

Evaluation Report



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Executive Summary



This report summarizes the findings of the WMU-4S program evaluation, conducted during the Fall 2007 semester. The purpose of this evaluation was to determine the extent to which the WMU-4S program is reaching its goals.

The effectiveness of any program is increased when the knowledge, responsibility, and actions required to meet its goals become unified. Thus, through collaborative evaluation, a holistic learning environment was achieved. Collaborative evaluation is a method in which there is a significant degree of collaboration between evaluators and stakeholders in the evaluation process (e.g., Cousins, Donohue, & Bloom, 1996; O'Sullivan & D'Agostino, 2002; Rodriguez-Campos, 2005).

This evaluation was designed and implemented using the Model for Collaborative Evaluations (MCE). The MCE is a comprehensive framework for guiding collaborative evaluations in a precise, realistic, and useful manner (Rodriguez-Campos, 2005). This model transformed the evaluation into a joint responsibility process allowing a more holistic understanding of the program. Figure 1 provides the conceptual framework for viewing the MCE's components interactively: (1) identify the situation; (2) clarify the expectations; (3) establish a shared commitment; (4) ensure open communication; (5) encourage best practices; and (6) follow specific guidelines. Additionally, each of the subcomponents or factors—present inside of each MCE component—includes a set of 10 steps suggested to support and encourage the proper use of the MCE (a checklist with these steps is available at <http://www.collabeval.com>).

Since the Spring 2007 semester, the Division of Multicultural Affairs at Western Michigan University has been developing and implementing the WMU-4S program. The program currently

Evaluation Purpose & Approach

“Collaborative evaluation is a method in which there is a significant degree of collaboration between evaluators and stakeholders”

Cousins et al.

“Model for Collaborative Evaluations (MCE) is a comprehensive framework for guiding collaborative evaluations in a precise, realistic, and useful manner”

Rodriguez-Campos

includes 16 tutors, 64 students, 9 advisors, and 3 staff members (at the time of data collection). Forty-one questionnaires were completed and returned for analysis by those who have been involved in this program; the overall response rate was 45%.

Demographics

- Of the 41 respondents who completed the questionnaires, 63% were women and 37% were men.
- The largest ethnicity group identified by respondents was 'Black or African American' with 47%.
- Of the staff and advisors, 71% have been employed at Western Michigan University for fewer than 5 years, and 29% have been employees for 11 years or more.
- All of the tutors who responded to the questionnaire were currently enrolled students at Western Michigan University.
- The majority of the students participating in the WMU-4S program were full-time students, with only one student enrolled part-time.
- When respondents were asked how the program is helping participants increase their GPA, a total of 66% indicated that the **one-to-one tutoring** is positively impacting participants.
- Respondents were asked to provide any further comments about how the WMU-4S program is able to accomplish its overall goals. The most common comments were about providing students with individualized attention and tutoring.
- Advisors identified the **effective communication policy of the program**, easy application process, and strong recruitment strategy as procedures already in place to help the program reach its goals.
- Tutors highlighted the **individualized success plan**, the goal achievement planner, books for tutors to use, **flexible hours**, and **alternative advising** services as program strengths.
- According to program tutors, students have shown signs of **increasing their GPA, meeting GPA requirements, and taking the correct prerequisite courses**.

Tutoring Impact

"The greatest strength is the personal contact we offer students on this campus."

WMU-4S Tutor

Program Strengths

"Not just students in an academic scale, but a responsible life style as well."

WMU-4S Tutor

- Students expressed an interest in other alternative programs the WMU-4S program may offer. **Study skills** workshops ranked number 1 with **86.6%** students indicating they would like to attend. **Time management** was next on the list with **76.9%** of students showing interest. The majority of respondents also selected **career counseling** as a potential area of interest. Students also mentioned **test taking** skills, organization, and **note taking** workshops as services they would like the WMU-4S program to offer.

Other Services Students Want

Students would like workshops in Study Skills, Time Management, and Career Counseling.

WMU-4S Students

This evaluation provided formative feedback and laid the foundation for a continuous program improvement. As a result of using the MCE, the quality of the evaluation was increased because it established a more open and shared evaluation culture, while attending to the intended and unintended effects of the collaborative relationships. This model helped to understand and account for the nature of the work and the full range of stakeholders in the collaborative evaluation process. Hence, the evaluation findings provide a useful basis for guiding the decision-making process, because people worked collaboratively, while respecting the WMU-4S program and its interactions within its total system.

Introduction



Introduction

The WMU-4S program's intent is to increase the graduation rate of academically and economically disadvantaged students. The intent of the 4S program is to provide seed money that will serve as a catalyst for institutional change, stimulating more coordinated efforts within institutions, permanently ensuring both short- and long-term measurable improvement in graduation rates of targeted students.

The external evaluator, Dr. Liliana Rodriguez-Campos, has been engaged by the Western Michigan University to evaluate the WMU-4S program conducted from September 2007 to December 2007 (see Appendix A). In addition, two doctoral students, Susan Hibbard and Aarti Bellara, from University of South Florida collaborated in this evaluation.

For the purpose of this evaluation, the key stakeholder identified was the WMU-4S Project Coordinator. In addition, the primary audience identified was the WMU-4S Project Coordinator, the King-Chávez-Parks Initiative staff, Division of Multicultural Affairs, and WMU College Deans.

The purpose of this evaluation was two fold; it consisted of two separate but conceptually linked components designed to explore the WMU-4S program effectiveness. Thus, the first evaluation purpose was a formative strategy to determine the Program's ongoing progress on meeting predefined objectives for its improvement. Specifically, this part of the evaluation focused on determining whether the WMU-4S program objectives were met. Because the information is going to be collected across three years, it will be possible to determine if and when specific activities (within those objectives) need to be modified or updated. The second evaluation purpose, a summative strategy, will be

About the WMU-4S Program

External Evaluator

Evaluation Stakeholder

Evaluation Purpose

implemented to determine the overall effectiveness of this WMU-4S program. Specifically, this evaluation will illuminate the WMU-4S program strengths and weaknesses to encourage reflection and dialogue about its future steps. The evaluation results will be initially used to reflect upon lessons learned, and improve the WMU-4S program format (e.g., logistic, content, activities). Then, in year three, the evaluation results will be used to share final findings among stakeholders, and inform future directions (e.g., continuation or termination, institutionalization) of this initiative.

Evaluation Approaches

Following the principle that evaluation is a learning tool for improving the WMU-4S program, a collaborative evaluation approach was proposed in this evaluation to actively engage the WMU-4S program key stakeholders during the whole evaluation process. Without this kind of engagement, it wouldn't be possible to capture the essence of the WMU-4S program.

As a result of preliminary document reviews, a mixed method evaluation approach was also proposed for this evaluation. This was because a mixed method approach offers the opportunity to address the evaluation questions using a combination of quantitative and qualitative methods. Hence, it assures dependable feedback because those methods complement each other and provide important cross-checks on the evaluation findings. As a consequence, the evaluation was able to determine the value of the WMU-4S program in a comprehensive way and provide appropriate direction for its improvement.

Evaluation Standards

This evaluation has followed the evaluation standards adopted by the Joint Committee on Standards. These standards are the commonly agreed-upon principles of professional practice that should guide the design, implementation, assessment, and improvement of an evaluation (Sanders, 1994). A full text of these program evaluation standards is available on the Western

Michigan University Evaluation Center's website at <http://www.wmich.edu/evalctr/>.

Based on initial discussions with the key stakeholders, and the materials provided by the WMU-4S program, five general evaluation questions were defined. The following are the main questions that were addressed by the evaluation, as well as some sub-questions:

1. To what extent and in which ways was the WMU-4S program able to improve its participants' grade point average (GPA)?
2. To what extent and in which ways was the WMU-4S program able to advance its participants' academic standing?
3. To what extent and in which ways was the WMU-4S program able to increase its participants' acceptance into a major?
4. To what extent and in which ways was the WMU-4S program able to increase its participants' graduation?
5. To what extent and which ways, has the WMU-4S program accomplished other overall goals? Specifically,
 - a. What have been the identified strengths of the WMU-4S program, as perceived by participants?
 - b. What have been the identified areas for improvement of the WMU-4S program as perceived by participants?
 - c. What were the main lessons learned from the WMU-4S program?

Four different survey questionnaires were developed and distributed to WMU-4S staff, advisors, tutors, and students who are involved in the WMU-4S program. A total of 99 questionnaires were sent out to 3 WMU-4S staff, 16 WMU-4S advisors, 16 WMU-4S tutors, and 64 WMU-4S students from October to November 2007 (see Appendix C). The survey questionnaire was shared in

Evaluation Questions

Survey Instrument

advance with the WMU-4S program key stakeholder for feedback, and later, pilot tested for improvement purposes. It was anticipated that this survey would take approximately 5-8 minutes to be completed. The questionnaires were administered via the internet, through SurveyMonkey. Forty-one questionnaires were completed and submitted by the WMU-4S staff, advisors, tutors, and students. The response rate was 45%.

Evaluation Timeline

The following section describes a summary of the plan followed for the WMU-4S program evaluation. A multi-method approach was proposed for addressing the evaluation questions suggested.

The initial planning of the WMU-4S program evaluation was started with the key stakeholder on October 1, 2007. After conducting focus group discussions, the preparation of questionnaires started on October 8, 2007. Then, during the month of October, questionnaires were sent out to program staff, advisors, tutors, and students via internet emails as well as follow-up reminders.

The data collection process and analysis started during the week of November 26, 2007. The draft of the final report was prepared during the weeks of December 3 throughout December 20. The draft of the final report was received on December 21. The final evaluation report was delivered on January 7, 2008.

Results

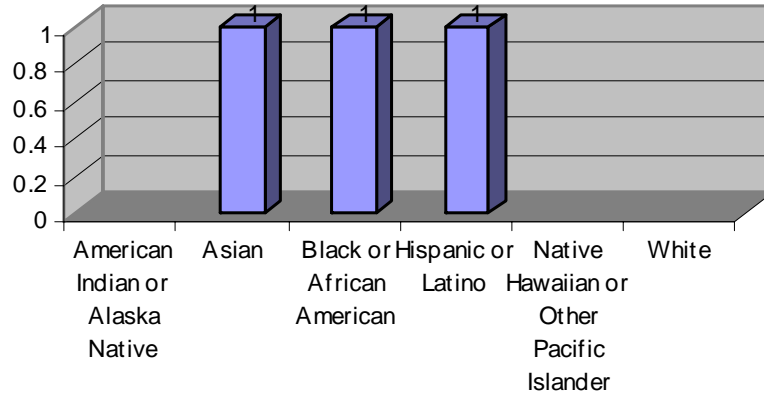


Demographics

Three WMU-4S program staff members completed the staff questionnaire. The staff questionnaire had a 100% response rate. All of the respondents were women and they all answered this question.

Chart 1

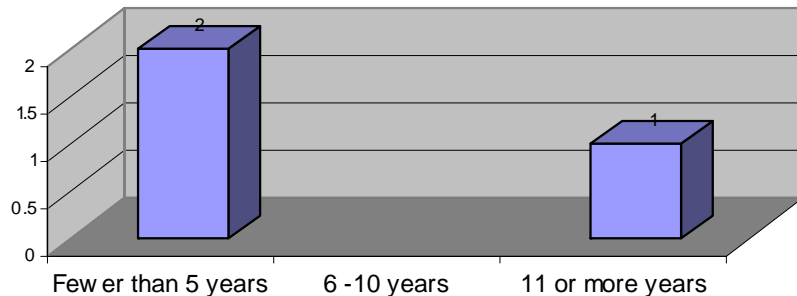
Respondent Ethnicity – Staff



According to survey results and discussions with the client, one (33.3%) staff member identified herself as ‘Hispanic or Latino’, one (33.3%) staff member identified herself as ‘Black or African American’ and one (33.3%) identified herself as Asian.

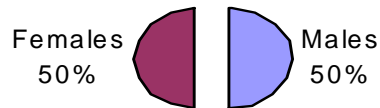
Chart 2

Respondent Employment – Staff



Two of the three staff members have worked for Western Michigan University for fewer than 5 years, and one of the staff members has worked for Western Michigan University 11 or more years.

Four advisor participants in the WMU-4S program completed the advisor questionnaire. There was a 44% response rate for the advisor survey. Two of them identified themselves as females and the other two as males. All advisors who answered the survey answered this question.



Demographics con't

Chart 3

Respondent Gender – Advisors

Three advisors identified themselves as 'Black or African American' and one advisor identified him or herself as both 'American Indian or Alaska Native' and 'Black or African American'.

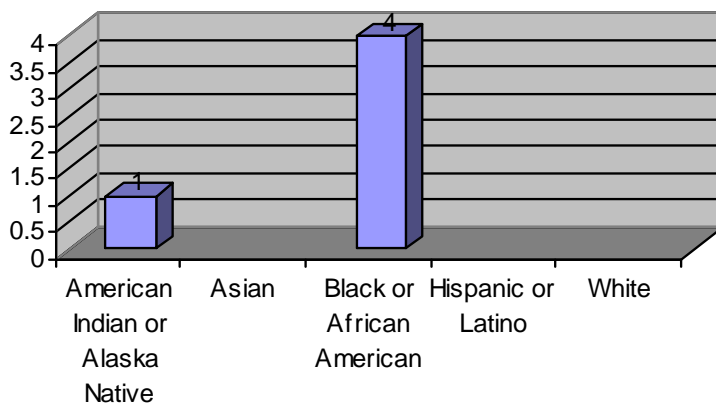


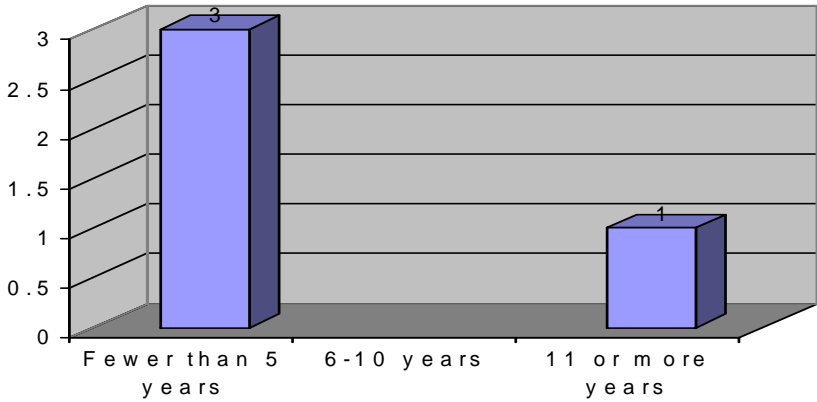
Chart 4

Respondent Ethnicity – Advisors

One advisor has worked for Western Michigan University for 11 or more years. Three advisors indicated they have worked for Western Michigan University for less than 5 years.

Chart 5

Respondent Employment – Advisors

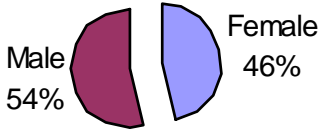


Demographics con't

Thirteen WMU-4S program tutors completed the tutor questionnaire. The tutor questionnaire had an 81% response rate. Six (46%) of the respondents were women and seven (54%) respondents were men. All tutor respondents answered this question.

Chart 6

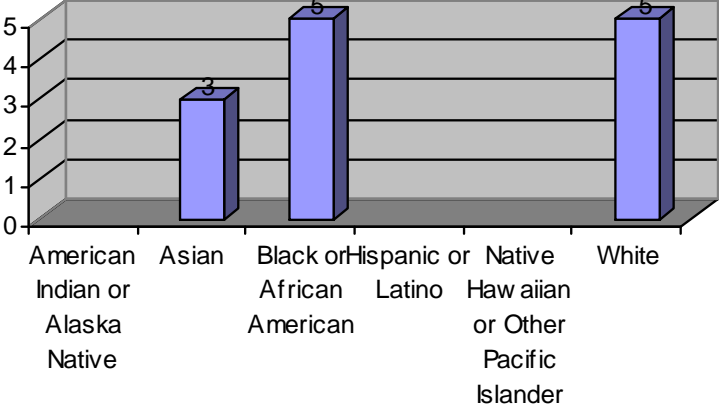
Respondent Gender – Tutors



Three tutors identified themselves as 'Asian' and five tutors identified themselves as 'Black or African American' and five tutors identified themselves as 'White'.

Chart 7

Respondent Ethnicity – Tutors



All tutor respondents were currently enrolled Western Michigan University students at the time the questionnaire was administered.

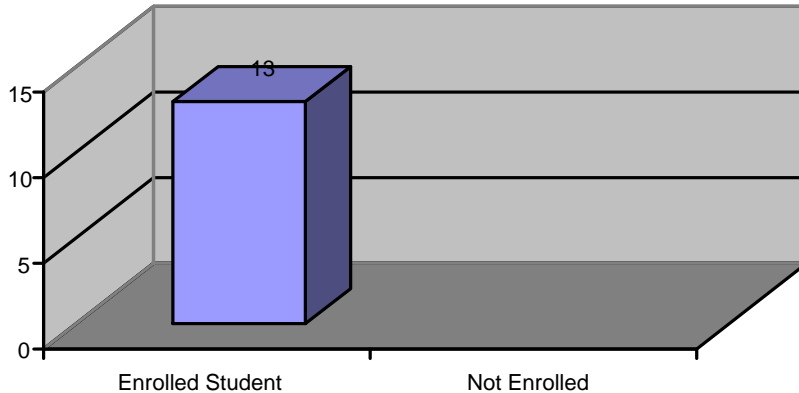


Chart 8

Respondent Enrollment – Tutors

Twenty-one student participants in the WMU-4S program completed the student questionnaire. The student questionnaire had a 33% response rate. Fifteen (71%) of the respondents were women and six (29%) respondents were men. All student respondents answered this question.

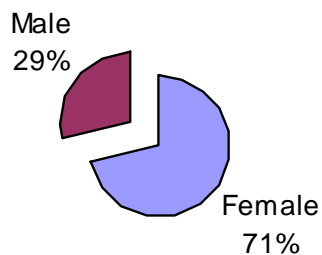
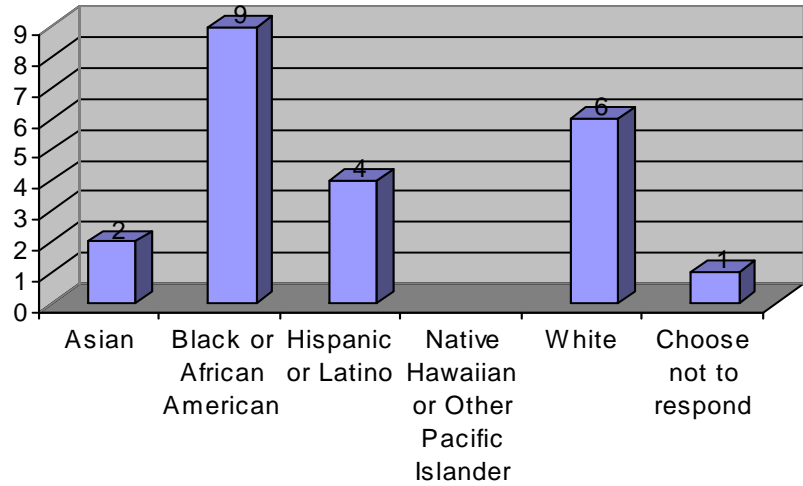


Chart 9

Respondent Gender – Students

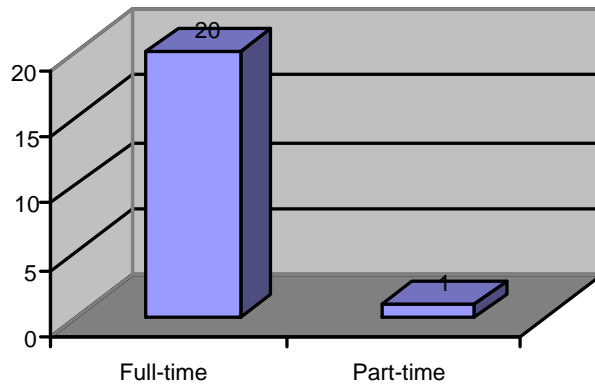
Two students identified themselves as 'Asian', nine students identified themselves as 'Black or African American' and four students identified themselves as 'Hispanic or Latino' with one of those students also identifying him or herself as both as 'Hispanic or Latino' and 'White'. Six students identified themselves as 'White' and one student chose not to respond.

Chart 10
Respondent
Ethnicity –
Students



The majority of the students were enrolled as full-time students with only one student indicating part-time student status.

Chart 11
Respondent
Status –
Students



Program
Impact

In this part of the survey, staff, advisors, tutors and student participants were asked how the WMU-4S program is helping participants increase their academic GPA. Respondents were asked specifically about the program’s tutoring services and to check which they felt were helping to increase participants’ GPA. Respondents were able to select more than one response for each question.

Response	% (freq)	% (freq)	% (freq)	% (freq)	% (freq)
	Respondents' Staff	Respondents' Advisors	Respondents' Tutors	Respondents' Students	Respondents' Total
One-to-one tutoring	67% (2)	75% (3)	69% (9)	62% (13)	66% (27)
Tutoring Location	33% (1)	75% (3)	46% (6)	14% (3)	32% (13)
Tutoring Time	33% (1)	75% (3)	77% (10)	31% (4)	44% (18)
Improving Study Skills	33% (1)	25% (1)	69% (9)	62% (8)	49% (20)
Improving Time Management Skills	33% (1)	0% (0)	38% (5)	31% (4)	24% (10)
Improving Subject Matter Knowledge	33% (1)	25% (1)	85% (11)	85% (11)	59% (24)
Other	0% (0)	0% (0)	0% (0)	8% (1)	2% (1)

Table 1

Program Helping Participants Increase GPA

The majority of respondents (66%) indicated that the ‘one-to-one tutoring’ offered through the WMU-4S program is the strongest contributor helping students increase their GPA. A large number of respondents (59%) also identified ‘improving students’ knowledge of subject matter’ as a contributor. Other services provided by the WMU-4S program that are helping students increase GPA include: (1) tutoring at a location of the students’ choice (32%); (2) tutoring at the time students’ request (44%); (3) improving students’ study skills (49%); and (4) improving time management skills (33%). Among the WMU-4S program students and tutors who completed this survey, 85% indicated that they felt the program is increasing participants’ knowledge of subject matter. Four respondents did not answer this question.

Staff, advisors, tutors, and students were asked how the WMU-4S program is advancing students’ academic standing. Increasing students’ GPA, passing courses and completing registered courses were the most popular indicators of increasing academic standing, 37%, 34% and 29% respectively. Seven people did not answer this question.

“I am improving on tests and how to study for them.”

WMU-4S Student

“The tutors help the students by working one-on-one and set a GPA goal for each semester”

WMU-4S Staff

Table 2**Program Advancing Participants Academic Standing**

“Our desire is that students do not just pass the course but have an understanding and grasp the material”

WMU-4S Staff

Response	% (freq)	% (freq)	% (freq)	% (freq)	% (freq)
	Respondents' Staff	Respondents' Advisors	Respondents' Tutors	Respondents' Students	Respondents' Total
GPA's are increasing	67% (2)	25% (1)	54% (7)	24% (5)	37% (15)
Passing courses	33% (1)	25% (1)	77% (10)	10% (2)	34% (14)
Completing registered courses	33% (1)	25% (1)	62% (8)	10% (2)	29% (12)
Managing time effectively	33% (1)	25% (1)	38% (5)	0% (0)	17% (7)
Declaring majors	33% (1)	25% (1)	15% (2)	0% (0)	7% (3)
Acceptance into a major	33% (1)	25% (1)	8% (1)	0% (0)	5% (2)
Other	0% (0)	25% (1)	0% (0)	24% (5)	15% (6)

When looking at their responses in regard to how the WMU-4S program is helping students get into the academic major of their choice, staff, advisors tutors and students believe student GPAs are increasing (39%) and students are taking prerequisite courses (39%). Twelve respondents did not answer this question.

Table 3**Program Helping Participants Get into a Major**

“GPAs are very important in the acceptance process and structured studying increases GPAs.”

WMU-4S Tutor

Response	% (freq)	% (freq)	% (freq)	% (freq)	% (freq)
	Respondents' Staff	Respondents' Advisors	Respondents' Tutors	Respondents' Students	Respondents' Total
GPA's are increasing	33% (1)	25% (1)	69% (9)	24% (5)	39% (16)
Taking prerequisite courses	67% (2)	25% (1)	69% (9)	19% (4)	39% (16)
Awareness of different majors	67% (2)	25% (1)	27% (3)	0% (0)	15% (6)
Ask questions to students with experience	67% (2)	0% (0)	38% (5)	10% (2)	22% (9)
Other	0% (0)	75% (3)	0% (0)	10% (2)	12% (5)

Respondents were asked how the WMU-4S program is helping students graduate. Results of the program's effect on graduation cannot be determined at this time. However, respondents indicated that students are meeting GPA requirements (44%) and

receiving advising services. Respondents also noted that students in the WMU-4S program are ready for upper level courses, which brings them closer to graduation. Twelve respondents did not answer this question.

Response	% (freq) Respondents' Staff	% (freq) Respondents' Advisors	% (freq) Respondents' Tutors	% (freq) Respondents' Students	% (freq) Respondents' Total
	Ready for upper level courses	33% (1)	25% (1)	46% (6)	5% (1)
Meeting GPA requirements	67% (2)	25% (1)	69% (9)	29% (6)	44% (18)
Receiving advising services	67% (2)	25% (1)	69% (9)	14% (3)	37% (15)
Other	0% (0)	75% (3)	0% (0)	19% (4)	17% (7)

Table 4

Program Helping Participants Graduate

All respondents were given the opportunity to express their opinions on how the WMU-4S program is able to accomplish its overall goals. Specifically, what are the strengths, areas of improvement, and the main lessons learned, as perceived by the program participants.

“The greatest strength is the personal contact we offer students on this campus.”

WMU-4S Tutor

Individualized attention and tutoring was a common theme in both the staff and tutor responses. One staff member listed the following procedures that are currently in place to help the program achieve its goals: clearly stated policies and procedures for tutors, individualized success plan for each student to help the student set goals and identify problem areas, one-on-one weekly (minimum required) meetings between tutor and tutee to monitor progress, and a bi-weekly report for each student to monitor progress. Another staff member noted that students who are enrolled in the “MLK program” are referred to the WMU-4S program as needed. The individualized success plan and the goal achievement planner were tools that more than one tutor found useful to help the program accomplish its goals. Books for tutors to use, flexible hours, students being able to receive alternative

Perceived Program Strengths

“Students have an opportunity to participate in a program that will help them through their coursework and graduation.”

WMU-4S Staff

Wishes for the future of the program

“I think a calendar online would be great to show students what day and times tutors are available so students can be prepared for their first session and plan for future session.”

WMU-4S Student

advising services, students receiving one-on-one help to answer specific questions, time management documents, as well as appointed tutors were also mentioned as procedures that tutors felt were in place to help the program achieve its goals.

One advisor felt that the effective communication and publicity of the program as well as the easy application process for students were aspects that were helping the program succeed. Another felt recruitment was strong and mentioned that he/she was contacted to inform students of the program and the services offered.

Employing enough tutors both in numbers and across the disciplines was the main theme among advisors, program staff, and tutors as a wish for the future. All of the advisors responded to this question and wished for additional tutors. Of the **66.6%** of the program staff who responded to this question, all respondents wished for additional tutors. Of the **84.6%** of tutors who answered this question, **63.6%** wished for additional tutors.

Half of the advisors wished for additional staff members to help with the work-load as well as additional opportunities for publicity to advertise the program. The majority of advisors (75%) wished the program could offer additional services to students. One advisor wished to recruit tutors of various backgrounds, ethnicities, and cultures

Of the **66.6%** of program staff who answered this question, all respondents wished for additional staff members to help with the workload; **50%** of the respondents wished for additional opportunities to advertise the program as well as offer additional services to students.

Of the **84.6%** of tutors who answered this question, **81.1%** of respondents wished for additional opportunities to advertise the program; **36.3%** of students wished for additional services for students; and **18.1%** wished for additional staff to help with the workload.

One tutor wished that more students would take advantage of the tutoring and another wished there could be open sessions for students in the same subject and noted that it is hard to reach some students.

Of the **80.9%** of students who answered this question, **58.8%** wished for tutor office hours to be able to drop in without an appointment; **35.2%** wished for longer tutoring sessions; and **29.4%** would like to be able to pick their own tutor. One student suggested the creation of an online calendar to show students the tutors' availability for tutoring sessions. Respondents were asked to project the program's next steps to achieve their wishes. One staff member suggested researching other universities who have similar programs to see what steps they are taking to ensure success. Another staff member suggested the following: receive additional funding to hire extra staff members-professional and students, research best practices at other institutions running similar programs, and to make personal connections on campus and develop formal ongoing collaborations with other offices and departments.

One advisor suggested non-traditional, aggressive recruitment strategies to gain more diverse and underrepresented populations. Two advisors suggested more staff and resources to help meet the needs of the students.

Those tutors (**53.8%**) who answered this question have suggested the following steps the program should take to ensure their wishes be met for the future: hire more tutors, encourage one-on-one tutoring or sessions of no more than two students, get student's opinions on ways to help, have tutors hold office hours where students do not need to make an appointment, advertise on campus, send emails to all undergraduate students who are having problems in their classes, offer small rewards to students who receive help on a weekly basis and show improvement in their classes, more advertisements to gain more success stories, design an effective method of contacting students and scheduling

"Sometimes people are afraid to ask for help, but I do think we are effective in conveying an open place to come to."

WMU-4S Tutor

"Currently there is only one full time staff member to coordinate the entire program, and with the assistance of additional staff members, you can possibly offer students assistance in the areas of effective study habits, time management, test-taking strategies and note taking"

WMU-4S Advisor

"We can help them get good grades now so they do not have to retake perquisites."

WMU-4S Tutor

“Maybe an area could be set up for drop in tutoring for a specific subject on any given day or night”

WMU-4S Student

Other Services Students Want

appointments with them, hire more tutors and advertise on the internet, create a “proper” schedule for the tutors and their assigned students and staff members should contact both parties to ensure this schedule works.

Of the **42.8%** of students who answered this question, **55.5%** felt that tutoring sessions need to be longer than one hour. Drop-in tutoring hours for specific subjects during the day or evening was suggested along with the ability to be able to make tutoring sessions sooner rather than having to schedule them days in advance. Extra materials for certain subjects was another suggestion made for another step the program should take to ensure the wishes for the future.

Students were also asked about their interest or need for alternative programs should the WMU-4S program offer any. Of the **71.4%** of students who to the survey answered this question, **86.6%** would be interested in a study skills workshop; **76.9%** would be interested in a time management workshop; and **53.3%** would be interested in career counseling. Test taking skills, and organization and note-taking workshops were also suggested by students.

Additional Comments



Main Lessons Learned

“The program is still very new and we have been making a lot of strides to becoming publicly known on campus.”

WMU-4S Tutor

“They may not need help in the future if we teach them how to study and read text and how to get the most out of a class.”

WMU-4S Tutor

Based on the results of the evaluation and the information presented in this report:

- The program is in its initial stages and there are a few logistical issues that need attention including extra office staff to help with management of student records, as well as scheduling tutors with various backgrounds at various times to be accessible to the students.
- Faculty and university relations are also in premature stages, as many people are not aware of the program, its goals and objectives, and the services it offers to students.

After participating in the program, many students believed there was still a need for longer tutoring sessions. In terms of scheduling and availability of tutors, students were interested in having an online scheduling system where they could view their tutors availability for the week and make schedules online, as well as have drop-in hours for specific subjects and tutors. The majority of student respondents wanted tutoring available for more than one-hour time blocks.

Tutors felt that the resources provided to them were ample and also felt the need to have an effective and efficient scheduling system in place to be able to reach more students. Many also felt the need to have a public presence on campus to inform students of the services. Staff mentioned the idea of researching other universities to learn their management processes.

This evaluation provided formative feedback and laid the foundation for a continuous program improvement. As a result of using the MCE, the quality of the evaluation was increased because it established a more open and shared evaluation culture, while attending to the intended and unintended effects of the collaborative relationships. This model helped to understand and account for the nature of the work and the full range of

stakeholders in the collaborative evaluation process. Hence, the evaluation findings provide a useful basis for guiding the decision-making process, because people worked collaboratively, while respecting the WMU-4S program and its interactions within its total system.

Recommendations



Recommendations

Based on the data gathered from the surveys received, the focus groups held, and researching other universities tutoring programs, the following are some recommendations we provide for your consideration:

- **Web-based Scheduling program.** It is recommended for future of the WMU-4S that tutors weekly schedules be made available online and students have access to make appointments instantaneously as some may be studying late at night or during the weekends.
- **Drop in tutor and subject hours.** Students have requested both the ability to be able to “drop-in” with their specific tutors. Similar programs at other universities also have drop-in subject times with designated locations across campus, e.g. a reserved room at the library. The hours are usually in the evening and span over a 2-3 hour time block.
- **Stronger Follow-up Strategies.** Students felt that it was difficult to schedule follow-up sessions as contact happened after a few weeks. One way to be able to be able to accomplish this is to assess the tutors on a bi-monthly basis to determine the number of students they have tutored, their follow-up procedure, and be able to see the pending status of the tutee.
- **Faculty and Community Relations.** It seems by the response rate of the advisors and their responses that they are not informed about the program objectives. Gaining a positive rapport with advisors as well as faculty will serve as an important tool in recruiting students as well as tutors. Faculty could also recommend struggling students as well

“It is more important to help them be able to study and approach any subject matter with a good approach.”

WMU-4S Tutor

“Students may email me at anytime and I will respond to them on evenings and even weekends.”

WMU-4S Staff

as exceptional students to be part of this program as it grows.

- **Increased presence on campus.** It is clear that this year's ability to advertise at the beginning of the semester has proven to be successful in recruiting students.

However, recruitment, advertisements, and public relations activities need to be heightened and ongoing to reach a diverse number of students who may find themselves in need of tutoring services during the middle of the semester. Reminding faculty and giving short two-minute plugs at the beginning of many entry level courses before, during, or after midterm breaks may help recruit more students to the program who are in need of tutoring services. Tutors could also be found and trained at that time as well.

- **Evaluations.** Formative and summative evaluation activities should be part of the normal operations of the 4S Program. These evaluative efforts will not only promote a sense of accountability within the program, but they will also help identify the strongest activities as well as those areas for improvement within the program.

Finally, evaluation should be looked at as a vital part of the WMU-4S program, and an ally for program improvement. According to Scriven (1991), "Evaluation is the process whose duty is the systematic and objective determination of merit, worth, or value. Without such a process, there is no way to distinguish the worthwhile from the worthless" (p. 4).

"If we were more recognized throughout campus we could get more students and help them out."

WMU-4S Tutor

"We have seen that we need more tutors to meet the needs of the students in the program so in order to improve we need more tutors or maybe even another staff person."

WMU-4S Staff

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Appendices



About the Evaluator

Dr. Liliana Rodríguez-Campos earned her Ph.D. in Evaluation, Measurement, and Research Design at Western Michigan University (WMU). She received an Outstanding Dissertation Award, and a WMU Provost's Special Recognition for this Ph.D. Also, as part of her educational background, she earned her Bachelor's in Systems Engineering with Honorable Mention, and her Specialist and Master's degrees in Project Management in Engineering with Summa Cum Laude Honors. Furthermore, she received a WMU President's Special Recognition for her second Master's degree in Educational Leadership with a concentration in Evaluation, Measurement, and Research Design.

**Liliana
Rodríguez-
Campos**

Dr. Rodríguez has been awarded with several honors and educational scholarships both in Venezuela and the United States. She has recently been awarded the Marcia Guttentag Award given to a promising new evaluator in recognition of his/her outstanding contributions to the field of evaluation within the first five years after receipt of their master's or doctoral degree in evaluation. She has been a planning and control manager, and a consultant in the private sector, non-profit organizations as well as institutions of higher education. Dr. Rodríguez's work history includes the formative evaluation of multi-national corporations and evaluation capacity-building projects in Latin America, the Philippines, and the United States.

Currently, Dr. Rodríguez is the Evaluation Faculty Member in the Educational Measurement & Evaluation Program at University of South Florida. She is also a member of several professional associations such as Project Management Institute, American Evaluation Association, Michigan Association for Evaluation, and American Educational Research Association, among others. She serves as a co-chair of the Professional Development Committee, and as a board member at the Michigan Association for Evaluation.

**Susan
Hibbard**

Susan Hibbard is the coordinator of undergraduate courses for the Department of Educational Measurement & Research at the University of South Florida. Her work focuses on evaluation theory and practice, assessment and data analysis. She has evaluated programs for state and federal grants, including the National Science Foundation and the Association of Institutional Research.

She holds a B.A. in Chemistry, a M.S. in Education, and is pursuing a Ph.D. in Educational Measurement & Evaluation at the University of South Florida. Susan is a member of the American Evaluation Association, American Education Research Association, and Kappa Delta Pi an international honor society in the field of education.

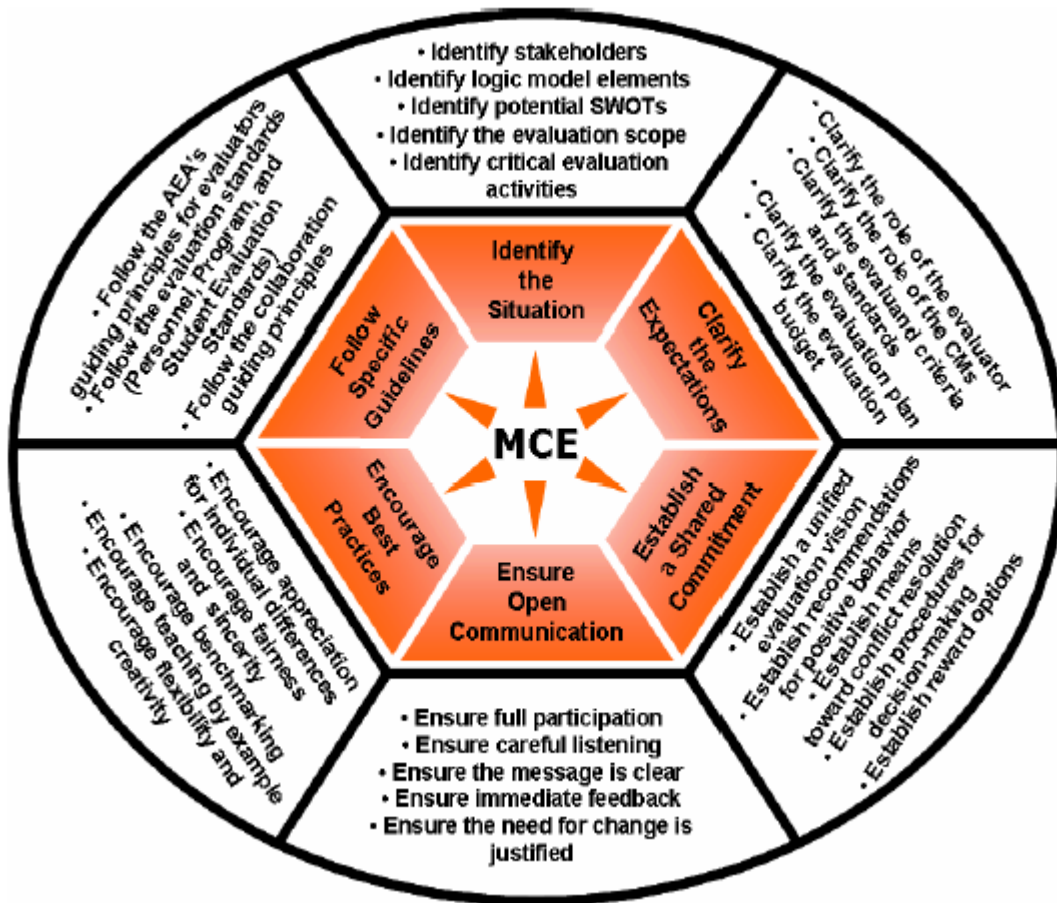
Aarti Bellara

Aarti Bellara is a graduate assistant working with the Center for Research Evaluation Assessment and Measurement (CREAM) pursuing a doctoral degree in the Measurement, Research and Evaluation Program in the College of Education, University of South Florida. She received her B.A. in Political Science and Communication Sciences from the University of Connecticut in 2003, and her M.A. in Teaching and Curriculum from Sacred Heart University in 2005.

She worked for four years in the Public School System as an intern, student teacher, long-term substitute, and classroom teacher, teaching both second and fourth grades. Aarti was a member of the Professional Development Committee and worked with the administration on attaining various speakers and educational developers to the school. She also wrote a number of grants, that aimed to enhance learning by using inquiry-based teaching in science and social studies. Aarti is a member of the American Evaluation Association, the Florida Educational Research Association, and the American Educational Research Association.

Model for Collaborative Evaluations

The following graphic summarizes the six components and 28 factors of the MCE. The MCE checklist is available from <http://www.collaborativeevaluations.com/pics/checklist.pdf>. It is also available in *CollaborativeEvaluations: A Step-by-Step Model for the Evaluator* (Rodriguez-Campos, 2005).



1. Demographics for Advisors

This page gathers demographic information on the Advisors.

1. Gender

- Female
 Male

2. Which category best describes you?

- American Indian or Alaska Native
 Asian
 Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White
 Choose not to respond
 Other (please specify)

3. Which describes your current position at WMU?

- Tenured Faculty
 Tenured-Track Faculty
 Non-tenurable Faculty
 Administrative Appointment
 Other (please specify)

4. How long have you worked for WMU?

- Fewer than 5 years
 6-10 years
 11 or more years

2. Program Information

The next group of questions are related to the DMA STEM program.

1. As an advisor member, what is your perception of the DMA STEM program goal?

2. How is the DMA STEM program helping students increase their academic GPA? (Check all that apply)

- One-to-one tutoring
- Tutoring where the student wants to meet
- Tutoring when the student wants to meet
- Improving students' study skills
- Improving students' time management skills
- Improving students' knowledge of subject matter
- Other

Please explain

3. How is the program advancing the students' academic standing? (Check all that apply)

- Students' GPAs are increasing
- Students are passing their courses
- Students are completing registered courses
- Students are managing their time
- Students are declaring majors
- Students are being accepted into the major of their choice
- Other

Please explain

4. How is the DMA STEM program helping students get into the academic major of their choice? (Check all that apply)

- Students' GPAs are increasing
- Students are taking prerequisite courses
- Students are aware of different majors
- Students are able to ask an experienced student questions about different majors.
- Other

Please explain

5. How is the program helping students graduate? (Check all that apply)

- Students are ready to take upper level courses
- Students are meeting the GPA requirements
- Students are receiving advising services
- Other

Please explain

6. How have faculty members been told about the DMA STEM program? (Check all that apply)

- Department Chairs notified faculty
- Personal emails to all faculty members
- DMA STEM program staff provided debriefing at department meeting
- Information sessions held by DMA STEM staff
- Other

Please explain

7. What procedures are already in place to help the program achieve its goals?

3. Actions for the Future

These questions ask about actions the program can take in the future.

1. What do you wish for the future of the DMA STEM program? (Check all that apply)

- Additional tutors for students
- Additional staff members to help with workload
- Additional opportunities for publicity to advertise the program
- Offer additional services to students
- Other

Please explain

2. What should the next steps be for the program in order for you to achieve these wishes?

1. Demographics for Staff

This page gathers demographic information on the DMA STEM staff.

1. Gender

- Female
 Male

2. Which category best describes you?

- American Indian or Alaska Native
 Asian
 Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White
 Choose not to respond
 Other (please specify)

3. Which describes your current work hours?

- Full time
 Part time

4. How long have you worked for WMU?

- Fewer than 5 years
 6-10 years
 11 or more years

2. Program Information

The next group of questions are related to the DMA STEM program.

1. As a staff member, what is your perception of the DMA STEM program goal?

2. As a staff member for the DMA STEM program, what have been the most rewarding activities you have carried out?

3. Why were these rewarding activities significant?

4. How is the DMA STEM program helping participants increase their academic GPA? (Check all that apply)

- One-to-one tutoring
- Tutoring where the student wants to meet
- Tutoring when the student wants to meet
- Improving students' study skills
- Improving students' time management skills
- Improving students' knowledge of subject matter
- Other

Please explain

5. How is the program advancing students' academic standing (increasing the credit hours earned)?(Check all that apply)

- Students' GPAs are increasing
- Students are passing their courses
- Students are completing registered courses
- Students are managing their time effectively
- Students are declaring majors
- Students are being accepted into the major of their choice
- Other

Please explain

6. How is the DMA STEM program helping students get into the academic major of their choice? (Check all that apply)

- Students' GPAs are increasing
- Students are taking prerequisite courses
- Students are aware of different majors
- Students are able to ask an experienced student questions about different majors
- Other

Please explain

7. How is the program helping students graduate? (Check all that apply)

- Students are ready to take upper level courses
- Students are meeting GPA requirements
- Students are receiving advising services
- Other

Please explain

8. What procedures are already in place to help the program achieve its goals?

3. Actions for the Future

These questions ask about actions the program can take in the future.

1. What do you wish for the future of the DMA STEM program? (Check all that apply)

- Additional tutors for students
- Additional staff members to help with workload
- Additional opportunities for publicity to advertise the program
- Offer additional services to students
- Other

Please explain

2. What should the next steps be for the program in order for you to achieve these wishes?

1. Demographics for Students

This page gathers demographic information on the student participants.

1. Gender?

- Female
 Male

2. Which category best describes you?

- American Indian or Alaska Native
 Asian
 Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White
 Choose not to respond
 Other (please specify)

3. As a current student please provide information on the following:

Prospective Academic Major

Credit hours earned

Cumulative GPA

4. What best describes your student status?

- Full-time
 Part-time
 Other (please specify)

5. How did you hear about the DMA STEM program?

- Flyers
 Faculty(Professors)
 Bronco Bash
 Peers
 Emails from the program
 Other (please specify)

2. Program Information

The next group of questions are related to the DMA STEM program.

1. As a student, what do you perceive the goal of the DMA STEM program to be?

2. Have you received tutoring services from the DMA STEM program?

- Yes
 No

If yes, how many hours of tutoring have you completed?

3. You receive tutoring in which subject(s)? (Check all that apply)

Biology
 Business
 Chemistry
 Computer Science
 Foreign Language (Please specify)
 Mathematics
 Physics
 Psychology
 Sociology
 Spanish
 Writing/English
 Other (please specify)

4. When do you typically use DMA STEM tutoring services?

Daily
 Weekly
 Monthly
 Before exams
 Only when I do not understand something
 Other (please specify)

5. As a student in the DMA STEM program, what have been the most satisfying activities you have participated in?

6. Why were these satisfying activities significant?

7. Would you be interested in receiving tutoring services as a group? In other words, you would meet with your tutor at the same time as three or four other students.

- Yes
 No

Please explain

8. How is the DMA STEM program helping you improve your academic GPA?
(Check all that apply)

- One-to-one tutoring
 Tutoring where I want to meet
 Tutoring when I want to meet
 Improving my study skills
 Improving my time management skills
 Improving my knowledge of subject matter
 Other

Please explain

9. How is the DMA STEM program helping you advance your academic standing (increasing your credit hours earned)? (Check all that apply)

- My GPA is increasing
- I am passing more classes
- I am completing all registered courses
- I now manage my time effectively
- I declared my major
- I was accepted into my major
- Other

Please explain

10. How is the DMA STEM program helping you get into the academic major of your choice? (Check all that apply)

- My GPA is increasing
- I am taking prerequisite courses
- I am aware of the different majors
- I am able to ask questions about different majors
- Other

Please explain

11. How is the DMA STEM program helping you graduate? (Check all that apply)

- I am ready to take upper level courses
- I am meeting GPA requirements
- I am receiving advising services
- Other

Please explain

3. Actions for the Future

These questions ask about actions the program can take in the future.

1. What do you wish for the future of the DMA STEM program? (Check all that apply)

- I would like to be able to pick my tutor
- Longer tutoring sessions
- Tutor office hours, so I can drop in without an appointment
- Other

Please explain

2. What should the next steps be for the program in order for you to achieve these wishes?

3. If the DMA STEM program were to offer additional services, which services interest you? (Check all that apply)

- Career counseling
- Study skills workshop
- Time management Workshop
- Other (please specify)

1. Demographics for Tutors

This page gathers demographic information on the program tutors.

1. Gender?

- Female
 Male

2. Which category best describes you?

- American Indian or Alaska Native
 Asian
 Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White
 Choose not to respond
 Other (please specify)

3. How did you get involved as a tutor with the DMA STEM program? (Check all that apply)

- Answered an advertisement
 Faculty told you about it
 Flyers on campus
 Internet
 Other (please specify)

4. How many months have you been employed as a tutor for the DMA STEM program?

5. Are you currently enrolled as a student at Western Michigan University?

- Yes
 No

2. Page for tutors who are students

1. As a current student please provide information on the following:

Academic Major
Credit hours earned
Cumulative GPA

2. What best describes your student status?

- Full-time
- Part-time
- Other (please specify)

3. Program Information

The next group of questions are related to the DMA STEM program

1. As a tutor, what do you perceive the goal of the DMA STEM program to be?

2. You tutor students in: (Check all that apply)

- Biology
- Business
- Chemistry
- Computer Science
- Foreign Language (Please specify)
- Mathematics
- Physics
- Psychology
- Sociology
- Spanish
- Writing/English
- Other (please specify)

3. How many students are you assigned to tutor?

4. What number of students typically use your DMA STEM tutoring services:

- Daily?
- Weekly?
- Monthly?
- Only before exams?
- Only when class content is not clear?

5. As a tutor in the DMA STEM program, what have been the most satisfying activities you have carried out?

6. Why were these satisfying activities significant?

7. How is this program helping participants increase their academic GPA?

- One-to-one tutoring
- Tutoring where the student wants to meet
- Tutoring when the student wants to meet
- Improving students' study skills
- Improving students' time management skills
- Improving students' knowledge of subject matter
- Other

Please explain

8. How is this program advancing its participants' academic standing (Check all that apply)

- Students' GPAs are increasing
- Students are passing their courses
- Students are completing registered courses
- Students are managing their time effectively
- Students are declaring majors
- Students are being accepted into the major of their choice
- Other

Please explain

9. How is the DMA STEM program helping students get into the academic major of their choice? (Check all that apply)

- Students' GPAs are increasing
- Students are taking prerequisite courses
- Students are aware of different majors
- Students are able to ask questions about different majors to someone with experience
- Other

Please explain

10. How is the program helping participants complete an academic program and graduate? (Check all that apply)

- Students are ready to take upper level courses
- Students are meeting GPA requirements
- Students are receiving advising services
- Other

Please explain

11. What procedures are already in place to help the program achieve its goals?

4. Actions for the Future

These questions ask about actions the program can take in the future.

1. What do you wish for the future of the DMA STEM program?

- Additional tutors for the students
- Additional staff members to help with workload
- Additional opportunities for publicity to advertise the program
- Offer additional services to students
- Other
- Please explain

2. What should the next steps be for the program in order for you to achieve these wishes?