Tutoring Services and Programs: Best Practice Guide for Academic Support Program Design and Improvement

(Third Edition)

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Syracuse University and Cazenovia College

Geoffrey K. Bailey, PhD
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TSP GUIDE

Tutoring Services and Programs: Best Practice Guide for Academic Support Program Design and Improvement
(Third Edition)
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Cover Photo: REACH Learning Center at University of Louisville, By Greg Carmichael

ICLCA
International College Learning
Center Association

ICLCA Mission and Goals

The International College Learning Center Association (ICLCA) is an organization of professionals dedicated to promoting excellence among learning center personnel. ICLCA welcomes any individual interested in assisting college and university students along the road to academic success.

The mission of ICLCA is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the postsecondary level.

This support includes the following:
- promoting professional standards in the areas of administration and management, program an curriculum design, evaluation, and research
- acting on learning assistance issues at local, regional, and national levels
- assisting in the creation of new and enhancement of existing learning centers and programs
- providing opportunities for professional development, networking, and idea exchange through conferences, workshops, institutes, and publications
- coordinating efforts with related professional associations
- offering forums for celebrating and respecting the profession

Alliance for Postsecondary Academic Support Programs

The Alliance is a writing group of experts in the field of student success that have been producing guides to practice, making conference presentations, conducting webinars, and consulting with institutions since the 1980s. The Alliance was created to fill the need for guides to practice based on extensive field testing with professionals in the respective fields. The Alliance publications and services complement the accreditation programs established by professional associations representing the learning assistance field. Previously, members of the Alliance also served in an accreditation and certification initiative for institutions that engaged in deeper self-studies and data analyses of their programs. The Alliance serves the wider field of course instructors, the learning assistance profession, and other student success programs.

This *Guide* is part of a series of approaches and programs that support student success. In addition to this guide, the current series includes developmental-level courses, the teaching-learning process, and course-based learning assistance programs. New *Guides* for other areas are under development. All completed *Guides* are available as PDFs and Word documents at the Alliance website, https://sites.google.com/view/designandimprovement/home and the ICLCA website, https://nclca.wildapricot.org/BPG.

Dedicated to the Memory of Linda Thompson and Gladys Shaw

Dr. Linda Thompson (1949–2022) was professor emeritus at Harding University, Searcy, Arkansas, where she worked for 32 years prior to her retirement in 2017. At Harding, she was a professor of psychology, director and creator of the Program for Academic Success, director and creator of the Learning Center (under a Title III grant), director of TRIO Student Support Services, and director and co-grant writer for the TRIO McNair Scholars Program.

She contributed to our profession in several significant ways. She was president of the Arkansas Association for Developmental Education (ArkADE). Her Developmental Education Specialist certification from the 1986 Kellogg Institute at Appalachian State University led directly to her founding of her Harding programs; she returned to Kellogg several times to serve as a mentor to others. She was president of the National Association for Developmental Education (NADE) from 2000 to 2001 and a member of the NADE Certification Council/Accreditation Commission from 2003 to 2019, which she chaired starting in 2008. She served on several editorial review boards for professional journals, presented numerous workshops, and consulted on program assessment and evaluation.

Linda served as NADE's representative to the Council for the Advancement of Standards in Higher Education (CAS) from 2012 to 2019. With CAS Alternate NADE Representative, Karen Patty-Graham, she participated fully in work set before the Council. Specifically, she served on the on the Learning Assistance Programs (LAP) Standards and Guidelines Committee, the Campus Religious and Spiritual Programs Committee, and the TRIO and Other Education Opportunity Programs Committee.

In recognition of her contributions to the field, she was inducted as a fellow of the Council of Learning Assistance and Developmental Education Associations (CLADEA), and in 2015 she received the Henry Young Award for Outstanding Individual Contribution to NADE.

Linda will surely be remembered for her accomplishments and accolades, but she will also be remembered as a gracious woman with an infectious chuckle, a mischievous twinkle in her eye, and a good heart. Linda was a collegial leader who sought consensus on decisions; she had kind words for everyone and was a thoughtful mentor to students and colleagues. She was a devoted friend, a kindred spirit, and a great traveling partner. Linda lived life to the fullest surrounded by the love and admiration of her husband Travis, her family, friends, colleagues, and others whose lives she touched along the way.

Karen Patty-Graham, EdD, Series Co-Editor
Director, Office of Instructional Services (retd.)
Southern Illinois University Edwardsville

Gladys Shaw (1931–2011) was the powerhouse behind the first two editions of the *Tutoring Services and Programs Guide*. Born in the Depression as one of eleven children, she began working in the cotton fields at age five. She knew first-hand how difficult it is to earn a college degree, often working full time while carrying an overload of courses. Perhaps that personal history helped her start the Upward Bound program at the University of Texas El Paso in 1967 with Marion Cline. At UTEP she ran the Tutoring and Learning Center, which received three national awards during her tenure, directed Student Support Services, and taught developmental courses at El Paso Community College. In 2010, she was inducted into the El Paso Hall of Fame.

Gladys was adamant about the value of standards and ethics, and creating high standards and best practices for quality programs is her legacy. With Susan Clark-Thayer, Georgine Materniak, and Martha Maxwell, she worked on standards for the American College Personnel Association's Commission XVI: Learning Centers in Higher Education and with the subsequent Council for the Advancement of Standards for Student Services/Development Programs (CAS). CAS developed a set of *Standards and Guidelines for Learning Assistance Programs*, and by 1995, these evolved to the more program-specific essential and recommended practices for developmental coursework, tutoring services, and course-based learning assistance programs now found in the four books on *Best Practice Guides for Academic Support Program Design and Improvement*, of which the Tutoring Services and Programs is one.

Gladys co-founded CRLA's International Tutor Training Program Certification in 1989 and the International Mentor Training Program Certification in 1998. Over 1,000 institutions now use these standards which are reflected or referred to in requirements set by other major organizations in the field. She also served on the NADE Certification/Accreditation Council, reviewing countless programs. In all of these roles, Gladys was a passionate advocate for students, a mentor for professionals, and a promoter of ethics and standards in the field.

Gladys received the 1994 CRLA Robert Griffin Award for Long and Outstanding Service, the 1998 NADE Henry Young Award for Outstanding Individual Contribution to NADE, and ACPA's Award for Excellence as a Learning Assistance Practitioner. Her Tutoring and Learning Center at UTEP won the NADE 1996 John Champaign Memorial Award for Outstanding Developmental Education Program. She co-chaired the NADE/CRLA Joint Symposium in 1993. In 2004, she was inducted as a Fellow of the Council of Learning Assistance and Developmental Education Associations, our field's most prestigious honor.

Jane A. Neuburger, MS, Director, Tutoring Center (retd.)
Syracuse University
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TABLE OF CONTENTS

Glossary

https://crla.net/images/whitepaper/CRLA_2023_EssentialGlossary_FA.pdf

Foreword

If we held a contest for best postsecondary learning support program, how would entrants be judged? We all know what a good program looks like, but would the winner be determined by sunniest, best-equipped space, greatest staff teamwork, cleverest use of technology, or most impressive student learning outcomes? Given the strained budgets of most institutions, should programs instead be evaluated on time-efficiency and cost-effectiveness in achieving their mission?

The answer may be, "All of the above—and more!" Although there may not be a "best in class" competition among higher ed programs dedicated to students' academic success, the criteria for judging such a contest have been under consideration for half a century. Now they have been compiled and augmented by an alliance of professionals in the field: Jane Neuburger, Geoff Bailey, David Arendale, Russ Hodges, Denise Guckert, and Jen Ferguson. And these standards, criteria, requirements, and guidelines can be found in this document.

The new *Guides* are being published as a series of online educational resources organized by topic. They constitute a third edition of the *Self-evaluation Guides to Best Practice in Academic Support Programs*. This new publication includes *Guides* for all four kinds of programs—course-based learning assistance, developmental coursework, tutoring services, and teaching and learning processes.

Are you conducting a self-study of your program as part of institutional re-accreditation? Your accrediting agency will expect you to have measured your program against acknowledged standards as part of a continuous plan of improvement. The *Guides* show how to demonstrate evidence of competent practice and mission-focused excellence.

Do you anticipate changes in your institution's administration? It will be helpful to be prepared with reports on why you are doing what you are doing, and how well you are doing it. What resources will you need, according to the *Guides*, in order to accomplish even more?

Are you new to your position, seeking to do the best you can for your students, staff, and other stakeholders? Even if you have significant experience managing other programs in higher education, you will find these *Guides* essential to your work, with new perspectives in every section. They offer riches, from multivariate assessment planning to the specific terminology used by professionals in this area of academe.

If you are creating, reorganizing, or expanding a program, the breadth and depth of each section of these *Guides* will provide a chart of the services, structures, staffing, goals, assessments, collaborations, facilities, policies, and other features to be considered. Even setting annual goals—or emergency goals in a crisis situation—is easier when the program team has worked together to assess purposes and strengths. As these *Guides* show, there are hundreds of intriguing and aspirational actions to try.

It's not a contest, but why not explore what the best programs do?

Karen S. Agee, PhD, Reading & Learning Coordinator Emerita
University of Northern Iowa

We Are Better Together

Our mission is to help students excel in their learning environment. Our students come from diverse walks of life and cultures; they come with varying previous life and learning experiences. Thus, the collective sum of our individual differences makes this document more useful and sensitive to our readers. This document includes practices that foster positive learning environments for all students through eliminating barriers, respecting differences, and implementing evidence-based best learning practices for a diverse student body. Our hope is that this guide will help postsecondary educators lead to higher student achievement and personal development for all students.

Acknowledgements

About the Authors

Jane Laurenson Neuburger, MS, directed tutoring at Syracuse University (2002–2015), instituting CRLA certification, PLTL; video-based SI; and a learning assistance course for both undergraduate and graduate credit. She provided tutor training for TRiO and HEOP, liaised with ten University entities, instituted a tutoring consortium, worked with the Athletic Department, and helped establish programs at SUNY ESF and SUNY Upstate Medical University. At SU, she served on the Retention Committee and initiated work with Institutional Research to study the impact of tutoring on student grades.

At Cazenovia College (1985–2002), she taught developmental writing, reading, composition, literature, research, children's and adolescent literature. She is proud that part of her CLADEA Fellows recognition, awarded in 2006, was for outstanding teaching. At various times, she also directed the Individualized Studies Program, coordinated the First-year Seminar Program, and chaired the Developmental Reading Program. She served as a professional tutor for TRiO, C-STEP, and HEOP and initiated the Peer Tutoring Program. She chaired the institution-wide Program Assessment Committee, charged with reviewing all academic departments, was faculty liaison with the Board of Trustees, and served on the Rank and Tenure Committee.

Neuburger's professional service includes her state organization, New York College Learning Skills Association (NYCLSA), NADE and the NADE Accreditation Commission, College Reading & Learning Association (CRLA), and the Council for the Advancement of Standards in Higher Education (CAS). In 2023, she was awarded the NCLCA (now ICLCA) Lifetime Acheivement Award.

Neuburger earned her undergraduate degree from the College of Mount Saint Vincent, her graduate degree from Western Connecticut State College, and additional courses and certifications from Syracuse University and Appalachian State University (The Kellogg Institute). She credits her successes to wonderful mentors, colleagues, tutors, students, and most importantly the support of her husband Lou, their four children and seven grandchildren.

Geoff Bailey, PhD, is the current International College Learning Center Association (ICLCA) Development Officer and a Past President for the National College Learning Center Association where he served as Vice President, President, and Immediate Past President from 2018 to 2020 and the Marketing Officer from 2022–2023 (the organization's name changed to ICLCA in 2023). He earned the NCLCA Certified Learning Center Professional (Level 4) Lifetime Achievement in 2016 and has served on the Frank Christ Outstanding Learning Center Award Committee, President's Outstanding Learning Center Award Committee, Innovative Use of Technology Award Committee, NCLCA/LSCHE Website Award Committee, and Conference Social Committee. He is also a former NADE Certification Reviewer and held board positions with the Association for the College and Tutoring Profession (ACTP).

Additionally, Geoff serves as the Executive Director of REACH (Resources for Academic Achievement) and Testing Services at the University of Louisville. He received a BS degree in Sports Medicine from Guilford College, and both his MS in Counselor Education and PhD in Higher Education Administration from the University of North Carolina at Greensboro (UNCG). Geoff's commitment to a servant leadership philosophy is evidenced in both his extensive institutional service and commitment to professional organizations. Additionally, Geoff serves as an adjunct faculty member for the College of Education at the University of Louisville where he teaches graduate level coursework for both the College Student Personnel and Higher Education Administration programs, as well as serving on doctoral comprehensive exam review and dissertation committees. His research interests include the impact of learning centers on student success, persistence and retention efforts, assessment, and academic self-efficacy.

Introduction

The *Tutoring Services and Programs Guide* is Applicable to all Postsecondary Programs

Sections of the following statement are adapted from Gladys Shaw (2009).

Tutoring is undoubtedly the oldest form of academic support, and it is an integral component of the vast majority of academic support programs in existence today. It has been defined as one-to-one instruction that explains, clarifies, and exemplifies a topic and, ultimately, promotes independent learning. However, it has also evolved to include small-group activities as well as individualized instruction. Additionally, many tutoring programs extend their scope of services to include assistance with study and learning strategies, academic self-regulation, and student development topics because of their impact on cognition and student success. Tutoring programs most often base their training on cognitive research, active learning pedagogies, and the science of neurolearning.

The efficacy of tutoring was accepted as a given for hundreds of years. Its individualized nature probably protected it from professional scrutiny; that and the fact that it was originally delivered by professionals lent tutoring integrity without question. In the 20th century, tutoring services changed in the wake of open access; the practice proliferated as an academic support service in an effort to retain and graduate ever—larger numbers of diverse students. Consequently, sheer volume and budgetary restraints mandated the use of peer tutors, mentors, and group tutoring. By the 1990s, these developments and increased pressures for accountability from legislators and institutional administrators created a need for standards with which to measure both the strengths and weaknesses of tutoring programs. Martha Maxwell (1997), claimed that of the ways to evaluate a program, the

> two basic strategies are professional standards and outcomes. Professional standards, guidelines, and ethics statements represent a consensus of experts as to the minimum requirements of a successful program. Making sure that you have the necessary elements in place would be the first step in evaluating a program. The second step is to collect data—the goal being to determine whether your program is producing the desired outcomes in terms of student success. (p. 308)

Thus, the first and second editions of the *Guides* were welcomed and widely disseminated as a method for program evaluation using professional standards. Both these as well as this, the third edition, follow the consensus evaluation methods of using expert opinion, including asking for input from experts and practitioners in the field and synthesizing results (Nevo, 1989).

Course-based learning assistance models, such as Supplemental Instruction, Structured Learning Assistance, and Peer-led Team Learning led the way in evaluating outcomes because they are targeted to and deal with specific courses. Such programs were able to show differences in grades and retention (Arendale, 2021).

This led the way for tutoring programs to drill down to the course level, contrasting grades earned by those who attended tutoring for several visits with grades of those who did not attend as well as

collaborating with institutional research offices to study retention and graduation. By the 21st century, tutoring programs' use of statistics had evolved to begin the more complicated statistical processes to demonstrate correlation at a statistical level of significance: the effect that tutoring has on outcomes and learning.

Sample of research findings on statistically significant effects on students:
- Students utilizing peer tutoring in community colleges earned higher grades for courses in which they received tutoring, earned higher overall GPAs, and were more likely to persist from fall to spring. The effect held even when other academic success predictors were controlled (Kostecki & Bers, 2008).
- Students utilizing drop-in tutoring during their first year were more likely than non-users to persist to their second year of college. Those utilizing 10 or more tutoring sessions earned significantly higher GPAs even when controlling for other academic success predictors (Cooper, 2010).
- In a large public university, peer tutoring had statistically significant and positive effects on academic performance as well as retention and graduation rates for students who came from under-resourced and underfinanced backgrounds (Rheinheimer et al., 2010).
- An experimental study involving civil engineering, chemical engineering, economics, and pharmacy students found that those who participated in ten, 90-minute tutoring sessions in one semester gained significantly more learning strategies and metacognitive skills compared to those who did not participate (Arco-Tirado et al., 2011).
- The Learning Assistant model was shown to have positive effects on reducing DFW rates in STEM courses (Allenbaugh & Herrera, 2014; Alzen et al., 2017; Alzen et al., 2018).
- The perceived impact of academic support (academic coaching, Supplemental Instruction, and tutoring) was statistically higher for students who frequently engaged in these services compared to students who minimally used services (Osborne et al., 2019).

Sample of research findings on statistically significant effects on tutors:
- Peer tutoring was found to positively impact tutors' cognitive strategies, social skills, and confidence rates, which led to enhanced résumés and job interviews (Arco-Tirado et at., 2011).
- More advanced peer tutors reported greater self-confidence, academic performance, and social and professional skills compared to newer tutors. Independent t-tests produced statistically significant results (Cofer, 2020).
- Qualitative research revealed that the SI leader experience provided transferable skills that positively impact post-graduate life (graduate school and employment) with respect to developing strong knowledge bases, interpersonal skills, communication skills, and collaboration skills (Lozada & Johnson, 2018).

As professionals, we need to be cognizant of the possibilities open to us in using statistical models to measure the effect of tutoring on both tutees and tutors. It is worth the time and effort to build connections with Institutional Research to begin such studies. As one is building and improving a program, however, it may be wiser to use more simple descriptive statistics (how many students use the program) and sets of self-evaluative best practices as evaluative measures. Even after a high–quality program is in place, using self-evaluation can provide insights beyond the results of numerical data.

Therefore, it is imperative to be aware of both models. This *Guide* provides a method of combining data with self-reflection in order to help evaluate the collected assessment data. It is a compendium of practices considered essential or recommended in providing high–quality services, whether the service is staffed by professionals, paraprofessional, peers, or any such combination. When the data are not as robust as the program would like, or when it is counter-intuitive, *look to self-reflection to determine where improvements in programming are indicated*. In fact, carefully examining data and then *combining* data with self-reflection may be one of the best ways to advocate the need for continuance of our programs, the expansion of services, and assurance of high–quality services for our students.

Purposes of the *Tutoring Services and Programs Guide*

This *Guide* has a variety of purposes. Use both the essential and recommended practices in this self-study to (a) create new programs or services within a program; (b) revise existing programs and services; (c) conduct self-evaluation of existing programs and services; (d) serve as a blueprint for short-and long-term strategic planning and action plans; and (e) focus on student and tutor experiences, learning and development outcomes, and success. Every criterion statement has been vetted by reviewers in the field. The authors recommend that readers do "blue sky thinking[1]" before focusing on what actions might be *feasible* (those actions possible, given limitations of budget, personnel, time, and space). They remind readers to use professional judgment in finding areas of special need on which to focus and in advocating for and implementing changes most likely to improve services and positively affect student and tutor outcomes.

The earlier two versions of the Self-Study Guide (Clark-Thayer, 1995; Clark-Thayer & Putnam-Cole, 2009) asked readers to purview all 12 sections, compute scores in each, and then contrast the scores to determine areas of most need. This remains a viable and valuable exercise—whether the readers choose to do all 12 or only a few—and the authors recommend this if readers need to do a complete program review for their institution, for regional accreditation, or both. Please see the sections on Individual and Comprehensive Scoring and Action Plans for completing a review.

This third edition adds a Reflection Guide and a grid to create Action Plans at the end of each section. This should be helpful for readers who choose to work on only one section or a few sections at a time. At the very end of all the sections, there is a Global Reflection Guide and again a grid for Global Action Plans. This would be useful after completing several sections and is intended to provide a way for readers to compare and contrast Action Plans in order to focus on these deemed most important.

Regardless of which scoring option is chosen, the authors recommend that the organizer of the self-study include stakeholders interested in the program in addition to its director. Multiple voices provide additional insights into problems as well as potential solutions and occasional serendipitous findings. We recommend including faculty; professionals who work in the program; selected tutors and mentors who have been with the program for some time; campus partners with whom the program works

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[1] Blue sky thinking is brainstorming with no limits. See [What Is Blue Sky Thinking? (intuit.com)](#).

(e.g., grant programs, disability services, retention offices); and upper administrators whose offices oversee student learning and success. Especially for Section 6, Institutional Governance and Policy, include the next-level administrator(s) to whom the program reports.

Organization of the *Tutoring Services and Programs Guide*

There are several organizational design features that are integral to this document. First, the 12 sections of this *Guide* are based upon a template established by the Council for the Advancement of Standards (CAS). Founded in 1979, CAS is the pre-eminent voice for promoting standards in student affairs, student services, and student development programs. CAS establishes credible and reachable standards, guidelines, and Self-Assessment Guides for 50 functional areas and several cross-functional areas. Individuals and institutions from over 40 CAS member organizations comprise a constituency of over 115,000 professionals[2].

These standards evolved from those established by the American College Personnel Association's Commission XVI: Learning Centers in Higher Education. Leaders in our field (Susan Clark-Thayer, Georgine Materniak, Gladys Shaw) contributed to both and developed the CAS Standards and Guidelines for Learning Assistance Programs (LAP). Representatives from our organizations (ICLCA, CRLA, NOSS-originally NADE) have contributed to every revision, including those now in revision in 2023 (Council, 2023). The LAP Standards and Guidelines (Council, 2023) remain a valuable resource.

In 1995, Clark-Thayer, Materniak, and Shaw recognized that the CAS LAP Standards and Guidelines should become more specific for developmental coursework, tutoring services, and course-based learning assistance programs such as Supplemental Instruction. This *Tutoring Services and Programs Guide* is the third iteration of that work.

A second design feature, beginning with the second edition of the *Tutoring Services and Programs Guide,* is that policies and practices within each of the 12 sections were divided into two categories: *essential* and *recommended*. Reviewers and experts in the field have selected those strategies that should be considered essential; recommended strategies are those that may enhance a program and should be considered in long-range planning. If readers find their programs cannot immediately meet *all* of the essential criteria in any given section, that is an indication of need and an area for which to advocate in strategic planning. For all areas, and for all criteria, essential or recommended, the editors and authors ask readers to focus on those most beneficial for the program and the students it serves.

A third design feature is providing two ways to pull together the results of this self-study. Either way will be helpful for improving the program and its outcomes as well as providing an assessment result for internal and external stakeholders. The first option is the aforementioned Written Reflection Guides and Action Plans. The second is a re-do of the previous, numerical-based Scoring Rubric (using a Likert scale of 1–5) and Scoring Summary, now labeled the Numerical Reflection Guide and Action Plans.

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[2] https://www.cas.edu/about

History and Identification of the Best Practices in This *Guide*[3]

The *Tutoring Services and Programs Guide* is built upon several stages of activities to validate its accuracy and usability for administrators and professionals in tutoring programs. First, it is based upon the first two editions of the Tutoring Program Guide. Before publication, the first edition underwent extensive field testing of the *Guide* by members of CRLA, ACPA Commission XVI, the College Learning Association at Fordham, the National Tutoring Association (NTA), the National Resource Center for the Freshman Year Experience, the Noel/Levitz Centers for Student Retention, the National Center for Developmental Education, members of LRNASST, and numerous state and regional learning assistance organizations.

That original book, the 1995 *NADE Self-Evaluation Guides: Models for Assessing Learning Assistance/ Developmental Education Programs*, (Clark-Thayer, 1995) was developed in the early-to mid-90s by the NADE Professional Standards and Evaluation Committee, led by co-chairs Susan Clark-Thayer and Georgine Materniak. Shortly after, educators who attended sessions on how to use the *Guides* began to request formal recognition for programs that had used self-evaluation to improve their programs. Clark-Thayer and Materniak, assisted by Martha Casazza (author of the sections for developmental coursework), began offering institutes to teach practitioners and administrators in developmental education programs, tutoring programs, and course-based learning assistance programs how to conduct program self-evaluation and collect and analyze data for program improvement, as well as how to use this knowledge to become certified by NADE. This group became the core of the NADE Certification Council and, in 2016, the NADE Accreditation Council. By 2009, the second edition of the *NADE Self-Evaluation Guides: Best Practice in Academic Support Programs* was available (Clark-Thayer & Putnam-Cole, 2009). This edition went through a similar rigorous field-testing, including feedback from the many professionals who attended workshops. Under pressure from organizations that diminished the value of developmental education, in 2018 the project was disbanded. However, from 1999 to 2018, the Certification Council/Accreditation Commission and its reviewers presented more than 63 institutes, providing professional development to at least 1,484 individuals from 580 institutions representing 47 states and eight foreign countries. Three hundred and eighty-nine (26%) of those individuals hailed from programs that at some time thereafter became certified or accredited. All who attended the institutes were introduced to nationally-recognized standards for successful programs, as well as an effective process of self-evaluation, data collection, and planning for self-improvement. All told, 19 tutoring programs, 70 developmental coursework programs (representing mathematics, reading, English, and study skills) and three course-based learning assistance programs had been certified or accredited since 1999. For sure, feedback on the statements was collected, especially as programs changed.

In this third edition, the same methods were used for gathering expert and practitioner opinion. In addition to the 40+ expert reviewers mentioned in Acknowledgements, those attending certification/ accreditation institutes, those attending workshops on how to use the *Guides*, and those who earned certification or accreditation provided extensive and valuable insight for revisions for both the second and for this the third edition of the *Guides*. The current editors conducted field reviews at regional and

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[3]Adapted from Thompson, L. & Patty-Graham K. (2019). A brief history of NADE accreditation, 1999–2019. *NOSS Practitioner to Practitioner, 10*(3), 3–4.

national conferences in our field to garner additional feedback, often on specific sections.

The second stage of the *Tutoring Services and Programs Guide* development involved a research and literature review of professional journals from 2009 to the present. Research articles were carefully chosen to augment the existing research that had taken place in previous editions. These articles can be found in Recommended Readings. Moreover, various sections of the third edition include specific references to other professional resources that learning center professionals will find helpful, including the College Reading & Learning Association (CRLA) tutor and mentor training program requirements, online tutoring and coaching standards from the Association for the Coaching and Tutoring Profession (ACTP), Learning Centers of Excellence and Learning Center Leadership Certification standards from the International College Learning Center Association (ICLCA), and resources of Learning Support Centers in Higher Education (LSCHE).

Stage three was for Neuburger and Bailey to develop a draft of the revised *Tutoring Services and Programs Guide* by synthesizing and integrating new best practices that emerged from the recent literature, research, and standards set by organizations in the field with the previous two editions of the *Guide* by Gladys Shaw.

The final stage of review for the *Tutoring Services and Programs Guide* was by Linda Thompson, and then by Jane Neuburger who took over leadership of the writing group after the passing of Linda Thompson in 2022. Dr. Russ Hodges and graduate students from Texas State's Doctoral Program in Developmental Education contributed to an extensive APA review.

Key Definitions for Understanding the *Tutoring Services and Programs Guide*

Tutoring Programs are defined as programs that provide one-to-one or small-group tutoring for postsecondary students. They may be staffed by professionals, paraprofessionals, near-peer or peer tutors. They provide training and supervision for tutors. Services may be provided institution-wide or for selected groups of students.
- **Essential Practices**: Through the review process, essential practices are those deemed necessary for a quality program. They serve as guidelines for achieving and maintaining quality.
- **Recommended Practices**: Recommended practices will enhance the program and should be considered in a program review. While some may be aspirational, each is intended to assist the program in achieving excellence. *The best programs will include these as well as the essential practices.*
- **Director**: The director is the lead person who is responsible for overall leadership and management of the program.
- **Faculty:** Staff who also teach courses.
- **Mentors and Mentees**: While not specifically addressed in this *Tutoring Services and Programs Guide*, professionals in mentoring programs may find appropriate and relevant essential and recommended practices applicable for such programs.
- **Peer Educators:** Again, while not specifically addressed in this *Tutoring Services and Programs*

Guide, professionals in peer education programs may find appropriate and relevant essential and recommended practices applicable for such programs.

- **Professional and paraprofessional staff**: The professional and paraprofessional staff are personnel, including the program director, who coach, manage, and supervise the program.
- **Tutees:** Tutees are students who attend tutoring sessions.
- **Tutors:** Tutors are trained persons who provide assistance for courses for which they are qualified. They provide direct assistance with content and with study strategies. Tutors may be students, non-student paraprofessionals, professional staff members, the director, or instructors. They may be called peer educators, study partners, study leaders, or other such nomenclature.
- **Target courses**: Target courses are the courses for which tutoring is provided.

1. Mission, Vision, and Goals

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either the:

    a) *Written Reflection Guide and Action Plan or*
    b) *Scoring Guide and the Numerical Reflection Guide and Action Plan*

Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

The heart of a systematic self-study is to judge the value and worth of an educational program based on its stated mission. Always begin any assessment with a look at the mission and vision of the program. Include the following elements in your self-study: Section 1. Mission and Goals, outlining the charge and scope of services provided; and Section 2. Assessment and Evaluation, outlining the degree to which the mission and goals have been met. The remaining sections (3–12) address program elements, both Essential and Recommended, that reflect best practices in the field.

Basic Glossary and Discussion of Terms

- **Mission statement**: A concise, well-articulated statement that describes the program, its purpose and function, its rationale, and its stakeholders (e.g., what it is, what it does, why it does it, and for whom). It should also advance the mission and vision—or at least part of the mission and vision of the division or department—under which it is housed.
- **Vision statement:** A statement that describes what a program *hopes* to achieve—its loftiest aspirations—in tandem with its mission. A mission statement declares a program's present-oriented overarching *purposefulness*; a vision statement expresses a future-oriented hoped-for reality (Great School Partnership, 2015; Selim et al., 2008).
- **Program goals:** Program goals are "blueprints" for implementing the mission and vision of a program. They describe in more detail the intended outcomes of the program. They are broad, long-range statements that clarify the intentions of the program by directing program activities over a span of time. They may focus on program and services utilization (Selim et al., 2008).
- **Program objectives:** Objectives are *extensions* of program goals that are more concise and specific; often, several objectives are created for each goal statement. They provide specific actions that lead towards achieving the stated goal and provide methods for evaluating results. Objectives are specific, measurable, achievable, relevant, and time-bound (SMART).

The process for setting **student success goals, student learning goals,** and **student learning objectives** is similar to the process of setting program goals and objectives. However, the focus is on determining a program's success in terms of assessing students' meeting of particular benchmarks or growth in learning development, or both.

- **Student success goals** may be classified as statements focusing on grades, completion, retention,

persistence, graduation, and competence. They are measures that may *correlate* with learning in that one reaches a set competence or benchmark after participating in learning experiences such as a course/activity or set of courses/activities. However, they are inexact measures of *actual learning*, because students and tutors enter into courses and activities with varying levels of knowledge and competence.

- **Student learning goals** are generally long-range statements that guide the direction of learning experiences for students and tutors. These goals focus on the general aims of the program and include specific cognitive and affective growth in the student and tutor.
- **Student learning objectives** are more specific than goals and describe what an educator intends students to learn from a given activity or activities. Efficacious tutoring and active learning incorporate distinct student learning objectives and outcome assessments that help determine students' mastery of learning or growth and development.

Summary

Visions, missions, goals, and objectives tend to center on multiple kinds of outcomes:

- **program outcomes**, improving utilization of the program and evaluating the extent to which students have been served;
- **academic *success* outcomes** for students who utilize any amount of tutoring assistance, assessing how interventions have impacted success measures such as *improved persistence, course grades, and retention;*
- **academic *learning* and *development* outcomes** for *students* who utilize any amount of tutoring assistance, assessing how interventions have impacted *actual learning or contributed to development of characteristics such as internal locus of control and improved study habits;* and
- **academic learning/development outcomes** for the *tutors* who work in the program, how tutor training and tutoring have impacted the tutors in terms of increased efficacy in tutoring, leadership, and enhanced understanding of the content(s) tutored.

Outline:

Essential Practices
A. Mission and Vision
B. Program Goals and Objectives
C. Student/Tutee Goals and Learning Goals
D. Tutor Learning Goals

Recommended Practices
A. Mission and Vision
B. Program Goals and Objectives
C. Student/Tutee Goals and Learning Goals
D. Tutor Learning Goals

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program.

A. Mission and Vision

E.1.   The program has written vision and mission statements that directly reflect the overall vision, mission, and goals of the institution.
Discussion and Supporting Evidence:

E.2.   The program's mission statement reflects the mission and goals of the division in which it is situated.
Discussion and Supporting Evidence:

E.3.   The mission of the program, the vision of the program, or both focus on learning and development of both its students and tutors.
Discussion and Supporting Evidence:

E.4.   The mission and vision of the program focuses on meeting the academic needs of students.
Discussion and Supporting Evidence:

E.5.   The mission is reviewed and revised on a regular basis. Review of the mission should be conducted in tandem with reviewing and updating program goals so that they are aligned.
Discussion and Supporting Evidence:

B. Program Goals and Objectives

Note: Programs benefit from having written goals and objectives for students, tutors, tutor training, and the program itself. For practices, please see Section 3. Teaching and Learning Environment.

The written goals and objectives of the tutoring program:

E.6.   Align with and support the mission and goals of the institution as well as of the department, unit, and division under which the program is organized.
Discussion and Supporting Evidence:

E.7.   Support the academic standards of the institution as well as departmental expectations for academic honesty in the particular courses being tutored.
Discussion and Supporting Evidence:

E.8. Are responsive to the vision and direction of the institution and the entity under which the program is organized.
Discussion and Supporting Evidence:

E.9. Focus on program improvement to better serve students, academic or student affairs departments, and the institution.
Discussion and Supporting Evidence:

E.10. Include working cooperatively with faculty, staff, graduate, and undergraduate students across campus to improve opportunities for students to be successful.
Discussion and Supporting Evidence:

E.11. Foster a diverse, equitable, and inclusive environment, which allows students and staff to develop an appreciation for social justice, belonging, and acceptance of conflicting ideas.
Discussion and Supporting Evidence:

E.12. Provide tutors and staff with regular and ongoing training and opportunities for professional development (See also Section 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

E.13. Include the tutoring staff in developing the program's goals. These are reviewed, revised, and disseminated to critical stakeholders on a regular basis.
Discussion and Supporting Evidence:

E.14. Focus on continuous assessment and evaluation processes to improve services and outcomes.
Discussion and Supporting Evidence:

C. Student/Tutee Goals and Learning Goals

Note: Programs benefit by having written goals and objectives for students, tutors, tutor training, and the program itself.

As a result of tutoring, students will:

E.15. Demonstrate academic success or improvement in tutored courses (e.g., a passing grade in the course, persisting to the end of the course, enrolling in the next course in the discipline). See Section 2. Assessment and Evaluation for discussion and suggested measures of academic success.
Discussion and Supporting Evidence:

E.16. Demonstrate improved content knowledge (e.g., grade in the course, tutor session notes/reports, student feedback on sessions) in the tutored course(s).
Discussion and Supporting Evidence:

E.17. Develop and apply problem-solving strategies, critical thinking strategies, and discipline-specific

methodologies (e.g., from tutor session reports, professional observations, critical thinking rubrics) relative to the tutored course.
Discussion and Supporting Evidence:

E.18. Develop and practice reading, recall, and organizational strategies appropriate for the tutored course(s). Selecting appropriate strategies relies on (a) the student's specific learning needs, strengths, and preferences; (b) the course SLOs; (c) the student's goals for the course; and (d) the content itself (e.g., strategies for studying history versus biology).
Discussion and Supporting Evidence:

D. Tutor Learning Goals

Note: Programs benefit by having written goals and objectives for students, tutors, tutor training, and the program itself.

As a result of tutor training and their experiences tutoring, tutors will be able to:

E.19. Identify and model generic learning and problem-solving methods, including strategies for reading, note-taking or organization of material, deep comprehension, retrieval, recall, and application. Assist tutees in the application of such strategies.
Discussion and Supporting Evidence:

E.20. Identify and model thinking strategies or patterns specific to or inherent in the tutored discipline(s) and assist tutees in the application of such strategies.
Discussion and Supporting Evidence

E.21. Demonstrate several learning methodologies in the target course(s) and discuss ways to involve tutees in deeper, more active learning modalities specific to the subject matter.
Discussion and Supporting Evidence:

E.22. Learn and adhere to institutional standards of academic integrity and social conduct. Monitor tutees' academic integrity and appropriate social conduct.
Discussion and Supporting Evidence:

E.23. Assist students with internalizing the rationales for academic integrity and appropriate social conduct.
Discussion and Supporting Evidence:

Tutors will also:

E.24. Increase their own content knowledge.
Discussion and Supporting Evidence:

E.25. Increase their own pedagogical knowledge (e.g., through tutor training, practical experience, supervisor feedback, and reflection).

Discussion and Supporting Evidence:

E.26. Improve communication skills, comfort level, and confidence in working with others.
Discussion and Supporting Evidence:

E.27. Improve ability to work effectively with diverse students and foster inclusivity.
Discussion and Supporting Evidence:

E.28. Develop an increased awareness of social justice, diversity, equity, and inclusion and work actively to promote a sense of belonging for all in the services and tutoring environment.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended practices enhance a tutoring program and may be included in a self-study. More established programs often include these as well as the essential practices.

A. Mission and Vision

R.1. The mission or vision of the program includes serving as a regional or national model for learning centers.
Discussion and Supporting Evidence:

R.2. To monitor its mission and goals, the program establishes an advisory board representative of the diverse populations (e.g., gender orientation, race, culture) on campus. The board includes respected faculty members, academic advisors, students, counselors, and personnel from other learning assistance or student support departments and organizations on campus. Discussion topics may include such items as review of mission, goals, and objectives; policies and procedures, especially those dealing with equity and inclusion; cultural diversity of staff and tutors, and support for budget with upper administrators. If a formal board is not feasible, the director periodically meets with various stakeholders.
Discussion and Supporting Evidence:

B. Program Goals and Objectives

Note: Some programs will benefit from using recommended items below as stated goals or objectives, and others will utilize them as program practices rather than stated goals. See Section 2. Assessment and Evaluation for information on measuring goals using direct and indirect methods.

The goals and objectives of the tutoring programmay include:

R.3. Serving as a resource for faculty and staff in academic departments and student affairs offices in order to enhance and support instruction, academic standards, and professional development.

Discussion and Supporting Evidence:

R.4.   Serving as a resource for faculty and staff in understanding best practices in facilitating one-to-one and group learning.
Discussion and Supporting Evidence:

R.5.   Collaborating with other campus offices and departments to enhance student achievement and development (e.g., academic departments, first-year experience, advising, and orientation).
Discussion and Supporting Evidence:

R.6.   Providing specific advanced professional development for tutors, including CRLA Levels II and III training; information on ICLCA's learning assistance professional certification; discussions about and training on issues faced by students of differing races, cultures, and gender orientations; and first-generation college students, international students, recent immigrant students, veteran and adult students, and other populations on campus.
Discussion and Supporting Evidence:

R.7.   Encouraging program staff to serve as local, regional, and national professional resources in tutoring assistance, including activities such as creating professional learning communities and serving as mentors to other professionals.
Discussion and Supporting Evidence:

C. Student/Tutee Goals and Learning Goals

Note: Some programs will benefit from using recommended items below as stated goals or objectives, and others will utilize them as program practices rather than stated goals. See Section 2. Assessment and Evaluation for information on measuring goals using direct and indirect methods.

As a result of tutoring, students will:

R.8.   Implement study strategies learned in the tutoring context (e.g., note-taking, textbook reading, test and study strategies, time management, research, and library skills) to other college courses.
Discussion and Supporting Evidence:

R.9.   Develop or improve affective domain strategies and behaviors e.g., motivation, self-efficacy, self-regulation, confidence, taking more control of their own learning) that impact their overall academic success.
Discussion and Supporting Evidence:

R.10. Demonstrate or improve their adjustment to the college learning environment.
Discussion and Supporting Evidence:

R.11. Use technology to enhance learning.
Discussion and Supporting Evidence:

R.12. Develop and practice metacognitive strategies to monitor their own learning in the tutored course(s).
Discussion and Supporting Evidence:

R.13. Increase their disciplinary efficacy and develop more confidence in their overall academic potential.
Discussion and Supporting Evidence:

R.14. If relevant, enroll in the next sequential course (or an additional course) in the discipline.
Discussion and Supporting Evidence:

D. Tutor Learning Goals

Note: Some programs will benefit from using recommended items below as stated goals or objectives, and others will utilize them as program practices rather than stated goals. See Section 2. Assessment and Evaluation for information on measuring goals using direct and indirect methods.

As a result of tutoring and tutor training, tutors will:

R.15. Increase their proficiency in guiding learning experiences in sessions through the use of strong pedagogy and andragogy.
Discussion and Supporting Evidence:

R.16. In sessions, engage in active, independent, interdependent, and collaborative learning practices with their tutees to demonstrate the flexibility needed to adapt to different learning environments.
Discussion and Supporting Evidence:

R.17. Provide timely and appropriate feedback to students to help improve students' confidence and self-efficacy in the discipline in their development as learners.
Discussion and Supporting Evidence:

R.18. Use a range of techniques to help their students learn and regularly use metacognitive strategies to foster self-regulation.
Discussion and Supporting Evidence:

R.19. Increase their own knowledge of both generic metacognitive learning strategies as well as those specific to the subjects and discipline(s) in which they tutor.
Discussion and Supporting Evidence:

R.20. Pursue additional or continued tutoring, teaching, or leadership opportunities (e.g., at the institution, through graduate studies, through private tutoring such as Tutor Matching Service, or in career plans).
Discussion and Supporting Evidence:

Evaluating Section 1: Mission, Vision, and Goals

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.

(Note: In Section 1 there are 28 Essential Items and 20 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)

2. Assessment and Evaluation

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either the:
- a) *Written Reflection Guide and Action Plan* or
- b) *Scoring Guide and the Numerical Reflection Guide and Action Plan*

Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

Quality tutoring programs use assessment and evaluation to examine how well they are meeting their mission, goals, and objectives. Assessment–the collecting of data–is followed by evaluation–the translation of what the data mean. A program's vision and mission and its program goals and objectives are strongly related to the data it collects to measure and evaluate outcomes. Likewise, a program's stated student success goals, objectives, and learning objectives are strongly related to the data it collects and evaluates to measure outcomes. Therefore, *be sure to do Section 1, Mission and Goals, in conjunction with this Section 2. Assessment.*

Data collection and analysis practices should consider (1) alignment with goals and objectives of the program itself; (2) frequency of collection, reporting, and review, because not every datum should be collected every term; (3) collaborations and collective needs across campus; (4) relevancy to the current student population, institutional priorities, and program/department priorities; and (5) effectiveness and relevance of the assessment tools and strategies being used.

Assessment and evaluation practices have several intentions:
- a) To determine **program outcomes**, i.e., to increase or improve utilization of the program and evaluate the extent to which students and certain populations of students have been served;
- b) To determine **academic *success* outcomes** for students who utilize any amount of tutoring assistance, i.e., to assess if and how interventions have impacted success measures such as *improved persistence, course grades, and retention*;
- c) To determine **academic learning and development outcomes** for students who utilize any amount of tutoring assistance, i.e., to assess how interventions have impacted *actual learning or contributed to development of characteristics such as internal locus of control, improved study habits;*
- d) To determine **academic learning/development outcomes** for the *tutors* who work in the program, i.e., to determine if and how tutor training and actual tutoring practice have impacted tutors in terms of increased efficacy in tutoring, leadership abilities, and enhanced understanding of the content(s) tutored;
- e) To demonstrate program worth to stakeholders. While it certainly is important to share key data with administrators and stakeholders, it is equally or more important to share *your own* evaluation – your own explanation of what the data indicate. **Never send data alone, as it can easily be misinterpreted.** You are the expert for your center; be sure to explain what the data demonstrate.

Basic Glossary and Discussion

Before beginning this section, please understand the definitions below and their interrelatedness.

1. "Program assessment is the systematic and ongoing method of gathering, analyzing, and using information from various sources about a program and measuring program outcomes in order to improve student learning. . . [it] is diagnostic, process-oriented, and provides feedback. . . on [a program's] performance with the intent of helping improve the program and . . . student learning" (Selim et al., 2008, p. 3). Effective program assessment plans should address (a) what a program is trying to accomplish, (b) how well it does it, (c) how the program contributes to student development and growth, and (d) how student learning can be improved (Selim et al., 2008).

In assessment, it is important to distinguish between program outcomes, student success outcomes, and student learning/development outcomes and the uses for each sort of outcome.

2. **Program outcomes** measure program-level goals and operational outcomes. For example, program outcomes often describe the quantity of service utilization or program participation. Increases in utilization may be used to indicate the need for maintaining or increasing budget, personnel, and space. *All programs, but especially new ones, those in development, and directors new to assessment should assess the use of program services by tracking increases or decreases in current services and requests for new services, thus evaluating the need for continuing or increased institutional support*. They should focus on quality tutor recruitment, orientation, training, and supervision. (See Sections 4. Program Design and 5. Content and Delivery of Training and Services).

3. **Student success outcomes** are observable phenomena such as grades, completion, retention, persistence, graduation, and competence to demonstrate program value. All institutions and certainly the students themselves are interested in student success. Therefore, both newer and established programs should work towards conducting at least grade analyses for students using tutoring versus those not using tutoring. Use the ideas in the "Suggestions for Data Collection and Analysis" after each criterion in this section to assist you in choosing a few student success outcomes to assess. Student success measures may also include "connection to the campus, developing interpersonal and intrapersonal skills and other non-cognitive aspects in the "aggregate of . . . the student experience" (Student Success, 2023). Note that retention, persistence, and student goal completion are frequently used institutional measures. The authors encourage assessment work in this area.

   Please note that student success measures may *correlate* with learning in that one reaches a set competence or benchmark after participating in learning experiences such as a course, an activity, a service or a set of courses, activities, or services offered by a program. However, they are inexact measures of *actual learning or development*, as students enter into a course/activity or set of courses/activities with varying levels of already-achieved knowledge or competence. For instance, tutoring services programs intend that students who participate in tutoring activities will improve their grades (a student success measure) and their *learning* (a student learning

outcome). Accrediting agencies are interested in student learning and development, and well-established tutoring services programs are uniquely positioned to assess those outcomes.

4. **Student (and tutor) learning and development outcomes** demonstrate "significant and measurable change[s] occurring in students [tutors, or both] as a direct result of their interaction with an educational institution and its programs and services" (Learning and Development Outcomes, 2023). They demonstrate attainable skills, abilities, and competence (Oxnard College, n.d.).

For instance, tutoring services programs may intend for students who are receiving tutoring to demonstrate content learning, understand that content more deeply, or perhaps understand the relationship between one content area and another. These are *learning* outcomes, which may be measured in both quantitative and qualitative ways (see the Suggested Data Collection and Analysis items after each criterion below).

Programs may also intend for students to grow in terms of self-efficacy, time management, or increased internal locus of control. These are student *development* measures related to cognition, and these too may be captured in both quantitative and qualitative ways. Tutoring programs may also intend for their tutors to grow in terms of their leadership abilities, their ability to guide learners more easily, their intentional use of active learning strategies both with themselves and with their tutees, and their own deeper understanding of content and its relationship to other, similar content.

Note: Capturing learning and development outcomes is indicated for more established programs. To initiate this endeavor, the authors recommend starting with smaller studies and progressively building, as time and experience allow. Refer to the "Suggestions for Data Collection and Analysis" provided for guidance. It is strongly recommended to work with current experts and the institution's research office to set up research designs and complete data analyses.

Outline:

Essential Practices (Each Area Includes Suggestions for Data Collection and Analysis)
A. General Practices and Processes
B. Program Planning and Outcomes
    1.   Services
    2.   Staff and Personnel
C. Student/Tutee Academic Outcomes and Learning/Development Outcomes
D. Tutor[4] Academic Outcomes and Learning/Development Outcomes

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[4]Tutor: A tutor is a trained person who provides assistance for courses for which they are qualified; they provide direct assistance with content and with study strategies. Tutors may be students, non-student paraprofessionals, professional staff members, the director, or instructors. They may be called peer educators, study partners, study leaders, or other such nomenclature.

Recommended Practices (Each Area Includes Suggestions for Data Collection and Analy*sis)*
A. General Practices and Processes
B. Program Planning and Outcomes
    1. Services
    2. Staff and Personnel
C. Student/Tutee Academic Outcomes and Learning/Development Outcomes
D. Tutor Academic Outcomes and Learning/Development Outcomes

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

These practices are part of a comprehensive assessment and evaluation plan for quality tutoring programs. They are intended to assist the program in assessing and evaluating how well it is meeting its stated mission, goals, and objectives. The following list is not exhaustive; programs may find additional ways of evaluating their mission, goals, and objectives.

A. General Practices and Processes

In General Practices and Process, we direct the readers' attention to the program's mission, goals, and objectives in order to do annual and strategic planning. Guidelines specific for assessing program outcomes are found in Parts B; student/tutee outcomes assessment in Parts C, and tutor/study leader outcomes assessment are found in Parts D.

E.1. The program's mission, goals, and objectives are systematically reviewed and regularly revised. This review takes into account any changes in divisional and institutional missions, goals, and strategic plans. It addresses problems, challenges, and unmet or unmeasured goals and objectives discovered in recent data analyses.
Suggestions for Data Collection and Analysis: Before beginning any assessment of outcomes, revisit the mission, goals, and objectives. First, ensure that the department mission still aligns with divisional and institutional mission and goal statements. Second, determine if the program's current *purpose*—as a service for the students who use the program and for the tutors employed in the program—is still accurately conveyed in the mission, goals, and objectives as they are written. (See also Section 1. Mission and Goals for suggestions.) Third, determine which of the goals and objectives are *measurable* and by which procedures. Finally, determine a calendar of assessment, remembering that not every data point must be collected each term.
Discussion and Supporting Evidence:

E.2. The program regularly evaluates how well it is achieving its own stated goals and objectives. See items below for program outcomes, tutee outcomes, and tutor outcomes.
Suggestions for Data Collection and Analysis: The program sets a series of recurring and regular timeframes (e.g., monthly, semesterly, annually, multi-year, 3–5-year assessment cycles) for myriad aspects of program evaluation. [Note: See the rest of this section as well as the white paper by Norton and Agee (2014)].
Discussion and Supporting Evidence:

E.3. The program measures how effectively it provides a diverse, equitable, and inclusive environment.
Suggestions for Data Collection and Analysis: Collect data on the diversity of paraprofessional and student staff; the accessibility of office and virtual spaces; outreach to and utilization of services by non-majority populations; and topics included in tutor training.
Discussion and Supporting Evidence:

E.4. The program surveys or interviews faculty and other constituencies to assess collaborations, the efficacy of academic services, and evolving academic needs.
Suggestions for Data Collection and Analysis: Consider including questions about specific hurdles students experience with subject or conceptual knowledge and helpful/harmful academic behaviors. Discuss what types of services (e.g., group vs. individual tutoring, drop-in vs. appointment-based tutoring) would best support students' academic needs.
Discussion and Supporting Evidence:

E.5. The **program** surveys or interviews students to assess satisfaction with services.
Suggestions for Data Collection and Analysis: Consider using questions about satisfaction with tutoring sessions; gains in self-confidence, development or improvement of self-regulation, use of study strategies, and perceived impact on grades.
Discussion and Supporting Evidence:

B. Program Planning and Outcomes

Program *evaluation methods differ from student outcomes and learning outcomes assessment in that program evaluations speak to the intention of the service. Some programs are intended to serve the entire campus and all of its courses; others are intended to serve only a selected population or a few difficult courses. They are measured by quantitative metrics such as* **the number of students served** *and the* **number of visits** *to each service. They essentially identify how effectively the program is operating and* **how well it is reaching the intended population(s)**. *Stakeholder satisfaction measures are often part of program outcomes as well.*

1. Services

E.6. In accordance with its mission, the program collaborates with various academic departments, advising offices, student affairs practitioners, and other key stakeholders to identify student academic needs and establish targets for growth.
Suggestions for Data Collection and Analysis: Through discussion, surveys, and outreach to the intended partners, determine if and how well this is being done. Make program revisions when improvement is warranted.
Discussion and Supporting Evidence:

E.7. The program regularly investigates how well it is meeting its currently stated *program* goals and objectives and updates them to maintain a continual focus on improving services for students, academic and student affairs departments, and the institution.
Suggestions for Data Collection and Analysis: Look to the program's stated goals and objectives. If needed, reformat using "The program will" as the beginning of the statements. Discuss and determine what sort of **quantitative** data (i.e., data on number of visits, number of students served, satisfaction) will show how well the program is meeting each goal. Discuss and determine what **qualitative** data (e.g., satisfaction surveys; internal discussions; interviews; focus groups with faculty, tutors, tutees, other constituents) would yield evidence of meeting the goal or objective.

Discussion and Supporting Evidence:

E.8.   The program tracks the number of tutor applications and faculty referrals.
       Suggestions for Data Collection and Analysis: Track course demand trends and compare this to applications and referrals by subject. The program uses this information to meet student demand and adjust employment marketing strategies for subjects in high demand.
       Discussion and Supporting Evidence:

E.9.   The program plans and budgets in advance for the number of tutors and hours of service needed to fill anticipated tutoring requests in subsequent semesters.
       Suggestions for Data Collection and Analysis: This is a key metric. First, the program must track both the number of visits and the number of unduplicated students served each term, grouped by academic department and course. Second, use fall term totals to predict needs for the following fall and use spring totals to predict needs in the following spring. Consider fluctuations in course enrollments as well as budget needs to maintain, expand, or adjust services. Adjust predictions by considering several of the criteria E. 12–13 below.
       Discussion and Supporting Evidence:

E.10. The program plans and budgets for expected *and increased* requests for tutoring from particular departments and for high-demand courses. The program considers increases in the number of course sections offered, new courses offered, new faculty, and other changes in curriculum. (See also R.4 for addressing unexpected needs and opportunities).
       Suggestions for Data Collection and Analysis: As noted in *General Practices*, discuss with various academic departments any perceived need for additional tutoring support, both for the term immediately past and for subsequent terms. Use the semester course catalogs for information on the number of course sections. Consider new courses, new faculty, and anticipated changes in curriculum or faculty's learning expectations. Additionally, consider the DFW rates (D's, failing grades, and withdrawals) in previous terms for courses that may (or should) utilize the center's services. Consider budget needs to meet increased demand.
       Discussion and Supporting Evidence:

E.11. The program systematically collects data on the use of services by time, day, and week of the term to demonstrate program utilization as well as to predict future need for tutors and hours of support.
       Suggestions *for Data Collection and Analysis:* The important concept is to see when and which services are most often used and provide support for those days and times. This must be adjusted by considering the needs of specific populations (i.e., commuting, adult, evening, part-time students). Centers should also collect and contrast use of in-person versus online tutoring support.
       Discussion and Supporting Evidence:

E.12. Annual descriptive data include total *visits* (a student may be counted more than once), total *unduplicated* students (a student is counted only once per term and once per year), and the *overall* total number of service hours provided.
       Suggestions for Data Collection and Analysis: Data should be collected and reported by semester/term and by year. Determine how students will be counted for multiple courses.
       Discussion and Supporting Evidence:

E.13. Longitudinal data on total visits, hours, and unduplicated students are categorized by semester, course, and discipline. Data are collected over time to observe patterns, trends, and anomalies to assist in program planning for services.

Suggestions for Data Collection and Analysis: Like-term data should be used to plan for the subsequent like term (e.g., contrast fall terms to fall terms, summer 1 term to summer 1 term, and so on). Look for patterns of high and low utilization and demand as well as unusual peaks or valleys in use or requests.
Discussion and Supporting Evidence:

E.14. Patterns of use during the semester are examined (e.g., course request variations by week and variations due to new instructors, new courses, or particular tutors) each term.
Suggestions for Data Collection and Analysis: These data are useful to predict need for tutors and hours over the range of weeks in similar semesters and to intervene when issues are identified.
Discussion and Supporting Evidence:

E.15. The program tracks student use of *each* of the services offered (i.e., individual or group tutoring, professional or peer tutor support, scheduled or drop-in, collaborative group work, online or face-to-face support, use of satellite spaces). If additional services are available through the center, use of such services is tracked.
Suggestions for Data Collection and Analysis: Again, track by semester and by year; use for demonstrating utilization and any need for increased support.
Discussion and Supporting Evidence:

E.16. The program uses the institution's and the program's own semester data analytics (e.g., TracCloud, Starfish, Penji, Excel lists, tutoring request lists) to evaluate course demand.
Suggestions for Data Collection and Analysis: To determine effective ways to meet demand, look for high-enrollment courses; look for high-volume tutoring requests to determine if group tutoring would be more efficient; look at historically difficult courses or gatekeeper courses (e.g., STEM, business, mathematics, or arts and sciences); look for situations for which academic skill development is a better solution than tutoring; look for patterns in term-to-term and academic year-to-year comparisons, such as DFW rates of said courses.
Discussion and Supporting Evidence:

E.17. Descriptive data from use and needs assessments are shared with upper administrators to demonstrate ongoing and emerging needs.
Suggestions for Data Collection and Analysis: Data must always be accompanied with an explanation of what the data show and why a stakeholder is receiving this information. Data are *evidence* for a position or story, but they must be presented as such. *Never* leave the interpretation of data to others.[5] Such evidence can be used to demonstrate a) the need for continuing or expanded course support; b) targeting specific student populations; c) ongoing or adjustments to number of tutors hired, increased service hours; and d) the need for satellite or additional physical space
Discussion and Supporting Evidence:

2. Staff and Personnel

E.18. The program has procedures in place to recruit and hire new tutors.
Suggestions for Data Collection and Analysis: The program regularly discusses ongoing and anticipated tutor needs with pertinent stakeholders (e.g., students, faculty, department chairs, directors of grant programs, targeted student population programs, language organizations,

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[5]For example, decreased tutoring in a course may communicate to budget authorities that decreased funding is possible. However, the reality may be that insufficient tutors were available for hire or that marketing was insufficient.

student organizations). It pulls data from the campus student information system to identify qualified tutor candidates. In a multi-operation center, each coordinator comes to a team discussion (annually or per semester) to determine center staff coverage or any changes in service. The program considers additional financial resources if needed for expansion.
Discussion and Supporting Evidence:

E.19. The demographics within the tutor population match the demographics of the students served and the institution overall.
Suggestions for Data Collection and Analysis: Utilize campus partners, organizations, and offices that could assist with promotion and recruitment of tutoring positions.
Discussion and Supporting Evidence:

E.20. The program director (or designee) regularly observes and evaluates tutors' performance, provides constructive feedback, and plans for continuous training opportunities (See also Section 8. Human Resources). All performance feedback is kept on file with the employee's records, either physically or digitally.
Suggestions for Data Collection and Analysis: Set up a regular schedule for observations and feedback, develop a format for observation and feedback, and keep secure records of these activities. Save records in accordance with federal, state, and institutional guidelines.
Discussion and Supporting Evidence:

E.21. The program director (or designee) regularly confers with and evaluates program staff, provides constructive feedback, develops professional development plans, and provides for regular and meritorious promotions and salary increases (See also Section 8. Human Resources). All performance reviews are kept on file with the employee's records, either physically or digitally.
Suggestions for Data Collection and Analysis: Set up a regular schedule for evaluations, develop a form to be used as a part of the evaluation, and keep records of such meetings. It is recommended that the form asks employees what their goals were for the previous year or term, how well such goals were met, what goals they set for the next year or term, and what help they need from the program to achieve such goals. Save secure records in accordance with federal, state, and institutional guidelines.
Discussion and Supporting Evidence:

C. Student/Tutee Academic Outcomes, Learning/Development Outcomes, and Data Suggestions

Student success and learning outcomes assessments differ from program evaluations in that they measure academic and skill-based learning gains, behavior changes, and other institutional success metrics such as retention and persistence rates. While program outcomes evaluate how effectively a program is running and the perception of its effectiveness, success outcomes and learning outcomes assessments measure the correlation between program participation and (mostly quantitative) academic outcomes.

E.22. The program regularly investigates how well it is meeting its currently stated *learning and development* goals and objectives for *students* who participate in the program (See also Section 1. Mission and Goals).
Suggestions for Data Collection and Analysis: Refer to the Glossary, which provides specific definitions of program vs student outcomes, learning outcomes, objectives, etc. Consider both quantitative and qualitative measures, including pre/post instruments, interviews, and student reflections that would provide evidence of meeting the goal or objective. Self-selection bias should also be considered in reporting.
Discussion and Supporting Evidence:

E.23. The program assesses tutoring services' correlational relationship with students' academic

success, improvement, and development, or any of these three. (Note: There are several more advanced versions of this criterion in the Recommended section).

Suggestions for Data Collection and Analysis: a) First, gather information *only on the students who participated in tutoring services* from any of these sources: the student information service, institutional research, or program records. Be sure to determine a minimum number of visits (usually 3, 5, or 7) to count as "having received tutoring" and consider there may be an upper number of sessions or hours after which tutoring is not effective. b) Next, choose several high-demand courses or those with high DWF rates. Begin with courses for which student survey responses have consistently indicated that tutoring helped tremendously. c) For the selected courses, gather information on students who received tutoring assistance. Collect information on the *number of visits* and the *number of hours* of service. d) For the students who have received assistance, track several benchmark success measures: (1) persistence to the end of the course, (2) overall course pass rates (ABCD if that is a passing grade) vs F, W, and Incomplete grades, (3) successful course completion (generally, grade of C or better for undergraduate courses), and (4) grade distributions. Report the *simple results* of the percentage of tutored students who were successful as measured by these benchmarks. If possible, contrast the overall pass rates of tutored students versus the overall class pass rates. See items in the Recommended Section below for additional comparison groups and on collecting additional demographic variables such as age, sexual orientation, gender identity, Pell Grant recipient status, and distinct population status).
Discussion and Supporting Evidence:

D. Tutor Academic Outcomes, Learning/Development Outcomes, and Data Suggestions

*An effective program focuses on the tutor outcomes as well as the tutee outcomes. Tutor training curricula/syllabi should specify specific learning outcomes for each topic. These can inform whether **tutors** are applying the knowledge and strategies taught during tutor sessions. Training includes the administration and "nuts and bolts" of job duties as well as strategies to apply in tutoring sessions; outcomes may include how well tutors adhere to job duties (e.g., submitting time sheets on time, following guidelines) as well as supervisor's direct observations of tutoring sessions. Assessment can be incorporated during training as well as during actual tutoring sessions.*

E.24. The program collects feedback from peer tutors about the impact of tutor training on their ability and self-confidence in employing multiple tutoring strategies.
Suggestions for Data Collection and Analysis: Collect data during training and at the end of the semester regarding tutors' perceptions of ability and self-confidence. Tutor session notes and observation data can also demonstrate tutor self-confidence and use of effective strategies.
Discussion and Supporting Evidence:

E.25. The program regularly investigates how well it is meeting its currently stated *learning and development* goals and objectives for *tutors* who participate in the program.
Suggestions for Data Collection and Analysis: Look again at the program's stated goals and objectives. If needed, reformat several as "**Tutors** [or mentors, student advisors, depending on the service(s)] who participate in [define the service] **will** [determine a specific, measurable data point]." Discuss and determine what student success or development measure (e.g., increased repertoire of demonstrated tutoring/mentoring strategies, increased self-confidence) might be reasonable data to expect and collect for tutors. Consider both quantitative and qualitative measures, including pre/post instruments, interviews, and semester or annual reflections that would provide evidence of meeting the goal or objective.
Discussion and Supporting Evidence:

E.26. The program tracks attendance and pass rates for each training topic/module (See also CRLA-

College Reading & Learning Association) and provides recognition for tutors who complete training as well as for those who earn CRLA certification at levels I, II, or III.
Suggestions for Data Collection and Analysis: Are tutors learning and retaining information that is covered during tutor training? Do they understand the expectations and job duties? Are these being fulfilled? Do you need to change any aspect of your training?
Discussion and Supporting Evidence:

E.27. Tutor training learning objectives parallel the CRLA ITTPC-recommended Standards and Outcomes for at least Level I training. The trainers track whether and how well each tutor-candidate meets each objective (see also Section 5. Content and Delivery of Training and Services).
Suggestions for Data Collection and Analysis: We strongly recommend the program follow CRLA (or other) certification standards, which are publicly available. These requirements should be incorporated into your training. Solicit feedback from tutors about what additional training would prove helpful.
Discussion and Supporting Evidence:

E.28. Within the training, the program analyzes pass rates for all modules, quizzes, and activities. Each training topic should have a corresponding activity to assess tutor knowledge.
Suggestions for Data Collection and Analysis: Designate a minimum passing score or decide if a tutor must pass all to be an active employee. When thinking of assessment activities, consider all types of activities including quizzes, reflection writing, group projects, or earnest participation in mock tutoring activities within the course. Determine if multiple attempts will be made available to demonstrate knowledge acquisition.
Discussion and Supporting Evidence:

E.29. All tutors successfully complete training on FERPA, sexual harassment prevention, anti-bias, racism, policies on working with students with disabilities, and other student employment trainings required by the institution.
Suggestions for Data Collection and Analysis: Determine any modules that are essential.
Discussion and Supporting Evidence:

E.30. For programs working with student athletes, facilitators track training to ensure that tutors pass modules and demonstrate knowledge regarding relevant NCAA regulations and institutional compliance practices.
Suggestions for Data Collection and Analysis: In addition, determine any other modules that are or should be required for those working with student athletes.
Discussion and Supporting Evidence:

E.31. For discipline-specific programs (e.g., writing centers, science and engineering programs) or student-athlete programs, appropriate and additional learning objectives are included as outlined by professional discipline-specific organizations or the NCAA. The program tracks whether and how well each tutor-candidate meets each objective (See also Section 5. Content and Delivery of Training and Services).
Suggestions for Data Collection and Analysis: Determine the elements required or recommended by such organizations and incorporate them in training modules.
Discussion and Supporting Evidence:

E.32. For specialized learning assistance programs (e.g., Supplemental Instruction, Peer-Led Team Learning, Structured Learning Assistance), appropriate and additional learning objectives are included as outlined by such programs, and the program tracks how well each tutor-candidate meets each objective [For more specific guidelines, also refer to Arendale, (2023)].

Suggestions for Data Collection and Analysis: Reviewing any such specialized assistance program's management provides additional possibilities for the program, its training, and its assessment practices.
Discussion and Supporting Evidence:

E.33. The program ensures that all tutors maintain a cumulative GPA of 3.0 or higher during their employment. Any tutor who falls below a 3.0 is monitored, supported, and placed on probationary status. Tutors should have earned an A or B in any course they tutor. Hiring exceptions can be made (e.g., specialized programs, foreign languages) provided that the supervisor conducts additional support and a tutor's disciplinary knowledge is vetted by faculty.
Suggestions for Data Collection and Analysis*:* Because tutors should prioritize their own learning and success over other commitments, as required by CRLA's ITTPC, programs should monitor tutors' semester grades and GPAs, recognize a commitment to tutors' student-first statue, discuss academic content in each review period, and provide a list of support options in the tutor manual.
Discussion and Supporting Evidence:

E.34. The program conducts formal and informal semester observations and evaluations of all tutors to ensure they are demonstrating and applying pedagogical strategies and techniques taught during training. Additional support and consultation are provided to improve performance.
Suggestions for Data Collection and Analysis: Tutors are not experts in the teaching/learning paradigm; assistance is warranted. Observations and follow-up private discussion with each tutor provide such opportunities. Patterns seen in multiple tutors' observations provide guidance for how to strengthen the overall training program.
Discussion and Supporting Evidence:

E.35. The program regularly solicits student feedback on tutors, the tutoring session, and content covered in the session(s). With care to protect anonymity, feedback is shared with tutors.
Suggestions for Data Collection and Analysis*:* As in any teaching/learning responsibility, providing focused and constructive feedback to tutors is important for helping them develop in their role.
Discussion and Supporting Evidence:

E.36. The tutor evaluation forms (i.e., supervisor evaluation form, student evaluation of tutors, tutor evaluation of training) are reviewed regularly to be sure they parallel job expectations and tutor training requirements.
Suggestions for Data Collection and Analysis: Look for patterns among the forms that indicate the need for additional or expanded training as well as expanded SLOs in tutor training.
Discussion and Supporting Evidence:

Recommended Practices:

Some programs will benefit by using recommended items below for sound assessment and evaluation of the tutoring program. Recommended practices **enhance or extend** *from the Essential statements. All are intended to provide additional assistance in considering the most appropriate assessment and evaluation practices to employ for a specific program or service. The best programs will include several recommended practices as well as the essential practices.*

A. General Practices and Processes

R.1. The program works with programs and offices serving specific populations (e.g., grant programs; Pell Grant programs; programs serving indigenous students, veterans, international students)

to determine how best to serve those students.
Suggestions for Data Collection and Analysis: Identify courses that have statistically significant differences in outcomes for specific populations to identify students in need of focused support; ensure such support is easily accessible to target populations. Determine if and how well this is being done, if improvement is warranted, and if additional personnel and funding are warranted.
Discussion and Supporting Evidence:

R.2.   The program works with institutional leadership to determine how services can help support key institutional metrics involving target populations (i.e., low-performing students), retention rates, graduation rates, and academic support for high-demand majors or degrees that may be prioritized by performance-funding metrics.
Suggestions for Data Collection and Analysis: Determine if and how well this is being done, if improvement is warranted, and if additional personnel and funding are warranted.
Discussion and Supporting Evidence:

B. Program Planning and Outcomes

1. Services

R.3.   The program has procedures in place to assess, plan, and budget for additional unmet student needs, including new courses and hours of both in-person and virtual services. Within the parameters of its mission, the program uses findings to request additional funding and expand programming or services.
Suggestions for Data Collection and Analysis: The program regularly discusses course changes or additions with faculty and department chairs. It checks course registration listings for new courses and increases in the number of sections. It asks current tutees (both on and off campus) to determine future anticipated needs and service modality (in person, virtual, other). It considers what human and financial resources are needed for such programming.
Discussion and Supporting Evidence:

R.4.   The program plans and budgets for expected *and increased* requests for tutoring of particular student populations (e.g., grant programs; programs serving indigenous, veteran, and international students; fraternities and sororities; student organizations).
Suggestions for Data Collection and Analysis: As noted in *General Practices*, discuss with various programs any perceived need for additional tutoring support both for the term immediately past and for subsequent terms. Consider increases (and decreases) in the populations being served as well as feedback their students have provided with regard to tutoring support needs. Consider budget needs to meet increased requests.
Discussion and Supporting Evidence:

R.5.   The program systematically considers the cost effectiveness of various services provided.
Suggestions for Data Collection and Analysis: Consider opportunities to shift from one-on-one to group sessions, shift hours of service, and shift from drop-in tutoring to appointment-based sessions. Advanced assessment may consider correlating participation in tutoring with retention rates or successful persistence and passing a particular course.
Discussion and Supporting Evidence:

R.6.   Descriptive data, because they tell the story of the program and institution, are used to support marketing efforts to students, parents and family members, faculty, advisors, and in college recruitment and retention materials.
Suggestions for Data Collection and Analysis: Information on how many students use tutoring services helps others view engagement in tutoring as a common student success behavior;

thus, data demonstrating the grades tutees earn are that much more enticing. In fact, 2021 data from the IU Center for Postsecondary Research indicate that students whose colleges emphasized the use of learning support services, like tutoring, are highly likely to return to that college in the following year (Anderson, 2021).
Discussion and Supporting Evidence:

2. Staff and Personnel

R.7. Program personnel pursue opportunities to present at conferences, take advanced coursework/ CEUs, or pursue professional certifications in the field of learning assistance.
Suggestions for Data Collection and Analysis: Financial support is provided by the program or the institution, and program policies support such activities. Professional development is included in staff's annual reports.
Discussion and Supporting Evidence:

R.8. Program personnel share knowledge gleaned from conferences or professional development sessions, new research, and best practices from the field of learning assistance or related disciplines with the rest of the learning center staff.
Suggestions for Data Collection and Analysis: Since encouragement of professional development and sharing is beneficial for all, the program finds ways to share research and information. Suggestions include requiring short written reports, brief sharing during staff meetings or lunch get-togethers, utilizing internal email, and posting in the program's shared drive.
Discussion and Supporting Evidence:

C. Student/Tutee Academic Outcomes, Learning/Development Outcomes, and Data Suggestions

R.9. The program assesses tutoring services' impact on students' academic success, improvement, and development by *contrasting* academic success rates of those receiving services *with the academic success of those who did not participate in tutoring.* **This is the gold standard for assessing tutoring's effect on academic outcomes.** (Note: A precursor to this sort of assessment is listed in the "Essential" items.)
Suggestions for Data Collection and Analysis: Track selected outcomes measures for participants and non-participants[6] from this list: (1) persistence to the end of the course; (2) overall course pass rates (ABCD) vs F, W, and Incomplete grades; (3) *successful* course completion (grade of C or better); (4) grade distributions; (5) outcomes by student demographics [e.g., ethnicity, sex, Pell Grant status, first-generation status]; (6) retention to the following term or beyond. The program may utilize institutional or program data analytics (e.g. TracCloud, Starfish, home-grown system) to analyze course grade data. Analysis should be conducted over several semesters or years to examine trends, especially for any effects on historically challenging and large enrollment courses. For the most robust findings, data should be stratified by meaningful characteristics to ensure that variables between comparison groups align with minimal difference. For example, in a math-based course, stratifying the two groups by math SAT scores and prerequisite course scores may yield more accurate comparison data than contrasting outcomes of all students who chose to utilize tutoring versus those who did not.
Discussion and Supporting Evidence:

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[6]Overall class averages/means may serve as the comparison group provided the number of students who have received assistance is just over 30, so still small relative to (a) the overall population of students if studying retention, or (b) the total number of students taking the course.

R.10. The program tracks the number of unduplicated visits and the number of hours of service used *by each student*.
Suggestions for Data Collection and Analysis: This assessment is especially recommended for smaller programs, TRIO or other grant programs, student athletics programs, and other programs where monitoring and supporting each student is necessary or advised. Advanced assessment may undertake an analysis of the number of tutoring sessions associated with a significant difference in course grade, cumulative GPA, retention, or persistence.
Discussion and Supporting Evidence:

R.11. The program assesses differences in satisfaction among students using services.
Suggestions for Data Collection and Analysis: Disaggregate data by sex, ethnicity, and other categories important to the campus. Determine when data need to be collected anonymously rather than linked with student IDs for future disaggregation.
Discussion and Supporting Evidence:

R.12. The program tracks student use of services by the time in the semester when assistance began, how long it lasted or how many sessions were attended, and when it ended.
Suggestions for Data Collection and Analysis: Look for the impact on course grades, persistence to the end of the course, and cumulative GPA, as defined by those who use assistance earlier in the term and consistently over the term.
Discussion and Supporting Evidence:

R.13. The program uses surveys, session reports, pre-and post-service rubrics on study behaviors, and focus groups to determine the impact tutoring may have had on student grades, learning and understanding course content, use of strategies suggested in tutoring sessions, and confidence in learning. These forms of assessment are used to measure accomplishment of the program's stated goals and student learning outcomes. (See also Sections 1. Mission and Goals and 5. Content and Delivery of Training and Services.)
Suggestions for Data Collection and Analysis: Collecting qualitative data helps provide additional context, insight, and interpretation to the quantitative data your center collects. Collect both students' and tutors' observations and insights on tutees' learning and study strategies.
Discussion and Supporting Evidence:

R.14. To demonstrate program utilization, contrast the number of students utilizing program services versus the total number of students enrolled (full head count, not FTE [full-time equivalent]). For specialized programs, contrast the number of students utilizing services versus the number of students **eligible** to use services (i.e., limitations imposed by grant programs).
Suggestions for Data Collection and Analysis: Depending upon which populations the program serves or are eligible to use services, contrast the number of unduplicated users versus non-users.
Discussion and Supporting Evidence:

R.15. The program conducts cohort analyses that compare participant and non-participant success data (e.g., cumulative GPA, three-year retention rates, 4–6 year graduation rates). See statements below (R. 15–21) for examples of participant/non-participant success measures. Be reasonable in choices; choose only a few.
Suggestions for Data Collection and Analysis: For any chosen criteria, track populations to demonstrate program utilization and rates of student success. Results should be shared with institutional leaders (e.g., VPs, academic department chairs/deans) to help provide context for how tutoring support improves student success markers.
Discussion and Supporting Evidence:

R.16. The program analyzes longitudinal trends/patterns in course grades earned by participants and non-participants for introductory courses and those with historically high DFW rates.
Suggestions for Data Collection and Analysis: Use this option to anticipate staffing needs as well as to build a case for implementing a program such as Supplemental Instruction (SI), Peer Led Team Learning (PLTL), or Structured Learning Assistance (SLA). (See Glossary for definitions).
Discussion and Supporting Evidence:

R.17. The program analyzes program completion and non-completion rates for students in special-ized programs or summer bridge programs.
Suggestions for Data Collection and Analysis: Choose this option to build evidence to create, maintain, or expand learning support in such programs. Garner support from faculty and staff in such programs to support your case. If the institution has compiled data for students "lost" from programs, add a cost-benefit analysis to demonstrate the benefit of supporting students in these programs.
Discussion and Supporting Evidence:

R.18. The program disaggregates the collected data by student demographics to assess the impact of services on distinct populations (e.g., age; sex; Pell Grant recipients; participants in a program serving indigenous or veteran students; international students; other target populations).
Suggestions for Data Collection and Analysis: Choose this option to build evidence to create, maintain, or expand learning support. Garner support from faculty and staff to support your case. Be sure to align the student demographic characteristics with those that hold institutional significance.
Discussion and Supporting Evidence:

R.19. The program disaggregates student data to assess the impact of services on students who are served through partnerships with the program (e.g., accessibility services, first-generation programs, TRIO or state grant students, student organizations, fraternities and sororities, living-learning communi-ties, student athletes, other tutoring services offered on campus, specialized content areas).
Suggestions for Data Collection and Analysis: Choose this option to build evidence to create, maintain, or expand learning support in such programs. Garner support from faculty and staff in such programs to support your case.
Discussion and Supporting Evidence:

R.20. The program analyzes the impact of services on course grades and GPAs for historically un-derrepresented, underfinanced, and underperforming student populations compared to the academic success of demographically-similar non-participants.
Suggestions for Data Collection and Analysis: Choose this option to build evidence to create, maintain, or expand learning support in such programs. Garner support from faculty and staff in such programs to support your case.
Discussion and Supporting Evidence:

R.21. Within the parameters of its mission, the program analyzes course grades in subsequent cours-es (e.g., grades earned in more advanced math, science, technical, or writing courses) following tutoring participation in intervention, basic, or corequisite courses.
Suggestions for Data Collection and Analysis: Choose this option when tutees ask you for sup-port in courses beyond the introductory courses. Be sure to track the grades of former tutees now enrolled in those subsequent courses and contrast their grades with the class mean. Whatever the findings of this data analysis, be sure to also include comments from those former tutees regarding their wish for support on increased and deeper *learning*, not just grades.
Discussion and Supporting Evidence:

R.22. The program analyzes enrollment and success in subsequent, sequential classes (e.g., organic chemistry II after organic chemistry I) for tutoring participants themselves or for participants versus non-participants.
Suggestions for Data Collection and Analysis: (a) Track success rates (including grade distributions) of students who received assistance in the first course, (b) determine the number and percentage of tutored students who enroll in the subsequent course, (c) from the base of those who enroll in the subsequent course, track success rates (including grade distributions), and (d) contrast to the overall class success data, or to success data of those who did not participate in tutoring.
Discussion and Supporting Evidence:

R.23. To qualitatively assess students' improved knowledge of the content course and use of learning and study strategies, collect information from particular required questions in tutor session notes or from particular questions in student session feedback notes. This provides an opportunity for qualitative research on changes in study behavior or increases in comprehension, metacomprehension, and metacognition.
Suggestions for Data Collection and Analysis: If choosing such an option, review the required questions asked for tutor session reports and in student evaluations of tutoring sessions. Ask the question(s) you wish to explore. Consider adding a Likert type scale to constrain and quantify responses.
Discussion and Supporting Evidence:

R.24. When attempting to demonstrate impact on specific learning or student development gains, administrators should use valid and reliable tools that have undergone sufficient testing, including those with pre-and post-assessment options.
Suggestions for Data Collection and Analysis: Learning and development gains may be more difficult to assess. When attempting this, start with a pilot study and scale up from there.
Discussion and Supporting Evidence:

D. Tutor Academic Outcomes, Learning/Development Outcomes, and Data Suggestions

R.25. The program collects data on how many and what percentage of their tutors achieve advanced CRLA certification (Levels II and III). If the program is not certified at advanced levels, track the number and percent of tutors who attend additional training sessions.
Suggestions for Data Collection and Analysis: Keep track of the tutors who attend training sessions as well as those who achieve advanced certification. Continue this across semesters and years; allow tutors to accumulate training over their entire time with the program.
Discussion and Supporting Evidence:

R.26. The program assesses tutor retention from term to subsequent term and from year to year.
Suggestions for Data Collection and Analysis: Allow for tutors who enroll in a semester abroad, student teach, or otherwise step out for a semester.
Discussion and Supporting Evidence:

R.27. At the completion of each level of training, tutors reflect and report on what they have learned and how they will use that learning to improve tutoring in their sessions. These reflections are assessed by the program to determine (a) changes needed in training and (b) impact of training on tutors' abilities and understanding of the tutoring dynamic.
Suggestions for Data Collection and Analysis: Consider using either open-ended questions or specific questions targeted to training materials. For example, pre-and post-training questionnaires are useful for demonstrating changes in tutors' pedagogical views.
Discussion and Supporting Evidence:

R.28. Each semester or each year, tutors are asked to reflect on their tutoring experiences, including what they learned, how it has impacted their tutoring, what they would like to improve, and how it affected their own study habits.
Suggestions for Data Collection and Analysis: Reflections may provide an opportunity for a qualitative research study to discern differences that program participation has made in tutors' ability to help others learn, in developing their own self-confidence or leadership, and in meta-comprehension about their own learning, development, and behavior.
Discussion and Supporting Evidence:

R.29. The program collects information on how advanced tutors extend their knowledge or expertise (e.g., by serving as mentors for new tutors, providing training sessions, adding to the body of online training sessions, participating in work or reading to improve their knowledge of the learning assistance field, presenting at conferences) and how they reflect their tutoring experi-ence in applications for employment and graduate/professional study.
Suggestions for Data Collection and Analysis: Collecting such data may provide evidence that serving as a tutor provides inherent benefits. Tracking such data over years can provide information about the program's long-term effects on its tutors. The institution's alumni affairs office or graduate office may want to partner in this analysis.
Discussion and Supporting Evidence:

R.30. The program collects and tracks students' comments on tutors.
Suggestions for Data Collection and Analysis: Such feedback provides opportunities to search for themes that can be used to modify training and provide individual feedback for tutors.
Discussion and Supporting Evidence.

R.31. The program provides opportunities for qualitative research on whether tutors' ability to scaf-fold the learning process (in a particular discipline) has improved and if a tutor is improving in applying learning theory or student development theory to the learning situation.
Suggestions for Data Collection and Analysis: Collect information based on (a) professionals' observations of tutor behaviors in tutoring sessions and (b) from tutor session notes and tutor reflection pieces. Over time–at least two semesters–look for evidence of improvement in scaf-folding. Consider adding particular questions about scaffolding to the tutor report forms.
Discussion and Supporting Evidence:

R.32. The program provides opportunities for assessing non-cognitive development (e.g., under-standing or appreciating cultural differences, developing civic responsibility, grit/resilience, effective leadership) in tutors.
Suggestions for Data Collection and Analysis: Determine a non-cognitive tool to use; ask tutors to complete the tool at (a) the start of training and again after tutoring or (b) after one or more terms.
Discussion and Supporting Evidence:

Additional Notes On Data Selection and Collection

This section presents a representative, though not exhaustive, list of data which may be collected to assess how well the program is meeting its goals and objectives. Certain assessments may require quantitative data, qualitative data, or both. A nationally normed or formally published instrument may be useful in some instances (e.g., the collection of students and tutors' self-confidence, self-efficacy, leadership qualities, study behaviors), but instruments developed in house may be just as effective (e.g., surveys

exploring students' thoughts on how helpful the tutoring was, surveys of faculty to determine needs and satisfaction). Finally, separate instruments are not required for each and every goal and objective; several of them can be included in one assessment tool. Selectively choose to focus on those criteria which will help you promote and improve your program.

In summary, the key to effective assessment and evaluation is the *systematic collection of similar data over time* for whichever goals or objectives are being assessed. This not only permits assessment of the immediate results of interventions or actions but also provides comparative information over time. Ultimately, this is most useful in revising the goals and objectives of the program and developing new immediate action plans and longer-term strategic plans. Analyses of the patterns and trends in data systematically collected over time provide a much more persuasive argument for programmatic changes, especially if they require additional funding or personnel.

Evaluating Section 2: Assessment and Evaluation

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 2 there are 36 Essential Items and 32 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
　　1. Individual (when evaluating one section at a time)
　　2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
　　1. Individual (when evaluating one section at a time)
　　2. Comprehensive (when evaluating two or more of the 12 sections)

3. Teaching and Learning Environment

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either
  a) *the Written Reflection Guide and Action Plan or*
  b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

A positive, safe, and non-threatening teaching and learning environment is essential for learning in both face-to-face and online situations. The statements in this section lead a program in a positive direction for the overall environment. For more detailed information, please refer to Hodges, R., & Guckert, D. (in press*) Factors influencing the teaching/learning process: Best practice guide for academic support program design and improvement* (3ʳᵈ ed.).

Outline:

Essential Practices
A. Physical Environment
B. Psychosocial Environment
C. Ethics

Recommended Practices
A. Physical Environment
B. Psychosocial Environment
C. Ethics

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program. This section is intended to provide guidelines for the safety and well-being – both the physical and the psychological – of all individuals in all tutoring environments.

A. Physical Environment

    E.1.   Program facilities are located in spaces convenient for student access, both on campus and in satellite areas. Tutoring spaces are in locations where faculty or staff are at least nearby for

student questions, concerns, or crisis intervention.
Discussion and Supporting Evidence:

E.2. Adequate multi-purpose space is available in which to conduct tutoring and tutoring-related activities for the diverse needs of tutors, staff, and students.
Discussion and Supporting Evidence:

E.3. Program spaces are conducive to learning, study, and reflection (i.e., well lighted, accessible, comfortable, quiet, temperature regulated).
Discussion and Supporting Evidence:

E.4. All areas of the program are in compliance with relevant fire, health, safety, and security codes.
Discussion and Supporting Evidence:

E.5. All fire alarms and safety equipment, including any laboratory equipment, meet local and institutional building codes, are in good working order, and are maintained by qualified institutional staff.
Discussion and Supporting Evidence:

E.6. Program staff and tutors are informed of emergency procedures for health emergencies, building evacuations, active shooter crises, and other crisis management procedures.
Discussion and Supporting Evidence:

E.7. Program facilities are accessible to students regardless of physical or mobility needs and are adaptable for those with learning differences/disabilities. *Discussion and Supporting Evidence:*

E.8. The program partners with the appropriate department on campus to ensure access to assistive/adaptive technology for students with learning differences/disabilities.
Discussion and Supporting Evidence:

E.9. Equipment for staff and for tutoring reflects the current state of technology and media.
Discussion and Supporting Evidence:

E.10. All functional areas of the program have suitable and adequate furnishings including furniture, computer or laptop stations, writing boards, screens and equipment for presentations, and assistive technology.
Discussion and Supporting Evidence:

E.11. The director and professional staff have access to private spaces to allow for confidential discussions (e.g., counseling students, private conversations with staff, interviewing potential tutors, conducting supervisory meetings with staff and tutors).
Discussion and Supporting Evidence:

E.12. Privacy and confidentiality of student information are assured, and confidential historical student records are kept in secure physical and electronic storage spaces.
Discussion and Supporting Evidence:

E.13. The program intentionally integrates technology that aids the learning process.
Discussion and Supporting Evidence:

E.14. The program uses a data system to track students' use of services (e.g., tutoring dates, number

and duration of sessions, course/subject data, number of sessions attended, content of session notes themselves). (See also Section 2. Assessment and Evaluation)
Discussion and Supporting Evidence:

E.15. The program has a system in place to keep track of tutor comments on sessions.
Discussion and Supporting Evidence:

E.16. The program collects student feedback about tutoring sessions (See also Section 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

B. Psychosocial Environment

E.17. The program provides a welcoming, comfortable, respectful, and non-threatening learning environment for all students regardless of race, sexual orientation, gender identity, ability, nationality, religion, and other factors.
Discussion and Supporting Evidence:

E.18. Tutors are trained to provide authentic validation and encouragement and establish ground rules and positive communication within the tutoring session and between tutees (i.e., in group tutoring).
Discussion and Supporting Evidence:

E.19. All program personnel, including tutors, model ethical and responsible academic and social behaviors, including proactive inclusivity and welcoming behaviors.
Discussion and Supporting Evidence:

E.20. Program facilities are comfortable and mitigate, to the extent possible, stigmatizing barriers for students with physical disabilities, learning differences/disabilities, racial variations, sexual orientations, gender identities, and other differences.
Discussion and Supporting Evidence:

E.21. Program staff and tutors are trained to interact with students in safe and ethical ways. Such training may include work with offices involved with academic integrity, human resources, the campus public safety office (See also Sections 11. Opportunity and Inclusion and 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

E.22. Emergency procedures are shared in tutor training. Emergency numbers (campus security, city police, counseling center or crisis counseling) are posted and available in every staff office. Staff and tutors keep emergency numbers on their cell phones. Tutors are trained on their roles during such emergencies as tornados, fires, and lock-downs.
Discussion and Supporting Evidence:

E.23. Training on DEI (diversity, equity, and inclusion), reducing implicit bias, avoiding racism, using Universal Design, reducing bullying, and other topics relating to providing a positive and supportive environment is provided on a regular basis.
Discussion and Supporting Evidence:

E.24. Policies on academic cheating, plagiarism, copyright infringements, and ways to actively intervene with suspected cheating and plagiarism are provided to all program staff and tutors. Such

policies and procedures follow institutional policies, standards, and procedures.
Discussion and Supporting Evidence:

E.25. Program staff are aware of and are able to refer students to supportive campus or community resources to address psychological or emotional distress, as well as basic needs (i.e., food, housing, and safety).
Discussion and Supporting Evidence:

E.26. The director and program staff have training in ethical practices for interacting with students and training in dealing with allegations of misconduct or inappropriate behaviors. Such training may include work with Human Resources.
Discussion and Supporting Evidence:

E.27. The program has a Code of Ethics for Tutoring, and all staff and tutors are familiar with it. See https://www.myactp.com/code-of-ethics/ for a sample (ACTP Code of ethics, n.d.).
Discussion and Supporting Evidence:

E.28. Program staff and tutors have direct access to the director or a supervisor to share ideas, issues, concerns, and incidents. The director or supervisor will take action or follow up as needed.
Discussion and Supporting Evidence:

E.29. The director and supervisor(s) have direct access to human resources and upper administrator(s) to share issues, concerns, and incidents in the program and in tutoring sessions. The director makes every effort to inform human resources and upper administrators about concerns and incidents before they become problems.
Discussion and Supporting Evidence:

C. Ethics

E.30. The program promotes collegiality and mutual respect for all staff, students, and personnel on campus.
Discussion and Supporting Evidence:

E.31. Written ethical standards of professional conduct for program staff and all tutors have been developed, disseminated, and are reviewed on a regular basis.
Discussion and Supporting Evidence:

E.32. The program's ethical standards are based on the Code of Ethics developed by the Association for Coaching and the Tutoring Profession (ACTP). See https://www.myactp.com/code-of-ethics/ (ACTP Code of ethics, n.d.).
Discussion and Supporting Evidence:

E.33. Tutor training and employee orientation include information about FERPA laws and institutional policies.
Discussion and Supporting Evidence:

E.34. For a specialty center (e.g., writing, mathematics, science, languages, student-athlete center, grants-based centers), additional standards based on the discipline or compliance requirements are developed, disseminated, and reviewed by program staff on a regular basis.
Discussion and Supporting Evidence:

E.35. The program sets and promulgates ethical expectations for all those seeking services.
Discussion and Supporting Evidence:

E.36. The program sets and promulgates ethical expectations and responsibilities for all professional and student staff providing services.
Discussion and Supporting Evidence:

E.37. Program managers and staff guard against discriminatory policies and procedures regarding any and all differences, including but not limited to race, sexual orientation, gender identity, religion, age, national origin, learning differences/disabilities, physical differences and sexual identity, and sexual preference.
Discussion and Supporting Evidence:

E.38. Standards for student (tutee) participation in tutoring services are posted on the program's website and are used in any tutoring contracts.
Discussion and Supporting Evidence:

E.39. Tutors and staff are trained in how to prevent, stop, and address situations where personnel or students exhibit behavior that demeans or harasses others or that create an intimidating or hostile environment, including intentional or unintentional racism or sexism. They utilize institutional reporting channels as appropriate.
Discussion and Supporting Evidence:

E.40. Tutors and staff are trained in how to prevent, stop, and address situations where technology, social media, or websites are being used to cheat or plagiarize or bully. O bully or marginalize others (e.g., cyber bullying, hate sites, use of social media to make derogatorily comments, including racist remarks).
Discussion and Supporting Evidence:

E.41. The program follows institutional policies relating to academic integrity (i.e., cheating, plagiarism, grievance procedures) and maintains relationships with offices charged to handle such issues.
Discussion and Supporting Evidence:

E.42. Professional staff and tutors are knowledgeable about and refer students to appropriate campus and community resources for academic and personal needs beyond the scope of the program or the expertise of its professional personnel.
Discussion and Supporting Evidence:

E.43. The director and senior staff have access to private spaces for confidential discussions so that students and staff may express concerns in a safe, respectful environment.
Discussion and Supporting Evidence:

E.44. Notes from confidential discussions and student records are securely maintained and stored in both temporary and long-term storage areas.
Discussion and Supporting Evidence:

E.45. Program personnel manage all funds in accordance with institutional fiscal procedures.
Discussion and Supporting Evidence:

E.46. Program personnel (including graduate students) comply with institutional policies and procedures regarding ethical practices when conducting assessment of or research on human subjects.
Discussion and Supporting Evidence:

E.47. Program staff, including tutors, are trained in when and how to contact authorities (such as campus police) when the safety of anyone is threatened.
Discussion and Supporting Evidence:

E.48. Tutors and staff are trained in when and how to report any suspicious or troubling behaviors or situations to the director, coordinator, or the person on call.
Discussion and Supporting Evidence:

E.49. Tutors and staff do not disparage or allow others to disparage instructors, beyond acknowledging that a course is difficult. They do not allow negative discussions to continue in tutoring sessions.
Discussion and Supporting Evidence:

E.50. Professional staff and tutors do not do work for students nor provide homework answers. Tutors must follow guidelines set by the program and the specific department or instructor.
Discussion and Supporting Evidence:

E.51. Tutors and staff follow program policies and FERPA on sharing academic progress and the use of tutoring services with appropriate campus partners, including staff and instructors.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices will enhance a tutoring program and should also be considered in a program review. This section is intended to provide enhanced guidelines for the safety and well-being –both the physical and the psychosocial wellbeing–of all individuals in all tutoring environments. The best programs will include these as well as the essential practices.

A. Physical Environment

R.1. Program facilities provide adequate secure storage space for training materials and books, supplies, and reference materials.
Discussion and Supporting Evidence:

R.2. Program staff have adequate access to copy services and electronic media to efficiently meet the needs of the program.
Discussion and Supporting Evidence:

R.3. The program uses a data system that easily communicates with the student information system on campus.
Discussion and Supporting Evidence:

R.4. When space modification, renovation, or new construction is planned, student opinions are included.
Discussion and Supporting Evidence:

B. Psychosocial Environment

R.5. Tutors and program staff wear name badges or other identification when working for the program.
Discussion and Supporting Evidence:

R.6. Program staff undergo training on intervention techniques to help students in distress. Such training may involve campus partners such as on-campus security, ambulance services or medical offices, Human Resources, counseling, or outside training consultants.
Discussion and Supporting Evidence:

R.7. Tutor training includes emotional intelligence (i.e., self-reflection, intellectual humility, recognizing nonverbal messages, practicing active listening skills, displaying friendly and open body language, providing affirming behaviors and cues). (See also Section 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

R.8. Staff and tutors have a list of campus and community resources to make referrals (e.g., the writing center, health center, counseling, accessibility services, abused person shelters, food pantry, and substance abuse services).
Discussion and Supporting Evidence:

R.9. Tutors are trained to recognize student behaviors indicating distress (e.g., withdrawing, verbal or nonverbal behaviors expressing discomfort, inappropriate verbal comments) and open a conversation about what is bothering them and if they wish to be referred to another resource.
Discussion and Supporting Evidence:

R.10. The program has signage, promotional materials, and marketing in the predominant languages used on campus.
Discussion and Supporting Evidence:

C. Ethics

R.11. Program staff and tutors are familiar with and apply ethical standards and guidelines stated or implied in the disciplines in which they tutor. Standards may include but are not limited to The National Council of Teachers of English (NCTE), the International Literacy Association (ILA), the Mathematical Association of America (MAA), the American Mathematics Association for Two Year Colleges (AMATYC), the National Collegiate Athletic Association (NCAA), the American College Personnel Association's (ACPA) *Statement of Ethical Principles and Standards*, and the Council for the Advancement of Standards in Higher Education's (CAS) *Statement of Shared Ethical Principles for Student Services in Higher Education.*
Discussion and Supporting Evidence:

R.12. All areas of the program are labeled safe spaces and personnel receive specific training on how to create and foster such environments.
Discussion and Supporting Evidence:

Evaluating Section 3: Teaching and Learning Environment

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 3 there are 51 Essential Items and 12 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)

4. Program Design and Activities

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either
  a) *the Written Reflection Guide and Action Plan or*
  b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

If you are initially developing a program or making significant revisions, do begin planning and developing by reviewing the best practice criteria in Sections 1. Missions and Goals, 4. Program Design, and 5. Content and Delivery of Training and Services. These are at the heart of any tutoring or service program.

Outline:

Essential Practices
A. Scope and Purpose
B. Structure and Organization
C. Theoretical Basis

Recommended Practices
A. Scope and Purpose
B. Structure and Organization
C. Theoretical Basis

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following is not an exhaustive list, these practices are necessary for a quality tutoring program. Each is intended to assist the program in defining its scope and purpose, place within the institution, structure, and theoretical framework. These practices are intended to provide guidelines for developing, improving, and evaluating a program.

A. Scope and Purpose

  E.1.   The program is a well-defined component within the institution.
         Discussion and Supporting Evidence:

  E.2.   The program supports student and tutor learning, success, and development. (See also Sections

1. Mission and Goals, 2. Assessment and Evaluation, and 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

E.3. Within the parameters of its mission, the program assesses student needs and provides the requisite support through tutoring and support services.
Discussion and Supporting Evidence:

E.4. The program has an organizational chart showing functions and reporting lines within the program and the broader institution.
Discussion and Supporting Evidence:

E.5. The program works with academic and other departments to determine courses for which assistance would be helpful and to generate lists of potential tutors and study leaders.
Discussion and Supporting Evidence:

E.6. Within the budgetary, staff, mission, and space constraints of the program, support is provided for as many courses as needed.
Discussion and Supporting Evidence:

E.7. Maximum tutoring hours are available within the budgetary, staff, mission, and space constraints of the program.
Discussion and Supporting Evidence:

E.8. Tutoring times and locations (physical and virtual) are flexible and responsive to the needs of students.
Discussion and Supporting Evidence:

E.9. Tutoring times and locations are chosen with safety in mind for both tutors and tutees. All locations are supervised.
Discussion and Supporting Evidence:

E.10. The program has or supports a website that provides program contacts as well as direct information or links to learning and study tools.
Discussion and Supporting Evidence:

E.11. The program tracks use of services as well as unfilled requests for services, by course and by term, in order to predict and provide sufficient tutors and study leaders in subsequent, similar terms (i.e., use fall terms to predict for fall terms; use spring terms to predict for future spring terms).
Discussion and Supporting Evidence:

E.12. The program collaborates with other entities on campus to provide or assist in providing quality services for learning assistance and other support services as appropriate.
Discussion and Supporting Evidence:

E.13. The program tracks outcomes (e.g., course grades, GPA, retention, graduation rates) of students using program services, either internally or in partnership with other entities such as institutional research departments. (Note: Define "use" by a minimum number of contacts, such as five). (See Recommended items for adding a contrast of users versus non-users. See also Section 2. Assessment and Evaluation).

Discussion and Supporting Evidence:

E.14. The program incorporates principles of Universal Design[7] in the planning and delivery of all services and programs.
Discussion and Supporting Evidence:

B. Structure and Organization

E.15. The program demonstrates clear connections between its own mission and parts of the institution's mission or vision that focus on student success, learning, or support. (See also Section 1. Mission and Goals).
Discussion and Supporting Evidence:

E.16. The program demonstrates clear connections between its own mission and parts of its division's mission that focus on student success, learning, or support. (See also Section 1. Mission and Goals).
Discussion and Supporting Evidence:

E.17. The program utilizes a marketing plan to publicize services and resources. It assesses the results of marketing initiatives.
Discussion and Supporting Evidence:

E.18. The program's website is linked to a main page of the institution's website and is easily found by using the search word "tutor" or "tutoring."
Discussion and Supporting Evidence:

E.19. Tutors and study leaders working in the program receive comprehensive, systematic training. (See also Section 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

E.20. The tutor training program follows the certification requirements of the College Reading and Learning Association, at least at Level I (www.crla.net). Specialized programs (i.e., writing centers, mathematics centers, engineering centers, student-athlete services) follow and pursue initial certification through their respective associations, if it is available. (See R.7. regarding CRLA Levels I, II, and III.)
Discussion and Supporting Evidence:

E.21. All tutors and study leaders have received initial training prior to beginning contact with students.
Discussion and Supporting Evidence:

C. Theoretical Basis

E.22. The program is based on a theoretical or conceptual foundation that promotes student learning and student development. A program should define its perspective to demonstrate its intentions: A *theoretical* foundation demonstrates the use of existing theorists (such as Vygotsky, Perry, Chickering) in tutor training and in interactions with students. A *conceptual* framework

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[7]Overall class averages/means may serve as the comparison group provided the number of students who have received assistance is just over 30, so still small relative to (a) the overall population of students if studying retention, or (b) the total number of students taking the course.

expresses a system of concepts, assumptions, expectations, beliefs and theories that support and inform a research design or, in this case, a program design.
Discussion and Supporting Evidence:

E.23. The program applies effective, research-based pedagogy in its tutor training and in its activities with tutees.
Discussion and Supporting Evidence:

E.24. The written theoretical framework is updated regularly, shared with staff within the program, and infused into program services and tutor training.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each is intended to assist the program in further clarifying and extending its scope and purpose, suggesting roles for the paraprofessionals within and beyond the institution, and applying its theoretical framework to training and services. The best programs will include these as well as the essential practices.

A. Scope and Purpose

R.1. The program provides services that address the comprehensive academic needs of students ranging from basic skills, study strategies, and time management to conceptual, application, and analysis activities.
Discussion and Supporting Evidence:

R.2. The program provides support for the development of affective skills for students (e.g., goal setting, stress management, motivation, assertiveness) either directly or by referral to other campus and community resources.
Discussion and Supporting Evidence:

R.3. Either internally or in conjunction with other entities such as institutional research departments, the program tracks outcomes of students using program services *contrasted with* a similar cohort of students not using services. (See also Section 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

R.4. The program's website is carefully constructed so that students can easily find information to assist their study and learning.
Discussion and Supporting Evidence:

R.5. The program's website hosts a variety of information and links to institutional or community information and services helpful to students' noncognitive or affective needs.
Discussion and Supporting Evidence:

R.6. If it is within the mission of the program, its website hosts a selection of information and links to information and services helpful to faculty, teaching assistants, and instructional personnel. If the institution has a teaching and learning center, the program links to this site.
Discussion and Supporting Evidence:

B. Structure and Organization

R.7. The tutor training program is certified at Level I, II, or III by the College Reading and Learning Association (CRLA). Specialized programs (e.g., writing centers, mathematics centers, engineering centers, student-athlete services) pursue advanced certification through their respective associations, if it is available. (See E.20 for a parallel criterion statement).
Discussion and Supporting Evidence:

R.8. The program actively pursues recognition as a Learning Center of Excellence through the International College Learning Center Association (https://nclca.wildapricot.org/). Any such advanced accreditation or certification is noted in promotional materials, on the center's website, and reports for institutional accreditation.
Discussion and Supporting Evidence:

R.9. The program leadership is knowledgeable of the Council for the Advancement of Standards in Higher Education (https://www.CAS.edu) and uses the CAS Learning Assistance Program Standards and Guidelines (Council, 2023) to inform the program of best practices.
Discussion and Supporting Evidence:

R.10. At least some of the program personnel actively work towards personal Learning Center Leadership Certification through the International College Learning Center Association (https://nclca.wildapricot.org/leadership_cert).
Discussion and Supporting Evidence:

R.11. At least some of the program personnel actively work towards Tutor Trainer certification through ACTP (www.myatp.org/atp-certification-levels-and-requirements/).
Discussion and Supporting Evidence:

R.12. All tutors have the training necessary for Level I CRLA certification prior to contact with students.
Discussion and Supporting Evidence:

R.13. When possible, graduate, professional, and CRLA Level 3 master tutors assist in tutor training.
Discussion and Supporting Evidence:

C. Theoretical Basis

R.14. Multiple topics for advanced tutor training are derived from the program's stated theoretical framework, including learning theory, educational pedagogy, student development theory, and research in learning assistance and access education. Campus and beyond-campus expertise is sought for such topics.
Discussion and Supporting Evidence:

R.15. In addition to required live training sessions, some selected topics in advanced training are available through the program's website, learning management system (e.g., Canvas, D2L or Blackboard), or other electronic means.
Discussion and Supporting Evidence:

R.16. Graduate, paraprofessional tutors, and Level III master tutors are involved in researching topics, creating materials, and presenting basic and specialized or advanced topics.
Discussion and Supporting Evidence:

R.17. Training is periodically updated to include current teaching and learning theories discussed in current academic literature aligned with the program's theoretical and conceptual foundation.
Discussion and Supporting Evidence:

R.18. Asynchronous training sessions (e.g., webinars, electronic modules, videos) are augmented by professional staff through conversations, reflection activities, and application exercises.
Discussion and Supporting Evidence:

Evaluating Section 4: Program Design and Activities

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 4 there are 24 Essential Items and 18 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)

5. Content and Delivery of Training and Services

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either
   a) *the Written Reflection Guide and Action Plan or*
   b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

Section 4. Program Design, Section 5. Content and Delivery of Training and Services, and Section 1. Mission and Goals are at the heart of any tutoring service program. If you are developing or making significant revisions to a program, consider reviewing the criteria in these sections. Incorporating these best practices into the program will maximize the program's effect on student learning, student success, and student development.

Outline:

Essential Practices
A. Syllabus[8] Design and Learning Objectives for Tutor Training
    1. Syllabus Design
    2. Learning Objectives
B. Instructional Materials and Activities
C. Instructional Design and Delivery Systems
D. Professional Development

Recommended Practices
A. Syllabus Design and Learning Objectives for Tutor Training
    1. Syllabus Design
    2. Learning Objectives
B. Instructional Materials and Activities
C. Instructional Design and Delivery Systems
D. Professional Development

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

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[8]Syllabus, or curriculum for tutor training, is the plan provided for tutors or potential tutors. It includes learning objectives, activities, and expectations.

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program. Each is intended to assist the program in reviewing the tutor training curriculum, materials; its instructional design; and the provision of professional development that directly impacts the program's ability to meet its mission, goals, and objectives.

A. Syllabus Design and Learning Objectives for Tutor Training

1. Syllabus Design

E.1. Prior to any contact with students, tutors are trained on the rules, regulations, policies, and procedures of the tutoring program, as well as relevant safety, health, and hotline information. They are also introduced to tutor training and its goals and structure.
Discussion and Supporting Evidence:

E.2. The training program is designed around the requirements for CRLA certification or other nationally recognized certification programs (e.g., ACTLA, SI, PAL). Both professional and student staff are made aware of the importance of the training content as it relates to best practices within the field of learning assistance.
Discussion and Supporting Evidence:

E.3. Regardless of whether training is offered as a course, series of meetings, as a retreat, or via multiple systems of delivery, a training syllabus is provided to all trainees that includes the goals of the program, the expected learning outcomes, the types of activities and support materials used or provided throughout training, and the behavioral expectations the trainees must meet. This document, whether in physical or digital format, is shared at the start of training and is referenced regularly throughout the training process.
Discussion and Supporting Evidence:

E.4. For discipline-specific and specialized programs (e.g., writing, mathematics, science, engineering, student athletes, grant populations), the tutor training curriculum is informed by theories, practice, and research appropriate for that discipline or program.
Discussion and Supporting Evidence:

2. Learning Objectives

E.5. Tutor learning objectives parallel the CRLA ITTPC-recommended Standards and Outcomes for at least Level I training. For discipline-specific programs (e.g., writing or mathematics centers; student-athlete programs, science, engineering), appropriate and additional learning objectives are included as outlined by relevant, professional organizations for those disciplines and populations.
Discussion and Supporting Evidence:

E.6. Tutor learning objectives (for training and for ongoing experience in tutoring) are explicitly designed to include all levels of the cognitive domain of Benjamin Bloom's (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals*. (Note: A simple online search will provide discussion of the Taxonomy; one suggested site is https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ More recent work was done by Anderson & Krathwohl in 2001).
Discussion and Supporting Evidence:

E.7. Learning objectives for each **level** of training are scaffolded; they are sequentially related to the training levels immediately preceding and following.
Discussion and Supporting Evidence:

E.8. Tutor training objectives, course activities, and materials assist tutors in understanding appropriate tutoring session behaviors and attitudes. These include academic integrity, civility, cultural awareness, awareness of learning differences/disabilities, and the ethical and responsible use of technology.
Discussion and Supporting Evidence:

E.9. Tutor training objectives, course activities, and materials include training on appropriate tutoring procedures, working with difficult situations, questioning and listening skills, characteristics and learners' needs, and making referrals.
Discussion and Supporting Evidence:

E.10. Tutor training topics and activities include work on college-level strategies for reading, note-taking, exam preparation, stress alleviation, study strategies, and time management.
Discussion and Supporting Evidence:

E.11. Tutor training objectives include helping tutors develop confidence in their role as a tutor, and to understand, and help others understand, the job responsibilities of the tutor and how those responsibilities differ from what a typical student, friend, classmate, or TA might be expected to do.
Discussion and Supporting Evidence:

E.12. If specific learning objectives are required in programs for specific populations, such as programs for student-athletes, first-generation students, or speakers of other languages, such learning objectives are included in training.
Discussion and Supporting Evidence:

E.13. For specialized programs (i.e., writing, math, science, engineering, biology, and chemistry), tutor training topics and activities focus on thinking patterns and learning strategies specific to each discipline(s).
Discussion and Supporting Evidence:

B. Instructional Materials and Activities

E.14. All instructional materials, activities, and assessments used in tutor training follow the recommendations outlined in the International Tutor Training Program Certification of the College Reading & Learning Association (CRLA; CRLA.net). Discipline-specific tutoring programs (e.g., writing or mathematics centers, engineering support programs) incorporate additional materials, activities and assessments appropriate for the discipline.
Discussion and Supporting Evidence:

E.15. Tutor training materials and activities help tutors understand the learning process and learning theories relevant to adult learners in a way that is directly applicable to their work with students; they provide learning and study activities that may be immediately implemented in tutorial sessions, and they provide opportunities for practice, discussion, reflection, and role playing.
Discussion and Supporting Evidence:

E.16. Instructional materials and activities explicitly guide tutors to embrace the diversity of identities, cultures, and heritages.
Discussion and Supporting Evidence:

E.17. Training includes activities specifically related to learning modalities.
Discussion and Supporting Evidence:

E.18. For specialized programs that are unique to specific populations, instructional materials and activities explicitly guide tutors to appreciate the uniqueness of the population being served and identify relevant effective practices for working with each population.
Discussion and Supporting Evidence:

E.19. Instruction and training include a Code of Ethics for tutors. Tutors read and sign the Code of Ethics and commit to the standards. A copy of the agreement is kept in the tutor's file, whether digital or physical. Ethics training includes the institution's academic integrity policy and materials and activities specific to how that policy translates to tutor and peer educator roles. It also includes training on the institution's harassment and discrimination policies. The Code of Ethics developed by ACTP may be found at Code of Ethics_Association for the Coaching and Tutoring Profession (myactp.com) and is included in CRLA ITTPC materials.
Discussion and Supporting Evidence:

E.20. Instruction and training methodologies incorporate active learning and a variety of activities to engage the tutors on multiple levels, while providing opportunities for practice, feedback, and reflection.
Discussion and Supporting Evidence:

E.21. Training materials provide information on relevant federal regulations such as FERPA as well as any other institutional policies regarding confidentiality and requirements for working with students, including students with disabilities. A copy of a signed FERPA or a confidentiality agreement is kept in the tutor's file.
Discussion and Supporting Evidence:

E.22. For programs working with student-athletes, instructional materials provide information on relevant NCAA regulations and institutional practices regarding compliance.
Discussion and Supporting Evidence:

E.23. Instructional materials used in training engage tutors in critical thinking and metacognitive strategies with the explicit intention that tutors will then apply such strategies in tutoring sessions. Activities in training sessions provide practice in the application of metacognitive strategies.
Discussion and Supporting Evidence:

E.24. Tutor training materials and activities incorporate Universal Design principles and ensure appropriate accommodation of physical and learning differences/disabilities of program staff.
Discussion and Supporting Evidence:

E.25. The training for all professional staff members and tutors in the program models current teaching and learning theories and methods.
Discussion and Supporting Evidence:

E.26. Assessment of tutor training is conducted regularly and includes feedback from the trainees

in addition to any feedback collected from trainers or other program staff or outside consul-tants. Such assessment can be formative, summative, or confirmative, with any evaluation data collected from trainees anonymized to promote honest responses. (See also Section 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

C. Instructional Design and Delivery Systems

E.27. Tutor training delivery (face to face, online, or video; conducted by the director or others) follows the guidelines of the College Reading and Learning Association's ITTPC (https://crla.net/).
Discussion and Supporting Evidence:

E.28. Online tutoring services follow the guidelines developed by the Association of Colleges for Tutoring and Learning Assistance (See ACTLA.info; http://actla.info/wp-content/uploads/2020/10/ACTLA-Online-Tutoring-Standards_June-2020-1.pdf).
Discussion and Supporting Evidence:

E.29. Academic coaching programs follow the guidelines set forth by the Association for the Coaching and Tutoring Profession (https://www.myactp.com/).
Discussion and Supporting Evidence:

E.30. The practical and theoretical bases for curricular choices are apparent throughout the syllabus, activities, and assessments.
Discussion and Supporting Evidence:

E.31. Tutor training materials are electronically archived and accessible for later use and review by appropriate staff members.
Discussion and Supporting Evidence:

E.32. Copyright laws are followed when using, copying, and distributing instructional materials and assessments. Note that copyrighted materials may include but are not limited to, books, videos, articles, audio recordings, images, and photographs.
Discussion and Supporting Evidence:

E.33. Efforts are made to include campus experts for particular training topics.
Discussion and Supporting Evidence:

E.34. As much as possible, the principles of Universal Design for Learning are followed for training, for materials used in training and during tutoring, and for the structure of tutoring sessions themselves.
Discussion and Supporting Evidence:

D. Professional Development

E.35. The program dedicates and expends funds for professional development of its staff, including its director, other administrators, full-time and part-time staff, paraprofessional staff, and tutors, including students employed as tutors (See also Sections 8. Human Resources and 9. Financial Resources).
Discussion and Supporting Evidence:

E.36. Funds are available for professional development of all full-time staff, consistent with the professional development funds provided to faculty and other staff to be determined on an annual basis (See also Sections 8. Program Leadership and 9. Financial Resources).
Discussion and Supporting Evidence:

E.37. To support in-house professional development, the program provides access to books, journals, and other electronic or physical resources on current practices and research relevant to the field. Such resources are available to professional, paraprofessional, and student staff, and systems are in place to encourage their use or review. (See also Section 9. Financial Resources).
Discussion and Supporting Evidence:

E.38. The tutorial program has physical and digital learning resources available for tutors and students on subjects such as study strategies, course-specific tools and techniques. (See also Section 9. Financial Resources).
Discussion and Supporting Evidence:

E.39. The director[9] monitors program needs that would benefit from additional training, professional development, or education and encourages appropriate professional development in those areas. Professional development opportunities include but are not limited to workshops, webinars, conferences, coursework, or by providing access to research and publications in the field. (Either an electronic or physical program library is advantageous for tutoring professionals.)
Discussion and Supporting Evidence:

E.40. Professional development opportunities include attendance and presentations at state, regional, national, and international conferences in the field of learning assistance. Staff are encouraged to expand scholarly contributions and research in the field.
Discussion and Supporting Evidence:

E.41. Programs that provide specialized services (such as writing centers, mathematics support centers, engineering or medical program supports), as well as programs that provide services to unique populations (e.g., student-athletes and first-generation students) pay particular attention to the scholarship and professional development opportunities related to their areas of interest.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each is intended to assist the program in reviewing the tutor training syllabus and materials; its instructional design; and the provision of professional development that directly impacts the program's ability to advance its mission, goals, and objectives The best programs will include these as well as the essential practices.

A. Syllabus Design and Learning Objectives

1. Syllabus Design

R.1. The tutor training curriculum is informed by ideas from educational theory and pedagogy,

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[9]The director is the person employed to be responsible for the program. Titles may vary, including coordinator or vice president.

adult education and andragogy, Universal Design for Learning, Experiential Learning theory, Cognitive Load theory, as well as other theories and practices in the teaching and learning paradigm, particularly those relevant to higher education.
Discussion and Supporting Evidence:

R.2. The tutor training curriculum is informed through ideas from Supplemental Instruction, Structured Learning Assistance, Peer-Led Team Learning, and other course-based learning assistance programs.
Discussion and Supporting Evidence:

R.3. Topics for tutor training are curated from training and professional resources available from organizations involved in tutoring and peer-led learning assistance (e.g., Association of Colleges for Tutoring and Learning Assistance [actla.info], Association for the Coaching and Tutoring Profession [https://www.myactp.com/], College Reading and Learning Association [https://crla.net/], the International Center for Supplemental Instruction [https://info. umkc.edu/si/], National Center for Peer-led Team Learning [https://sites.google.com/view/ pltl], International College Learning Center Association [https://nclca.wildapricot.org/], and National Organization for Student Success [https://thenoss.org]).
Discussion and Supporting Evidence:

R.4. For specialized programs (e.g., writing or mathematics centers, student-athlete programs, engineering support programs) additional topics for tutor training are also selected from professional resources available through organizations serving these specialized programs and populations.
Discussion and Supporting Evidence:

R.5. Training includes emotional intelligence (e.g., self-reflection, intellectual humility, recognizing non-verbal messages, practicing active listening skills, displaying friendly and open body language, providing affirming behaviors and cues).
Discussion and Supporting Evidence:

R.6. Training includes guest speakers from other offices or departments who can provide specialized content for tutors (e.g., the Education Department, Disability Services, Campus Safety, Counseling).
Discussion and Supporting Evidence:

R.7. Tutors are offered a co-curricular transcript or certificate that documents their cumulative training, certification levels, and leadership information.
Discussion and Supporting Evidence:

2. Learning Objectives

R.8. The training program is certified by the College Reading and Learning Association (CRLA) for at least Level 1 and requires tutors to complete all requirements for Level 1 during their first year of direct tutoring experience; preferably early in their experience. Online tutoring programs and tutors are certified by the Association of Colleges for Tutoring and Learning Assistance (ACTLA).
Discussion and Supporting Evidence:

R.9. Additional levels of training are offered for tutors who have completed the requirements for Level 1, and that training aligns with the expected standards and outcomes at Levels 2 and 3 of CRLA training curriculum. Tutors with higher levels of experience and training are expected to demonstrate higher levels of competence in the tutoring skills being learned.
Discussion and Supporting Evidence:

R.10. Tutor training objectives include helping tutors recognize and apply *generic* reading, computational, and study strategies to the particular discipline(s) for which they tutor and practice explaining those strategies in tutoring sessions.
Discussion and Supporting Evidence:

R.11. Tutor training objectives include helping tutors recognize thinking strategies or patterns *specific* to the particular discipline(s) and courses for which they tutor, and practice explaining those patterns in tutoring sessions.
Discussion and Supporting Evidence:

R.12. Tutor training objectives include expectations that tutors will develop in one or more noncognitive domains such as leadership, social responsibility, and appreciation of diversity.
Discussion and Supporting Evidence:

R.13. Tutors learn how to help tutees discern and write potential test and comprehension questions at the upper levels of Bloom's Taxonomy for the express purpose of strengthening test preparation.
Discussion and Supporting Evidence:

B. Instructional Materials and Activities

R.14. Instructional materials for tutors are varied and include paper-based resources (e.g., books, handouts) and electronic resources (e.g., websites, program LMS items, videos, podcasts).
Discussion and Supporting Evidence:

R.15. Videos of actual tutoring or simulated tutoring sessions are included and discussed as a part of training. Videos or simulations are designed to show both positive tutoring sessions and difficult situations.
Discussion and Supporting Evidence:

R.16. Instructional activities include role playing for difficult tutoring situations, in which tutors are given the opportunity to practice using strategies to address challenges and get constructive criticism support from the trainer.
Discussion and Supporting Evidence:

R.17. Tutor training includes formative assessments and summative assessments to determine whether learning is happening and if training goals are being met. Assessment should measure not just what the tutors have learned but also what they have put into practice as a result of training.
Discussion and Supporting Evidence:

C. Instructional Design and Delivery Systems

R.18. Graduate students, upper-level students, CRLA Level 3 master tutors, and faculty and staff with particular expertise are invited to create and present training sessions in areas of their expertise. Such proposed sessions are reviewed and approved by the director or the trainer and link directly to the goals and objectives of the training program.
Discussion and Supporting Evidence:

R.19. Historical records (such as databases of tutors and tutees) archived on the program's website or in electronic files are available to the director and appropriate staff.
Discussion and Supporting Evidence:

R.20. The trainer finds appropriate research materials from local, regional, and national organizations and includes them in training or in the program library.
Discussion and Supporting Evidence:

R.21. Copyright management for instructional materials is reviewed regularly with the appropriate campus department (e.g., librarian or campus legal counsel) to ensure continuing compliance.
Discussion and Supporting Evidence:

D. Professional Development

R.22. The director or designee of the program archives historical and current books, journals, and other literature on learning assistance. Such materials are made available to professional staff and may be shared with tutors.
Discussion and Supporting Evidence:

R.23. In regularly scheduled staff meetings or in one-to-one supervisory meetings, the director or appropriate supervisor asks about professional development needs and desires.
Discussion and Supporting Evidence:

R.24. Full-time staff contribute to the annual report, which includes program outcomes, student learning outcomes, and other key data that describe the program's impact on student success.
Discussion and Supporting Evidence:

R.25. Full-time staff formally reflect on their accomplishments, create goals for the following year, and consider professional development plans.
Discussion and Supporting Evidence:

R.26. The director and appropriate staff participate in electronic mailing lists e.g., LRNASST, SI-Net) and other online discussion forums to find, share, and discuss current information related to the field of learning assistance.
Discussion and Supporting Evidence:

R.27. The director establishes and maintains a network of professionals with expertise acknowledged by local, state, national, and international professional organizations
Discussion and Supporting Evidence:

R.28. In addition to professional and paraprofessional staff, tutors are provided opportunities to attend and present at local, state, national and international conferences relevant to their own area of study in the learning assistance field.
Discussion and Supporting Evidence:

Evaluating Section 5: Content and Delivery of Training and Services

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 5 there are 41 Essential Items and 28 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)

6. Institutional Governance and Policy

Directions *for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either*

   a) *the Written Reflection Guide and Action Plan or*
   b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*

Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

This section may be used to assess how institutional policies, practices, and governing structures affect a program's focus and outcomes. **At least Parts A, B, and C in Essential and Recommended should be conducted with the program's upline administrator(s**). *See also Sections 3. Teaching and Learning Environment for its section on Ethics and 8. Human Resources.*

Outline:

Essential Practices
A. Institutional Policies and Support: Upper Administrative Responsibilities to the Program
B. Institutional Legal Responsibilities
C. Institutional Ethical Responsibilities (See also "Ethics" in Section 3. Teaching and Learning Environment for programmatic responsibilities)
D. Recognition and Credentialing
E. Guidance and Advisory Boards
F. Safety

Recommended Practices
A. Institutional Policies and Support: Upper Administrative Responsibilities to the Program
B. Institutional Legal Responsibilities
C. Institutional Ethical Responsibilities (See also "Ethics" in Section 11. Opportunity and Inclusion for programmatic responsibilities)
D. Recognition and Credentialing
E. Guidance and Advisory Boards
F. Safety

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

ESSENTIAL PRACTICES:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring

program. Each statement is intended to assist the program in meeting all institutional, legal, and ethical responsibilities.

A. Institutional Policies and Support: Upper Administrative Responsibilities to the Program

E.1.   Program services are recognized as integral to the institution's support of student learning and student success. (See also Section 7. Leadership).
Discussion and Supporting Evidence:

E.2.   Student support is mentioned in the institutional mission or vision statement.
Discussion and Supporting Evidence:

E.3.   The institution provides sufficient funding for the program. Funding needs are discussed at least annually with the program director and upper administrator. (See also Section 9. Financial Resources).
Discussion and Supporting Evidence:

E.4.   The institution provides sufficient staffing for the program. Staffing needs are discussed at least annually with the program director and upper administrator. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.5.   The institution supports the program in actively promoting diversity, equity, and inclusion in policies, practices, and services. (See also Section 11. Opportunity and Inclusion).
Discussion and Supporting Evidence:

E.6.   The institution provides training for program directors and coordinators to become Mandatory Reporters for allegations of and suspected sexual misconduct as outlined in Title IX.
Discussion and Supporting Evidence:

B. Institutional Legal Responsibilities

E.7.   The institution has written policies regarding harassment, discrimination, diversity, equity, opportunity, and inclusion. It distributes those policies to all faculty and staff, including all program personnel.
Discussion and Supporting Evidence:

E.8.   The institution supports the program in following and implementing services in line with all institutional written policies, including those focused on diversity, opportunity, equity, and inclusion.
Discussion and Supporting Evidence:

E.9.   The institution provides professional program employees access to free institutional legal advice and protection related to professional conduct.
Discussion and Supporting Evidence:

E.10. The institution provides access to human resource services regarding employee, tutor, and student issues.
Discussion and Supporting Evidence:

E.11. The institution's office or department of academic integrity provides proactive and responsive services for the program.
Discussion and Supporting Evidence:

E.12. The institution provides protocols for crisis management to all program staff. (See also Sections 3. Teaching and Learning Environment, and 6, part F, Safety).
Discussion and Supporting Evidence:

E.13. The institution promulgates policy on purchasing or obtaining permission to use copyrighted material and appropriate citation of copyrighted materials.
Discussion and Supporting Evidence:

E.14. The institution provides, for the program, all necessary regulations (i.e., ADA, Section 504, FERPA, website accessibility regulations, gun regulation, COVID) and assists the program in establishing and maintaining compliance with such regulations.
Discussion and Supporting Evidence:

E.15. Changes in institutional policies and procedures are communicated in a timely manner to all program personnel.
Discussion and Supporting Evidence:

C. Institutional Ethical Responsibilities

E.16. The institution provides information and training for program personnel regarding expected professional behaviors and responsibilities.
Discussion and Supporting Evidence:

E.17. The space(s) provided for the program are accessible to those with physical limitations.
Discussion and Supporting Evidence:

E.18. The spaces provided for the program include private areas for confidential discussions between the director and staff or students.
Discussion and Supporting Evidence:

E.19. Both temporary and permanent secure storage is provided for confidential files. Such space may be virtual or physical.
Discussion and Supporting Evidence:

E.20. The knowledge and leadership of program professionals is sought whenever the institution considers policies and procedures related to student support and learning as well as innovations in the program itself. (See also Section 7. Program Leadership).
Discussion and Supporting Evidence:

E.21. The institution provides and prioritizes continuing professional development for program personnel. Professional development opportunities include campus, local, state, national, and international venues.
Discussion and Supporting Evidence:

E.22. When innovations are considered, upline administrators assist the director and staff in determining what is already working well, identifying baseline performance measures, creating an evaluation plan including the impact of the innovation on historically underrepresented and low-income populations, endorsing a pilot project before full implementation, and allowing flexibility in implementation (National Center for Developmental Education and the National Association for Developmental; Education, 2013).
Discussion and Supporting Evidence:

D. Recognition and Credentialing

E.23. In hiring the director, coordinator, and other staff members, the institution looks for graduate degrees, professional credentials, and experience *in the learning assistance field.* Such qualifications would include recognition from national and international learning assistance organizations (i.e., the Association of Colleges for Tutoring and Learning [ACTLA]; The Association for the Coaching and Tutoring Profession [ACTP]; The College Reading and Learning Association [CRLA]; The International College Learning Center Association [ICLCA]; The National Organization for Student Success [NOSS]; Supplemental Instruction [SI]; Structured Learning Assistance [SLA]; Peer Led Team Learning [PLTL], and the Council for the Advancement of Standards in Higher Education [CAS]).
Discussion and Supporting Evidence:

E.24. In the case of specialized programs (e.g., writing, mathematics and engineering centers, student-athlete programs, science support centers) the institution looks for graduate degrees, professional credentials, and experience in the appropriate fields as well as in learning assistance or support.
Discussion and Supporting Evidence:

E.25. The institution supports the program and its services in pursuing best practices and credentialing of the program and its professionals as outlined by the organizations listed above.
Discussion and Supporting Evidence:

E.26. The institution supports memberships in state, national, and international learning assistance organizations.
Discussion and Supporting Evidence:

E.27. The institution supports program professionals' service on committees or in leadership positions in learning assistance organizations.
Discussion and Supporting Evidence:

E.28. Program professionals serve on and chair committees on campus.
Discussion and Supporting Evidence:

E.29. The institution accurately promotes the program's services in its recruiting and retention literature and processes.
Discussion and Supporting Evidence:

E.30. The institution promotes the program's services in its internal outreach to students, faculty, and the campus community.
Discussion and Supporting Evidence:

E.31. The institution connects the program with institutional research (or its equivalent) and the Institutional Review Board with the expectation that studies on student retention, persistence, success, and learning may be conducted.
Discussion and Supporting Evidence:

E. Guidance and Advisory Boards (See Section Under Recommended).

F. Safety

E.32. Safe working environments are maintained for program personnel, tutors, and students.
Discussion and Supporting Evidence:

E.33. The director alerts appropriate administrators, directors of counseling, or campus security when problems or potential problems occur. In advance of any problems, the director confers with the immediate upline administrator regarding reporting of problems and potential problems, including serious issues that the director intends to address.
Discussion and Supporting Evidence:

E.34. Staff and personnel are trained in appropriate steps to take when problems, issues, or worries arise. These procedures may include reporting requirements to the director/supervisor, campus police, or counseling (where appropriate), confidentiality considerations, as well as detailed documentation of incidents. The director will refer issues to other offices as appropriate.
Discussion and Supporting Evidence:

E.35. Tutor training includes information on all safety protocols (e.g., weather emergencies, active shooter drills/responses, mental health issues, health emergencies).
Discussion and Supporting Evidence:

E.36. All tutoring will occur in approved, specified areas to ensure the safety of both tutors and students.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each is intended to assist the program in exceeding institutional, legal, and ethical responsibilities. The best programs will include these as well as the essential practices.

A. Institutional Policies and Support: Upper Administrative Responsibilities to the Program

R.1. The institution provides training in specific emergency procedures such as CPR and First Aid.
Discussion and Supporting Evidence:

R.2. The institution encourages interactions between the program and entities helpful to tutoring operations (e.g., the teaching and learning center, advising services, testing center, development office, institutional research, grants program, disability office, and student-athlete operations).
Discussion and Supporting Evidence:

B. Institutional Legal Responsibilities

R.3. The institution provides legal assistance to students free of charge or has a referral system for free or reduced cost services in the community.
Discussion and Supporting Evidence:

R.4. The office responsible for legal assistance and the human resources office provide information and training on relevant topics, including legal and safety responsibilities of personnel, anti-racism intervention, sexual harassment, sensitivity training, and crisis intervention.
Discussion and Supporting Evidence:

R.5. The program connects with the counseling office or office responsible for human resources to create and provide information and training about reporting incidents or suspicions of suicide, self-harm, danger to others, and other mental health concerns. All program staff are provided with such information and training. Student staff are expected to report to the director or supervisor.
Discussion and Supporting Evidence:

R.6. Tutor training includes information on expectations for tutors (such as alerting the director) regarding any such troubling or suspicious behavior in tutoring sessions.
Discussion and Supporting Evidence:

C. Institutional Ethical Responsibilities (See Section in Essential).

D. Recognition and Credentialing

R.7. The program encourages personnel to utilize the institution's professional development opportunities.
Discussion and Supporting Evidence:

R.8. The institution pays membership dues for program personnel to join appropriate professional organizations.
Discussion and Supporting Evidence:

E. Guidance and Advisory Boards

R.9. The institution assists in creating an advisory board and recommends administrators, faculty, and other personnel who would be helpful to the program.
Discussion and Supporting Evidence:

R.10. The advisory board reflects the diverse (e.g., cultural, age, sexual orientation, gender identity, race) populations on campus. The board includes respected faculty members, academic advisors, and personnel from other learning assistance or student support departments and organizations on campus. Voices from the diversity (e.g., cultural, sexual orientation, gender identity, race) of students on campus are included.
Discussion and Supporting Evidence:

R.11. The advisory board convenes at least twice an academic year.
Discussion and Supporting Evidence:

F. Safety

R.12. All program personnel have a special alert code or panic alarm for situations that pose a threat to program personnel or other individuals.
Discussion and Supporting Evidence:

R.13. Both peer and professional tutors receive and are trained to use an alert code to signal for assistance during a session.
Discussion and Supporting Evidence:

R.14. Both peer and professional tutors are trained in virus-protected CPR and other safety measures.
Discussion and Supporting Evidence:

Evaluating Section 6: Institutional Governance and Policy

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 6 there are 36 Essential Items and 14 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)

7. Program Leadership

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either
  a) *the Written Reflection Guide and Action Plan or*
  b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

Leadership is of primary importance to a program. A tutoring services and learning assistance professional must be knowledgeable about and work to implement standards and best practices in **ALL** of the areas outlined in these *Guides*, Sections 1 through 12.

Outline:

Essential Practices
A. Administration and Supervision
B. Organization
C. Roles and Responsibilities
  1. Director[10]
  2. Professional Staff [11] and Faculty
  3. Student Staff and Tutors
D. Professional Development and Mentoring

Recommended Practices
A. Administration and Supervision
B. Organization
C. Roles and Responsibilities
  1. Director
  2. Professional Staff and Faculty
  3. Student Staff and Tutors
D. Professional Development and Mentoring

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

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[10]Director is defined as the head of the department and may have various titles, including coordinator or vice president.

[11]Professional staff is defined as associate and assistant directors/coordinators, and all other non-student staff (including any faculty) who report to the director.

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program. Each statement is intended to support the director and all professional staff and faculty in establishing and meeting roles and responsibilities.

A. Administration and Supervision (See also Section 6. Institutional Governance and Policy).
[Note: This section should be completed by the program director and upper administrators.]

E.1.   Program services are recognized as integral to the institution's support of student learning. (See also Section 6. Institutional Governance and Policy).
Discussion and Supporting Evidence:

E.2.   The program has an organizational chart showing functions, relationships, and reporting lines within the program and the broader institution. (See also Section 4. Program Design and Activities).
Discussion and Supporting Evidence:

E.3.   The director and professional personnel have a voice in institutional policies, practices, and decisions that impact tutoring, learning assistance, student learning, and student success. (See also Section 1. Mission and Goals).
Discussion and Supporting Evidence:

E.4.   Within the framework established by the program's mission, the size and scope of the program is commensurate with the academic needs of the students it serves.
Discussion and Supporting Evidence:

E.5.   The institution provides sufficient funding and staffing for the program to meet its mission and goals. (See also Sections 2. Assessment and Evaluation, 3. Teaching and Learning Environment, 6. Institutional Governance and Policy, 5. Content and Delivery of Training and Services, 8. Human Resources, 9. Financial Resources and 10. Technology).
Discussion and Supporting Evidence:

E.6.   The institution provides funding for adequate staff and tutor compensation, commensurate with wages paid to others in similar positions.
Discussion and Supporting Evidence:

E.7.   The Institution provides funding for furnishings for both offices and tutoring spaces, technology, assessment and evaluation, professional development, and innovations.
Discussion and Supporting Evidence:

E.8.   The director has administrative responsibility for all program budget lines. (See also Section 9. Financial Resources).
Discussion and Supporting Evidence:

E.9.   Institutional policies and procedures are followed for the selection, promotion, compensation, and termination of employees. All program employees, including students and tutors, are treated equitably in terms of performance reviews, promotional and meritorious salary increases, and promotion.
Discussion and Supporting Evidence:

E.10. Program staff who serve in supervisory roles are given training on supervision strategies and techniques for supporting employee growth. (See also Sections 8. Human Resources and 9. Financial Resources).
Discussion and Supporting Evidence:

E.11. Funding is available for promotional and merit increases in administrative, staff, and tutor compensation.
Discussion and Supporting Evidence:

E.12. Within the constraints of the program's mission, funding is available to meet student demand for tutoring assistance; it is stable and sufficient to maintain the program, and is sufficient for assessment, planning and visioning, and selected innovations. (See also Section 9. Financial Resources.)
Discussion and Supporting Evidence:

E.13. The director and professional staff (whether faculty or not) are credentialed through graduate education, training, certifications, and experience in learning assistance or a related field.
Discussion and Supporting Evidence:

E.14. Student and professional tutors are selected primarily on the basis of their academic merit, potential for working well with others, and integrity. (See also Section 8. Human Resources and the CRLA ITTPC "Selection and/or Hiring" under "Requirements:" College Reading & Learning Association.)
Discussion and Supporting Evidence:

E.15. The program and the institution ensure that all employees have an orientation in which policies and procedures are discussed. All policies and procedures are reviewed and updated regularly and shared with all employees. (See also Sections 8. Human Resources and 6. Institutional Governance.)
Discussion and Supporting Evidence:

E.16. The institution provides professional development opportunities for all administrators and staff, and the program has a budget line for professional development. (See also Section 7. Human Resources.)
Discussion and Supporting Evidence:

E.17. The program and its employees are aware of and follow all legal, professional, and ethical responsibilities (e.g., FERPA, Title IX, ADA/Section 504, COVID/pandemic, gun regulation, website accessibility, anti-harassment and anti-racism, policies regarding opportunity, diversity, equity and inclusion, and policies regarding disclosure of disabilities) required by the institution. (See also Sections 3. Teaching and Learning Environment, 6. Institutional Governance and Policy, 8. Human Resources, and 9. Opportunity and Inclusion).
Discussion and Supporting Evidence:

E.18. All offices, meeting areas, tutoring areas, and other functional areas of the program are safe, have suitable and adequate equipment and furnishings, reflect the current state of technology and automation, and provide reasonable accommodations for students with disabilities. (See also Sections 3. Teaching and Learning Environment, 6. Institutional Governance and Policy, 10. Technology, and 11. Opportunity and Inclusion).
Discussion and Supporting Evidence:

E.19. The director and professional personnel participate on institutional committees and planning groups relevant to student support, student success, retention, persistence, graduation, and learning assistance.
Discussion and Supporting Evidence:

E.20. Professional staff, paraprofessional staff, and tutors receive training and protocols for reporting and documenting problems, issues, and student concerns. They are expected to immediately report to the director or supervisor. Supervisors provide updates to the director; all parties keep conversations confidential unless the issue poses a danger to the tutor, tutee, or others. The supervisor or director counsels tutoring staff on ways to resolve problems. Where appropriate, the director refers concerns and potential issues to upper administration, campus police, or other campus partners.
Discussion and Supporting Evidence:

E.21. All tutoring occurs in approved, specified areas to ensure the safety of both tutors and students. All locations are supervised; supervisory staff (program staff, librarians, other personnel) are available to provide guidance and respond to emergencies.
Discussion and Supporting Evidence:

E.22. The program and institutional administration ensure that all employees receive regular updates and training on safety regulations, including campus-wide crisis management, fire and medical emergencies, and active shooter procedures. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.23. The program and institutional administration ensure that all employees are informed about emergency procedures for working with persons experiencing a crisis, including persons who present an immediate danger to themselves or others. Information includes emergency contact information for campus security as well as campus and community resources for physical or mental emergencies. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

B. Organization (See also "Structure and Organization" in Section 4. Program Design and Activities).

E.24. Within the parameters of its mission, the program maintains a mission, goals, objectives, and outcomes for (a) the program itself, (b) the students it serves, and (c) the tutors it employs. (See also Sections 1. Mission and Goals and 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

E.25. Within the parameters of its mission, the program assesses student needs, makes decisions with the priority goal of serving students, and provides the requisite support through tutoring and other support services. (See also Section 4. Program Design and Activities).
Discussion and Supporting Evidence:

E.26. The program is positioned in the institutional hierarchy so that student and tutor needs are easily communicated to top administrators, such as deans and vice presidents, through an appropriate chain of command.
Discussion and Supporting Evidence:

E.27. The program's mission, goals, and objectives focus on student success, learning, and development. Those statements align with and help to actualize the parts of the institutional mission and goals that focus on student success, learning, and development. When appropriate, they

also align with and help to actualize the mission, goals, and objectives of the division or unit under which the program is situated. (See also Section 1. Mission and Goals).
Discussion and Supporting Evidence:

E.28. The program updates and revises the mission and goals on a regular basis. (See also Sections 1. Mission and Goals and 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

E.29. The program maintains a regular schedule of assessment and evaluation activities. (See also Sections 1. Mission and Goals and 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

E.30. The program maintains both physical and virtual environments that are accessible and convenient; physically and psychologically safe for all staff, tutors, and students; antiracist, equitable, and inclusive; welcoming, non-threatening, and conducive to learning. (See also Section 3. Teaching and Learning Environment).
Discussion and Supporting Evidence:

C. Roles and Responsibilities

1. Director Roles and Responsibilities

E.31. The program director has education and experience in communication, organization, budgeting, strategic planning, program evaluation, postsecondary teaching, administration, and student development. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.32. The director is responsible for recruitment, training, supervision, and evaluation of qualified personnel and tutors. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.33. The director ensures that the diversity and cultural heritage among faculty, staff, and tutors in the program reflects or exceeds the diversity and cultures within the student population.
Discussion and Supporting Evidence:

E.34. The director works with upper administrators on budget development, forecasting, and advocacy of new funding, programming, and hiring staff and tutors based on evolving student and institutional needs. (See also Section 9. Financial Resources).
Discussion and Supporting Evidence:

E.35. The director clearly defines performance expectations and, in consultation with professional personnel, sets standards for achievement. The director provides frequent and constructive feedback on performance.
Discussion and Supporting Evidence:

E.36. The director is ultimately responsible for identifying and resolving problematic staff performance and facilitating resolution of conflict among staff and within the program. The director addresses conflicts between program staff and other areas of the institution.
Discussion and Supporting Evidence:

E.37. The director ensures that assessment and evaluation are conducted each semester or term to

determine the strengths, weaknesses, threats, and opportunities for the program. Assessment includes outcomes for the program and for students using the services. (See also Sections 2. Assessment and Evaluation and 11. Opportunity and Inclusion).
Discussion and Supporting Evidence:

E.38. The director ensures there are sufficient and viable offices, spaces, and ways and means to conduct tutoring sessions (both individual and group; in person, online, or remote); to conduct staff and tutor training and meetings; to hold online tutoring sessions and meetings; and to ensure private spaces in which to hold confidential meetings. (See also Sections 3. Teaching and Learning Environment, 5. Content and Delivery of Training and Services, and 11. Opportunity and Inclusion).
Discussion and Supporting Evidence:

E.39. The director ensures that offices and spaces meet all fire and safety codes and are accessible, well-lighted, well-ventilated, equipped with ADA-compliant technology that meets the needs of professional staff, tutors, and tutees. (See also Sections 3. Teaching and Learning Environment, 10. Technology, and 11. Opportunity and Inclusion).
Discussion and Supporting Evidence:

2. Professional Staff Roles and Responsibilities

(If the program has no professional personnel, these criteria are the responsibility of the director).

E.40. Professional staff purposefully solicit input and feedback on a regular basis about services and needs from campus programs, students, staff, faculty, advisors, and other critical stakeholders.
Discussion and Supporting Evidence:

E.41. Professional staff meet with campus partners (e.g., academic departments, athletics, advising, other learning assistance programs) to discuss the program's ethics and expectations for tutoring, including qualifications and recommendation processes for tutors, student referrals, collaborations, and academic integrity.
Discussion and Supporting Evidence:

E.42. Professional staff create a system, including policies and procedures, to facilitate the safe and orderly operation of daily activities. (See also Section 6. Institutional Governance and Policy).
Discussion and Supporting Evidence:

E.43. Professional staff develop viable program designs, including scope and purpose, structure and organization, and a theory base. (See also all of Section 4. Program Design and Activities).
Discussion and Supporting Evidence:

E.44. Professional staff create and uphold program policies and procedures, including but not limited to tutoring ethics, academic integrity, diversity, equity, inclusion, tolerance, and non-discrimination. Reporting lines for infractions and suspected infractions are clearly delineated. (See also Section 6. Institutional Governance and Policy; obtain input from professional associations and from campus policies).
Discussion and Supporting Evidence:

E.45. Professional staff oversee the curriculum for tutor training, whether this is provided through the program or outsourced. Oversight includes establishing learning objectives and assessments, creating the instructional design and delivery, and choosing appropriate materials and activities

for each level of training. (See also Section 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

E.46. Professional staff ensure that all face-to-face and all online services are staffed by fully trained tutors familiar with campus and institutional regulations and protocols. (See the Association of Colleges for Tutoring and Learning Assistance [actla.info] for ethics for online tutoring).
Discussion and Supporting Evidence:

E.47. All professional staff protect the confidentiality of student files and records; policies are enacted and enforced that limit access to those who "need to know" and protect student rights to informed consent. (See also Sections 6. Institutional Governance and Policy and 11. Opportunity and Inclusion).
Discussion and Supporting Evidence:

3. Student Staff and Tutors' Roles and Responsibilities

(See Section 5. Content and Delivery of Training and Services for detailed expectations for tutors).

E.48. Tutors and student staff are not assigned duties and responsibilities beyond their qualifications and training. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.49. Tutors and student staff in the program receive adequate coaching, continued training and professional development, ongoing supervision, and regular feedback evaluations. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.50. Tutors and student staff follow program policies, ADA, and FERPA in protecting the confidentiality of student files and records and have training on those policies.
Discussion and Supporting Evidence:

E.51. Where and when appropriate, paraprofessional staff, graduate tutors, and undergraduate tutors are trained to take on additional leadership roles.
Discussion and Supporting Evidence:

D. Professional Development and Mentoring

E.52. Directors, coordinators, professional staff, and administrative staff hold or work towards appropriate degrees, professional credentials, and experience in appropriate fields.
Discussion and Supporting Evidence:

E.53. The program is based on a sound theoretical foundation that informs tutor training and practice as well as daily operations. (See also Sections 4. Program Design and Activities and 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

E.54. The director and professional staff find and connect with networks of support that exist within the institution, community, state, nation, and international community.
Discussion and Supporting Evidence:

E.55. Professional staff members have opportunities to be members of at least one state, national,

or international organization dedicated to learning assistance; each professional staff member actively develops a professional development plan in consultation with a supervisor.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each statement is intended to support the director and all professional staff and faculty in establishing, meeting, and extending roles and responsibilities. The best programs will include these as well as the essential practices.

A. Administration and Supervision

R.1.   The institution supports and facilitates professional staff participation in institutional activities (e.g., presenting in classes, first-year seminars, new-faculty orientation, teaching/learning center activities).
Discussion and Supporting Evidence:

R.2.   Professional staff are seen as resources to promote the program and to facilitate student learning and success. The institution assists program staff participation in community events, including outreach to high schools and community educational centers.
Discussion and Supporting Evidence:

R.3.   Program personnel are familiar with and pursue appropriate additional certifications in the field or graduate credits. (See also Sections 8. Human Resources and 6. Institutional Governance and Policy).
Discussion and Supporting Evidence:

R.4.   Information on the program is included in institutional marketing, including recruitment, retention, and advancement (alumni) materials; the institution provides recognition for the program and promotes the program's accomplishments. (See also Section 12. Collaboration and Communication).
Discussion and Supporting Evidence:

B. Organization

R.5.   The program creates a diverse advisory board that includes respected faculty members, academic advisors, students, and personnel from other learning assistance or student support departments and organizations on campus. Voices from representative student populations on campus are included. Community constituencies are considered for inclusion. Periodic meetings are held for review of services and strategic planning. (See also Section 6. Institutional Governance and Policy).
Discussion and Supporting Evidence:

R.6. The program works towards certification or accreditation by one or more of the professional organizations in the field. Credentialing includes recognition from a specialized organization (e.g., for writing centers, mathematics, athletics) and any of the national and international learning assistance organizations (i.e., ACTLA, ACTP, CRLA, ICLCA, SI, SLA, PAL, PASS, PLTL). (See also Section 6. Institutional Governance and Policy).

C.   Roles and Responsibilities

1. *Director Roles and Responsibilities*

R.7. The director is cognizant of theories of leadership, motivation, and management styles and connects work behaviors to such theories.
Discussion and Supporting Evidence:

R.8. Assessment also includes outcomes for tutors working in the program. (See E. 37 for the first part of this statement. See also Section 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

R.9. Assessment includes outcomes for targeted populations. (See E. 37 for the first part of this statement.) (See also Sections 2. Assessment and Evaluation and 11. Opportunity and Inclusion).
Discussion and Supporting Evidence:

2. *Professional Staff and Faculty Roles and Responsibilities*

(If the program has no professional personnel, these criteria are the responsibility of the director.)

R.10. Through campus committee involvement, review of institutional reports, and meetings with key campus individuals, professional staff routinely monitor student and curricular needs to plan for future tutoring services.
Discussion and Supporting Evidence:

R.11. Professional staff ensure that systematic data collection, assessment, and evaluation are in place to measure the effect of tutoring on tutees, tutors, mentors, and targeted populations, and such evaluation is conducted on a regular basis. (See also Section 2. Assessment and Evaluation).
Discussion and Supporting Evidence:

R.12. Professional staff of the program are charged with maintaining good work relations with other stakeholders and partners (e.g., academic departments, advancement, student affairs, veterans' offices, food pantries) on and off campus.
Discussion and Supporting Evidence:

3. *Student Staff and Tutors' Roles and Responsibilities*

R.13. Selected or master tutors are encouraged to work with professional staff on projects that

increase their understanding of the learning assistance field (e.g., certification applications; creating and presenting or co-presenting advanced training modules, using or inserting new technological modes into training materials; providing feedback on training materials).
Discussion and Supporting Evidence:

R.14. Selected or master tutors have opportunities for special projects and opportunities to expand program resources (e.g., by researching online sources for discipline-specific tutoring, creating marketing tools for review by the director, writing articles for the student newspaper).
Discussion and Supporting Evidence:

D. Professional Development and Mentoring

R.15. The program budget provides annual membership dues for the professional staff in at least one related, relevant professional organization.
Discussion and Supporting Evidence:

R.16. Professional staff members are encouraged to be involved in committees, professional presentations, and leadership roles in state, regional, national, and international associations.
Discussion and Supporting Evidence:

R.17. Faculty, staff, and administrators outside the program are actively used as resources (e.g., facilitators, speakers, student advocates) within the program for staff and tutor training and professional development.
Discussion and Supporting Evidence:

R.18. Campus and community partnerships, such as practicums and internships, support the work of the program.
Discussion and Supporting Evidence:

R.19. The directors, coordinators, and professional staff members hold or work towards graduate degrees, professional credentials, and experience in the learning assistance field. Credentialing includes recognition from any of the national and international learning assistance organizations (i.e., ACTLA, ACTP, CRLA, ICLCA, SI, SLA, PAL, PASS, PLTL). (See also Section 4. Program Design and Activities).
Discussion and Supporting Evidence:

R.20. The program dedicates and expends funds for professional development for selected tutors. Opportunities include campus, local, state, and national venues. (See also Sections 3. Teaching and Learning Environment, 5. Content and Delivery of Training and Services, 8. Human Resources, and 9. Financial Resources).
Discussion and Supporting Evidence:

R.21. The program provides opportunities for professional development in international venues. (See also Sections 3. Teaching and Learning Environment, 5. Content and Delivery of Training

and Services; 8. Human Resources, and 9. Financial Resources).
Discussion and Supporting Evidence:

Evaluating Section 7: Program Leadership

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 7 there are 55 Essential Items and 21 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)

8. Human Resources

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either
   a) *the Written Reflection Guide and Action Plan or*
   b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

Hiring and retaining quality personnel is of paramount importance in ensuring the quality of a program. Since the inception of the original *Guides* (Clark-Thayer, 1995), experience, knowledge, and research in the field of learning assistance has expanded tremendously; persons with credentials, experience, and knowledge in the field are best suited to direct and coordinate programs.

Outline:

Essential Practices
A. Initial Hiring Policies and Procedures
B. Continuing Employment and Promotional Policies and Procedures
C. Working Culture and Conditions
D. Orientation, Supervision, Professional Development and Training

Recommended Practices
A. Initial Hiring Policies and Procedures
B. Continuing Employment and Promotional Policies and Procedures
C. Working Culture and Conditions
D. Orientation, Supervision, Professional Development, and Training

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program. Each is intended to assist the program in recruiting, hiring, retaining, and promoting quality personnel.

A. Initial Hiring Policies and Procedures

   E.1.   The director and senior personnel of the program are qualified through graduate education and experience in learning assistance, communication, organization, budgeting, strategic planning,

program evaluation and assessment, and postsecondary teaching, administration, or student development.
Discussion and Supporting Evidence:

E.2. For specialized programs (e.g., for writing, mathematics, or engineering; for student-athletes, veterans, provisionally-admitted or grant-funded student programs), the director or administrator of the program has education and experience working with the content and with the populations served.
Discussion and Supporting Evidence:

E.3. All professional staff members in the program are qualified through education, training, certification(s) and experience for the positions they hold.
Discussion and Supporting Evidence:

E.4. The number of professional full-and part-time staff or faculty is reasonable to manage the program, given the program's mission.
Discussion and Supporting Evidence:

E.5. The number of tutors hired is adequate to meet the demand for learning support, given the program's mission.
Discussion and Supporting Evidence:

E.6. The initial compensation rate for tutors is commensurate with or better than the pay scale for student employees on campus.
Discussion and Supporting Evidence:

E.7. Compensation increases for tutors are based on length of service, specialized or increased training levels earned, or increased responsibilities e.g., group or specialized tutoring rather than individualized).
Discussion and Supporting Evidence:

E.8. Student and professional tutors are selected primarily on the basis of their academic merit, including having at least a 3.0 overall GPA, the potential for working well with others, and integrity. (See https://crla.net/index.php/certifications/ittpc-international-tutor-training-program).
Discussion and Supporting Evidence:

E.9. Student tutors have an ability to work with others and have previously taken the specific course they are tutoring with an earned grade of "A" or "B", or have demonstrated competence in the course material to the satisfaction of the tutor program administrator.
Discussion and Supporting Evidence:

E.10. Student tutors are recommended or endorsed by at least one faculty member in the discipline(s) in which they tutor.
Discussion and Supporting Evidence:

E.11. The program has provided all staff with clearly written job descriptions that address both the responsibilities and limitations of their respective positions.
Discussion and Supporting Evidence:

E.12. The program follows institutional policies and procedures for the selection, promotion, compensation, and termination of employees.
Discussion and Supporting Evidence:

E.13. The demographic diversity of both staff and tutors reflects or exceeds the demographic diversity of the institution's student population.
Discussion and Supporting Evidence:

E.14. The program makes conscious efforts to increase and maintain diversity among all employees (professional, paraprofessional, and student).
Discussion and Supporting Evidence:

E.15. All employees of the program are provided information regarding legal and professional responsibilities, which includes but is not limited to FERPA, Title IX, policies regarding disclosure of learning disabilities, sexual harassment prevention, diversity, equity, inclusion, and anti-racism. Such information is provided in written or electronic form and is available on the institution's website.
Discussion and Supporting Evidence:

B. Continuing Employment and Promotional Policies And Procedures

E.16. All professional and student employees of the program are treated equitably with institutional employees in terms of performance reviews, regular and meritorious salary increases, and promotion.
Discussion and Supporting Evidence:

E.17. Employees in the program are evaluated at least annually by their immediate supervisors, using procedures consistent with institutional policies and practices, and these evaluations are used to develop professional development plans.
Discussion and Supporting Evidence:

E.18. Evaluations of program employees use carefully developed standard criteria or an institutional instrument.
Discussion and Supporting Evidence:

E.19. Tutors and support staff in the program receive adequate coaching, continued training and professional development, ongoing supervision, and regular evaluations.
Discussion and Supporting Evidence:

E.20. Peer tutors maintain a cumulative GPA of 3.0 or higher during their employment. Any peer tutor whose GPA falls below a 3.0 is monitored, supported, and placed on probationary status.
Discussion and Supporting Evidence:

C. Working Culture and Conditions

E.21. The size of the program is commensurate with the academic needs of the students it serves, given the program's mission.
Discussion and Supporting Evidence:

E.22. Program staff and tutors have direct access to the director or a supervisor to share concerns, issues, and potential issues.
Discussion and Supporting Evidence:

E.23. The director and other professional staff participate on campus committees, especially those related to academic support, retention, and student success.
Discussion and Supporting Evidence:

E.24. Tutors and other employees are not assigned duties and responsibilities beyond their qualifications.
Discussion and Supporting Evidence:

E.25. Professional staff and tutors in the program demonstrate good interpersonal skills, active listening skills, and respectful behaviors with students, faculty, and colleagues.
Discussion and Supporting Evidence:

E.26. Diversity, equity, and inclusion are respected and promoted in the program.
Discussion and Supporting Evidence:

E.27. Professional staff and tutors in the program possess a clear understanding of their limitations and refer their students to appropriate campus and community resources when warranted.
Discussion and Supporting Evidence:

E.28. The director and staff build strategic partnerships across campus. This may include administrators, faculty, advisors, grants programs, and other learning support services. (See also Section 7. Program Leadership).
Discussion and Supporting Evidence:

D. Orientation, Supervision, Professional Development, and Training

E.29. Following the College Reading & Learning Association's International Tutor Training Program Certification (CRLA ITTPC), the program tracks and retains tutor applications, recommendations, and interview notes.
Discussion and Supporting Evidence:

E.30. An orientation or onboarding plan is implemented for every employee (virtual or face-to-face). Policies and procedures are shared and discussed with new employees. Policies and procedures are reviewed and updated regularly and shared with all employees.
Discussion and Supporting Evidence:

E.31. All professional and student employees of the program receive training and updates on safety regulations and procedures, including campus-wide crisis management, fire and medical emergencies, and active shooter procedures. Human Resources may provide such information for the program.
Discussion and Supporting Evidence:

E.32. All employees of the program are informed of emergency procedures for working with persons in crisis, including persons who present a danger to themselves or others. Information includes emergency contact information for campus security as well as campus and community resources for physical or mental emergencies.
Discussion and Supporting Evidence:

E.33. The training for all staff members includes sensitivity to the diversity/equity/inclusion, LGBTQ+, religious needs of students and staff, and physical and learning differences/disabilities.
Discussion and Supporting Evidence:

E.34. Professional staff in the program remain current in relevant theory and practice in the learning assistance field by using the program's resources, library resources, or journals and newsletters of relevant professional organizations.
Discussion and Supporting Evidence:

E.35. The institution and the program financially support memberships in state, regional, national, and international professional organizations related to learning assistance or developmental education, including journal subscriptions and conference attendance.
Discussion and Supporting Evidence:

E.36. Professional staff members have opportunities for continuing professional development in areas relevant to the program (e.g., learning assistance, student success, student development, budget management, personnel management).
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each is intended to assist the program in recruiting, hiring, retaining, and promoting outstanding personnel. The best programs will include these as well as the essential practices.

A. Initial Hiring Practices

R.1. The program provides several professional positions. Such positions are filled by persons competent in working with students who are underperforming in college-level writing, reading, or mathematics. Competence of such personnel is determined by both education and experience.
Discussion and Supporting Evidence:

R.2. At least one professional in the program is competent and able to work with students who have significant learning differences/disabilities. This may include expertise in reading, learning differences/disabilities, or cognitive development.
Discussion and Supporting Evidence:

R.3. For specialized programs (e.g., for writing, mathematics, or engineering; for student-athletes, veterans, provisionally-admitted or grant-funded students), consideration is given to hiring peer and professional personnel with these backgrounds.
Discussion and Supporting Evidence:

R.4. Native language speakers are considered for employment based on their expertise, knowledge of cultural norms, and interpersonal skills.
Discussion and Supporting Evidence:

R.5. The director or a member of the professional staff is competent in statistical analysis.
Discussion and Supporting Evidence:

R.6. The director and professional staff are certified by or working towards individual certification by a national organization such as the International Learning Center Association (ICLCA), Association of Colleges for Tutoring and Learning (ACTLA), the Association for the Coaching and Tutoring Profession (ACTP), or other similar national organization.
Discussion and Supporting Evidence:

R.7. The program serves as a source of employment, internships, graduate student assignments, and experiences for prospective educators or learning assistance professionals.
Discussion and Supporting Evidence:

B. Continuing Employment and Promotional Policies and Procedures

R.8.   The program regularly recognizes staff and tutor achievements and outstanding performance.
Discussion and Supporting Evidence:

R.9.   With the permission of the director, tutors may contact faculty teaching the courses they support to discuss syllabus content, class announcements, and typical conceptual barriers. (Authors strongly discourage any discussion of specific students, as this can result in conscious or unconscious bias on the part of a faculty member.)
Discussion and Supporting Evidence:

R.10. Professional staff write their own annual reports for use by their immediate supervisors for annual evaluations. Such reports include goals and accomplishments of the previous year and an outline of goals and support needed for the coming year. These reports are used to inform a larger (e.g., department, center, division) annual report to the immediate upline administrator.
Discussion and Supporting Evidence:

C. Working Culture and Conditions

R.11. Professional staff and tutors of the program demonstrate openness to new ideas and approaches to serving students.
Discussion and Supporting Evidence:

R.12. Personnel are encouraged to pilot programs or special projects. Such projects might include working with target populations, initiating course-based learning assistance (e.g., Supplemental Instruction. Structured Learning Assistance, Peer-Led Team Learning), providing in-class tutors for co-requisite, accelerated, or online courses, or exploring online tutoring.
Discussion and Supporting Evidence:

R.13. The director, administrator, or a professional involved with the program is allowed time for special research projects with institutional research to judge the impact of tutoring on students' and tutors' academic success, leadership development, or growth in learning.
Discussion and Supporting Evidence:

R.14. The program is connected with other campus departments and programs important to student learning and success, including those dealing with academic probation and warning.
Discussion and Supporting Evidence:

R.15. The director and staff build relationships with local and regional learning centers in nearby postsecondary institutions and in the community, with secondary education, and with state-level postsecondary education agencies.
Discussion and Supporting Evidence:

R.16. The program develops an advisory board. The board's membership is representative of the diversity of populations on campus (i.e., culture, sexual orientation, gender identity, race). The advisory board includes respected faculty members, academic advisors, students, and personnel from other learning assistance or student support departments and organizations on campus (See also Section 6. Institutional Governance and Policy).
Discussion and Supporting Evidence:

D. Orientation, Supervision, Professional Development, and Training

R.17. Professional staff members of the program belong to and participate actively in one or more local, state, regional, national, or international organizations related to learning assistance, developmental education, or postsecondary education in their discipline(s).
Discussion and Supporting Evidence:

R.18. The director has direct access to human resources and upper administrator and shares program and tutoring session concerns, issues, and incidents. The director makes every attempt to inform human resources and upper administrators about concerns and incidents before they become problems.
Discussion and Supporting Evidence:

Evaluating Section 8: Human Resources

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 8 there are 36 Essential Items and 18 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)

9. Financial Resources

Directions *for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either*
  a) *the Written Reflection Guide and Action Plan or*
  b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

Reasonable budgets are of course necessary for maintaining programs. Use this section to assess how well a program's budget reflects best practice in the field, whether the program is large or small.

Outline:

Essential Practices
A. General Budget Funding
B. Resources Associated with Instructional Services and Training
C. Program Resources Associated with Administration, Faculty, Personnel, and Tutors

Recommended Practices
A. General Budget Funding
B. Resources Associated with Instructional Services and Training
C. Program Resources Associated with Administration, Faculty, Personnel, and Tutors

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following list is not exhaustive, these practices are necessary for a quality tutoring program. Each is intended to assist the program in managing a budget adequate to fulfill its mission and goals.

A. General Budget Funding

   E.1. The program has a specific budget or budget lines, and the director of the program has administrative responsibility for that budget.
   Discussion and Supporting Evidence:

   E.2. Within the constraints of the program's mission, institutional funding is available to meet student demand for tutoring assistance.
   Discussion and Supporting Evidence:

E.3. Funding reasonably assures the continuance and development of the program at levels adequate to meet student needs, relative to the program's mission and goals.
Discussion and Supporting Evidence:

E.4. The program's budget is reviewed at least annually.
Discussion and Supporting Evidence:

E.5. The director works with upper administrators on budget development, forecasting, and advocacy of new funding, programming, and hiring staff and tutors based on evolving student and institutional needs. (See also Section 7. Program Leadership).
Discussion and Supporting Evidence:

E.6. Program funds are reasonably allocated among administrative costs, staffing needs, and direct tutoring services for students.
Discussion and Supporting Evidence:

E.7. The budget includes allocations for maintaining and updating data tracking systems for students' usage and for tutor reports. The system connects with institutional student information system to track academic grades, progress, and outcomes.
Discussion and Supporting Evidence:

E.8. Funding is in place or resources are available for the program to assess and evaluate the effectiveness of program elements and to conduct research on student and tutor success, learning, and development.
Discussion and Supporting Evidence:

E.9. Funding is in place to provide for planning and visioning activities (e.g., regular staff meetings, semi-annual retreats).
Discussion and Supporting Evidence:

E.10. Fiscal resources provided by the program or the institution are available for piloting innovative initiatives and special projects. Such projects may include working with target populations, initiating course-based learning assistance (e.g., Supplemental Instruction. Structured Learning Assistance, Peer-Led Team Learning), providing in-class tutors for co-requisite, accelerated, or online courses, or exploring online tutoring.
Discussion and Supporting Evidence:

E.11. Resources provided by the program or the institution are available for appropriate assistance for students with physical or learning differences/disabilities, as mandated by ADA requirements.
Discussion and Supporting Evidence:

E.12. Funding is stable and sufficient to maintain the program and provide for regular promotion and merit increases for professional and student staff.
Discussion and Supporting Evidence:

B. Resources Associated With Instructional Services and Training

E.13. Direct budgetary funds allow for intensive tutor training at least once per term or semester.
Discussion and Supporting Evidence:

E.14. Direct budgetary funds allow for ongoing and advanced tutor training each semester.
Discussion and Supporting Evidence:

E.15. Funding provided by the program or the institution is allocated for regular purchases and updates of tutor training texts, materials, videos, and technological hardware and software to supplement and enhance tutor training and professional staff development.
Discussion and Supporting Evidence:

E.16. Funding is allocated for a library of books, journals, and electronic resources for student use as study and learning aids. (See also Section 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

E.17. The budget provides for adequate supplies, printing, office equipment, furnishings, assessment and evaluation, and technological resources.
Discussion and Supporting Evidence:

E.18. Funding is provided for the program to become and remain certified through a process such as the International Tutor (or Peer Educator) Training Program Certifications through the College Reading & Learning Association (CRLA), the Online Tutor Certification (ACTLA), or both. "See also Section 5. Content and Delivery of Training and Services". For specialized programs (e.g., writing centers, math centers, PLTL, SI), funding is provided for appropriate certifications.
Discussion and Supporting Evidence:

E.19. The institution and the program financially support involvement in local, state, regional, national, or international organizations related to learning assistance and developmental education, as well as their own content areas. This support includes memberships, journal subscriptions, and conference attendance. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.20. Professional staff members have funding available for continuing professional development in areas relevant to the program (e.g., learning assistance, student success, student development, budget management, personnel management). (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

E.21. The program or the institution dedicates and expends funds for professional development of part-time staff, paraprofessionals, and tutors. (See also Section 5. Content and Delivery of Courses and Services).
Discussion and Supporting Evidence:

E.22. The funds available for professional development are commensurate with funding provided for other academic and student affairs offices on campus. (See also Section 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

C. Program Resources Associated With Administration, Faculty, Personnel, and Tutors

E.23. Funding is available for reasonable numbers of full- and part-time personnel.
Discussion and Supporting Evidence:

E.24. Compensation for all program personnel (regular faculty, part-time and adjunct faculty, administrators, staff, professionals, paraprofessionals, tutors, and all others) is sufficient and commensurate with compensation for comparable institutional positions.
Discussion and Supporting Evidence:

E.25. Funding is sufficient for regular promotional and merit increases for personnel in the program and is consistent with that for other similar personnel on campus.
Discussion and Supporting Evidence:

E.26. Fiscal resources (direct or institutional) provide for clerical support, technology support, research assistance, assessment services, and other services necessary for the full and efficient management of the program.
Discussion and Supporting Evidence:

E.27. Funds are adequate for professional development and training and allow for at least one professional development activity annually for each professional staff or faculty member.
Discussion and Supporting Evidence:

E.28. The compensation of student tutors is at least commensurate with compensation for other institutional student employment positions at similar levels of expertise.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each is intended to assist the program in promoting a budget that advances its mission and goals. The best programs will include these as well as the essential practices.

A. General Budget Funding

R.1. The budget includes allocations for maintaining and managing a website.
Discussion and Supporting Evidence:

R.2. Funding is provided for online tutoring, either in house or contracted, to supplement the available tutoring hours and augment face-to-face tutoring.
Discussion and Supporting Evidence:

R.3. Additional funding sources are sought to fund innovative projects and to provide for support beyond the regular courses supported by the program. Sources to consider include grants, alumni and advancement offices (e.g., alumni giving, staff giving, fundraising, corporate sponsorships), revenue generating activities and services, and offices for target populations.
Discussion and Supporting Evidence:

R.4. Funding resources provided by the program or the institution are available for continuing innovative initiatives and special projects.
Discussion and Supporting Evidence:

R.5. The program has regular and adequate access to and appointments with the advancement office, or the equivalent office, so that alumni and community entities can endow and donate to the program.
Discussion and Supporting Evidence:

R.6. The director of the program builds relationships across campus and in the community to enhance or expand program services for specific student populations (e.g., creating course-based learning assistance services such as Supplemental Instruction for engineering students;

collaborating on tutor training for medical students, providing services for group of students with specialized cultural needs, student-athletes, finding ways to collaborate with American Indian support programs, finding innovative services for student-athletes, nontraditional students, and veterans).
Discussion and Supporting Evidence:

R.7. The program allocates funding for course-based learning assistance pilots and programs, such as Supplemental Instruction, Structured Learning Assistance, Peer-Led Team Learning, and other course-based learning assistance programs.
Discussion and Supporting Evidence:

R.8. The budget includes allocations for maintaining and managing a website.
Discussion and Supporting Evidence:

R.9. Funding is allocated for a professional library of relevant journals, professional books, and electronic and other materials. Materials in such a professional library are available to program staff, faculty, and tutors for use in their own professional development. (See also Section 5. Content and Delivery of Training and Services.
Discussion and Supporting Evidence:

B. Resources Associated With Instructional Services and Training

R.10. Because advanced academic knowledge and an expertise in working with others are required for tutoring, the compensation of student tutors is higher than the minimum wage for other student positions at the institution.
Discussion and Supporting Evidence:

R.11. The program budget provides annual, individual or institutional membership fees for the professional staff and faculty in relevant professional organizations.
Discussion and Supporting Evidence:

R.12. Funding is provided for the director and professional staff to pursue individual certification or recognition by a national organization such as the International Learning Center Association (ICLCA), Association of the Coaching and Tutoring Profession, the Association for the Coaching and Tutoring Profession (ACTP), Supplemental Instruction (SI), and the like. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

R.13. Funding or technology is available to create training videos by recording simulated tutoring sessions or (with permission) actual tutoring sessions. (See also Section 5. Content and Delivery of Training and Services).
Discussion and Supporting Evidence:

C. Program Resources Associated With Administration, Faculty, Personnel, and Tutors

R.14. Funding is available for regular recognition of staff and tutor achievements and outstanding performances. (See also Section 8. Human Resources).
Discussion and Supporting Evidence:

R.15. Funds are provided for external professional development or training (e.g., webinars, guest speakers), and funds allow for at least one professional development activity annually for tutors.
Discussion and Supporting Evidence:

R.16. In addition to professional development funding, paraprofessional staff and tutors are provided funded opportunities to present at or attend national, regional, or local conferences relevant to their own area of study in the learning assistance field.
Discussion and Supporting Evidence:

R.17. For specialized programs (e.g., writing, mathematics), funding or support is available for program staff and faculty to participate in and contribute to local, state, regional, national, and international professional organizations in the content areas as well as in to learning assistance.
Discussion and Supporting Evidence:

Evaluating Section 9: Financial Resources

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 9 there are 28 Essential Items and 17 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)

10. Technology

Directions for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either
  a) *the Written Reflection Guide and Action Plan or*
  b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

The criterion statements in this section are the essential and recommended elements that indicate the degree to which the program follows best practices in focusing its technological resources to maximize the effects the program has on student success, learning, and development. Although not an exhaustive list, these elements are necessary for a quality program.

Outline:

Essential Practices
A. Systems Management
B. User Access and Engagement
C. Compliance and Information Security

Recommended Practices
A. Systems Management
B. User Access and Engagement
C. Compliance and Information Security

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program. Each is intended to assist the program in using technology in support of student success, learning, and development.

A. Systems Management

  E.1. All tutoring areas, classrooms, and labs have adequate technologies to support tutoring activities in those spaces. This includes adequate Wi-Fi/LAN connections, hardware, software, and the ability to support current technological devices (e.g., students' computers and tablets, cell

phones for web searching, interactive recording devices).
Discussion and Supporting Evidence:

E.2. Program staff and tutors have adequate access to technology, electronic media, and other resources (e.g., computers, devices, software, supplies) to meet the administrative needs of the program.
Discussion and Supporting Evidence:

E.3. Office and professional staff have access to hardware, software, cloud-based systems, and other technology to facilitate tutor training.
Discussion and Supporting Evidence:

E.4. The program uses a tutor scheduling and reporting program. (Note: Such a program—whether home-grown or commercial—is imperative for gathering usage data. Features may enable students or tutors to schedule their own appointments and sign in for drop-in appointments; enabling tutors to submit session reports; and enabling students or tutors to submit feedback.
Discussion and Supporting Evidence:

E.5. The program uses technology to keep accurate track of the students it serves and to help with creating program reports (e.g., attendance, number of students seen per term, number of unduplicated students seen per year).
Discussion and Supporting Evidence:

E.6. The program has the expertise or access to institutional research to facilitate assessment and analysis of data stored in the reporting system.
Discussion and Supporting Evidence:

E.7. The program or the institution regularly purchases and updates current technological equipment.
Discussion and Supporting Evidence:

E.8. The program has a student-friendly website or web presence that is purposefully integrated into the institution's website.
Discussion and Supporting Evidence:

E.9. The institution provides training and technological support regarding information and system security, prevention of malware attacks, and cyber system hacking.
Discussion and Supporting Evidence:

B. User Access and Engagement

E.10. Technology (e.g., computers, software, and assistive or adaptive hardware and software) is accessible to students to support their academic needs.
Discussion and Supporting Evidence:

E.11. Tutors have access to the tutor scheduling system, either directly or through the administrative staff, to input and update availability as needed.
Discussion and Supporting Evidence:

E.12. Students have access to the tutor scheduling system, either directly or through the administrative staff, to set up and change appointments as needed.
Discussion and Supporting Evidence:

E.13. Tutors have access to an electronic system to input their work hours, actual tutoring times, students seen, and session reports. This information is seen only by the professional staff dedicated to such tasks.
Discussion and Supporting Evidence:

E.14. Tutors have a secure method to submit confidential commentary (seen by professional staff only) on individual and group sessions.
Discussion and Supporting Evidence:

E.15. Students can provide confidential feedback on tutors and the program. (Note: If the student response pathway is electronic, it must be confidential.)
Discussion and Supporting Evidence:

E.16. Program staff and tutors support students in meeting the technological requirements of their academic assignments.
Discussion and Supporting Evidence:

E.17. A clear statement of appropriate uses of technology, consistent with institutional and departmental policy, is posted prominently, shared with students, and shared in tutor training.
Discussion and Supporting Evidence:

E.18. Program staff and tutors take steps to halt any use of technology, social media, or websites that violate academic integrity policies (e.g., cheating, plagiarism, academic misconduct, using technology to translate a language assignment). This includes websites or apps that provide answers, sharing course software accounts, and using language translators to complete assignments.
Discussion and Supporting Evidence:

E.19. Program staff and tutors take steps to halt any use of technology to bully or marginalize others (e.g., cyber bullying, accessing hate sites, using social media to make derogatory or racist remarks).
Discussion and Supporting Evidence:

E.20. Tutors have access to technology (e.g., computers, software, assistive/adaptive hardware and software) and support needed to deliver online tutoring services.
Discussion and Supporting Evidence:

E.21. Students have access to the technologies (e.g., computers, software, assistive/adaptive hardware and software, internet) and support needed to access online tutoring services.
Discussion and Supporting Evidence:

B. Compliance and Information Security

E.22. Online, print, and digital materials used in the program are ADA compliant and accessible.
Discussion and Supporting Evidence:

E.23. Employee data, both electronic and physical, are kept confidential and secure. Data storage, both electronic and physical, complies with institutional policies and procedures for handling such data.
Discussion and Supporting Evidence:

E.24. Employees are trained in safeguarding institutional, programmatic, and personal information and reporting potential or actual breaches.
Discussion and Supporting Evidence:

E.25. Tutors and personnel are trained and kept apprised of the institutional policies regarding safeguarding student, institutional, programmatic, and personal information.
Discussion and Supporting Evidence:

E.26. Administrators and program personnel keep written or digital notes of all confidential meetings with students and tutors. Such notes may be important for future follow-up meetings with students or tutors, or for future human resources or legal purposes. Notes are kept for the length of time specified by the institution.
Discussion and Supporting Evidence:

E.27. The director addresses inappropriate use of technology (e.g., falsification of timesheets, cheating on homework or tests) and, where appropriate, alerts the appropriate campus office.
Discussion and Supporting Evidence:

E.28. Program, student, and personally identifiable data (e.g., student ID numbers, tutor session notes, student comments about specific tutors, notes of meetings with students) are kept confidential and secure. Data storage, both electronic and physical, complies with institutional policies and procedures for handling such data.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each is intended to assist the program in using technology to advance student success, learning, and development. The best programs will include these items as well as the Essential Practices.

A. Systems Management

R.1. Institutional expertise and assistance are available for website design and regular revisions of website information.
Discussion and Supporting Evidence:

R.2. Computers and technological hardware are updated regularly (at least every three to five years).
Discussion and Supporting Evidence:

R.3. Offices, workspaces, and tutoring areas have the technological capacity needed to support, enhance, and expand services.
Discussion and Supporting Evidence:

R.4. The program uses technology to connect with, or is directly connected with, the campus learning management system (e.g., Blackboard, D2L, Canvas, Web CT).
Discussion and Supporting Evidence:

R.5. The program maintains a social media presence for marketing.
Discussion and Supporting Evidence:

R.6. Institutional or departmental expertise and assistance are available for social media choices, implementation, and management.
Discussion and Supporting Evidence:

R.7. The program uses technology to connect with, or is directly connected with, an early warning system for students in academic jeopardy.
Discussion and Supporting Evidence:

R.8. When appropriate, selected tutors have guest access to the learning management system courses for which they tutor (e.g., Blackboard, D2L, Canvas, Web CT).
Discussion and Supporting Evidence:

R.9. When external online tutoring services are contracted, they are used to supplement and not replace regular, institutionally funded tutoring services.
Discussion and Supporting Evidence:

B. User Access and Engagement

R.10. Specialized programs such as writing centers have written policies about allowing or disallowing students to submit text or questions in advance of tutoring sessions.
Discussion and Supporting Evidence:

R.11. Specialized programs such as engineering or mathematics have the tools needed (e.g., Equation Editor, mathematical tools) to assist in tutoring sessions when working in online formats.
Discussion and Supporting Evidence:

R.12. External online services are provided to ensure equitable access to tutoring.
Discussion and Supporting Evidence:

R.13. Online tutoring is delivered through a technology medium that is user friendly and easily accessible to students.
Discussion and Supporting Evidence:

C. Compliance and Information Security

R.14. Some adaptive/assistive technology is available in program areas for student use. (Note: Such technology may also be available elsewhere on campus.)
Discussion and Supporting Evidence:

Evaluating Section 10: Technology

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 10 there are 28 Essential Items and 14 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**

1. Individual (when evaluating one section at a time)
2. Comprehensive (when evaluating two or more of the 12 sections)

B. **Numerical Reflection Guide and Action Plan Rubrics**

1. Individual (when evaluating one section at a time)
2. Comprehensive (when evaluating two or more of the 12 sections)

11. Opportunity and Inclusion

Directions *for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either*
   a)   *the Written Reflection Guide and Action Plan or*
   b)   *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Section Introduction

This section assesses how departmental and program policies and procedures affect the fair and equitable treatment of all individuals and groups. Please also see the overall statement *We are Better Together: Supporting Success for All Students* in the Introduction to this Guide.

Outline:

Essential Practices
A. Equity, Diversity, and Inclusion
B. Opportunity and Access

Recommended Practices
A. Equity, Diversity, and Inclusion
B. Opportunity and Access

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program. Each is intended to assist the program to implement policies, procedures, and practices that have a positive effect on opportunity, inclusion, social justice, and belonging for all students and personnel.

A. Equity, Diversity, and Inclusion

   E.1.   A program policy of acceptance, tolerance, and nondiscrimination is written, disseminated, discussed, and reviewed regularly as ongoing staff training.
   Discussion and Supporting Evidence:

   E.2.   The program considers the diversity of students at the institution when designing policies, procedures, and services.

Discussion and Supporting Evidence:

E.3.   The program intentionally diversifies its personnel to reflect or exceed the demographics of the student population at the institution.
Discussion and Supporting Evidence:

E.4.   The program intentionally diversifies its tutors to reflect or exceed the demographics of the student population at the institution.
Discussion and Supporting Evidence:

E.5.   To recruit tutors, the program reaches out to organizations on campus that serve underrepresented populations, including veterans.
Discussion and Supporting Evidence:

E.6.   Training for tutors and staff includes reading, discussions, and exercises that allow personnel to appreciate their own and others' identities, cultures, and heritages.
Discussion and Supporting Evidence:

E.7.   Training for tutors includes discussion of main-culture privilege, the difference in verbal and non-verbal communication, and how to handle microaggressions, implicit bias, and racism.
Discussion and Supporting Evidence:

E.8.   Readings on diversity, equity, and inclusion are included in professional development for tutors and staff. Readings focus on increasing communication and understanding of oppression.
Discussion and Supporting Evidence:

E.9.   For both staff and tutors, the program provides and strongly encourages continuing professional development on diversity, equity, and inclusion topics and ways to better understand and serve the student populations on campus.
Discussion and Supporting Evidence:

E.10. Staff make every effort to ensure that all students who use services are treated with respect and courtesy.
Discussion and Supporting Evidence:

E.11. All forms of discrimination are expressly prohibited, including inappropriate remarks in all staff interactions with students and among staff and the college community.
Discussion and Supporting Evidence:

E.12. The program provides support, assistance, or referral to campus and community resources for students who struggle with marginalization or belonging.
Discussion and Supporting Evidence:

E.13. The director and professional staff meet regularly with organizations and students that support diversity and inclusion and listen to their concerns, ideas, and solutions.
Discussion and Supporting Evidence:

B. Opportunity and Access

E.14. Tutorial assistance services and facilities are physically accessible to all students and stakeholders throughout the institution.
Discussion and Supporting Evidence:

E.15. Tutoring hours provide access for evening and commuter students. Appropriate supervision is provided, and tutoring staff are trained in reporting immediate issues and concerns.
Discussion and Supporting Evidence:

E.16. Tutoring services are available on any satellite campuses. Appropriate supervision is provided, and tutoring staff are trained in reporting immediate issues and concerns.
Discussion and Supporting Evidence:

E.17. Tutoring hours are supplemented by virtual services.
Discussion and Supporting Evidence:

E.18. Training for tutors and staff includes information about the institution's services for students with physical limitations and learning differences/disabilities.
Discussion and Supporting Evidence:

E.19. Tutor training and employee orientation include information on ADA and policies regarding privacy of student information, including any information about students with learning differences/disabilities.
Discussion and Supporting Evidence:

E.20. Assistive technology, physical facilities, and staff and tutor training assure access to program services for all students.
Discussion and Supporting Evidence:

E.21. The program incorporates Universal Design principles in its operations and promotes them across campus.
Discussion and Supporting Evidence:

E.22. If the program provides services (e.g., courses, testing) for which accommodations may be needed, the program provides such accommodations for eligible students, in compliance with ADA and Section 504 regulations.
Discussion and Supporting Evidence:

E.23. Assistive technology is available for students who need it. If such technology is not available through the program, staff refer students with learning needs to the appropriate offices or places that provide such technology.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. Each is intended to assist the program to champion those policies, procedures, and practices that have a positive effect on opportunity, inclusion, social justice, and belonging for all students and personnel The best programs will include these as well as the essential practices.

A. Equity, Diversity, and Inclusion

R.1. The program demonstrates both the spirit and intent of equity and inclusion in its policies and practices.
Discussion and Supporting Evidence:

R.2. The program hires tutors who are multilingual.
Discussion and Supporting Evidence:

R.3. In group tutoring and workshops, tutors and staff utilize appropriate strategies to actively involve all participants.
Discussion and Supporting Evidence:

R.4. Tutors are trained to exhibit cultural humility and respect for others' differences.
Discussion and Supporting Evidence:

R.5. The program helps students improve communication with faculty and students of other cultures.
Discussion and Supporting Evidence:

R.6. The program actively advocates on behalf of under-represented students.
Discussion and Supporting Evidence:

R.7. The program reaches out to underrepresented populations when designing and implementing services, policies, and procedures.
Discussion and Supporting Evidence:

R.8. The institution and the program provide professional development opportunities for personnel to learn more about students' differences (e.g., various cultures, heritages, religions, abilities).
Discussion and Supporting Evidence:

R.9. The program helps to promote a campus environment that accepts, recognizes, and honors the commonalities and differences among people.
Discussion and Supporting Evidence:

B. Opportunity and Access

R.10. The program hires tutors who have physical or learning differences/disabilities.
Discussion and Supporting Evidence:

R.11. The program assists students in effectively understanding and navigating the institution.
Discussion and Supporting Evidence:

R.12. The program provides assistance for non-native speakers of English to help them improve their English Language skills if that support is not available elsewhere on campus.
Discussion and Supporting Evidence:

R.13. The program makes most resource materials accessible in various formats to meet diverse learner needs (e.g., accessible websites, text in large print and Braille) or provides information to students about where such resource materials are available elsewhere on campus.
Discussion and Supporting Evidence:

Evaluating Section 11: Opportunity and Inclusion

Templates and specific directions for evaluating the strengths and opportunities for improvement may

be found in the hyperlinks below.

(Note: In Section 11 there are 23 Essential Items and 13 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
    1. Individual (when evaluating one section at a time)
    2. Comprehensive (when evaluating two or more of the 12 sections)

12. Collaboration and Communication

Directions *for Conducting a Program Assessment: First, look at the criterion statement and collect documents and other evidence to demonstrate how well your program is meeting, approaching, or not yet meeting the criterion. Second, determine where program improvements are indicated by using either*
   a) *the Written Reflection Guide and Action Plan or*
   b) *the Scoring Guide and the Numerical Reflection Guide and Action Plan.*
Whenever possible, engage with program faculty and staff to review the findings and come to consensus on Action Plans.

Outline:

Essential Practices
A. Internal Institutional Communications and Partnerships
B. External Community Relationships

Recommended Practices
A. Internal Institutional Communications and Partnerships
B. External Community Relationships

Evaluating This Section
A. Written Reflection Guide and Action Plans
B. Scoring Rubric and Numerical Reflection Guide and Action Plans

Essential Practices:

Although the following list is not exhaustive, the criteria below are necessary for a quality tutoring program. Note: The campus and community agencies affecting each program are varied and may need to be specifically identified. For example, if the program is located in the campus library or in a specific department, the relationship between that entity and the program needs to be considered in conducting this assessment. Likewise, if the program has satellite programs in the community or is partially funded by a community group or agency, these would be relevant for the program. Please ADD such descriptions and additional criteria if warranted.

A. Internal Institutional Communications and Partnerships

E.1.   The program has written job descriptions for all positions in the program, and each job description includes the essential functions for the work to be performed in the position.
Discussion and Supporting Evidence:

E.2.   The program has an organizational chart showing job relationships and functions.
Discussion and Supporting Evidence:

E.3.   The program has a written set of policies and procedures for program staff and participants that reflects institutional policies and procedures as well as the program's mission.
Discussion and Supporting Evidence:

E.4. The director communicates to top administrators such as deans and vice presidents, appropriate metrics demonstrating the impact of services on student success.
Discussion and Supporting Evidence:

E.5. The director of the program reports to and meets with a senior administrator who has the power to address student concerns, enact changes in policy and procedure, and respond to programmatic budgetary and personnel needs.
Discussion and Supporting Evidence:

E.6. On campuses where services are decentralized, the learning assistance program engages in direct communication with campus partners in other academic support areas to enhance student services and referrals (e.g., with programs for select populations such as student-athletes, indigenous students, veterans' programs, TRIO [12]) as well as programs for select purposes such as writing centers, speaking centers, and departmental support initiatives.
Discussion and Supporting Evidence:

E.7. The director has regular meetings with all program coordinators and professional and paraprofessional staff to discuss issues, trends, and opportunities for departmental operations.
Discussion and Supporting Evidence:

E.8. Program staff and tutors have direct access to the director to share ideas, issues, and concerns. The director provides guidance, feedback, and specific resources to improve operations and enhance staff members' ability to perform their roles. (See also Section 3. Teaching and Learning Environment)
Discussion and Supporting Evidence:

E.9. The director has direct access to human resources and upper administrators to share any significant issues, concerns, and incidents in the program and in tutoring sessions. As appropriate, the director informs human resources, student employment, and upper administration about concerns and incidents before they become problems. (See also Section 3. Teaching and Learning Environment)
Discussion and Supporting Evidence:

E.10. All program staff are trained in emergency procedures and crisis management, and have access to referral information (e.g., phone numbers, webforms) in writing or through online platforms (e.g., SharePoint, LMS). All program staff are trained to contact campus police or other first-contact resource personnel when students indicate potential harm to self or others. (See also Section 3. Teaching and Learning Environment).
Discussion and Supporting Evidence:

E.11. All personnel are informed of emergency procedures for crisis management.
Discussion and Supporting Evidence:

E.12. Program staff are aware of and refer students to supportive campus resources to address needs beyond the purview of the program. This may include but is not limited to referrals for financial

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[12]TRIO is a grouping of several United Stated Department of Education (USDOE) Office of Postsecondary Education (OPE) federally funded programs for underrepresented populations of students. The TRIO programs most commonly found on college campuses include Upward Bound (for high school students), Student Support Services (for college students), and the Ronald E. McNair Program (for college students aspiring to graduate degrees). Also found on or near campus are Equal Opportunity Centers (EOC).

aid, psychological or emotional distress, legal assistance, abuse or assault, health, food, housing, and safety needs, and other such life events.
Discussion and Supporting Evidence:

E.13. All staff are trained on how and when to document referrals to campus partners as well as alerting the director about crises, issues, and incidents that have the potential to escalate. Documentation may include tutor session records, emails, phone calls, and face-to-face communication. The director maintains confidential notes and alerts upper administrators when warranted.
Discussion and Supporting Evidence:

E.14. The program regularly consults with institutional research administrators or the office that conducts assessment regarding data collection, assessment needs, and evaluation discussions.
Discussion and Supporting Evidence:

E.15. The program maintains a relationship with the offices in charge of advising, early warning and academic probation, academic integrity, and retention. This relationship may include communication regarding services and student needs, as well as invitations to provide materials for tutor training and staff development.
Discussion and Supporting Evidence:

E.16. The program maintains a relationship with relevant undergraduate and graduate programs at the institution to solicit tutors, invite guest speakers or webinars for training and professional development, and determine unmet student tutoring needs.
Discussion and Supporting Evidence:

E.17. The program maintains a relationship with academic and student affairs organizations on campus, including organizations that serve historically underserved populations, to solicit tutors, invite guest speakers or webinars for training and professional development, and determine unmet student tutoring needs.
Discussion and Supporting Evidence:

B. External Community Relationships

E.18. The program keeps an updated list of external community resources and shares the list with personnel, tutors, and students. Staff receive training on how to make referrals.
Discussion and Supporting Evidence:

E.19. Program staff are aware of and refer students to supportive community resources (e.g., food pantries, crisis hotlines, shelters) to address needs, or they maintain a relationship with the institutional office that makes such referrals. Staff receive training on how to make referrals and the importance of documenting such actions.
Discussion and Supporting Evidence:

Recommended Practices:

The following recommended best practices enhance a tutoring program and should also be considered in a program review. The best programs will include these as well as the essential practices.

A. Internal Institutional Communications and Partnerships

R.1.   The program staff participate in institutional activities or events to bring the program to the attention of faculty, other campus staff, and administrators.
Discussion and Supporting Evidence:

R.2.   On its website, the program lists or links to campus and community resources available for student assistance. If this list is available elsewhere on the institutional website, the program links to it.
Discussion and Supporting Evidence:

R.3.   Program staff members serve on and chair key campus committees and advisory boards outside the program.
Discussion and Supporting Evidence:

R.4.   Selected faculty, staff, and administrators outside the program are actively used as resources for the program.
Discussion and Supporting Evidence:

R.5.   Professional members of the program serve as sources for professional development activities for other faculty and staff on campus.
Discussion and Supporting Evidence:

R.6.   Professional staff members serve as guest speakers on topics such as learning, study strategies, test taking, and time management on their campus or in their community.
Discussion and Supporting Evidence:

R.7.   Professional staff members provide information on the program and the role of student support in promoting student and institutional success (e.g., in classroom presentations, new-faculty orientation, first-year seminars, transfer student orientations, teaching and learning webinars or sessions).
Discussion and Supporting Evidence:

R.8.   Through campus committee involvement, review of institutional reports, and meetings with key campus individuals, program staff routinely monitor student and curricular needs to plan for future tutoring services.
Discussion and Supporting Evidence:

R.9.   The program establishes an advisory board of campus constituencies and holds focus groups to solicit reflections on services to guide strategic planning.
Discussion and Supporting Evidence:

R.10. The program develops campus partnerships such as practicum experiences and internships.
Discussion and Supporting Evidence:

R.11. The program maintains a connection to the alumni office and the development office in order to connect with graduated tutors and students, to assist in soliciting donations and making connections with and for graduated tutors.
Discussion and Supporting Evidence:

B. External Community Relationships

R.12. Professional staff members participate in outreach activities in the local, regional, national, or international community.
Discussion and Supporting Evidence:

R.13. The program cultivates community partnerships such as practicum experiences and internships. The director works with partners to support interns and practicum students to fulfill requirements.
Discussion and Supporting Evidence

R.14. Professional members of the program serve as resources for professional development activities for selected community outreach or programs (e.g., nearby colleges, educational centers, high schools).
Discussion and Supporting Evidence:

R.15. The program invites selected community members to serve on its advisory board.
Discussion and Supporting Evidence:

Evaluating Section 12: Collaboration and Communication

Templates and specific directions for evaluating the strengths and opportunities for improvement may be found in the hyperlinks below.
(Note: In Section 12 there are 19 Essential Items and 15 Recommended items).

Scoring and Evaluation Options

A. **Written Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)
B. **Numerical Reflection Guide and Action Plan Rubrics**
   1. Individual (when evaluating one section at a time)
   2. Comprehensive (when evaluating two or more of the 12 sections)

Scoring and Evaluation Options

A. Written Reflection Guide and Action Plan Rubric
1. Individual (when evaluating one section at a time)
2. Comprehensive (when evaluating two or more of the 12 sections)
B. Numerical Reflection Guide and Action Plan Rubric
1. Individual (when evaluating one section at a time)
2. Comprehensive (when evaluating two or more of the 12 sections)

Individual Written Reflection Guide
and Action Plan Rubrics

Use the questions below to reflect on each section of the *Tutoring Services and Programs Guide* and make action plans within that section for program improvement. The criterion statements in the section should help to determine specific strengths and find opportunities for improvement. Use the *"Discussion and Supporting Evidence"* included after each statement in the section as a place to indicate which documents or other evidence to gather to support how well the program demonstrates what you have written. After listing the evidence and support, look again at your statements and adjust if warranted.

A. Reflection by the Director and Staff[13]:

1. What are the areas of strength in the program for this section?

2. What area or areas are in greatest need of improvement in this section? Include "blue sky[14]" thinking.

3. What improvements are most likely to improve program outcomes or student outcomes? How can these improvements provide a rationale for increasing specific resources?

4. What improvements are currently *feasible*, given existing human and financial resources?

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[13]Staff includes professional and student employees, tutors, and key campus partners identified by the program.

[14]Blue sky thinking is brainstorming with no limits. See What Is Blue Sky Thinking? (intuit.com).

5. What does the program need to most effectively implement suggested improvements (e.g., additional one-time funding or recurring budget, additional full- or part-time staff, outside expertise, personal or professional development for personnel, more program time devoted to this topic)?

6. Who could be a partner to implement each proposed improvement (e.g., campus partners, community members or organizations, ICLCA and other associations, LRNASST, LSCHE, professional consultations, and program reviews)?

7. What evidence will demonstrate that improvements have occurred?

8. Who will lead and take charge of making the improvements indicated? Which staff members will be assigned to each proposed improvement?

B. Developing an Action Plan:

The action plan rubric below provides a way to identify specific action steps, how each action will improve services and outcomes, means of assessment, target dates for completion, required resources, and the individual(s) responsible for the action.

To garner the best insights, it is essential to include the program staff in action planning. Consider including key campus partners before creating specific action plans. Be sure to engage in "blue sky" thinking first (no limits on practicality or creativity) so that a case may be made to maintain or increase resources. Only after engaging in "blue sky" thinking should planners determine feasibility of various possible improvements in the context of current human, spatial, and fiscal resources, after "blue sky" thinking. *Always* focus Action Plans on changes most beneficial for the program and the students it serves.

Action Step	How Action is Intended to Improve Services to Students, Success Outcomes, or Both	Means of Assessment Criteria for Success	Target Date	Required Resources (funding, time, materials, etc.)	Individual(s) Responsible

Comprehensive Written Reflection Guide and Action Plan Rubric

If a program completes more than one of the sections (or all 12 areas) of this *Guide*, use this Comprehensive Written Reflection Guide to determine which of the 12 areas are most in need of improvement and are most likely to improve services and outcomes.

Use the questions below to reflect on each section of the *Tutoring Services and Programs Guide* and make action plans within that section for program improvement. The criterion statements in the section should help to determine specific strengths and find opportunities for improvement. Use the *"Discussion and Supporting Evidence"* included after each statement in the section as a place to indicate which documents or other evidence to gather to support how well the program demonstrates what you have written. After listing the evidence and support, look again at your statements and adjust if warranted.

A. Reflection by the Director and Staff[14]**:**

1. What are the areas of strength in the program? *Do promote these!*

2. What area or areas are in greatest need of improvement in this section?

3. Consider the areas which are most likely to improve program outcomes or student outcomes. How can improvements in these areas provide rationale for increasing specific resources?

4. In which areas are improvements most feasible, given existing human and financial resources?

5. In the areas targeted, what does the program need to most effectively implement suggested improvements (e.g., additional one-time funding or recurring budget, additional full- or part-time staff, outside expertise, personal or professional development for personnel, more program time devoted to this topic)?

6. For the areas targeted, who could be a partner to implement each proposed improvement (e.g., campus partners, community members or organizations, NCLCA and other associations, LRNASST, LSCHE, professional consultations, and program reviews)?

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[14]Staff includes professional and student employees, tutors, and key campus partners identified by the program

7. What evidence will demonstrate that improvements have occurred?

8. Who will lead and take charge of making the improvements indicated? Which staff members will be assigned to each proposed improvement?

B. Developing an Action Plan:

The action plan rubric below provides a way to identify specific action steps, how each action will improve services and outcomes, means of assessment, target dates for completion, required resources, and the individual(s) responsible for the action.

To garner the best insights, it is essential to include the program staff in action planning. Consider including key campus partners before creating specific action plans. Be sure to engage in "blue sky" thinking first (no limits on practicality or creativity) so that a case may be made to maintain or increase resources. Only after engaging in "blue sky" thinking should planners determine feasibility of various possible improvements in the context of current human, spatial, and fiscal resources, after "blue sky" thinking. *Always* focus Action Plans on changes most beneficial for the program and the students it serves.

Action Step	How Action is Intended to Improve Services to Students, Success Outcomes, or Both	Means of Assessment Criteria for Success	Target Date	Required Resources (funding, time, materials, etc.)	Individual(s) Responsible

Individual Numerical Reflection Guide and Action Plan Rubric

A. Computing Numerical Values

Use the **Scoring Chart** below to assign a numerical value as to how well the program is meeting, surpassing, or not yet meeting each criterion statement in each section. Use the *"Discussion and Supporting Evidence"* included after each statement in the section as a place to indicate which documents or other evidence to gather to support how well the program meets the numerical value you have assigned. After listing the evidence and support, look again at your rating score and adjust if warranted.

Scoring Chart

1	2	3	4	5	UK	NA
Needs immediate attention	*Needs work*	*Adequate*	*Good*	*Excellent*	*Unknown*	*Not applicable*

After completing a section, add up all the scores to come up with a composite score for the completed section. Then make note how many criterion statements are included in the section. Multiply that by 5 (5 is the maximum number of points for each statement). This gives you a base number. After deducting 5 points for any criterion marked "Unknown" or "Not Applicable," divide your total score by the base number to calculate a percentage composite score that helps indicate whether this area should be a priority for program improvements. You may choose to calculate your percentage in *only the essential items* or in *both the essential plus the recommended items*. Percentage scores are valuable in presenting the program's strengths and needs for improvement to others who are mathematically inclined.

B. Developing an Action Plan:

The action plan rubric below provides a way to identify specific action steps, how each action will improve services and outcomes, means of assessment, target dates for completion, required resources, and the individual(s) responsible for the action.

To garner the best insights, it is essential to include the program staff in action planning. Consider including key campus partners before creating specific action plans. Be sure to engage in "blue sky" thinking first (no limits on practicality or creativity) so that a case may be made to maintain or increase resources. Only after engaging in "blue sky" thinking should planners determine feasibility of various possible improvements in the context of current human, spatial, and fiscal resources, after "blue sky" thinking. *Always* focus Action Plans on changes most beneficial for the program and the students it serves.

Action Step	How Action is Intended to Improve Services to Students, Success Outcomes, or Both	Means of Assessment Criteria for Success	Target Date	Required Resources (funding, time, materials, etc.)	Individual(s) Responsible

Comprehensive Numerical Reflection Guide and Action Plan Rubric

A. Computing Multiple Scores

This method allows the program to contrast section scores and determine those most in need of administrative focus, improvements, and resources.

If a program completes more than one of the sections (or all 12 areas) of this Guide, follow the steps for computing scores in the Individual Numerical Reflection Guide. Repeat the computation for each completed section, and transfer the percentage scores to the table below.

This method helps to determine which of the 12 sections are most in need of improvement. Discussion will determine where it is best to focus - which areas are most likely to result in improved services, outcomes, or both.

Composite Score Table

Self-Study Section		Percentage Score for Section
Section 1	Mission and Goals	%
Section 2	Assessment and Evaluation	%
Section 3	Teaching and Learning Environment	%
Section 4	Program Design and Activities	%
Section 5	Content and Delivery of Training and Services	%
Section 6	Institutional Governance and Policy	%
Section 7	Program Leadership	%
Section 8	Human Resources	%
Section 9	Financial Resources	%
Section 10	Technology	%
Section 11	Opportunity and Inclusion	%
Section 12	Collaboration and Communication	%

B. Developing an Action Plan for a Section:

When computing scores in multiple areas, the program looks at the highest scores and uses those to promote the program and its services. It looks at the areas of low scores to determine the areas most in need of attention, resources, and development. Although some improvements may be done quickly, more significant actions become short- and long-term strategic plans.
The action plan rubric below provides a way to identify specific action steps, how each action will improve services, outcomes, or both; means of assessment, target dates for completion, required resources, and the individual(s) responsible for the action.

To garner the best insights, it is essential to include the program staff in action planning. Consider includ-

ing key campus partners before creating specific action plans. Be sure to engage in "blue sky" thinking first (no limits on practicality or creativity) so that a case may be made to maintain or increase resources. Only after engaging in "blue sky" thinking should planners determine feasibility of various possible improvements in the context of current human, spatial, and fiscal resources, after "blue sky" thinking. *Always* focus Action Plans on changes most beneficial for the program and the students it serves.

Action Step and Area Targeted	How Action is Intended to Improve Services to Students, Success Outcomes, or Both	Means of Assessment Criteria for Success	Target Date	Required Resources (funding, time, materials, etc.)	Individual(s) Responsible

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