



THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

POSITION PAPER

The Role of Faculty in Tutoring and Learning Centers in the Community College

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WRITING TEAM

Cheryl Aschenbach, ASCCC Secretary, Chair 2021-2022

Ted Blake, Faculty Learning Center Coordinator, Menifee Valley Campus,
Mt. San Jacinto College

Vandana Gavaskar, Faculty Director of Learning Support Services, Santa
Barbara City College

Ray M. Sanchez, Faculty Coordinator, Academic Success Centers,
Madera Community College

Tascha Whetzel, Faculty Learning Disability Specialist, Mendocino College

WRITTEN IN COLLABORATION WITH THE TRANSFER, ARTICULATION, AND STUDENT SUCCESS COMMITTEE 2020-2021

Manuel Velez, ASCCC South Representative, Chair

Ted Blake, Mt. San Jacinto College, Menifee Valley Campus (2019-2021)

Julie Clark, Merced College

Nohemy Chavez, Mission College

Martin Gomez, American River College

LaTonya Parker, ASCCC Area D Representative

Tahirah Simpson, San Bernardino Valley College

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INTRODUCTION

Resolution 16.01 in Fall 2019 called for publishing resources for learning assistance with a focus on the role of tutoring and learning center faculty.

Whereas, The field of learning assistance has evolved since the last Academic Senate resolutions in 2008 (10.01 F08) and 2011 (10.12 S11) that addressed minimum qualifications and a 2011 article about separating learning assistance and tutoring;

Whereas, The minimum qualifications for learning skills coordinators or instructors specify only qualifications for faculty in tutoring or learning assistance offerings collecting apportionment, and any learning assistance and tutoring center constitutes a space comparable to a classroom or library and should be overseen, at least in partnership with staff or administration, by qualified faculty whether or not it is collecting apportionment;

Whereas, A great need has been created in the current context of AB 705 (Irwin, 2017), guided pathways, equity, and culturally responsive teaching for understanding of learning assistance as a field and how it fits into the context of the California community colleges not in a secondary role but in a symbiotic partnership for student learning and as a site like the classroom and library for student learning; and

Whereas, “Specific standards for” learning assistance and tutoring “have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of” learning skills coordinators or instructors, and tutoring coordinators “in the California community colleges”;

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California

Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

In response to this resolution, the primary purpose of this paper is to emphasize and reiterate the centrality of the faculty role in tutoring and learning centers, where peer-to-peer, discipline-specific collaborative learning is the primary objective.

This paper provides a breadth of content for practitioners in the field and also assists those seeking to understand the unique role of the tutoring and learning center and the faculty that develop and lead these services. This document does the following:

- Recognizes the disciplinary and pedagogical contexts for the role of faculty in tutoring and learning centers;
- Identifies tutoring and learning centers as essential spaces for academic learning directly related to courses and disciplines; and
- Describes how innovations in research and practice in tutoring and learning assistance impact the role of faculty in these pedagogically-designed learning spaces.

Tutoring and learning center faculty create a tutoring and learning philosophy and concrete strategies for learning on a college campus. In this context, these faculty facilitate peer learning every day and develop tutor training materials. They provide an equity focus and culturally appropriate tools for peer learning in an increasingly diverse environment and for students with a wide range of prior educational knowledge and experiences. They observe and assess the implementation and success of specific tutoring strategies and skills for learning in various disciplines. They are also responsible for ensuring that strategies are equity-focused and meet the student-centered philosophy of the tutoring and learning center and for refining practices in new contexts that do not meet the standards.

Faculty pedagogical roles in the tutoring and learning center are based on the institutional recognition that learning outside the classroom through student-

centered peer interaction is closely related to teaching in the classroom. Therefore, tutoring and learning centers are instructional spaces where a faculty member provides pedagogical strategies, ongoing programmatic assessment, overall supervision and coordination, and tutor training. Faculty in the tutoring and learning center are essential in the same way that teaching faculty are to the classroom and librarians are to the library. **Learning assistance is an instructional activity; faculty are therefore not optional.** Tutoring and learning center faculty positions have grown exponentially in the last ten years, as has the influence of academic support for the campus community. Faculty in these spaces are essential to the learning that occurs inside and outside the classroom.

Tutoring and learning centers on California community college campuses are intentionally designed as social and supportive learning spaces for students and are staffed and programmed for optimal collaborative learning. These spaces and services demonstrate a longstanding commitment to student learning and student success for an increasingly diverse group of students. An organic student learning community forms in these centers based on well-established effective practices in tutoring and learning theory that enable students to achieve confidence and competence in their own learning. Tutoring and learning centers provide equity-based interventions that empower students and restore the promise of higher education at community colleges. These centers also function as intentional spaces of collaboration between departments and programs and among tutoring and learning center faculty and teaching faculty with the goal of extending the classroom and improving student learning.

The Academic Senate for California Community Colleges asserts that faculty, preferably full-time, tenure-track faculty, should oversee tutoring and learning centers. The tutoring and learning center is a crucial instructional space on campus that should be supervised and led by faculty.

CONTEXTUAL DEFINITIONS

Tutoring

“Tutoring” refers to facilitated learning of course content in a number of modalities—one-on-one, group, online, in tutoring centers, in labs, in the classroom—by a peer or professional in a role other than teacher. Tutoring is an art and a science in that it involves using interpersonal skills and active learning while imparting knowledge through learning theory and metacognition. Tutors guide, coach, encourage, and model how successful students excel in college.

Tutors engage their learning experiences as students and demystify learning for others. Tutors who are also students directly support student learning in specific courses and disciplines. They model student learning and share strategies for learning, time management, and strategic tasks including reading, writing, critical thinking, and problem solving. The various modes of tutoring allow learning center practices to directly impact student learning in the classroom and beyond.

Embedded Tutoring

Embedded tutoring occurs within a classroom during class time and with a faculty member present. Learning activities can include one-on-one sessions, group activities, and other active learning in cooperation with the professor. Embedded tutoring decreases the student to teacher ratio and brings academic support to the student, instructor, and classroom. Embedded tutoring is not a wait-to-help model but integrates academic support and increases collaboration at the very point of the student learning classroom content for the first time.

Faculty in Tutoring and Learning Centers

Faculty in the tutoring and learning center bring teaching and learning experiences from classroom teaching in various disciplines and, combined with the ever-evolving and expanding research in the field, develop tutor training that supports virtually every discipline offered at a college. Tutoring and learning center faculty understand the fundamental relationship between what is happening in the classroom and the learning that happens outside the classroom

so that the tutoring and learning center becomes an extended laboratory of learning.

As argued by Ray M. Sanchez in the November 2011 *ASCCC Rostrum* article “Separating Learning Assistance and Tutoring,” faculty are key to the learning center. Tutoring and learning center spaces have specific, well-established standards of practice, and faculty in these spaces operate under research-based values such as the following:

- Learning abilities of students are not fixed or viewed through a deficit lens.
- Individual students benefit from a multi-dimensional engagement of learning.
- Learning is positively impacted by a sense of community and belongingness.
- Collaborative learning is effective, as it is by definition active learning.

Learning Assistance

Learning assistance is a broad concept that identifies the program, people, and services that directly support the academic efforts of students outside the classroom to succeed in their coursework and classes. This direct support of academic coursework takes place at a diversity of levels and in multiple disciplines. Learning assistance takes many forms, including mentoring, academic coaching, academic early alert follow-up, learning specialist consultations, workshops and seminars, learning labs, computer-based instruction, and more. Learning assistance, however, is directly and most commonly associated with tutoring or peer-assisted learning. Tutoring is the institution’s learning assistance effort that most closely integrates with classroom instruction (Sanchez, 2011).

Online Tutoring

Online tutoring expands the definition of tutoring by offering synchronous and asynchronous services, such as paper drop off or question drop off, that increase access for students. Some colleges also supplement tutoring programs with tutoring consortia or third-party tutoring vendors in order to further expand access for students. In some cases, live, synchronous tutoring is available 24/7 and also in Spanish. For more information about online tutoring, see the ASCCC

paper *Effective Practices in Online Tutoring* (Academic Senate for California Community Colleges, 2019).

Tutoring and Learning Center

“Tutoring and learning center” is a term that is meant to encompass the central space on campus that provides peer-assisted learning. Although discipline or program specific tutoring may be offered, such as a writing center in an English department or a math lab in the math department, the tutoring and learning center is the dedicated program hub for tutorial support for a wide variety of disciplines.

As early as the 1970s, campus spaces that provided direct academic support to students came to be defined as a place “where learners, learner data, and learning facilitators are interwoven into a sequential, cybernetic, individualized, people-oriented system to service all students (learners) and faculty (learning facilitators) of any institution for whom learning by its students is important” (F.L. Christ, cited in Truschel & Reedy, 2009). In 2021, this definition might be modified in the following way: “A permanent, college-supported learning space where all students can come to study, congregate, collaborate, and learn in a social, academic-oriented, and ‘un-lectured’ learning environment” (Sanchez, 2019).

In the absence of basic skills classrooms due to the passage of California Assembly Bill 705 (Irwin, 2017), the tutoring and learning center is the designated learning space where foundational-to-advanced skills in reading, writing, quantitative reasoning, and critical thinking are reinforced, augmented, and practiced in the context of active learning in peer-led tutoring sessions. Depending on local campus organizational structures, tutoring and learning centers may be inclusive of writing centers, math labs, and other discipline-specific tutoring and learning support efforts, or those efforts may exist and operate separately. In decentralized models, pedagogical consistency and unity should exist between discipline-specific labs and tutoring and learning centers.

Supplemental Instruction

Supplemental instruction (SI), under the model created at the University of Missouri-Kansas City, is a non-remedial approach to learning that supports stu-

dents toward academic success by integrating what to learn with how to learn. SI consists of regularly scheduled, voluntary, out-of-class group study sessions driven by students' needs. Sessions are facilitated by trained peer leaders who utilize collaborative activities to ensure peer-to-peer interaction in small groups. SI is implemented in high-risk courses in consultation with academic staff and is supported and evaluated by a trained supervisor. In some state and federal contexts, supplemental instruction is a broader term that can include tutoring and other learning assistance but can also refer to other instructional practices.

GROWTH OF THE FIELD AND THE FACULTY ROLE

In the last fifteen to twenty years, significant changes in the field have occurred because of paradigm shifts in implementing brain-based learning strategies, improved funding, and a statewide transformation from a student access model to an ethos or mission focused on student success. Perhaps the greatest visible change is the emphasis on faculty-developed, holistic tutoring programs with clear guiding principles based in learning theory and pedagogically sound activities focused on learning. Tutoring has been transformed from a perceived remedial service for students to an academic learning approach providing support for all students in all disciplines. The pedagogy and *raison d'être* of the field has shifted from tutoring as remediation to tutoring as an essential classroom extension. A major focus has been placed on pedagogical approaches like directed learning activities that initiate active learning. Tutoring has also been transformed through an emphasis on metacognitive activities. In the last twenty years, faculty in tutoring and learning centers have transformed these spaces from passive student development areas to an active, intrusive, equity-focused, and transformative approach focused on extending classroom learning.

In addition, a plethora of discipline-specific tutoring practices has been developed for training tutors and for tutoring students in a way that reinforces "learning that sticks" (Brown, *et.al.*, 2014) and a metacognitive awareness of how individual students learn. This shift to making learning visible, what students and tutors do together, reinforces the discipline of tutoring and learning assistance and the role of faculty in the field of tutoring.

The work of tutoring and learning center faculty who have labored for decades to enact these changes is much less understood than traditional faculty or library faculty, but these faculty are essential to the academic work of the college. Tutoring and learning center faculty have the primary responsibility of evaluating and training tutors, and this training occurs in different modalities just as the tutoring itself occurs in different modalities, such as one-on-one, group tutoring, embedded tutoring, supplemental instruction, face-to-face, and online. Training must be comprehensive, iterative, and continuous to prepare tutors to work with a range of diverse peers with diverse learning needs.

Online tutoring has simultaneously developed in the last twenty years, usually offered on a fairly limited basis and often by third-party companies. The number of for-profit services has proliferated in the last ten years, and online tutoring—whether from a vendor, with local college tutors and home-grown platforms, or both—has grown exponentially in the era of COVID-19, with most colleges having a significant amount of tutoring available online. The 2019 ASCCC paper *Effective Practices for Online Tutoring* preceded the COVID-19 shift to remote instruction and services and serves as a helpful resource for providing tutoring online.

STANDARDS AND EFFECTIVE PRACTICES FOR TUTORING AND LEARNING CENTERS

Influenced by the tutoring and learning assistance-focused standards and professional practices encouraged by state, regional, and national professional organizations, the following standards and effective practices have been developed by a dedicated group of statewide faculty practitioners in the California community colleges over the past two decades. The standards and effective practices are intended to incorporate approaches that support and advance the many statewide initiatives focusing on student success and equity, and they support the mission of the California Community Colleges and affirm the necessary role of faculty in tutoring and learning centers as a teaching and learning space. While this list is not exhaustive, the following standards and practices set expectations for faculty leadership in tutoring and learning centers and show how integral faculty are in these centers.

Tutoring that Centers a Non-Deficit Mindset

Historically, tutoring has long been misassociated by both faculty and students with remedial education. In this way of thinking, some students did not have necessary college skills to succeed. Courses designated as pre-collegiate, below first-year, or remedial have largely vanished, but the focus on reading, writing, quantitative reasoning, and critical thinking remains, particularly in English and math. In addition, the paradigm shift toward the need to make colleges student ready rather than focusing on making students college ready has placed tutoring and learning assistance in the position of transforming the instructional methods of institutions.

Tutoring and learning center faculty design and implement new programs, pedagogies, and research about learning, which helps close equity gaps for the college and opportunity gaps for students. Thus, a focus on student learning moves beyond a fixed and outdated concept of a deficit mindset and engages and inspires students to succeed by honoring the great potential that every student brings to the college.

A major shift resulting from the implementation of Assembly Bill 705 (Irwin, 2017) was the integration of foundational skills into gateway courses in English, mathematics, and related disciplines. Students are now placed directly into gateway courses, which are the first transfer-level courses in disciplines or areas that meets degree requirements. Tutoring and learning centers were called upon to play an essential role in moving away from deficit-minded structures and toward further developing and supporting students' foundational skills in mathematics, writing, and critical thinking. This instructional support is implemented via tutoring and by having tutoring and assistance embedded in gateway classrooms, including co-requisite classes. Because remedial courses were largely eliminated, the need for faculty to oversee the directed learning that occurs outside the classroom became even more imperative. A high level of tutoring is needed for many students who must develop or reinforce their foundational skills in mathematics, writing, and critical thinking. Faculty are essential to the design, implementation, training, and evaluation of all of these interventions and support.

Faculty role in centering a non-deficit mindset: Faculty in tutoring and learning centers continuously innovate with tutor training and faculty collaborations and design tutoring in order to leverage student strengths while collecting success data, sharing best practices, and offering continuous training for returning tutors.

Tutoring Promotes an Equitable and Cultural Perspective

Tutoring has moved away from a deficit mindset and affirms a cultural wealth perspective for learning. Tutoring and learning centers reflect, engage, and represent diverse cultures and ways of knowing as strengths in an educational environment.

Tutors trained in the affective, cognitive, and psychomotor domains of learning lead to empowerment for all students, particularly those who have experienced various challenges in their education due to poverty and other inequities. Trained tutors affirm the cultural and intellectual wealth and experiences that diverse students bring to their college experience. Therefore, tutors in the California community colleges, along with other learning professionals who conduct and oversee tutoring, have an imperative to serve diverse students and provide an equitable and culturally relevant experience. In her book *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Dr. Zaretta Hammond (2014) establishes how important learning relationships and communities of learning are to students.

Faculty role in promoting equitable and cultural perspective: Faculty in tutoring and learning centers have professional development in equity practices in student-centered spaces and design tutor training with equity at the forefront of their practice.

Tutoring is Pedagogically and Programmatically Consistent

Depending on faculty collaborations and modes of tutoring, tutoring occurs in tutoring and learning centers and at other centers created for disciplines—writing labs, STEM labs, and others—and for equity—MESA, UMOJA, equity and social justice, and others—as well as in classrooms through supplemental instruction and embedded tutoring models. Training should be consistent across a decentralized model and adaptable to any modality or space so that students experience the same level of support across programs and areas. Faculty are essential to maintaining training standards and philosophies that adapt and respond to ongoing student needs. Faculty also facilitate regular and consistent communication between spaces and programs so that the tutoring program accounts for diverse needs and that each space works from the same methodology.

Faculty role in ensuring pedagogical and programmatic consistency: Faculty in tutoring and learning centers ensure consistency across campus by fostering conversations and developing active collaboration about tutoring practices in various disciplines, programs, and centers so that students experience a similar pedagogy and practice in every space where tutoring is offered.

Tutoring Makes Learning Visible and Provides Learning Strategies Based on Active Research about the Brain and Learning

Developments in cognitive sciences and brain-based learning have led to a change in tutoring practices. Metacognition is just one of the ways that brain-based learning has informed tutoring and learning practice. The focus on learning styles and language impacts—second language interference—has been refuted by brain science, which supports tutoring practice involving the following:

- Chunking information and learning;
- Presenting information various ways;

- Implementing strategies for habits of mind; and
- Supporting peer learning and building upon the psychology of the Zone of Proximal Development (Vygotsky, 1978) and social emotional learning and belongingness.

Faculty role in making learning visible: Faculty develop learning-theory based tutoring practices based on the science of learning and communicate and promote relationships between tutoring practices and the science of learning to tutors, students, and faculty colleagues.

Tutoring is Peer-Centered Learning

Faculty in the classroom are discipline content experts, but tutors are experts in their experience of learning. Therefore, the advice tutors give students about learning in a specific class and discipline is based on the experience of a peer trained in tutoring methods about learning in the context of social emotional learning, the Zone of Proximal Development and belongingness, and effective learning and retrieval practices based on the brain and learning.

Faculty role in peer-centered learning: Faculty develop tutoring pedagogies, theories, and practices that implement successful peer learning based on the articulation of evidence-based science of learning and share these theories widely so the synergy between the roles of faculty in the course and in the tutoring and learning center are well understood.

Tutoring is Inclusive

While the modes of tutoring are based on disciplines and can engage the affective, cognitive, and psychomotor domains in different ways, tutoring pedagogy is based on applying theory to practice in every area and discipline and in every

instance where tutoring is offered at the college. It is a resource for all students to review, rehearse, retrieve, develop, and enhance their learning with other students who are closer to the learning experience of a course than the instructor may be. Faculty should ensure that the pipeline to becoming a tutor has many entry points and recognize the necessity of having diversity among the tutors who are employed by the college. In training courses led by faculty, tutors relate their learning experiences to the theory and philosophy of tutoring and to procedural knowledge on how to tutor. Faculty actively frame learning experiences in cognitive, affective, and psychomotor frameworks so that tutors are able to apply these frameworks to their tutoring practice and are engaged by theories and philosophies about tutoring practice. Tutors contribute to qualitative and quantitative data about how students learn at a particular college and in a particular discipline. Tutoring in this way supports college and accreditation mandates.

Faculty role in making tutoring inclusive: Faculty create a pipeline by which students are engaged and through their learning experiences are encouraged to become tutors. They in turn can build the tutor pool not only from students recommended by faculty but from students who attended and benefitted from tutoring. Faculty ensure that training is informed by tutoring pedagogy.

Faculty in tutoring and learning centers are by their core function at the forefront of implementing theories like belongingness as practice. In addition, they assess the implementations of powerful learning theories in each iteration and in the context of every tutorial session, every tutor, and every tutee or student. At the same time, learning center faculty relate as peers to the faculty in the classroom, creating active collaboration related to student learning experiences and success in tangible and intangible terms.

Tutoring is indeed a proven intervention and equalizer for all students. In *Supporting Men of Color in the Community College: A Guidebook*, Wood and Harris (2017) identify tutoring as a key intervention for men of color in community colleges (pp.30, 70) with the caveat that staff and tutors are supportive

and have high expectations (pp.24, 47). These findings highlight the need for training and ongoing professional development of learning assistance and tutoring faculty and tutors. All students should be invited and motivated to seek out tutoring, and this result can only be achieved as the tutoring program is integrated into the fabric of the college and supported by faculty and as tutors and other tutoring and learning center staff receive consistent training and ongoing professional development.

CERTIFICATIONS AND MINIMUM QUALIFICATIONS

The discipline of learning assistance is based on interdisciplinary approaches to learning by faculty whose classrooms are collaborative learning spaces where students are provided guidance about learning how to learn and where the effectiveness of learning is assessed by practice and data. Currently, no advanced degrees are available in learning assistance, and many faculty coordinators have advanced degrees in education, English and math, fields that have long histories of tutoring practices. In addition, practitioners in this field rely on a variety of established standards, certifications, and effective practices that have been developed in communities of practice over the last few decades. Faculty come to this role from a variety of disciplines, and, as such, the community of practitioners is diverse, vibrant, and creative. The consistency in the field comes from a variety of certifications, standards, and minimum qualifications for faculty serving in this role.

Faculty in tutoring and learning centers oversee programmatic pedagogical processes that originate in classrooms and labs in various courses, majors, and programs and that extend to the tutoring and learning center. Learning strategies are developed in the immediacy of student learning, largely through collaborative peer learning based on neuroscience of learning and learning theory, Bloom's Taxonomy, and Zone of Proximal Development. These faculty can be full-time or part-time, with the overall coordination and supervision of tutoring and learning centers, including tutor training, led by a faculty coordinator or faculty director. The current minimum qualifications for learning assistance or learning skills coordinators or instructors and tutoring coordinators are delineated in California Code of Regulations Title 5 §53415.

Standards for tutoring and learning assistance are driven by Title 5 regulations and institutional accreditation standards generally but also more specifically by multiple entities and organizations focused on this area of instruction. These entities and organizations create the foundation for tutoring and learning assistance as a field and offer standards that are implemented by faculty in the California community colleges.

California Community Colleges Supplemental Learning Assistance and Tutoring Regulations and Guidelines

Tutoring regulations and practices in the California Community Colleges system are delineated in the *Supplemental Learning Assistance and Tutoring Regulations and Guidelines* (California Community Colleges Chancellor's Office, 2006), which highlights the Title 5 regulations applicable to learning assistance and tutoring and provides guidelines for implementation of the regulations. Both tutors and tutor training are defined in the *Regulations and Guidelines*:

Tutoring when provided by the college should be considered a method of instruction that involves a student tutor who has been successful in a subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill (pp. 8-9).

Other aspects of the regulations deal with the collection of noncredit apportionment for tutoring under the noncredit course "Supervised Tutoring," for which tutoring and learning center faculty serve as the instructor of record. "Tutor Training" is also a credit or noncredit apportionment generating course: "Academic credit or apportionment for coursework used to train tutors in tutoring methods is limited to two semester units of credit for 96 hours Non-Credit course hours" (California Community Colleges Chancellor's Office, 2006, p.10).

Accrediting Commission for Community and Junior Colleges (ACCJC)

The Accrediting Commission for Community and Junior Colleges published updated standards in 2014 that reflect the growing role of learning centers in a

college's increasing commitment to a rich diversity of students. ACCJC has already begun the development of the 2024 standards, a process that includes diverse practitioners in the drafting of new standards and that includes opportunities for individuals and institutions to provide input. Faculty leaders of tutoring and learning centers have long argued for separating library and learning support services into two distinct sections and for increasing clarity by addressing tutoring and learning assistance instead of classifying it simply as "other learning support services" (ACCJC, 2014, p.7).

Due to the innovative work of faculty in learning centers, tutoring and learning assistance can no longer be described in simple terms. Some of the ongoing innovations that would justify modifying the accreditation standards include the widespread adoption of embedded tutoring and the extensive online tutoring offerings that are becoming scaled, especially after the onset of COVID-19.

Standard II, Section B, Library and Learning Support Services is the main area addressing tutoring and learning assistance faculty in the 2014 ACCJC Standards. Standard II.B.2 clearly centers faculty in the leadership role of tutoring and learning center programs (ACCJC, 2014, pp.7-8). This role includes the training of tutors, designing and developing programmatic innovations in programs, the growth of embedded tutoring and supplemental instruction, coordinating with other faculty around learning and assessment, and doing other institutional work that is the purview of faculty, including working with or serving as a department chair, developing and assessing program and course SLOs, and ongoing program evaluation. Library faculty have defined and developed their faculty role for years, and, similarly, learning center faculty design active learning in the context of peer tutoring and peer mentoring. Learning assistance faculty are clearly seen by the ACCJC as not only central but essential to this standard.

Additional Organizations and Professional Standards

In addition to the ACCJC accreditation standards, other established professional standards for tutoring programs are offered by professional organizations that reflect the comprehensive approach to standards that guide the pedagogies of

tutoring and are implemented on a large scale on campus. Some of the key organizations and their certifications or standards are as follows:

Association of Colleges for Tutoring and Learning Assistance **and** Council for Learning Assistance and Developmental Education Association **Organizations**

The California-based Association of Colleges for Tutoring and Learning Assistance (ACTLA) was founded in California in 1973, first as the California Community College Tutorial Association and then, in the 1980s, as the Association of California Colleges for Tutoring and Learning Assistance to be inclusive of all institutions of higher learning in California. In 2002, its name was changed again to be reflective of its role as a national organization. ACTLA has its roots in California, but it has been a national organization since 2002 and has membership in the Council for Learning Assistance and Developmental Education Association (CLADEA) and a seat in the CLADEA Council. Additional member organizations of CLADEA are the National College Learning Center Association, the College Reading and Learning Association, the National Center for Developmental Education, the National Organization for Student Success, and the Association for Coaching and Teaching Profession.

Association of Colleges for Tutoring and Learning Assistance (ACTLA) Online Tutoring Standards

In 2020, ACTLA released certification standards for online tutoring. Coming into much greater relevance during the COVID-19 pandemic, these standards were developed in collaboration with experts across the nation and vetted at several tutoring and learning assistance conferences between 2017 and 2019. Fresno City College was the first California community college to certify its online tutoring program. More information can be found at <http://actla.info/online-tutoring-program-certification-requirements/>.

College Reading and Learning Association (CRLA) International Tutor Training and Program Certification and International Peer Educator Training Program Certification

The CRLA Tutor Program Certification was established in 1989 and is the most widespread certification for tutoring programs in the United States. It has been

the gold standard for colleges and universities and certifies three professional levels of tutor training based on content and hours actively working with students by tutors. CRLA tutor training topics include definition and basic tutoring guidelines, setting goals, communication skills, use of probing questions, cultural awareness, identifying and using resources, self-regulated learning, brain learning and memory, and the role of learning centers in higher education. This certification is endorsed by CLADEA. More detailed information can be found at <https://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program>.

Minimum Qualifications

Tutoring is an interdisciplinary field, and disciplinary variations create rich practices in writing, whether in science, technology, engineering, and mathematics (STEM), social sciences, career education, or the humanities. By design, no specific degree offerings are available at the graduate level specifically for the field of tutoring and learning assistance. Faculty serving in these roles come from a variety of disciplines including English, educational psychology, history, and STEM, bringing pedagogical experiences that inform their work. Membership in tutoring and learning associations like ACTLA, NCLCA, ACTP, IWCA, and NOSS present opportunities for professional development and research. Peer review processes and mentoring ensure quality of programming, and advanced certifications develop excellence in the fields of tutoring and learning assistance.

The publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, (California Community Colleges Chancellor's Office, 2020) outlines requirements for faculty who are hired for or serving in a faculty role in a learning or tutoring center:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators: Any master's degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; OR A master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory (NOTE: Minimum qualifications do not

apply to tutoring or learning assistance for which no apportionment is claimed.) (CCR 53415) (p. 45)

California Code of Regulations Title 5 includes the following language, as quoted in *Minimum Qualifications for Faculty and Administrators*:

§53415. Minimum Qualifications for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators. The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:

1. (a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
2. (b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed. (p. 83).

Sanchez (2011) argues that learning assistance and tutoring should be separated in the minimum qualifications because they are significantly different, although related, in learning and tutoring centers. While learning assistance is targeted to specific needs and incorporates specific approaches to mediated learning, tutoring is valuable to all students. Students often participate in tutoring because they are looking to maintain their high grades and they value the additional learning opportunities offered by their peers with whom they build community. Faculty serving in this role at colleges are essential to the pedagogy of the learning center and are integral to these learning spaces at California community colleges.

Learning skills are high impact skills for everyone, and that is why many colleges have grouped support programs closely with tutoring and learning assis-

tance, bridging between a variety of services to form an ecosystem. However, questions exist about the interpretation of “learning skills,” a term not used by learning center faculty when describing their programs but included in the minimum qualifications. At some colleges, learning skills signify programs that facilitate learning with neurodiverse students, formerly identified as students with learning disabilities. While active collaboration may occur between faculty who specialize in meeting these students’ needs, and tutoring and learning assistance faculty, at most colleges learning skills is not the same as tutoring or learning assistance. The minimum qualification could be improved with the elimination of learning skills in the discipline title. Finally, with the shift toward embedded tutoring and other interventions for which no apportionment would be claimed, the exception to the minimum qualification regarding instruction that does not earn apportionment becomes further outmoded and should be removed.

For all of these reasons, tutoring and learning centers are, and should be, led by faculty. Tutoring and learning centers need to be facilitated by faculty in the same way that a library or other learning spaces should also require faculty leadership and oversight. Learning assistance, while not a field in which degrees are offered, has many layers of certifications and specialization requiring the expertise of faculty. The pedagogy or andragogy of tutoring is in itself a specialized field with its own standards of practice, training, and evaluation.

TUTOR TRAINING

Faculty in tutoring and learning centers equip tutors—whether peer or professional—with the tools of the discipline. Without the dedicated involvement and oversight of faculty, tutors may naturally default to teaching and answer-giving, which inhibits long-term strategies and techniques for learning.

Peer tutoring provides direct academic assistance to students and promotes help-seeking behavior ultimately leading to independence in learning. Independence in learning is fostered in a tutoring environment by engaging students with effective questions. The types and quality of questions tutors ask,

therefore, are more important than the answers they give. To put it another way, tutoring should focus on asking effective questions rather than providing answers. Tutors guide, coach, encourage, and model how successful students excel in college. In their trainings and courses, tutors learn to evaluate a student's learning needs and select and apply appropriate tutoring methods, integrate instruction in study skills into content tutoring strategies, plan and execute content tutoring, employ effective communication skills including the ability to distinguish cultural archetypes that may impact tutoring, assess the need to make a referral and apply an effective strategy to make the referral, plan, evaluate, and critique their tutoring work, and design and execute an effective tutoring session incorporating a series of steps leading to the acquisition of particular skills.

Tutors are referred to by many names, and these titles are often unique and specific to a college. What is common to all these various roles—such as mentoring, coaching, and tutoring—is the importance of consistent, high-quality training and the faculty role in facilitating training as an instructional activity.

Tutor training is the purview of faculty, including the process by which the program is seeking certification by the College Reading and Learning Association. Training is a requirement for tutor positions and enhances the impact of the tutoring that takes place on a college campus. Tutor training is offered in the context of a credit or noncredit class or offered to tutors as a paid professional activity. Ideally, training is provided in the context of certified programs like that of CRLA, which offers three levels of tutor training and certification.

The CRLA's International Tutor Training Program Certification remains the most widely used standard for tutor training in California and the nation. When colleges and programs provide tutor training aligned with CRLA's certification, they focus on commonly understood topics through three levels of tutor training. These topics have developed over time and are considered best practices in the field. The following list is an outline of common topics of tutor training at various levels for which learning center faculty are responsible.

CRLA Tutoring Level 1: Topics

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines/ tutoring dos & don'ts
3. Techniques for beginning and ending a tutoring session
4. Adult learners and/or learning theory and/or learning styles
5. Assertiveness and/or handling difficult situations
6. Role modeling
7. Setting goals and/or planning
8. Communication skills
9. Active listening and paraphrasing
10. Referral skills

CRLA Tutoring Level 2: Topics

1. Use of probing questions
2. Brain dominance learning
3. Cultural awareness, intercultural communications, diversity, and special needs students
4. Identifying and using resources
5. Tutoring in specific skills or subject areas
6. Assessing and changing study behaviors

CRLA Tutoring Level 3: Topics

1. Self-regulated learning, brain learning, and memory
2. How to tutor target populations
3. The role of learning centers in higher education
4. Structuring the learning experience
5. Training and supervising other tutors (supervisory skills)
6. Group management skills (group interaction and group dynamics)

STAFFING, ADMINISTRATION, OPERATIONS

The tutoring and learning center may operate within a larger department or may be its own program or department. It has an operating budget, in addition to a tutoring budget, and, in many cases, salaried permanent classified professionals in addition to part-time faculty. Most tutoring and learning centers have full-time faculty 100% assigned to oversee the program, and many have full-time faculty with reassigned time. The programs can be centralized or decentralized on a campus, meaning that a college may have one budget line for all tutorial services or many budget lines with tutorial services spread across multiple departments and between Student Services and Instructional Services. In either case, faculty leadership is required to provide pedagogical processes that align with and enhance classroom learning.

The majority of the work that learning assistance and tutoring faculty do extends the activities and learning of the classroom, is instructional in nature, and exists in a symbiotic relationship with classroom instructors and assignments. Because faculty in tutoring and learning centers design and oversee the pedagogy that propels tutoring and learning assistance efforts on campus, faculty should also determine staffing and tutoring needs over time, provide the administration of the center, and develop new programs, training, and technology initiatives.

Staffing

Faculty in tutoring and learning centers design student learning and translate learning theories into practices informed by research and innovation. For this reason, adequate and appropriate staffing of tutoring and learning centers is essential for student equity and success.

The appropriate ratio of faculty in the tutoring and learning center to classified professionals and students at the college should be an ongoing consideration. Faculty provide pedagogical direction to the continuous innovations and implementation of active learning through tutoring and subsequent assessment. In addition, line of sight supervision by faculty of these activities is required for the collection of noncredit apportionment for tutoring. Classified professionals operationalize these pedagogies through check-in and check-out processes that help in the collection of data, maintenance of tutoring records, and student employment processes and by providing direct support to students in high-traffic areas. Tutors provide individualized learning opportunities to students in a structured format and supervised setting.

In terms of staffing, tutoring and learning centers should be analyzed in comparison with college libraries. Title 5 §58724 of the California Code of Regulations asserts the appropriate ratio of faculty librarians to full-time equivalent students (FTES) as follows:

FTES Faculty Librarians

<1000	2
1,001 - 3,000	3
3,001 - 5,000	4
5,001 - 7,000	5
Each Additional 1K	0.5

These numbers are relevant in that library faculty and tutoring and learning assistance faculty play similar roles in their learning spaces. FTES is not the optimum student metric to gauge the need for faculty in tutoring and learning centers because many colleges have far greater numbers of students who are part-time and are often the primary recipients of tutoring and other learning

assistance. An unduplicated headcount would be a more appropriate way for colleges to plan for how many faculty members are needed to meet students’ diverse learning needs and opportunities.

Classified professionals in learning centers support the specialized practices of tutoring programs to provide continuity and seamless transitions from the classroom to the learning center. They provide additional supervision of peer tutors to ensure that the tutoring and learning spaces and computer labs are operating smoothly and that students are receiving support in checking out materials, making tutoring appointments, and logging in and out of tutoring sessions in addition to maintaining tutoring records and sending out session reports to faculty and programs. They provide a student-ready environment and a welcoming space for students with their professionalism and dedication. A useful metric from Title 5 §58724 regarding the optimal numbers of library support staff in relation to FTES is as follows:

FTES Library Support Staff	
<1000	3
1,001 - 3,000	4.5
3,001 - 5,000	6.5
5,001 - 7,000	9
Each Addition 1K	1

Again, the comparison to college libraries is logical, with classified professionals ensuring access for students commensurate with the college’s success goals. Supervisors and administrators should also make certain that classified professionals have ample opportunities for and take part in professional development aimed at making the tutoring and learning center a welcoming, inclusive, and equitable space for all students. Some centers are also now using peer greeters to make their learning spaces even more student centered and student friendly. These peer greeters welcome students, assist them in getting ready for tutoring sessions, and offer peer-to-peer information and guidance.

Sufficient numbers of tutors need to be recruited, trained, and scheduled to meet student learning needs given the course offerings of the college. Colleges

will make local decisions about whether to employ student or peer tutors, non-student tutors, or faculty as tutors.

Administration

Learning centers are complex, innovative, and flexible spaces that require organizational support and administration. Administrators need to be sensitive to the ever-changing needs of these spaces and the continual need for training and professional development of tutors, classified professionals, and faculty working in the center.

For tutoring and learning centers to be effective, they must necessarily connect instructional services with student services, as Wood and Harris (2017) point out in their research. However, multiple models of administration exist across California. In some cases, tutoring and learning centers are under deans who oversee libraries as well as other learning support programs. Other colleges place learning centers with student services and may group them together with DSPS and other support programs. An effective model is to group academic support under one dean—library, tutoring and learning center, supplemental instruction, learning skills, student success, early alert, and other similar programs—to forge an identity and collaboration in order to present a unified support system for students and leverage resources. Having one dean over academic or learning support also facilitates regular communication among campuses, sites, and colleges within a district.

Academic deans provide leadership for tutoring budgets from a variety of sources and champion innovative tutoring and learning assistance programs. Budgets for tutoring and learning centers should be primarily from the general fund rather than grant funded to provide consistent support year-to-year for students. This practice also provides consistent resources for the training and professional development of tutors, classified professionals, and faculty and ensures appropriate operating hours, both on campus and online. Deans also supervise classified professional staff who work in these spaces.

Ultimately, tutoring and learning center administrators should assist faculty in collaborating and building strong relationships with departments, divisions,

pathways, and other programs, especially the library, in order to support course learning objectives and degree programs. They should ensure stability of budget, clear connections across silos, and availability of regular professional development. Strong support of faculty service in college participatory governance, program review, and accreditation is also essential for the credibility of tutoring and learning assistance programs with faculty across the college.

Additional Operations and Pedagogical Functions

Program operations are crucial in creating a welcoming and supportive environment on campus. The physical and virtual spaces of the learning center should be optimized to support student learning and be flexible in changing to meet evolving student learning needs. All students should also feel safe, secure, welcomed, and nurtured. In the tutoring and learning center, the art and science of learning happens in a structured, strategic fashion outside the classroom.

Essential operational functions of a faculty-led learning center include the following:

- **Recording and collecting positive attendance in tutoring and learning assistance and in the context of workshops.**

Faculty-designed assessment measures efficiency and effectiveness in quantitative and qualitative terms.

- **Providing spaces for learning and tutoring with appropriate materials and technologies.**

The academic ambience of a tutoring and learning center is a combination of the student union and the library space on any campus. It brings together fresh and formal, laughter and lucidity. It is a place designed to encourage collaboration and teamwork as the norm. Ergonomics and lighting are important, for example, as are a comfortable and welcoming environment. The learning spaces provide access to technology, charging ports, movable whiteboards, and wifi as well as lockers and vending machines. Anything that induces a spirit of collaboration and learning

should be considered, and some colleges have even incorporated a coffee shop atmosphere with actual coffee.

The student study and learning environment, including both individual and group spaces, is critical to the overall success of tutoring and learning center efforts. Some questions that may help with the design of such spaces are as follows:

- Are chairs and desks movable and reconfigurable?
 - Are one-on-one, self-study, and group study spaces available?
 - Are faculty, staff, and students approachable and ready to assist?
 - Is technology available that students can utilize?
 - Are services easy to access and explained in student-centered language?
 - Are check-in and check-out processes designed with ease of use in mind?
- **Providing line of sight supervision to all tutoring and learning activities.**

Line of sight supervision is an important aspect of tutoring and learning centers. A qualified faculty member who is the instructor of record for the activities of the center provides oversight. Supervised tutoring hours are captured by tracking students.

- **Preparing and distributing learning materials.**

Learning materials may include handouts, directed learning activities, and other materials developed to support student learning in workshops and tutoring sessions. Learning materials and workshops are pedagogical in nature. These materials should be produced in collaboration with discipline faculty. Tutoring and learning center faculty use these materials in the context of active learning in tutoring sessions and other learning partnerships at the college.

- **Creating data reports and analysis about student success.**

Evaluation of both tutoring sessions and program level outcomes is a faculty role and intersects with success goals of the college as well as providing data for innovations. Just as discipline faculty analyze course learning outcomes, tutoring and learning assistance faculty analyze success data and evaluate the efficacy of tutoring in order to make program and training changes.

Tutoring and learning center assessment and reporting should relate tutoring usage to student success so that colleges can clearly see the efficacy of tutoring in meeting college persistence and completion goals.

CONCLUSION

Faculty in tutoring and learning centers are intrinsic to enhancing the learning that takes place in classrooms across campus and extend active learning to spaces outside the classroom. Tutoring and learning centers are spaces deliberately designed with student learning in mind and are different from regular classrooms. In the context of tutoring as an academic activity, students engage with learning through various disciplinary approaches and modalities with the experiences of learning from tutors who are peers. Chancellor's Office guidelines and Title 5 regulations describe the role of the student tutor, the faculty providing line of sight supervision, and tutor training as credit, non-credit, or professional development and based on best practices in the field. Since at least 1996, California community college faculty have argued that faculty direction, training, supervision, and coordination is critical in the tutoring and learning center for every campus.

The role of faculty in a tutoring and learning center is critical to standards of practice in the field and to pedagogical innovation. Faculty implement theories of learning in practice and are responsible for training tutors, designing the learning experiences for students, and providing qualitative and quantitative

data about the impact of tutoring on student success. Faculty in tutoring and learning centers meet the minimum qualifications of instructional faculty precisely because tutoring is “a method of instruction” as defined in Title 5 §58168:

A method of instruction in credit and noncredit that involves a student tutor who has

- been successful in a particular subject or discipline
- who has demonstrated a particular skill
- who has received specific training in tutoring methods
- who assists one or more students in need of special supplemental instruction in the subject or skill.

The work of learning center faculty is interdisciplinary in nature, and standards of practice are based on certifications, standards, and research conducted and published by many professional organizations.

Tutoring and learning centers are spaces of ongoing innovation, and faculty continually provide direction and vision in the context of the mission of the California Community Colleges. The ethical value of the work of such centers is rooted in equity as a practice in higher education, the cultural wealth of students of color, and restorative justice in the historical contexts of exclusionary practices for women and people of color. Faculty implement theories of learning in practice, in the training of tutors, in designing the learning experiences of students, and in closing opportunity gaps for students who have historically been grossly and consistently underserved by higher education. Tutoring and learning centers make learning visible and the dream of higher education possible for everyone.

At a time when disproportionate impact has been identified on nearly every campus of the California community colleges, an emphasis on proven interventions in working with students who have historically not had the same opportunities to excel in learning is absolutely essential. As an essential intervention, tutoring programs must conform to the particular needs of students and colleges while being led by faculty and informed by the standards and effective

practices in the literature and research about learning assistance. As colleges embrace learning support as essential, a faculty role is no longer optional; it is absolutely necessary. Learning assistance and tutoring faculty should be considered essential not only in their respective centers but also in their faculty roles on campus, from governance to curriculum and beyond.

RECOMMENDATIONS

The Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors do the following:

- Update the learning assistance or learning skills coordinators or instructors, and tutoring coordinators discipline in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* and Title 5 §53415 to remove the note currently creating separate standards for faculty qualification and leadership of tutoring and learning centers based on intent to claim apportionment, which is currently phrased as follows: “NOTE: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.”
- Update the learning assistance or learning skills coordinators or instructors, and tutoring coordinators discipline in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* and Title 5 §53415 to remove the term “learning skills” from the discipline.
- Explore and implement as appropriate Title 5 changes that establish minimum faculty-to-student ratios for tutoring and learning centers and other instructional and student support faculty, using librarian and library staff requirements in Title 5 §58724 as an example.
- Align statewide coordination and oversight of tutoring and learning centers with other instructional programs and instructional support programs within the Educational Services and Support division of California community colleges.

The Academic Senate for California Community Colleges recommends that local academic senates do the following:

- Advocate during the ACCJC 2024 Standards development and vetting process for a separation of tutoring and learning assistance from library services.

- Encourage tutoring and learning center faculty to be active in local accreditation processes.
- Advocate for grouping academic support—inclusive of library, tutoring and learning center, supplemental instruction, learning skills, student success, early alert, and other related programs—under one dean in college organizational structures to forge an identity and collaboration, to present unified support for students, and to leverage resources for learning supports.

The Academic Senate for California Community Colleges recommends that individual districts, colleges, and campuses as well as the California Community Colleges system at large do the following:

- Ensure dedicated, full-time, tenure track faculty members serve in primary leadership, whether as directors or coordinators, instructional, or training roles, in tutoring and learning centers on California community college campuses.
- Develop and sustain flexible, contemporary, and inclusive physical and virtual learning center spaces that provide effective access to tutoring and learning assistance services, resources, and instruction.
- Provide consistent funding to ensure tutoring and learning center faculty regularly engage with professional development opportunities provided by the organizations setting the standards for tutoring and learning assistance.
- Provide support for faculty to meet the program standards for tutor training, tutoring, and online tutoring established by CRLA, ACTLA, and other professional organizations.

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APPENDIX: ACCJC STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES

1. The institution supports student learning and achievement by providing library, and other learning support services to students and hire personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

APPENDIX: ADDITIONAL TUTORING AND LEARNING ASSISTANCE ORGANIZATIONS

National College Learning Center Association (NCLCA) Learning Center Certification and Learning Center Leadership Certification

The National College Learning Center Association offers a Learning Center Leadership Certification that provides an individual with a nationally recognized credential and multiple levels with varying lengths of validity. These certifications follow the individual rather than the program, which rewards individual expertise in the field and will serve in place of a degree. Clear standards for individuals and centers are listed in the certification documents. More information can be found here: https://nclca.wildapricot.org/leadership_cert.

Association for Coaching and Teaching Profession (ACTP) Peer Academic Coach Certification

While the ACTP offers other certifications for tutors and tutor trainers, the most relevant certification offered is for peer academic coaches. This certification would not only be helpful for tutors but would also extend to student peer mentors in programs like First Year Experience and other special programs at colleges. Certification covers the role of a coach, approaches, assessments, ethical considerations, and standards. More information can be found here: <https://www.myactp.com/certifications-home/>.

The International Center for Supplemental Instruction at the University of Missouri at Kansas City: SI Program Accreditation

The UMKC program accreditation is a natural outgrowth of the worldwide success of supplemental instruction, which the program distinguishes from tutoring, and is present in some form in virtually every institution of higher education. The accreditation has four main areas: 1) The program coordinator must be trained by a certified SI trainer from the International Center for SI at UMKC; 2) Initial and ongoing training of SI leaders coincides with a robust

observation schedule; 3) Intensive focus on SI leaders planning and regular and specific feedback on these plans; 4) SI leaders are required to attend class, and regular data is gathered for attendance and GPA. More information can be found here: <https://info.umkc.edu/si/accreditation/>.

The International Writing Centers Association

The International Writing Centers Association hosts a national conference at the annual Conference for College Composition and Communication and publishes leading journals in the field, including *The Writing Center Journal* and *The Peer Review*. Regional affiliations host their own vibrant conferences, and international affiliations create a rich tutoring practice. Many community colleges in California have thriving writing centers, including Santa Barbara City College, Bakersfield College, Antelope Valley College, Moorpark College, and Pasadena City College, among others. <https://writingcenters.org/>

Council for the Advancement of Standards in Higher Education

Another relevant resource is the Council for the Advancement of Standards in Higher Education's self-assessment guides and program standards: https://www.cas.edu/blog_home.asp?display=60.

Other specific certifications exist, but the field is rapidly developing and changing given the move away from developmental as a concept in education and toward more equitable concepts. For example, The Center for Organizational Responsibility and Advancement offers a "Supporting Men of Color" training that addresses barriers that have excluded men of color and created opportunity gaps for students. This training also introduces proven practices and suggests policy and practice changes to serve students.

APPENDIX: ADDITIONAL RESOURCES

The following is a list of ASCCC resolutions regarding tutoring and learning centers and the discipline of learning assistance since 1996, in descending order:

- *16.01 Fall 2019:* Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators
- *16.02 Spring 2019:* Adopt the Paper Effective Practices for Online Tutoring
- *6.04 Spring 2018:* Support SB 1009 (Wilk, as amended April 3, 2018) Community Colleges: Tutoring
- *18.01 Fall 2012:* Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment
- *13.20 Fall 2011:* Supplemental Instruction Survey and Glossary
- *13.19 Fall 2011:* Supplemental Instruction and Student Success Task Force Recommendation 5.1
- *13.02 Spring 2011:* Tutoring Centers and Supplemental Learning/ Instruction
- *10.12 Spring 2011:* Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications
- *10.03 Spring 2010:* Removing faculty minimum qualifications from title 5
- *13.04 Spring 2008:* Effective Practices for Online Tutoring
- *10.01 Fall 2008:* Minimum Qualifications for Learning Assistance Coordinators and Instructors
- *20.01 Fall 2006:* Supporting Student Self-Referral for Tutoring Services
- *8.03 Spring 1998:* Learning Centers
- *19.03 Spring 1997:* Learning Center Faculty
- *19.03 Spring 1996:* Learning Centers

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Chancellor's Office Memoranda

- AA 19-45 Lebaron Woodyard, November 9, 2019 *Guidance for the Approved California Code of Regulations, title 5 section 58170, Enabling Students to Self-Refer for Apportionment Based "Supervised Tutoring" Effective November 9, 2019*
<https://www.cccco.edu/-/media/aa1945guidanceforccrtitle5section58170enablingstudentstoselfreferforapportionmentbasedsupervisedtuto.pdf?la=en&hash=05713CB939A7705B4B6607BEF318E1E5CE019E2D>
- AA 19-05 Laura Hope, January 14, 2019 *Tutoring Apportionment and Basic Skills* <https://static1.squarespace.com/static/5a565796692ebfb3ec5526e/t/5cba3361971a181442a2b926/1555706721978/AA+19-05+Tutoring+Apportionment+and+Basic+Skills.pdf>

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Academic Senate for California Community Colleges
One Capitol Mall, Suite 230, Sacramento, CA 95814
916.445.4753 www.asccc.org

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