7. How many minutes per day or per each time do you exercise?
a) 15 minutes   b) 30   minutesc) 45 minutes   d) 60 minutes
e) more than 60 minutes

8. What is the most common form of exercise program you partake in?
a) jogging   b) swimming   c) biking   d) walking
e) tennis   f) golf   g) other (please list) _____

9. Has the percentage of your leisure activity increased over the past 5 years?
a) yes   b) no

10. Does UMW have sufficient facilities and equipment for exercise?
a) yes   b) no

11. Has an exercise program helped you maintain a more positive attitude while on the job?
a) yes   b) no

12. Do you belong to a health club or recreational club?
a) yes   b) no

13. Do you feel because of your exercising that you have more money to complete your job?
a) yes   b) no

14. Has exercise on a regular basis reduced medical costs for you?
a) yes   b) no

15. Has exercise increased opportunity for advancement either within or outside UMW?
a) yes   b) no

16. Has exercise improved your social ability?
a) yes   b) no

17. Are you able to meet new people and make new friends easier?
a) yes   b) no

18. Are you presently involved in a physical type job, or is it a desk job?
a) yes   b) no

19. Has your exercise program reduced stress on the job?
a) yes   b) no

20. If you do exercise, what is your primary reason for exercising?

Tutorial Program Evaluation
Used for Indonesian Adult Education Masters Students

Ann Oyer, Ronald M. Jimmerson
and Thomas F. Trail

Background

In 1979 Washington State University (WSU) signed an agreement with the U.S. Agency for International Development (AID) and the government of Indonesia. Thirty-eight faculty members from six Eastern Island universities enrolled in graduate programs at WSU as a part of that project.

Some of these Indonesians encountered serious academic problems at WSU. The Indonesian students and their advisors both identified limited English comprehension as a major problem. Student records indicated that many of the Indonesians had TOEFL Test exam scores ranging from 460 to 497. The WSU Graduate School normally requires a TOEFL score of 525 to 550 for foreign students, but made an exception to the requirements in order to expedite WSU's commitment to the Indonesian project.

Communication with the Indonesian students was especially difficult for advisors who had not previously worked with international students. The Indonesian students, enrolled in 15 to 18 hours of graduate level science courses, were expected to perform at the same level as American students. However, the major constraints to effective performance under these circumstances were (1) limited English ability plus (2) inadequate training in math and science for graduate work in the U.S.

Some Indonesian students who were accepted provisionally to graduate programs in horticulture, soils, animal sciences and agronomy, had difficulty meeting the departments' requirements. The students' formal applications to those departments were turned down due to low TOEFL Scores.

Oyer is Agricultural Training Coordinator, Purdue University. Jimmerson is an associate professor and Trail is a professor of Adult and Youth Education, Washington State University.

Under these circumstances nine Indonesian students applied for admission to the Master of Adult and Continuing Education Program (MACE), a joint program between the College of Agriculture and Home Economics and the College of Education. The MACE Program is designed to accommodate students with a variety of backgrounds and academic interests. Of the nine students who transferred from other WSU departments none had previous experience in adult education. However, MACE Program faculty felt these students showed academic promise and demonstrated a commitment to work for a U.S. graduate degree.

The Indonesian students' initial difficulties at WSU were not unique. According to Lee (1980) the major adjustment problems faced by International students at U.S. universities are (1) lack of proficiency in English, (2) problems caused by differences in the educational system, (3) problems related to the complexity of the situation in terms of the number of adjustments required and the time allowed for making them, (4) problems of legal impediments to study abroad, (5) problems of academic performance, (6) problems of inadequate resources, and (7) problems of social adjustment.

Earl Leng (1980) of the University of Nebraska reported that when training international students in the U.S. a student-oriented program is more likely to produce satisfactory results than is an attempt to structure rigid, institutional frameworks that a student may or may not fit into.

The MACE Program faculty decided to create a support system that would help the Indonesian students attain academic success at WSU. The central focus of this support system was the development and refinement of a tutorial program.

Purpose

A study was undertaken to document the development and refinement of the tutorial program

Table 1. Indonesian Student in the MACE Program: An Illustration of Their Changing Needs and Tutor Responses

Stage	Students' Needs	Tutors' Role
	Academic Needs	Academic Tutoring
1. (First and Second Semesters coursework)	- Understanding major readings and assignments - English conversation - Personal adjustment to U.S. academic life	- Discuss course readings and assignments - Edit papers for English grammar and clarity of content - English conversation - Cultural informant
2. (Third and Fourth Semesters)	Need to observe Adult Education Principles in Action	Resource Person - Facilitates access to available resources - Travel companion - Cultural Informant
3. (Fourth, Fifth, Sixth Semesters)	Research Needs	Resource Person - Facilitates access to materials and information relevant to research needs Academic Tutoring - Discuss the research process, organizing and writing procedures

and conduct a summative evaluation of the tutorial program for Indonesian students in the MACE Program at WSU. More specifically the objectives were to:

1. Describe the MACE tutorial program.
2. Identify and describe methods for evaluating the tutorial program.
3. Document needs of Indonesian students in the MACE program and the actions taken to meet those needs.
4. Evaluate the success of the program and make recommendations for improving tutorial programs.

Each purpose is discussed in the sections that follow.

MACE Tutorial Program

The first Indonesian students applied for and received admission to the MACE program in the Fall semester of 1981. Because of lanaguage deficiencies, and lack of prior experience or training in adult education. It was obvious that these students would need help in meeting the standards and requirements of the MACE Program. Therefore, a decision was made by the MACE faculty to use a major portion of the funds provided by the WSU-Indonesian Project for student support to set up an organized tutorial program.

U.S. graduate students enrolled in the MACE Program were hired as individual tutors. It was estimated that tutors and students would meet approximately 10 hours per week. The frequency, length and number of tutorial sessions per week was to be determined by each Indonesian and his/her tutor in consultation with advisors.

Initial decisions about the content of the tutoring sessions were made based on the academic standards and requirements of the courses the Indonesian students were taking. Tutoring sessions were to concentrate on major subject matter and tutors were expected to critique students' papers.

The tutorial program was based on the premise that tutors could address the Indonesian students' academic deficiencies and needs. Through tutoring sessions tutors provided the Indonesians an op-

portunity to talk to an American student regularly. This helped them improve their English conversational skills and their ability to write. Tutors also introduced the Indonesian students to the adult education profession through their discussions and by identifying university and local resources students could use for reference in their research. During the program a tutor training program was developed and a coordinator was hired.

Evaluation Methodology

The approach used to evaluate the tutorial program was "responsive evaluation" an approach formalized by Stake (1975). Guba and Lincoln (1981) have elaborated on Stake's Responsive model and believe responsible evaluation offers the most meaningful and useful approach to performing evaluations.

"Responsive evaluation is an emergent form of evaluation that takes as its organizer the concerns and issues of stakeholding audiences." (Guba and Lincoln 1981:23) Three terms in this definition require elaboration for better understanding of responsive evaluation and its approach.

First, Guba and Lincoln (1981) support Stake's (1975) notion that the design of responsive evaluation is emergent. They say a responsive evaluation design cannot be determined in advance because each step in the process is determined, at least in part, by what has emerged prior to that point. In other words, it's an approach which responds to the needs and concerns of those people who are involved in or concerned with a program.

Second, stakeholding audiences are those people who have an interest or stake in the program. Those people also have particular interest in the outcome and in the information generated by an evaluation of the program.

Finally, the "organizer" is the basis for the evaluation design. While some evaluation models are designed or organized to measure educational objectives or program participation performance, others are organized based on the information requirements

for decision making. The organizer dictates the structure of direction of the evaluation. Some evaluation models are rigid structures which predetermine the information the evaluator will gather and plug into the structure. Responsive evaluation on the other hand is structured around the issues and concerns of its audience — the stakeholders. Because there may be many stakeholders the information needs which the evaluator must consider will be varied and numerous. According to Guba and Lincoln any number of organizers can be accommodated in the responsive evaluation model and many purposes can be served.

Those concerns and issues which determine the purpose of the evaluation are "gathered in conversations with persons in and around the program." Recalling that utility is the goal of responsive evaluation Stake points out that the evaluation specialist must have a good sense of whom he is working for and their concerns.

There can be several sets of standards by which judgments are made. These absolute standards are determined by different individuals or reference groups. With several reference groups contributing to a responsive evaluation study numerous points of view are represented. The program evaluator is responsible for identifying the individuals or reference groups as well as their points of view before making judgments about a program.

The Data

Stakeholders in the MACE Tutorial Program who were the primary source of evaluation data included the 9 Indonesian students; 17 tutors; three advisors (MACE Program faculty); the Tutor Program Coordinator; the MACE Program Assistant (a staff member responsible for working with graduate students); and the WSU Indonesian Project Campus Coordinator.

The tutor program coordinator was responsible for collecting data and keeping records during the three years the program was operating. Data included memoranda; records; tutor logs; evaluations by advisors, coordinators, the program assistant and tutors; interview notes from periodic interviews with stakeholders; and minutes of meetings. Over fifty pages of data were summarized from these sources (Oyer 1984). Since the data are primarily qualitative in nature they are not easily summarized in a concise form. The data were organized around the issues and concerns raised by the stakeholders. Conclusions and recommendations were made only after extensive study, review and cross checking with the various stakeholders.

In keeping with the responsive evaluation approach Guba and Lincoln's four criteria for establishing trustworthiness of naturalistic inquiries were used to document the quality of this study. The four criteria and the way they were met in this study are described below.

Truth value requires researcher confidence in the "truth" of the findings. Truth can be established by testing the credibility of the findings with various sources of the data. All major stakeholders provided data both formally and informally during their involvement with the tutorial program. Data collected were cross checked and verified with the stakeholders. The researchers had "prolonged engagement" and maintained "persistent observation" of the participants. Examination of the literature on tutorial programs and foreign students in the U.S. provided information and standards for comparison.

Applicability refers to the degree to which findings may apply in other contexts or with other subjects. Detailed descriptions of the tutorial programs and the evaluation were kept to help others decide whether the results are appliable to their settings. Large quantities of descriptive data are available from the investigator's personal records, student files, correspondence, literature, studies on the needs of foreign students and from stakeholder interviews.

Consistency asks whether the findings of a study could be repeated with similar subjects in a similar context. Records and notes from interviews with stakeholders were kept to support context comparisons.

Neutrality determines the degree to which the findings are due solely to the subjects and conditions of the inquiry and not the biases, motives, interests and perspectives of the researcher. The researchers attempted to account for their biases by noting their experiences, interests, motives and assumptions.

Student Needs

The MACE Tutorial Program operated from the Fall of 1981 through Spring Semester 1984. Student academic needs changed during their enrollment in the program. The changing needs of students were categorized by stages (See Figure 1). Tutors' roles and responsibilities also changed with time in order to address students new, evolving needs. Advisor roles remained fairly constant providing student information and guidance. However, the degree of involvement with the Indonesian students varied between advisors. Advisors often worked more directly with tutors when the Indonesian student was taking course work. Student problems could be addressed through advisor-tutor meetings. Tutors approached advisors, presented the problem or question, and then returned the information to the student. Tutors were able to present the information to the student in an understandable way in the tutorial setting. The tutorial setting was often more comfortable and relaxed than a meeting in an advisor's office.

During a student's research work, advisors were in a somewhat different role. Advisors always had the responsibility for directing students' research. They also advised students on the desired approach to organizing and writing the research paper. Sometimes tutors sat in on graduate committee meetings with the

Indonesian student and the committee. This facilitated the communication process between the student and committee. Often, a tutor who understood the student's research could explain points to the committee during meetings when the Indonesian student was unable to adequately communicate in English.

Figure 1 illustrates the students' changing needs in stages over time. Tutor responsibilities which addressed student needs are also noted in the Figure.

During Stage One students concentrated primarily on academic coursework to fulfill the 26 graded credit hours required for the degree. Tutors were very important to Indonesian students during this stage. Tutors and students spent a great deal of time working together in this early stage of their U.S. academic experience.

In Stage Two students were typically more comfortable with their tutors, professors, other students in the department, and with their course work. At this stage students were able to take time from their academic routine to attend professional meetings and workshops, or visit area colleges engaged in adult education and extension programs to improve their understanding of adult education principles.

The MACE Program requires a thesis or a Special Problem. The research process usually began in Stage Three of the Indonesian students' stay at WSU. The length of time spent doing research and writing varied, but on the average, Indonesian students completed their research in two semesters. During this stage tutors addressed student's needs for information and understanding of the research process.

Results and Recommendations

If completion of the degree requirement by Indonesian students is a measure of the tutorial program's success, then the program was a success. All nine Indonesian students graduated. However, there are other factors to be considered in evaluating the program's effectiveness.

The following components of the tutorial program for Indonesian students at WSU were evaluated and recommendations made:

1. Tutor Selection — MACE Tutorial Program tutors were hired based on both the Indonesian students' needs (academic) and tutors' interests and needs (financial). According to tutorial program literature (Koskinen 1982, Ehly. 1975. 1980) and stakeholder evaluation (Stake 1975), the MACE Tutorial Program often applied inappropriate criteria and lacked a formal process for tutor selection.
   Following are recommended tutor-selection criteria:
   a. Tutors should have necessary tutoring skills and abilities (e.g., have completed the course the Indonesian students needed help with and have good writing skills.)

   b. Tutors should have the ability to relate to the student and have the motivation to work toward tutorial program goals.
   c. Tutors should have the time available to tutor, and, understand their commitment to see the program to completion when they accept a tutorial position.
2. Tutor-Student Matching — According to stakeholder evaluations, the tutor-student matching process used by the MACE Tutorial Program could be improved. The following recommendations include both "Matching factors" and "matching process" consideration.
   a. Individual characteristics and lifestyle factors should be considered in matching tutors and students. In addition to age, sex, status, academic skills and need factors outlined by the tutorial program literature, a tutoring program should consider the tutors' and students' lifestyle compatibility. Matching people with similar lifestyles can contribute to development of supportive friendships between the tutor and the student.
   b. Introducing tutors and students should be a more formal part of the tutor-student matching process.
3. Tutor Training — The MACE Tutorial Program provided only informal tutorial training. Based on reports in the literature (Cohen, 1972, Koskineh. 1982) and stakeholder evaluation, tutor training is recommended on a formal basis.
   Training should:
   a. provide orientation to the tutorial program's goals.
   b. provide tutors with information on administrative guidelines.
   c. provide a job description to clarify tutor roles and responsibilities.
   d. provide an orientation to the international student's culture and customs.
   e. provide information on the student's potential tutoring needs.
   f. provide skills training which includes techniques for tutoring, suggestions for dealing with students' cultural adjustment process, and methods for establishing tutorial schedules and structuring individual tutoring sessions.
4. Tutorial Program Administration — Compared with the standards for tutorial program administration, as outlined by the literature (Koskinen, 1982) the MACE Tutorial Program lacked an effective structure. The following recommendations would contribute

to more effective administration of a tutorial program.

- a. A coordinator should be hired at the beginning of the tutoring program.
- b. The tutorial program coordinator should have central responsibility for tasks related to program administration of the program and responsibility for participant support.
- c. An effective tutorial program should provide a support system for tutors.

5. Other Issues and Concerns — Some additional stakeholder concerns with the MACE Tutorial Program were related to the program's structure. In a well structured tutoring program issues concerning administration of the tutorial program are the responsibility of the program coordinator. The following recommendations were made.
- a. Increased advisor involvement was recommended.
- b. Indonesian student expectations and understandings of the tutorial program should be clarified.
- c. Improvement of communication between the WSU-Indonesia Project and the Tutorial Program.

The MACE Tutorial Program, designed to address the academic needs of the Indonesian students, was unique in that it changed as student needs changed. Program participant roles and responsibilities changed during the four year operation of the tutorial program.

The Indonesian students were generally satisfied with their tutors and very satisfied with the MACE Tutorial Program as a whole. They attributed their good grades in the MACE Program to their tutors' assistance.

Student advisors felt the tutorial program was effective in meeting the academic needs of the Indonesian students in the MACE Program. They agreed that the tutorial program was a wise use of funds and that future WSU projects with developing country students should provide a budget for tutoring. Several advisors also indicated that the research conducted by Indonesian students was of excellent quality.

Tutors had a difficult role to play in the tutorial program. Tutors worked without job descriptions and were often expected to adjust to the changing needs of the students. Tutor comments during interviews indicated their frustration with the program's lack of a support structure for tutors.

Summary

Based on this study's findings, the researchers felt that an effective tutorial program must consider the needs of all the participants including students, tutors, and advisors. Tutors can more effectively meet student needs when they are well-trained and satisfied with the administrative and personnel support the program provides. In a structured, closely administered, tutorial program, advisors' contributions would be both productive and time efficient. One recommendation is for the development of a tutorial program handbook. A handbook for quick reference has potential value for individuals working with international students in a tutoring context.

Bibliography

Cohen, A.D., Kirk, J.C., and Dickson, W.P. *Guidebook for Tutors with an Emphasis on Tutoring Minority Children*. Standord University: Palo Alto, CA. 1972.

Ehly, S. "Experimental Analysis of Tutor, Tutee, and Process Variable in Tutorial Learning." Unpublished doctoral dissertation, University of Texas, Austin, 1975.

Ehly, Stewart W., and Larsen, Stephen C. *Peer Tutoring for Individualized Instruction*. Boston: Allyn and Bacon, Inc., 1980.

Guba, Egon G. and Lincoln, Yvonna S. *Effective Evaluation*. San Francisco: Jossey-Bass Publishers, 1981.

Koskinen, Patricia S., and Wilson, Robert M. *Developing a Successful Tutoring Program*. New York: Teacher College Press, Columbia University, 1982.

Lee, M. *Needs of Foreign Students from Developing Countries at U.S. Universities*. Washington D.C., 1981.

Leng, Earl, "Institutional Responsibilities in Training Students from Developing Countries" Developing Country Conference. Lincoln, Nebraska, 1981.

Oyer, Ann Marie, "A Summative Evaluation of the Tutorial Program for Indonesian Students in the MACE Program at Washington State University." Unpublished Master's Thesis, Washington State University, Pullman, Washington, 1984.

Pope, Lillie. *Tutor: A Handbook for Tutorial Programs*. New York: Book-Lab, Inc., 1976.

Stake, Robert. "The Countenance of Educational Evaluation." *Educational Evaluation: Theory and Practice*. Worthen and Sanders: Belmont, Mass., 1975.

1988 Fall Meeting Minutes NACTA Executive Committee

The Fall 1988 meeting of the NACTA Executive Committee was called to order on September 24, 1988, at 2:00 p.m. by President Weber. The group met at the Comfort Inn, Platte City, Missouri.

An agenda supplied by the President was approved. A copy is attached.

Executive Committee members in attendance were Weber, Irwin, Jenkinson, Brown, Everly, Stanly, Sorensen, Posler, Mertz, Goodale, Beck and Pals. Chairmen of NACTA Standing Committees present included Bekkum, Banwart, Lindahl, Craig, Kapral and Lowry.

The President's report was approved as presented and a copy is attached.

A copy of the Immediate Past President's report as given and approved, is attached. A motion was passed to honor Lee Doyen and Grant Moody as NACTA Distinguished Educators for 1988-1989.

The Vice-President's report was approved as presented. A copy is attached. A motion was passed encouraging President Weber to actively solicit memberships in NACTA among Canadian institutions with programs in Agriculture (both Institutional and Institutional Active).

Reports from the Secretary-Treasurer, NACTA Journal Editor, Publications Board, and NACTA Historian were approved as presented. Copies of these reports are attached.

The Canadian Regional Director's report was presented in his absence by the Vice-President. A copy of the report as approved is attached.

Reports of the Central, Eastern, Southern and Western Regional Directors were approved as given. Copies of their reports are attached.