



# CAS

## Self-Assessment Guide Academic Resource Centers

### Academic Resource Center: Utah State University

Update prepared Spring, 2008 (August 2006 standards)

#### Part 1: MISSION

The Academic Resource Center (ARC) must teach the skills and strategies to help students become independent and active learners and to achieve academic success.

The ARC must incorporate student learning and student development in its mission. The ARC must enhance overall educational experiences. The ARC must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The ARC must operate as an integral part of the institution's overall mission.

The ARC must collaborate with faculty, staff, and administrators in addressing the learning needs, academic performance, and retention of students.

Models of Academic Resource Centers vary, but should share the following common goals:

- to make students the central focus of the program
- to assist members of the campus community in achieving their personal potential for learning
- to provide instruction and services that address the cognitive, affective, and socio-cultural dimensions of learning
- to introduce students to the expectations of faculty and the culture of higher education
- to help students develop positive attitudes towards learning and confidence in their ability to learn
- to foster personal responsibility and accountability for one's own learning
- to provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population
- to assist students in transferring skills and strategies they have learned previously to their academic work;
- to provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development
- to support the academic standards and requirements of the institution

|          |         |               |          |           |           |
|----------|---------|---------------|----------|-----------|-----------|
| ND       | 1       | 2             | 3        | 4         | NR        |
| Not Done | Not Met | Minimally Met | Well Met | Fully Met | Not Rated |

| <b>PART 1. MISSION</b> <i>(Criterion Measures)</i>  | <b>Rating Scale</b>  |
|---|----------------------|
| 1.1 A program mission and goals statement is in place and is reviewed periodically.                                     | ND 1 2 3 <u>4</u> NR |
| 1.2 Student learning, development, and educational experiences are incorporated in the mission statement.               | ND 1 2 3 <u>4</u> NR |
| 1.3 The mission is consistent with that of the host institution and the CAS standards.                                  | ND 1 2 3 <u>4</u> NR |
| 1.4 The program functions as an integral part of the host institution's overall mission.                                | ND 1 2 3 <u>4</u> NR |
| 1.5 The program teaches skills and strategies to help students achieve academic success.                                | ND 1 2 3 <u>4</u> NR |
| 1.6 The program collaborates across the university in addressing learning needs, performance and retention of students. | ND 1 2 3 <u>4</u> NR |

## Part 1: Mission Overview Questions

A. What is the program mission?

Refer to ARC Policies and Procedures Manual 2.3

B. How does the mission embrace student learning and development?

Refer to ARC Policies and Procedures Manual 2.3

C. In what ways does the program mission complement the mission of the institution?

Refer to ARC Policies and Procedures Manual 2.0. Utah State University's mission is to foster the principle that academics comes first; cultivate diversity of thought and culture; and serve the public through learning, discovery, and engagement. All ARC programs are built around these principles, as identified in the department mission statement and individual program structures.

## Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The Academic Resource Center (ARC) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

The ARC must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

| Relevant, Desirable Student Learning and Development Outcomes | Examples of Evidence of Achievement   |
|---|---|
| Intellectual Growth   | Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences |
| Effective Communication                                       | Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances   |
| Independence  | Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively   |
| Personal and Educational Goals                                | Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others   |

|   |   |
|---|---|
| <b>Enhanced Self-Esteem</b>                   | Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others  |
| <b>Realistic Self-Appraisal</b>               | Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences   |
| <b>Collaboration</b>                          | Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills   |
| <b>Satisfying and Productive Lifestyle</b>    | Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives  |
| <b>Clarified Values</b>                       | Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making  |
| <b>Healthy Behavior</b>                       | Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community  |
| <b>Career choices</b>                         | Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education |
| <b>Leadership Development</b>                 | Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes  |
| <b>Healthy Behavior</b>                       | Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community  |
| <b>Meaningful Interpersonal Relationships</b> | Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect  |

|                               |  |
|-------------------------------|--|
| <b>Appreciating Diversity</b> | Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society                                |
| <b>Social Responsibility</b>  | Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities |
| <b>Spiritual Awareness</b>    | Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors  |

**Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.**

**The ARC must promote, either directly or by referral, the affective skills that influence learning such as stress management, test anxiety reduction, assertiveness, power of concentration, and motivation.**

**The ARC must refer students to appropriate campus and community resources for assistance with personal problems, severe learning disabilities, financial difficulties, and other areas of need that may be outside the purview or beyond the expertise of the Academic Resource Center.**

The scope of the ARC should be determined by the type and level of skills students require. The format utilized for strengthening academic skills may include mandatory credit-bearing developmental courses or non-credit elective workshops.

The scope of programs and services should also be determined by the needs of the student populations the Academic Resource Center is charged to serve. These can range from special populations (such as culturally and ethnically diverse students, international and English-as-a second language students, student athletes, returning students, and students with physical and learning disabilities) to the entire student population.

Formal and informal diagnostic procedures should be conducted to identify skills and strategies that the student should develop to achieve the level of proficiency prescribed or required by the institution or known to be necessary for college learning. Assessment results should be shared with the student to formulate recommendations and a plan of instruction.

The ARC should provide instruction and services for the development of reading, mathematics and quantitative reasoning, writing, critical thinking, problem solving, and study skills. Other programs may include: subject-matter tutoring, adjunct instructional programs and supplemental instruction groups, time management programs, freshman seminars, and preparation for graduate and professional school admissions tests and for professional certification requirements.

Modes of delivering Academic Resource Centers include individual and group instruction and instructional media such as print, video, audio, computers, and skills laboratories. Instruction and programs may be delivered on-site or through distance learning programs.

The ARC should give systematic feedback to students concerning their progress in reaching cognitive and affective goals, teach self feedback methods utilizing self-monitoring strategies, and give students practice in applying and transferring skills and strategies learned in the program to academic tasks across the curriculum.

The ARC should promote an understanding of the learning needs of the student population. Some of the ways in which Academic Resource Centers should educate the campus community:

- establishing advisory boards consisting of members from key segments of the campus community
- holding periodic informational meetings and consulting with staff, faculty, and administrators
- participating in staff and faculty development and in-service programs on curriculum and instructional approaches that address the development of learning skills, attitudes, and behaviors
- encouraging the use of Academic Resource Center resources, materials, instruction and services as integral or adjunct classroom activities
- conducting in-class workshops that demonstrate the application of learning strategies to the course content
- disseminating information that describes the programs and services, hours of operation, procedures for registering or scheduling appointments through publications, campus and local media announcements, and informational presentations
- training and supervising paraprofessionals and pre-professionals to work in such capacities as tutors, peer mentors, and advisors
- providing jobs, practica, courses, internships, and assistantships for graduate students interested in learning assistance and related careers

| ND       | 1       | 2             | 3        | 4         | NR        |
|----------|---------|---------------|----------|-----------|-----------|
| Not Done | Not Met | Minimally Met | Well Met | Fully Met | Not Rated |

| <b>PART 2. PROGRAM</b> ( <i>Criterion Measures</i> )   | <b>Rating Scale</b>  |
|--|----------------------|
| 2.1 The program promotes student learning and development that is purposeful and holistic.   | ND 1 2 3 <u>4</u> NR |
| 2.2 The program has identified student learning and development outcomes that are relevant to its purpose  | ND 1 2 3 <u>4</u> NR |
| 2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.   | ND 1 2 3 <u>4</u> NR |
| 2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked   | ND 1 2 3 <u>4</u> N  |
| <i>List student learning and/or developmental outcomes in spaces provided</i>  |                      |
| 2.4.1 <input type="checkbox"/> Intellectual Growth<br>Refer to CAS Appendices A & B  | ND 1 2 3 <u>4</u> NR |
| 2.4.2 <input type="checkbox"/> Effective Communication<br>Refer to CAS Appendices A & B  | ND 1 2 3 <u>4</u> NR |
| 2.4.3 <input type="checkbox"/> Enhanced Self-Esteem<br>Refer to CAS Appendices A & B   | ND 1 2 3 <u>4</u> NR |
| 2.4.4 <input type="checkbox"/> Realistic Self-Appraisal<br>Refer to CAS Appendices A & B   | ND 1 2 3 <u>4</u> NR |
| 2.4.5 <input type="checkbox"/> Clarified Values<br>Refer to CAS Appendices A & B   | ND 1 2 3 <u>4</u> NR |
| 2.4.6 <input type="checkbox"/> Career Choices<br><u>Students are oriented to USU Career Services through presentations in Psy 1730 classes and are also consistently referred to Career Services and Psy 1220 Career Planning via 1730 and individual study strategies consultations. No outcome data is available since this service is not placed within the ARC.</u><br><a href="#"><u>Psy 1730 has been re-designed as a 7 week course taught twice per semester to focus on core college level study strategies. This redesign was necessitated due to a reduction in staff and to accommodate the increased numbers of students being referred for the course.</u></a> | ND 1 2 <u>3</u> 4 NR |
| 2.4.7 <input type="checkbox"/> Leadership Development<br><u>Students are provided exposure to student leadership development opportunities through the first year experience program, University Connections, and guest presentations and instructor referrals within Psy 1730. No outcome data is available since this service is not placed within the ARC. The director of the ARC team teaches and/or is a guest presenter in WGS 2010 Women's Leadership</u>  | ND 1 2 3 <u>4</u> NR |

|  |                             |
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| <p>Development, which is organized and taught through the USU Women's/Re-entry Student Center. <a href="#">The ARC director no longer teaches in the WGS 2010 course.</a></p>  |                             |
| <p>2.4.8 <input type="checkbox"/> Healthy Behavior</p> <p><u>Students are introduced to Healthy Behavior concepts through guest presentations in Psy 1730 provided by Counseling Center and Student Health Center staff relating to stress management, test anxiety, and nutrition/healthy lifestyles No outcome data is available since this service is not placed within the ARC. Students are consistently referred to the Counseling Center and Student Health and Wellness Center during individual study strategies consultations and through Psy 1730 instructor-student interactions. <a href="#">Students are still consistently referred to appropriate services, even though they are not specifically addressed now in Psy 1730. Stress management, test anxiety is still addressed in the course.</a></u></p> | <p>ND 1 2 3 <u>4</u> NR</p> |
| <p>2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships</p> <p>Refer to CAS Appendices A &amp; B</p>  | <p>ND 1 2 3 <u>4</u> NR</p> |
| <p>2.4.10 <input type="checkbox"/> Independence</p> <p>Refer to CAS Appendices A &amp; B</p>   | <p>ND 1 2 3 <u>4</u> NR</p> |
| <p>2.4.11 <input type="checkbox"/> Collaboration</p> <p>Refer to CAS Appendices A &amp; B</p>  | <p>ND 1 2 3 <u>4</u> NR</p> |
| <p>2.4.12 <input type="checkbox"/> Social Responsibility</p> <p><u>Students are exposed to issues of social responsibility via Psy 1730 research projects/papers and service requirements that are integrated into course curriculum. Students are also exposed to the importance of social responsibility by exposure to information about USU's Service Center. Social responsibility is also an integral aspect of the Psy 1730 course design, which incorporates small group "accountability" teams.:</u></p>  | <p>ND 1 2 3 <u>4</u> NR</p> |
| <p>2.4.13 <input type="checkbox"/> Satisfying and Productive Lifestyle</p> <p><u>Refer to CAS Appendices A &amp; B. Aspects of this are addressed within Psy 1730, individual study strategies consultations, and workshops/outreach, as it relates to achievement of educational goals. Other aspects of students' lifestyles are addressed by other programs offered by other Student Services units, to which students are consistently exposed and referred via ARC programs and services.</u></p>   | <p>ND 1 2 3 <u>4</u> NR</p> |
| <p>2.4.14 <input type="checkbox"/> Appreciate Diversity</p> <p><u>Refer to CAS Appendices A &amp; B. The ARC also diligently works with Multicultural Student Affairs to identify qualified Math and Statistics tutors and SI Leaders. Tutor training (face-to-face and WebCT) has specific class periods devoted to diversity training and discussion. <a href="#">Fall 08 will incorporate an SI training topic related to teaching techniques/strategies for ESL students.</a></u></p>  | <p>ND 1 2 3 <u>4</u> NR</p> |
| <p>2.4.15 <input type="checkbox"/> Spiritual Awareness</p> <p><u>This aspect of student development is not addressed explicitly in ARC programs</u></p>  | <p>ND 1 2 3 <u>4</u> NR</p> |

|  |                      |
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| <p>and services. However, through reflection writings within Psy 1730, students do often identify issues relating to their spirituality and congruence of their intents with actions. Utah State University is unique in that most students accessing ARC programs are also registered for LDS Institute religion classes, which help them address this area of their development.</p> |                      |
| <p>2.4.16 <input type="checkbox"/> Personal and Educational Goals</p> <p>Refer to CAS Appendices A &amp; B. This aspect is addressed in depth via Psy 1730 curriculum and individual study strategies consultations</p>  | ND 1 2 3 <u>4</u> NR |
| <p>2.5 Program offerings are intentional, coherent and based on theories of learning and human development.</p>  | ND 1 2 3 <u>4</u> NR |
| <p>2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.</p>   | ND 1 2 3 <u>4</u> NR |
| <p>2.7 The program promotes, either directly or by referral</p>  | ND 1 2 3 <u>4</u> NR |
| <p>2.7a stress management</p>  | ND 1 2 3 <u>4</u> NR |
| <p>2.7b test anxiety reduction</p>   | ND 1 2 3 <u>4</u> NR |
| <p>2.7c assertiveness</p>  | ND 1 2 3 <u>4</u> NR |
| <p>2.7d power of concentration</p>   | ND 1 2 3 <u>4</u> NR |
| <p>2.7e motivation</p>   | ND 1 2 3 <u>4</u> NR |
| <p>2.8 The program provides appropriate referrals to campus and community resources.</p>   | ND 1 2 3 <u>4</u> NR |

## Part 2: Program Overview Questions

A. What are the primary elements of the program?

Refer to Web site: <http://www.usu.edu/arc>; ARC Policies and Procedures Manual Section 7.0

B. What evidence exists that confirms the program contributes to student learning and development?

Refer to CA S Appendices A & B

C. What evidence is available to confirm program goals' achievement?

Refer to CAS Appendix B and ARC Web site: <http://www.usu.edu/arc/assessment>

## **Part 3: LEADERSHIP**

**Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Academic Resource Center (ARC) leaders within the administrative structure to accomplish stated missions. ARC leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.**

**ARC leaders must exercise authority over resources for which they are responsible to achieve their respective missions.**

**ARC leaders must:**

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area**

**ARC leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.**

**ARC leaders must promote campus environments that result in multiple opportunities for student learning and development.**

**ARC leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.**

**ARC administrators should:**

- **participate in institutional planning, policy, procedural, and fiscal decisions that affect learning support for students**
- **be informed about issues, trends, theories, and methodologies related to student learning and retention;**
- **represent the Academic Resource Center on institutional committees**
- **collaborate with leaders of academic departments and support services in addressing the learning needs and retention of students**
- **be involved in research, publication, presentations, consultation, and the activities of professional organizations**
- **communicate with professional constituents in the learning assistance field and related professions**

|                       |                     |                           |                      |                       |                        |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|
| <b>ND</b><br>Not Done | <b>1</b><br>Not Met | <b>2</b><br>Minimally Met | <b>3</b><br>Well Met | <b>4</b><br>Fully Met | <b>NR</b><br>Not Rated |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|

| <b>PART 3. LEADERSHIP</b> <i>(Criterion Measures)</i>  | <b>Rating Scales</b> |
|--|----------------------|
| 3.1 The host institution has selected, positioned, and empowered a program leader.   | ND 1 2 3 <b>4</b> NR |
| 3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.                           | ND 1 2 3 <b>4</b> NR |
| 3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.   | ND 1 2 3 <b>4</b> NR |
| 3.4 Clearly defined leader accountability expectations are in place.   | ND 1 2 3 <b>4</b> NR |
| 3.5 Leader performance is fairly assessed on a regular basis.  | ND 1 2 3 <b>4</b> NR |
| 3.6 The leader exercises authority over program resources and uses them effectively.   | ND 1 2 3 <b>4</b> NR |
| 3.7 The program leader:  |                      |
| 3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served | ND 1 2 3 <b>4</b> NR |
| 3.7b prescribes and practices appropriate ethical behavior   | ND 1 2 3 <b>4</b> NR |
| 3.7c recruits, selects, supervises, instructs, and coordinates staff members   | ND 1 2 3 <b>4</b> NR |
| 3.7d manages fiscal, physical, and human resources effectively   | ND 1 2 3 <b>4</b> NR |
| 3.7e applies effective practices to educational and administrative processes   | ND 1 2 3 <b>4</b> NR |
| 3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.                                      | ND 1 2 3 <b>4</b> NR |
| 3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.  | ND 1 2 3 <b>4</b> NR |
| 3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.                                   | ND 1 2 3 <b>4</b> NR |
| 3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.   | ND 1 2 3 <b>4</b> NR |

**Part 3: Leadership Overview Questions**

A. In what ways are program leaders qualified for their roles?

Refer to Refer to ARC Policies and Procedures Manual Appendix A  
Refer to CAS Appendix C

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

Refer to Refer to ARC Policies and Procedures Manual Sections 3.0, 4.0, 6.0 and Appendix A

C. How are program leaders accountable for their performance?

Refer to Refer to ARC Policies and Procedures Manual Section 4.0

#### D. What leadership practices best describe program leaders?

The ARC director carefully identifies her staff 's strengths, experience, and credentials before assigning job and program responsibilities. Job descriptions have been developed to ensure that employees are aware of their responsibilities and so that annual performance evaluations appropriately identify employee accomplishments. Bi-weekly staff meetings are held to ensure regular, consistent communication and discussion about progress towards annual goals. The director delegates responsibility to staff to coordinate programs and services in accordance with their credentials, skills, and abilities. In this way, all staff have stake in the success of the program and students and learning outcomes are benefiting from staff expertise. The director shares minutes and other information from committee meetings she attends to ensure staff have a comprehensive understanding of the university and Student Services. Staff are involved as department representatives with various university and Student Services committees to increase their involvement and knowledge of the university. Staff are supported in their professional development through paid annual membership dues in one organization and annual attendance in at least local, regional, or national conferences. Staff are also encouraged to submit presentation proposals for relevant conferences. Thus, all professional staff have had numerous presentations and publications.

[Spring 08 update: All staff has been involved with Provost Lecture series and director encouraged staff to make presentations at regional CRLA, which were accepted and will be delivered May, 2008.](#)

### Part 4: ORGANIZATION and MANAGEMENT

**Guided by an overarching intent to ensure student learning and development, the Academic Resource Center (ARC) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.**

**Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. The ARC must provide channels within the organization for regular review of administrative policies and procedures.**

The mission and goals of the ARC, the needs and demographics of its clients, and its institutional role should determine where the unit is located in the organizational structure of the institution. Academic Resource Centers are frequently organized as units in the academic affairs or the student affairs division. Regardless of where the Academic Resource Center is organized, it should communicate and collaborate with a network of key units across the institution to assure the coordination of related functions, programs, services, policies, procedures, and to expedite client referrals.

The ARC should have a broadly constituted advisory board to make suggestions, provide information, and give guidance.

The ARC should provide written goals, objectives, and anticipated outcomes for each program and service. Written procedures should exist for collecting, processing, and reporting student assessment and program data.

Regularly scheduled meetings should be held to share information; to coordinate the planning, scheduling, and delivery of programs and services; to identify and discuss potential and actual problems and concerns; and to collaborate on making decisions and solving problems.

|                       |                     |                           |                      |                       |                        |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|
| <b>ND</b><br>Not Done | <b>1</b><br>Not Met | <b>2</b><br>Minimally Met | <b>3</b><br>Well Met | <b>4</b><br>Fully Met | <b>NR</b><br>Not Rated |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|

| <b>PART 4. ORGANIZATION AND ADMINISTRATION</b> ( <i>Criterion Measures</i> )   | <b>Rating Scale</b>  |
|--|----------------------|
| 4.1 The program is structured purposefully and managed effectively.  | ND 1 2 3 <b>4</b> NR |
| 4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.  | ND 1 2 3 <b>4</b> NR |
| 4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. | ND 1 2 3 <b>4</b> NR |
| 4.4 Channels are in place for regular review of administrative policies and procedures.  | ND 1 2 3 <b>4</b> NR |

#### **Part 4: Organization and Management Overview Questions**

A. What are the institutional organizational structures that define, enable, or restrain the program?

Refer to ARC Policies and Procedures Manual 3.0, 4.0, 5.0, and 6.0

B. What protocols or processes are in place to insure effective management of the program?

Refer to ARC Policies and Procedures Manual 3.0, 4.0, 5.0, and 6.0

Spring 08 update: Staff meet annually with Student Athlete Services to evaluate effectiveness of services to student athletes and to identify any additional services needed. Staff collaborate with Counseling Center to provide a skills support group and will be collaborating with University Advising to put into place new policies concerning undeclared provisional admit students.

#### **Part 5: HUMAN RESOURCES**

**The Academic Resource Center (ARC) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, the ARC must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The ARC must strive to improve the professional competence and skills of all personnel it employs.**

**Staff and faculty who hold a joint appointment with the ARC must be committed to the mission, philosophy, goals, and priorities of the program and must possess the necessary expertise for assigned responsibilities.**

**ARC professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.**

Professional staff should have earned degrees from relevant disciplines such as reading, English, mathematics, student personnel and student development, guidance and counseling, psychology, or education. ARC professionals should be knowledgeable in learning theory and in the instruction, assessment, theory, and the professional standards of practice for their area of specialization and responsibility. In addition, they should understand the unique characteristics and needs of the populations they assist and teach. ARC professional staff should vary and adjust pedagogical approaches according to the learning needs and styles of their students, to the nature of the learning task, and to content of academic disciplines across the curriculum.

ARC professional staff should be competent and experienced in:

- teaching, advising, and counseling students at the college level

- written and oral communication skills
- working in a culturally and academically diverse environment
- consulting, collaborating, and negotiating with staff, faculty and administrators of academic and student affairs units
- designing and implementing instructional strategies and materials and utilizing instructional technologies
- training, supervising, and mentoring paraprofessionals and pre-professionals
- identifying and establishing lines of communication for student referral to other institutional and student support units

**Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.**

The ARC should be informed of the policies and procedures to be followed for internships and practica as required by the students' academic departments. The roles and responsibilities of the ARC and those of the academic department should be clearly defined and understood by all involved.

**Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.**

**The ARC must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.**

Secretarial and technical staff should be updated on changes in programs, services, policies and procedures in order to expedite smooth and efficient assistance to clients. Appropriate staff development opportunities should be available.

**Salary levels and fringe benefits for all ARC staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.**

**The ARC must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.**

**The ARC must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.**

**The ARC must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.**

|                       |                     |                           |                      |                       |                        |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|
| <b>ND</b><br>Not Done | <b>1</b><br>Not Met | <b>2</b><br>Minimally Met | <b>3</b><br>Well Met | <b>4</b><br>Fully Met | <b>NR</b><br>Not Rated |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|

| <b>PART 5. HUMAN RESOURCES</b> <i>(Criterion Measures)</i> |   | <b>Rating Scale</b> |            |          |            |      |
|--|---|---------------------|------------|----------|------------|------|
| 5.1  | The program is staffed adequately with personnel qualified to accomplish its mission.   | ND                  | 1 <u>2</u> | 3        | 4          | NR   |
| 5.2  | Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.3  | The program strives to improve the professional competence and skills of all staff members.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.4  | Staff and faculty members are committed to the priorities of the program and possess the necessary expertise.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.5  | Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.  | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.6  | Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience. | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.7  | Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.8  | Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.9  | Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.10   | Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.   | ND                  | 1          | <u>2</u> | 3          | 4 NR |
| 5.11   | Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.   | ND                  | 1          | <u>2</u> | <u>3</u>   | 4 NR |
| 5.12   | Hiring and promotion practices are fair, inclusive, and non-discriminatory.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.13   | A diverse program staff is in place that provides readily identifiable role models for students.  | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.14   | Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.  | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.15   | The program has a system for regular staff evaluation.  | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.16   | The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |
| 5.17   | Staff that hold joint appointments must be committed to the mission of the program and possess the necessary expertise.   | ND                  | 1          | 2        | 3 <u>4</u> | NR   |

## Part 5: Human Resources Overview Questions

### 5.1 What is the strategic plan for staffing the program?

Refer to ARC Policies and Procedures Manual 4.0 and 5.0; Appendix A, B, C, D, E, M

Each year, ARC goes through a strategic planning process with the Vice President of Student Services, which is called the Compact Plan process. During this process, goals are established for the following year, current and future program initiatives are developed, and staffing requirements identified that are necessary to fulfill the Compact Plan initiatives.

For 2007-08, three initiatives were presented for funding to address staffing needs: 1) bring Learning Specialists to salary equity based on a recent position evaluation 2) increase 10-month Learning Specialist position to a 12-month position 3) hire a part-time reading specialist to maintain the remedial reading program that has been suspended.

A practicum has been developed for a Social Work student to help with consultations and remedial reading services.

### 5.2 In what ways are staff members' qualifications insured and their performance judged?

Refer to ARC Policies and Procedures Manual 4.0 and 5.0; Appendix A, B, C, D, E

### 5.3 In what ways does the program train, supervise, and evaluate staff members?

Refer to ARC Policies and Procedures Manual 4.0 and 5.0; Appendix B, C, D, E

## Part 6: FINANCIAL RESOURCES

The Academic Resource Center (ARC) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

The ARC must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Prior to implementing a new program or service or to significantly expanding an existing program component, a financial analysis should be performed to determine the financial resources required to support the addition or expansion and the appropriate funds made available.

The ARC budget should support its instructional and student support service functions. Adequate funds should be provided for the following budget categories: staff and student salaries, general office functions, student assessment and instructional activities, data management and program evaluation processes, research staff training and professional development activities, instructional materials and media, and instructional and office computing

| ND<br>Not Done | 1<br>Not Met | 2<br>Minimally Met | 3<br>Well Met | 4<br>Fully Met | NR<br>Not Rated |
|----------------|--------------|--------------------|---------------|----------------|-----------------|
|----------------|--------------|--------------------|---------------|----------------|-----------------|

| PART 6. FINANCIAL RESOURCES (Criterion Measures)  | Rating Scale         |
|---|----------------------|
| 6.1 The program has adequate funding to accomplish its mission and goals.   | ND 1 2 <b>3</b> 4 NR |
| 6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. | ND 1 2 3 <b>4</b> NR |
| 6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.          | ND 1 2 3 <b>4</b> NR |

### Part 6: Financial Resources Overview Questions

6.1 What is the funding strategy for the program?

The director of the ARC participates in a Compact Planning process each year with the Vice President, Division of Student Services. Through this process, department and funding initiatives are identified and categorized by proposed funding entity: department, university, other. The VP works with the Provost and President of Utah State University to identify initiatives that will be funded and what source will fund them. The ARC also is requested on occasion by ASUSU to present proposals for Tier II funding for the Supplemental Instruction and Math/Statistics Tutoring Program.

Refer to Policies & Procedures Manual Appendix M.

6.2 What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Refer to Policy & Procedures Manual 6.4-6.7.3

ARC expenses for each index do not exceed budgeted amounts, as documented through Controller records and budget printouts.

## Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

The Academic Resource Center (ARC) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Facilities and equipment should support the instructional, service, and office functions of the Academic Resource Center. Facility considerations should include flexible space that can be adapted to changes in the delivery of programs, services, and instructional modes; classrooms, labs, resource rooms, media and computer centers, group and one-to-one tutorial space to support instruction; private, sound-proofed areas to support testing, counseling, and other activities that require confidentiality or concentration; adequate and secure storage for equipment, supplies, instructional and testing materials, and confidential records. Attention should be given to environmental conditions that influence learning such as appropriate acoustics, lighting, ventilation, heating and air-conditioning.

| ND       | 1       | 2             | 3        | 4         | NR        |
|----------|---------|---------------|----------|-----------|-----------|
| Not Done | Not Met | Minimally Met | Well Met | Fully Met | Not Rated |

| PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)   | Rating Scale         |
|--|----------------------|
| 7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.   | ND 1 2 <u>3</u> 4 NR |
| 7.2 Program facilities, technology, and equipment are evaluated regularly.   | ND 1 2 3 <u>4</u> NR |
| 7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users. | ND 1 2 3 <u>4</u> NR |

### Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Refer to Policies & Procedures Manual 6.6-6.7.3

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Refer to Policies & Procedures Manual 6.6

## Part 8: LEGAL RESPONSIBILITIES

Academic Resource Center (ARC) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

ARC staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for ARC staff members as needed to carry out assigned responsibilities.

The institution must inform ARC staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Staff development programs should be available to educate Academic Resource Center staff of these changes.

|                       |                     |                           |                      |                       |                        |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|
| <b>ND</b><br>Not Done | <b>1</b><br>Not Met | <b>2</b><br>Minimally Met | <b>3</b><br>Well Met | <b>4</b><br>Fully Met | <b>NR</b><br>Not Rated |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|

| <b>PART 8. LEGAL RESPONSIBILITIES</b> ( <i>Criterion Measures</i> )   | <b>Rating Scale</b>  |
|---|----------------------|
| 8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.       | ND 1 2 3 <b>4</b> NR |
| 8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.                 | ND 1 2 3 <b>4</b> NR |
| 8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.                               | ND 1 2 3 <b>4</b> NR |
| 8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.            | ND 1 2 3 <b>4</b> NR |
| 8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.  | ND 1 2 3 <b>4</b> NR |
| 8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. | ND 1 2 3 <b>4</b> NR |

### Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

ARC programs, services, and tutoring facilities must be accessible to students who have documented disabilities according to the Americans with Disabilities Act. The ARC regularly consults with the Disability Resource Center to ensure appropriate accommodations and that facilities where ARC programs or services are offered are accessible. Refer also to Policies & Procedures Manual 7.1..

B. How are staff members instructed, advised, or assisted with legal concerns?

Refer to Policies & Procedures Manual 4.3, 6.1.  
The Utah State University attorney and Office of Human Resources and Equal Employment/Affirmative Action instruct, advise, and assist ARC staff with legal concerns.

## Part 9: EQUITY and ACCESS

Academic Resource Center (ARC) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The ARC must adhere to the spirit and intent of equal opportunity laws.

ARC must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, the ARC must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

|          |         |               |          |           |           |
|----------|---------|---------------|----------|-----------|-----------|
| ND       | 1       | 2             | 3        | 4         | NR        |
| Not Done | Not Met | Minimally Met | Well Met | Fully Met | Not Rated |

| PART 9. EQUITY AND ACCESS (Criterion Measures)   | Rating Scale         |
|--|----------------------|
| 9.1 All programs and services are provided on a fair and equitable basis.  | ND 1 2 3 <u>4</u> NR |
| 9.2 All program facilities and services are accessible to prospective user.  | ND 1 2 3 <u>4</u> NR |
| 9.3 Program operations and delivery are responsive to the needs of all students and other users.   | ND 1 <u>2</u> 3 4 NR |
| 9.4 All services adhere to the spirit and intent of equal opportunity laws.  | ND 1 2 3 <u>4</u> NR |
| 9.5 Program policies and practices do not discriminate against any potential users.  | ND 1 2 3 <u>4</u> NR |
| 9.6 The program acts to remedy imbalances in student participation and staffing.   | ND 1 2 3 <u>4</u> NR |
| 9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area. | ND 1 <u>2</u> 3 4 NR |

### Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

Refer to Policies & Procedures Manual Section 7.0

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Refer to Policies & Procedures Manual Section 7.0

## Part 10: CAMPUS and EXTERNAL RELATIONS

The Academic Resource Center (ARC) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

The Academic Resource Center should:

- be an integral part of the academic offerings of the institution
- establish communication with academic and student services units
- to encourage the exchange of ideas, knowledge, and expertise
- to provide mutual consultation, as needed, on student cases
- to expedite student referrals to and from the Academic Resource Center
- to collaborate on programs and services that efficiently and effectively address the needs of students
- have representation on institutional committees relevant to the mission and goals of the program such as committees on retention, orientation, basic skills, learning communities, freshmen seminars, probation review, academic standards and requirements, curriculum design, assessment and placement, and faculty development
- solicit volunteers from the local community to contribute their skills and talents to the services of the Academic Resource Center
- provide training and consultation to community-based organizations, e.g., literacy associations, corporate training, and school district-based tutorial services

|           |          |               |          |           |           |
|-----------|----------|---------------|----------|-----------|-----------|
| <b>ND</b> | <b>1</b> | <b>2</b>      | <b>3</b> | <b>4</b>  | <b>NR</b> |
| Not Done  | Not Met  | Minimally Met | Well Met | Fully Met | Not Rated |

|  |                      |
|--|----------------------|
| <b>PART 10. CAMPUS and EXTERNAL RELATIONS</b> <i>(Criterion Measures)</i>  | <b>Rating Scale</b>  |
| 10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies. | ND 1 2 3 <b>4</b> NR |

### Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effective relations?

Because of the nature of learning assistance services and programs, the ARC must maintain effective relations with an extensive network of stakeholders including current and prospective students and parents/guardians; all academic, administrative, and Student Services units within the university; ASUSU student government; public school districts; Division of Vocational Rehabilitation and Utah Workforce Services; institutions of higher education – especially those within the state of Utah; and learning assistance peers

B. What evidence confirms effective relationships with program constituents?

\*Refer to CAS Appendix B and ARC Policies and Procedures Manual Appendices H, K  
 \*The ARC staff hold membership on numerous university and Student Services committees such as University Retention; University Advising/Academic Resource Center; Early Alert Task Force; Advising Coordinating Committee; University Connections (FYE) Planning Committee; and Athletics APR.  
 \*The ARC has developed specialized programs for Student Athlete Services  
 \*ARC tutoring program has been included in a proposal submitted by the Math Department to develop resources to support the mandatory Math Placement Exam to be initiated Summer 2007  
 \*ARC staff has provided staff and student workshops for local high schools and middle schools  
 \*ARC staff have consulted with Bridgerland Literacy and the Bridgerland Applied Technology Center regarding the development of remedial reading services.  
 \*The ARC Tutor Advertiser is accessed by public school students and/or their parents to identify tutoring support  
 \*The ARC is described in all major university publications such as the General Catalog and Schedule of Classes; the department is cross-indexed extensively within the USU Web Site; programs and services are identified on the Web site calendar  
 Spring 08 update: The ARC is collaborating with the Counseling Center to provide a Study Skills Support Group, effective Spring 08; the Math Dept. to provide trained tutors for online tutoring with

SmartBoard technology effective Fall 08; with University Advising to develop an advising contract for use with undeclared provisional admit students; with RFYE to develop “early early alert” processes and procedures; with BATC to refer students with remedial reading needs to the BATC reading course. The Director developed an online perception/satisfaction survey, which was sent to SI faculty. A summer 08 meeting will be held with the Media Relations representative to assess ARC needs and develop an effective marketing/advertising/promotion plan.

## Part 11: DIVERSITY

**Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the Academic Resource Center (ARC) must nurture environments where commonalties and differences among people are recognized and honored.**

**The ARC must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. The ARC must educate and promote respect about commonalties and differences in their historical and cultural contexts.**

**The ARC must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.**

The program should facilitate student adjustment to the academic culture of the institution by orienting students to the practices, resources, responsibilities and behaviors that contribute to academic success.

The instructional content, materials, and activities of Academic Resource Centers should provide opportunities to increase awareness and appreciation of the individual and cultural differences of students.

| ND       | 1       | 2             | 3        | 4         | NR        |
|----------|---------|---------------|----------|-----------|-----------|
| Not Done | Not Met | Minimally Met | Well Met | Fully Met | Not Rated |

| PART 11. DIVERSITY (Criterion Measures)  | Rating Scale         |
|--|----------------------|
| 11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored.                     | ND 1 2 3 <b>4</b> NR |
| 11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage. | ND 1 2 3 <b>4</b> NR |
| 11.3 The program promotes respect for commonalties and differences in historical and cultural contexts.                                  | ND 1 2 3 <b>4</b> NR |
| 11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.  | ND 1 2 3 <b>4</b> NR |

### Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

Refer to ARC Policies & Procedures Manual 7.1 and Appendix B  
 Refer to CAS Appendix A  
 Spring 08 update: Two more staff members completed Allies training. Staff attends events sponsored by International Students and Multicultural Student Services.

B. How does the program serve the needs of diverse populations?

Refer to ARC Policies & Procedures Manual Section 7.0 and Appendix B  
 Refer to CAS Appendix A

## **Part 12: ETHICS**

**All persons involved in the Academic Resource Center (ARC) must adhere to the highest principles of ethical behavior. The ARC must develop or adopt and implement appropriate statements of ethical practice. The ARC must publish these statements and ensure their periodic review by relevant constituencies.**

**ARC staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.**

**ARC staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.**

**ARC staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.**

Information and training should be made available regarding conflict of interest policies.

**ARC staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.**

**When handling institutional funds, all ARC staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.**

**ARC staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

With the prevalence of student paraprofessional and tutorial staff within Academic Resource Centers, specific attention should be given to properly orienting and advising student staff about matters of confidentiality. Clear statements should be distributed and reviewed with student staff as to what information is and is not appropriate for student staff to access or to communicate.

**ARC staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.**

**ARC staff members must be knowledgeable about and practice ethical behavior in the use of technology.**

**Because ARC staff work with students' academic coursework, they must be knowledgeable of policies related to academic integrity, plagiarism, student code of conduct and other similar policies. All staff members must be cognizant of the implications of these policies.**

**Statements or claims made about outcomes that can be achieved from participating in Academic Resource Centers and services must be truthful and realistic.**

**ARC funds acquired through grants and other non-institutional resources must be managed according to the regulations and guidelines of the funding source and the institution.**

| ND       | 1       | 2             | 3        | 4         | NR        |
|----------|---------|---------------|----------|-----------|-----------|
| Not Done | Not Met | Minimally Met | Well Met | Fully Met | Not Rated |

| <b>PART 12. ETHICS</b> ( <i>Criterion Measures</i> ) |   | <b>Rating Scale</b> |   |   |   |             |
|--|---|---------------------|---|---|---|-------------|
| 12.1   | All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.   | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.2   | The program has a written statement of ethical practice that is reviewed periodically.  | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.3   | Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.   | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.4   | Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.  | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.5   | Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.   | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.6   | All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.  | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.7   | Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.  | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.8   | Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment. | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.9   | Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.   | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.10  | All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.  | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.11  | Staff members confront and otherwise hold accountable others who exhibit unethical behavior.  | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.12  | Staff members practice ethical behavior in the use of technology.   | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.13  | Staff are knowledgeable of policies related to academic integrity, plagiarism, and student code of conduct.   | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.14  | Claims about outcomes from participating in Academic Resource Centers are truthful and realistic.   | ND                  | 1 | 2 | 3 | <u>4</u> NR |
| 12.15  | All funds, however gathered, are managed according to institutional policies and procedures.  | ND                  | 1 | 2 | 3 | <u>4</u> NR |

## Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

Refer to ARC Policies & Procedures Manual Section 6.0  
Refer to CAS Appendix B

B. What is the program's strategy for managing student and staff member confidentiality issues?

Refer to ARC Policies & Procedures Manual 5.0, 6.2, Appendices B & E

C. How are ethical dilemmas and conflicts of interest managed?

Refer to ARC Policies & Procedures Manual 6.1, 6.5.5

D. In what ways are staff members informed and supervised regarding ethical conduct?

Refer to ARC Policies & Procedures Manual 4.3, 6.1, 6.2, 6.5.5

## **Part 13: ASSESSMENT and EVALUATION**

**The Academic Resource Center (ARC) must conduct regular assessment and evaluations. The ARC must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.**

Qualitative methods may include standard evaluation forms, questionnaires, interviews, observations, or case studies.

Quantitative measurements range from data on an individual student's performance to the impact on the campus' retention rate. Quantitative methods may include follow-up studies on students' grades in mainstream courses, GPAs, graduation, re-enrollment and retention figures. Comparative data of Academic Resource Center participants and non-participants is also a measure of program effectiveness. Quantitative measures can include data on the size of the user population, numbers utilizing particular services, number of contact hours, the sources of student referrals to the program, numbers of students who may be on a waiting list or who have requested services not provided by the Academic Resource Center. Quantitative data should be collected within specific time periods and longitudinally to reveal trends.

**The ARC must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.**

**Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.**

The ARC should have the ability to collect and analyze data through its own resources and through access to appropriate data generated by the institution.

Periodic evaluations of the Academic Resource Center and services may be performed by on-campus experts and outside consultants and disseminated to appropriate administrators.

The ARC should conduct periodic self-assessments, utilizing self-study processes endorsed by professional organizations.

Various means of assessment should be conducted for the purpose of identifying the learning needs of the students and guiding them to appropriate programs and services. Assessment results should be communicated to the student confidentially, honestly, and with sensitivity. Students should be advised directed to appropriate, alternative educational opportunities when there is reasonable cause to believe that students will not be able to meet requirements for academic success.

The ARC should periodically review and revise its goals and services based on evaluation outcomes and based on changes in institutional goals, priorities, and plans. Data that reveals trends or changes in student demographics, characteristics and needs should be utilized for Academic Resource Center short- and long-term planning.

|                       |                     |                           |                      |                       |                        |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|
| <b>ND</b><br>Not Done | <b>1</b><br>Not Met | <b>2</b><br>Minimally Met | <b>3</b><br>Well Met | <b>4</b><br>Fully Met | <b>NR</b><br>Not Rated |
|-----------------------|---------------------|---------------------------|----------------------|-----------------------|------------------------|

| <b>PART 13. ASSESSMENT AND EVALUATION</b> ( <i>Criterion Measures</i> )   | <b>Rating Scale</b>  |
|---|----------------------|
| 13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met. | ND 1 2 <b>3</b> 4 NR |
| 13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.  | ND 1 2 3 <b>4</b> NR |
| 13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.  | ND 1 2 3 <b>4</b> NR |
| 13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.  | ND 1 2 3 <b>4</b> NR |

### Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

Refer to ARC Web site <http://www.usu.edu/arc/assessment>  
Refer to ARC Policies & Procedures Manual Appendix G, H, I, J, L

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

\*The ARC has developed assessments to determine outcomes for each major program and service. A Spring 07 research study is being implemented to identify retention outcomes for students who completed Psy 1730.  
\*Refer to ARC Policies & Procedures Manual Appendices G, H, I, J, L  
\*Refer to CAS Appendix B  
Spring 08 update: Spring 07 research was inconclusive regarding Psy 1730 outcomes. However, the ARC is working with RFYE Assistant Director to regularly collect cohort data to assess outcomes of Psy 1730 students with non-Psy 1730 students. We are still working to identify appropriate assessment instruments for Psy 1730 and effective research methodology. A new study skills inventory will be administered in Psy 1730 beginning Fall 08, which has been useful with Individual Consultation services. An online survey was developed and distributed to SI faculty to assess perceptions and satisfaction, as well as performance of SI leaders.

C. How are student learning and development outcomes determined to ensure their level of achievement?

\*In addition to the assessments identified in the ARC Policies and Procedures Manual Appendices and CAS Appendices referenced below, each Psy 1730 instructor conducts a variety of informal Classroom Assessment Techniques (reference publication by D'Angelo and Cross) that provide immediate feedback about students' knowledge and attitudes relevant to course content. Also, University evaluations are conducted in each Psy 1730 course section each semester.  
\*Refer to ARC Policies & Procedures Manual Appendices G, H, I, J, L  
\*Refer to CAS Appendix B  
Spring 08 update: An online study skills survey was initiated with Individual Consultations, which has anecdotally improved the quality of instruction and the motivation and focus of students receiving these services. This instrument will be implemented into Psy 1730 effective Fall 08. The department still strives to identify appropriate instruments to measure recognizable outcomes for Psy 1730 and ICs. Collaboration continues with RFYE relative to identify 1730 outcomes. SI and Tutoring continue to identify outcomes via descriptive stats, with goals of identifying a collaboration that might be able to assist with correlational research.

# CAS

## Academic Resource Centers

### Work Form A Assessment, Ratings, and Significant Items

**INSTRUCTIONS:**

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

|   |  |  |  |  |   | <b>Step One</b>  |                       |
|---|--|--|--|--|---|------------------|-----------------------|
| <b>Part</b>                                       | <b>Items</b>                                   |  |  |  |   | <b>Excellent</b> | <b>Unsatisfactory</b> |
| <b>1. Mission</b>                                 | 1.1<br>1.6                                     | 1.2  | 1.3                                      | 1.4  | 1.5                                     |                  |                       |
| <b>2. Program</b>                                 | 2.1<br>2.4.3<br>2.4.8<br>2.4.13<br>2.6<br>2.7e | 2.2<br>2.4.4<br>2.4.9<br>2.4.14<br>2.7a<br>2.8 | 2.3<br>2.4.5<br>2.4.10<br>2.4.15<br>2.7b | 2.4.1<br>2.4.6<br>2.4.11<br>2.4.16<br>2.7c | 2.4.2<br>2.4.7<br>2.4.12<br>2.5<br>2.7d |                  |                       |
| <b>3. Leadership</b>                              | 3.1<br>3.6<br>3.7e                             | 3.2<br>3.7a<br>3.8                             | 3.3<br>3.7b<br>3.9                       | 3.4<br>3.7c<br>3.10                        | 3.5<br>3.7d<br>3.11                     |                  |                       |
| <b>4. Organization &amp; Management</b>           | 4.1  | 4.2  | 4.3                                      | 4.4  |   |                  |                       |
| <b>5. Human Resources</b>                         | 5.1<br>5.6<br>5.11<br>5.16                     | 5.2<br>5.7<br>5.12<br>5.17                     | 5.3<br>5.8<br>5.13                       | 5.4<br>5.9<br>5.14                         | 5.5<br>5.10<br>5.15                     |                  |                       |
| <b>6. Financial Resources</b>                     | 6.1  | 6.2  | 6.3                                      |  |   |                  |                       |
| <b>7. Facilities, Technology, &amp; Equipment</b> | 7.1  | 7.2  | 7.3                                      |  |   |                  |                       |
| <b>8. Legal Responsibilities</b>                  | 8.1<br>8.6                                     | 8.2  | 8.3                                      | 8.4  | 8.5                                     |                  |                       |
| <b>9. Equity and Access</b>                       | 9.1<br>9.6                                     | 9.2<br>9.7                                     | 9.3                                      | 9.4  | 9.5                                     |                  |                       |

|  |                       |                       |                       |                       |               |  |  |
|--|-----------------------|-----------------------|-----------------------|-----------------------|---------------|--|--|
| <b>10. Campus and External Relations</b> | 10.1                  |                       |                       |                       |               |  |  |
| <b>11. Diversity</b>                     | 11.1                  | 11.2                  | 11.3                  | 11.4                  |               |  |  |
| <b>12. Ethics</b>                        | 12.1<br>12.6<br>12.11 | 12.2<br>12.7<br>12.12 | 12.3<br>12.8<br>12.13 | 12.4<br>12.9<br>12.14 | 12.5<br>12.10 |  |  |
| <b>13. Assessment &amp; Evaluation</b>   | 13.1                  | 13.2                  | 13.3                  | 13.4                  |               |  |  |

**Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention**

|   |
|---|
| 1.  |
| 2.  |
| 3.  |
| 4.  |
| 5.<br>5.1 The program is staffed adequately with personnel qualified to accomplish its mission.<br>5.10 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.<br>5.11 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region. |
| 6. 6.1 The program has adequate funding to accomplish its mission and goals.  |
| 7. 7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission  |
| 8.  |
| 9. 9.3 Program operations and delivery are responsive to the needs of all students and other users.<br>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.   |
| 10.   |
| 11.   |
| 12.   |
| 13. 13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.   |

# CAS

## Academic Resource Centers

### Work Form B Follow-Up Actions

**INSTRUCTIONS:**

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 1, Work Form A). In *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

**Step Three: Describe the current practice that requires change and actions to initiate the change**

| Practice Description  | Corrective Action Sought | Task Assigned To                  | Timeline Due Dates |
|---|--------------------------|-----------------------------------|--------------------|
| 5.1 The program is staffed adequately with personnel qualified to accomplish its mission.   |                          | Director                          |                    |
| 5.10 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.  |                          | Director                          |                    |
| 5.11 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.  |                          | Director                          |                    |
| 6.1 The program has adequate funding to accomplish its mission and goals.   |                          | Director                          |                    |
| 7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission   |                          | Director                          |                    |
| 13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met. |                          | Director and Learning Specialists |                    |

# CAS

## Academic Resource Centers

### Work Form C Summary Action Plan

#### **Step Four:**

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

#### **Part 1: Mission**

No action needed

#### **Part 2: Program**

No action needed

#### **Part 3: Leadership**

No action needed

#### **Part 4: Organization and Management**

No action needed

#### **Part 5: Human Resources**

The ARC Director will follow through with the Compact Plan initiatives presented in Spring 07 to bring the 10-month Learning Specialist contract to a 12-month contract; develop a specific salary equity plan with the VP Student Services for the Learning Specialists; and continue to identify funding sources and/or student practicums or internships that can satisfy the most immediate needs for remedial reading services. The Director will continue to identify deficiencies and needs within the Compact Plan budgeting process, maintain contact with ASUSU regarding Tier II initiatives, and maintain contact with various committees and departments within Student Services and the Colleges to identify potential collaborations such as funding for graduate assistants, practicums, and internships to fulfill the ARC staffing needs.

Spring 08 update: The position re-evaluation for Learning Specialist was completed, and Human Resources did support a grade level increase for the position. The 10-month Learning Specialist was converted to a 12-month contract. The part-time reading specialist was not funded. There is still a need to provide reading services that we cannot provide at the level necessary due to insufficient staff. We will be working to develop partnerships with BATC and a current Psy 1750 course to accommodate students with the greatest needs. Compact Plan initiatives will still identify the need for a part-time college reading specialist.

At this time, a Social Work practicum will not be pursued, since the need for addition staff requires skills and professional experience not possible with an undergraduate practicum student.

#### **Part 6: Financial Resources**

The need for staff assistant support, tutoring, Supplemental Instruction, remedial reading, and individual consultation resources will continue to be documented through monthly and annual Dashboard reports, which identify quantity of students accessing ARC programs and services. ARC will also monitor demands versus resources via waiting lists for services; university initiatives that are created that will require learning assistance programs or services for undergraduate retention efforts; early alert systems that are developed; and programs that are established for disadvantaged students. Demand for resources will be identified via Compact Plan initiatives requesting funding to support the necessary learning assistance resources to meet university needs.

Spring 08 update: A proposal to increase the funding for the SI and Tutoring programs was submitted via the VP SS to the Provost and others in university administration. Additional funding was requested to support the required salary increases due to minimum wage increase, additional student demand for tutoring services, and additional course sections added for SI-supported courses. The proposal was not considered for Tier II funding. Notification has not yet been made to indicate if any additional funding will be provided. The programs can still provide services, but not optimally. This will continue to be a priority for funding requests in subsequent years, both through Tier II committees and Student Services Compact Plan initiatives. Funding for reading services will also be requested via Compact Plan.

**Part 7: Facilities, Technology, and Equipment**

Technology and equipment upgrades are always an issue with programs such as tutoring and Supplemental Instruction that serve thousands of students and that require much administration and data analysis to determine program outcomes. Card readers for the tutoring center, current versions of statistical software, upgraded computer hardware for staff, and server technology to handle dynamic Web-based databases are consistent needs. ARC will continue to request funding through the compact plan process and Tier II funding mechanisms, as well as looking to partner for resources through colleges and departments. ARC will continue to implement effective lower cost options when possible and manage budgets so that reserves may be available for emergency equipment failures.

Spring 08 update: Department budget has been very diligently monitored to ensure expenditures are minimized to support priority needs. Out-of-state professional conferences were sacrificed this year to allow for purchase of a department laptop and a new computer for Staff Assistant. IT support has been provided by the Student Services part-time student IT administrator. Web projects have been requested to be completed by this individual for summer 08 and appear they will be able to be supported. The department budget is still being managed to ensure adequate reserves.

**Part 8. Legal Responsibilities**

No action needed

**Part 9: Equity and Access**

Spring 08 update: There will be an increased demand for academic support services due to implementation of intrusive advising contracts for undeclared provisional admit students beginning Fall 08. ARC staff will have increased demand on Psy 1730 course enrollment, Individual Consultations, and reading instruction. It is likely additional reading instruction services will be necessary that cannot be managed through one section of Psy 1750, which is taught by a SSS staff member and realistically not fully available to general population. The ARC staff cannot currently manage additional 1730 sections AND a 1750 section. So reading services will likely not be as available as necessary during the 2008-09 school year, and there will potentially be an impact on IC that will result in longer waiting lists.

Due to the new initiative of One University, significant efforts have been made to better serve Regional Campus Distance Education (RCDE) centers. Academic support services are variable in these locations, from non-existent to programs such as Psy 1730 and tutoring (face-to-face and/or online/broadcast). The ARC attended a RCDE conference to identify needs and begin collaborations, resulting in a collaboration with the Math Dept. and Brigham City to begin online math tutoring via SmartBoard. Collaboration with Price academic advisor has begun for study strategies instruction training. Director will participate in a RCDE tour at the end of May, 2008, with other student Services directors to learn more about needs of RCDE students and to determine how ARC services can be expanded into those areas or the ARC staff can consult to train RCDE staff to provide the services.

**Part 10: Campus and External Relationships**

No action needed

**Part 11: Diversity**

No action needed

**Part 12: Ethics**

No action needed

**Part 13: Assessment and Evaluation**

An assessment instrument and process will be developed during 2007-08 to better evaluate and quantify learning outcomes from individual study strategies consultations. Consultations with an Economics faculty member will take place during Summer 07 to apply a unique statistical model to tutoring program outcome data to better control for self-selection bias. Data reports for Supplemental Instruction will be refined to include data on withdrawals for the semester summary reports. Collaboration will continue with the Psychology Department to refine the research design for Psy 1730 and to identify appropriate evaluation instruments that will measure the outcomes we have determined relevant to student retention.

Spring 08 update: An evaluation was developed and has been administered for Individual Consultations. Beginning Fall 08, the peer advisor will maintain monthly email contact with these students to provide information and support. All SI outcome data reports were substantially changed during Summer 07 to more appropriately identify necessary data and to present graphically for more effective analysis of outcomes. Additional changes will be made during Summer 08 to capture data based on different

categories of attendance. Potential collaboration is possible with Psych Dept. professor Sue Crowley and a master's student who may be interested in validating a study skills inventory developed by a professor at another university.