domains and dimensions: xKnowledge acquisition, integration, construction, and application. xCognitive complexity xIntrapersonal development xInterpersonal competence xHumanitarianism and civic engagement xPractical competence (CAS Standards and Guidelines, 2016, p. 7)	Learning outcomes will then be set to align with the six CAS domains and dimensions.	