

Tutoring Program Review 2017 – Action Plan

A - Mission, Goals, and Outcomes

	Recommendation	Action Plan	Timeline
A1			

B6 Directors and coordinators should redesign the way students request appointment tutoring; the current system only allows students to receive tutoring if they sign up early in the semester.

Students on waitlist are being

C4 (four levels available). Obtaining this certification will help meet the challenge of more professional development—especiall

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

D - Financial Resources and Budget

D2 Increase the pay of tutors by searching for additional funding sources. Academic Affairs could also participate in financial assistance to help meet the demand for academic support programs.

Executive Director has made a request for additional funding to address tutor pay increase.

F – Ethical and Legal Responsibilities

None Identified

G - Assessment and Evaluation