## 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

## 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

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

based on the

(Weber State University Student Affairs Handbook, 2011, p. 3)

Student Affairs Mission Statement

-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 stude (Weber State University Student Affairs Handbook, 2011, p. 3).

Tutoring Program's Mission Statement

by certified tutors who encourage and guide students in the development of their potential as independent learners. The Tutoring Program also fosters leadership skills

University Academic Support Centers and Programs, 2017, p. 52).

Tutoring Program's Core Purpose of Programs and Services

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

State University Academic Support Centers and Programs, 2017, p. 6).

The goals listed in the (Weber State University A cademic 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)

Develop tutor leadership skills.

Goals (p. 51)

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

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 roughout the year, 25 staff members received awards.

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 titutions of higher education). The event focused on career development and personal leadership growth.

Several campus stakeholders conveyed a strong sense of pride and praise for the established and resources offered to the campus community. However, there was a sense of disconnect between the Tutoring Program in mathematics and

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

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

for data collection and tutoring appointments will likely be an asset once mastery of the software is obtained.

A SCP web designers should use the National College Learning Center

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.

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.

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.

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Program directors and coordinators should consider obtaining (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 under

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 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 tut
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 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).

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.

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

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

. 10).

The Tutoring Program created a 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.

rivacy 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 and online training modules.

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

Statical can be started by Statical State of the start of 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.

None identified.		
None identified.		

Assessment and Evaluation

constituents and are used for decision-

ssion 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 er 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. P3(ent)2(if)4(ied.)]TET@0.0000099 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 CASLearning 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

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

tasks

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

collaboration and a sense of teamwork among developmental

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.

The Tutoring Program directors and coordinators should create specific learning and program outcomes for all goals, aligned with CASsix domains and dimensions:

- o Knowledge acquisition, integration, construction, and application.
- o Cognitive complexity
- o Intrapersonal development
- o Interpersonal competence
- o Humanitarianism and civic engagement
- o Practical competence

Westmont.edu. (n.d.). What is the difference between goals and student learning outcomes. Retrieved from

https://www.westmont.edu/\_offices/institutional\_portfolio/program\_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes\_000.pdf

Respectfully submitted,

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