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The rotating mathematics comic strip placed on each table in the Solutions Space is creative and is a good start to a welcoming learning space.

Students are referred to other campus programs/services by staff when appropriate.

The scaffolding technique that is used in all the tutorial programs clearly provides students with the opportunity to develop effective learning strategies.

Student self-efficacy and self-confidence is the primary focus of the tutorial programs.

ASC programs publicize their services effectively.

Inter and intra departmental collaboration and communication is apparent throughout all the ASC programs.

The Early Alert Referral System (EARS) clearly supports student success and retention.

Use Tracker Software in the Solutions Space and Math Hub.

Develop policies and post signs on walls or on tables in multiple and visible areas that state “No Food, No Drink, No Cell Phones (No Texting)” in all tutoring areas. Be sure to monitor this and ask students to step outside of the learning area if they want to engage in any of the above activities.

Incorporate the Solutions Space into the HUB and rename that space so it reflects a collective math tutoring service.

Relocate Math Coordinator’s office so it is centrally located in the renamed math space. Model skills and strategies used to solve problems, understand course concepts, or write a paper during both “unreasonable” (5-10 minutes) and more reasonable (30-60 minute) period. Showing how to write a paragraph or solve a problem does not allow tutors to use appropriate probing techniques (used to assess the tutee’s level of understanding) in their tutorial sessions. Using the Socratic Method of Questioning, having students demonstrate to their tutors how they solve mathematical and word problems by using a step-by-step approach and having tutees work with their tutors to learn how to reorganize their papers are just a few key strategies to building the skills and confidence of students using tutorial assistance.

Allow tutees to register for tutoring up to 2 weeks in advance to promote independent learning and shift responsibility and accountability back to the student. Allowing students to sign up for tutoring for the entire semester can encourage dependency rather than independent learning, which is one of the unit’s primary goals.

Focus on improving student meta-cognitive skills and self-esteem through utilizing tutoring services as opposed to publicizing services to EARS eligible students to improve their grades.

Suggest developmental students attend appointment tutoring rather than drop-in tutoring, the latter being used more effectively for students who already have a satisfactory meta-cognitive foundation.

Students are responsible for knowing their course assignments and requirements. Writing Center tutors are to minimize collaboration with faculty only in regards to assignments and course requirements with the intent of having their tutees become accountable for this action. The Writing Center supervisor can work with faculty in this capacity, provided tutees have the same opportunity.

Purchase Accutrack, Tutor Track, Grades 1<sup>st</sup> or some other scheduling program immediately. If you are not ready to do so, visually post tutors’ hours on a discipline-specific schedule (e.g., Math, Biology, Foreign Languages = 3 separate schedules) where incoming students can view them. Students then select the designated hour and tutor they

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Develop an advisory board for both the Ogden and Davis campuses to provide feedback on the changes, ideas, and possible implementation of this review committee's report. The board would be comprised of a maximum of 8 faculty and staff members and 2 students. The goal would be to dissolve the board within 2 years.

### **Leadership and Staffing**

The Tutorial Programs at Weber State University currently employ 125 student and professional staff members. The Program Review members were impressed with the staff's commitment to WSU students, enthusiasm for the field, receptivity to sharing and listening to new ideas, congeniality, and sincere interest in their own professional development as it enhances their respective programs and services.

### **Strengths:**

The tutorial programs demonstrate a clear commitment and dedication to professional, staff and student collaboration.

The content of tutor training is satisfactory and effective.

Collaboration among all program members is apparent and direct.

The tutorial program staff are open and receptive to new ideas.

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There is no requirement regarding the minimum number of paid hours tutors must work per week, which results in administrative inefficiency and a higher attrition rate of tutors. The ASC tutoring programs lack policies, parameters, requirements and procedures that all staff are willing or able to adhere to.

Staff meetings are scheduled inconsistently and on an “as needed” basis.

Tutor Award Certificates are awarded throughout the semester.

Job descriptions for each professional staff position are missing from the report submitted to this review committee.

**Opportunities:**

Designate a specific individual to oversee consistent tutor training in order to improve quality, consistency and tutor satisfaction.

Employ student assistants to complete scheduling, administrative paperwork, tracking, etc.

Hire a full-time 40-hour per week student staff member to answer t

Provide actual job descriptions for each professional staff position.

### **Financial Resources and Budget**

Tutors' salaries were raised above the minimum wage in 2009, and the E & G account pays for the wages and benefits of all the ASC and programs staff as well as operating costs of the programs. Clearly, the Student Affairs Division is committed to the operation of these learning assistance programs.

#### **Strengths:**

Economic and Growth funding indicates adequate support of the tutorial programs (and supplemental instruction).

Tutors' salaries are above the minimum wage.

The tutorial programs are the beneficiaries of multiple funding sources.

Developmental students pay an additional fee that supports the tutorial programs specifically designated to them.

#### **Challenges:**

Tutorial program expenses are not clearly itemized, and, therefore, each budget line item is not clearly accounted for or represented in this report.

Unclear if professional staff salaries are commensurate with responsia



Tutors are responsible for paying their local conference registration and expenses if FLSA insists that they be paid for their entire time at a conference.  
Discontinue the free use of copiers in the Writing Center and any of the other tutorial programs. It is the responsibility of the tutees and not the Center to come to sessions



necessary in order for each program to provide the highest quality of services required to assist the rest of the institution in its mission to retain, educate, and graduate Weber State University students.

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Staff is receptive to feedback and is willing to make reasonable changes.

Observations of tutors occur 3 times each semester.

Forms are used in tutee evaluations (includes rubric concept).

Forms are used in tutor evaluation of training.

Feedback is received from tutors regarding revising tutor training.

Tutors are satisfied with training.

Developmental math students who were tutored persisted at WSU at a higher rate than students who did not seek tutoring.

Clarify the indicators for demonstrating improvement in the academic performance of students tutored in developmental courses.

Track students who pass Developmental English and Mathematics through the next 1-2 years comparing the extent of usage/non-usage of tutoring services by students in relation to the Incomplete, Withdraw, and Failure rates.

Compare the percent increase of student usage or visit usage to WSU enrollment data.

Use the non-duplicate count of students