

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## PART I: Mission and Goals

Always include Part I: Mission and Goals in your self-evaluation. Part II: Assessment and Evaluation indicates the degree to which the mission and goals have been achieved. The remaining parts of this *Guide* address elements of program design that enable you to fulfill the mission and goals of your program. All the criteria in this *Guide*, both Essential and Recommended, reflect best practice in the field.

Outline:

### Essential Practices

- A. Mission
- B. Student Learning Goals
- C. Program Goals

### Recommended Practices

- A. Student Learning Goals
- B. Program Goals

## Section Scoring Summary

### *ESSENTIAL PRACTICES:*

*While not exhaustive, these practices are necessary for a sound program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

### A. MISSION

- I.E.1. The CLA program has a written mission statement that focuses on student learning and development based on the assessed needs of its population.  
*Discussion and Supporting Evidence:*  
*Score:*
- I.E.2. The mission and goals of the CLA program are consistent with the institution's mission and goals.  
*Discussion and Supporting Evidence:*  
*Score:*
- I.E.3. The mission and goals of the CLA program are consistent with the campus Learning Assistance Program (if it exists).  
*Discussion and Supporting Evidence:*  
*Score:*

## **B. STUDENT LEARNING GOALS**

- I.E.4. CLA program participants<sup>1</sup> achieve higher academic success than nonparticipants.  
*Discussion and Supporting Evidence:*  
*Score:*
- I.E.5. CLA participants develop transferable learning and study strategies that they use in all their classes to increase academic success.  
*Discussion and Supporting Evidence:*  
*Score:*

## **C. PROGRAM GOALS**

- I.E.6. The CLA program incorporates student learning and student development.  
*Discussion and Supporting Evidence:*  
*Score:*
- I.E.7. The CLA program facilitates learning of skills, strategies, and knowledge to help participants become independent, interdependent, and active learners which leads to academic success.  
*Discussion and Supporting Evidence:*  
*Score:*
- I.E.8. The CLA program encourages and maintains high expectations for participants to increase their academic performance.  
*Discussion and Supporting Evidence:*  
*Score:*
- I.E.9. The CLA program supports student learning and their achievement of students' learning goals.  
*Discussion and Supporting Evidence:*  
*Score:*
- I.E.10. The CLA program supports academic standards of respective departments as well as the institution (e.g., academic integrity, departmental expectations, the culture of higher education).  
*Discussion and Supporting Evidence:*  
*Score:*

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<sup>1</sup> CLA participants (or participating students): The students enrolled in the class and who attend the CLA sessions.

**RECOMMENDED PRACTICES:**

*While not exhaustive, these practices will enhance the program. These items are recommended to appear in the CLA program document section that contains the mission statement and the related goals. The rest of this Guide contains the objectives that help to implement the mission and goals. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

**A. STUDENT LEARNING GOALS**

- I.R.1. Participating students of the CLA program improve one or more of their affective domain attributes (e.g., motivation, self-efficacy, self-esteem, internal locus of control, confidence) as a result of their involvement in the CLA program.

*Discussion and Supporting Evidence:*

*Score:*

- I.R.2. Participating students of the CLA program make a better adjustment to the college learning environment in comparison to non-CLA program participants.

*Discussion and Supporting Evidence:*

*Score:*

**B. PROGRAM GOALS**

- I.R.3. The CLA program serves as a resource for the faculty and staff in the improvement of classroom teaching and learning activities.

*Discussion and Supporting Evidence:*

*Score:*

- I.R.4. The CLA program intentionally collaborates and cooperates with other campus groups to increase participant achievement and development (e.g., first-year experience, enrollment management, advising, admissions, and orientation).

*Discussion and Supporting Evidence:*

*Score:*

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## Section Scoring Summary

### Part I: Mission and Goals

**Directions:** Record and summarize the results for the Mission and Goals section below. Use the results of this summary along with insights gleaned during the self-evaluation process to determine which areas of this section will be given priority in goal setting and planning.

**A. Possible Points:** Check the option that describes the scope of the self-study to determine the points possible for this section.

**Option 1: Used Essential Practices ONLY**  
 50 points possible, if all Essential items apply. If all Essential items do not apply, deduct 5 for each designated “NA.”

... *OR* ...

**Option 2: Used BOTH Essential AND Recommended Practices**  
 70 points possible, if all Essential and Recommended items apply. If all Essential and Recommended items do not apply, deduct 5 for each designated “NA”<sup>2</sup> or “UK.”<sup>3</sup>

*(Supply possible points as specified by Option 1 or Option 2. **Do not total** possible points for Options 1 and 2.)*

**B. Total Points (Sum of ratings for this section):** \_\_\_\_\_

**C. Percentage Score for Section ( $[B / A] \times 100$ ):** \_\_\_\_\_ %

**D. Areas of Strength:**

**E. Areas Needing Improvement:**

**F. Rationale for Criteria Designated “NA” or “UK”:**

**G. Proposed Actions to Address Areas Needing Improvement:** Construct a list of actions that could be taken, if funding and support were ample, to effectively address those areas needing improvement identified by the self-study. It is from the lists of Proposed Actions at the end of each Section Scoring Summary that feasible actions will be selected for the self-study’s Comprehensive Action Plan.

Proposed Action (Step)	How Proposed Action is Intended to Improve Services to Students and/or Student Success

<sup>2</sup> “NA” (Not Applicable): The evaluator considers the statement not applicable to the current program.

<sup>3</sup> “UK” (Unknown): The evaluator does not know the answer to the statement, but the answer would be relevant if the information were available.

# **COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE**

## **PART II: Assessment and Evaluation**

Quality CLA programs use assessment and evaluation to examine how well they are meeting their mission and goals. For effective assessment and evaluation to occur, programs collect data for three distinct purposes: 1) to assess the extent to which they are meeting their mission and goals, 2) to evaluate the extent to which changes have had a positive impact on student learning, and 3) to analyze patterns and trends to create action plans and revise goals.

The type of CLA program has an enormous impact upon the type of assessment and evaluation studies that are conducted. Some programs have voluntary attendance, others are mandatory. Some programs are loosely connected to a particular class, others have integrated the CLA program within the course to appear as a seamless learning experience. Some programs require more self-evaluation and reporting than others.

The evaluation process has been divided into four levels. The most fundamental program evaluation questions are addressed in levels one and two. Due to this, these two levels are located in the “Essential Practices” section. The other two levels are located in “Recommended Practices.” Please consult Appendix I for a more detailed assessment and evaluation plan for a CLA program.

Outline:

### **Essential Practices**

- A. Assessment and Evaluation Plan
- B. Data Collection and Analysis Process
- C. Four Levels of Program Evaluation
  - 1. Level One: Program Activity Report
  - 2. Level Two: Immediate Outcome Studies

### **Recommended Practices**

- A. Four Levels of Program Evaluation
  - 1. Level Three: Short-Term Outcome Studies
  - 2. Level Four: Longer-Term Outcome Studies

### **Section Scoring Summary**

*ESSENTIAL PRACTICES:*

*While not exhaustive, these practices are necessary for a sound program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

**A. ASSESSMENT AND EVALUATION PLAN**

- II.E.1. The CLA program assessment and evaluation plan measures the degree to which the program has met or exceeded its stated mission and goals.  
*Discussion and Supporting Evidence:*  
*Score:*
- II.E.2. The CLA program assessment and evaluation plan includes formative and summative evaluation methods.  
*Discussion and Supporting Evidence:*  
*Score:*
- II.E.3. The CLA program assessment and evaluation plan has a time line for the completion of each component (beginning of academic term, end of term, after first exam in target course, etc.) and determining frequency of evaluations (once an academic term, once annually, etc.).  
*Discussion and Supporting Evidence:*  
*Score:*
- II.E.4. The CLA program assessment and evaluation plan includes data needs, data sources, and the person(s) assigned to each analysis and report.  
*Discussion and Supporting Evidence:*  
*Score:*
- II.E.5. The CLA program assessment and evaluation plan identifies the number and types of reports that will be generated and how and to whom they will be disseminated (e.g., up-line administrative supervisors, instructors, campus policy makers, student body, and CLA advisory board).  
*Discussion and Supporting Evidence:*  
*Score:*
- II.E.6. The CLA program assessment and evaluation plan shows how resulting information is used to improve the CLA program and better achieve its stated mission and goals.  
*Discussion and Supporting Evidence:*  
*Score:*

## B. DATA COLLECTION AND ANALYSIS PROCESS

II.E.7. The CLA program collects, stores, and analyzes data through its own resources and has sufficient institutional support to gain access to data generated by other sources (e.g., admissions, registration). If the CLA professional staff<sup>4</sup> are unable to perform these functions, the institution provides the appropriate staff support.

*Discussion and Supporting Evidence:*

*Score:*

II.E.8. The CLA program uses assessment and evaluation processes endorsed by appropriate national professional organizations (e.g., American Educational Research Association, American Evaluation Association, College Reading and Learning Association, National Association for Developmental Education).

*Discussion and Supporting Evidence:*

*Score:*

II.E.9. Quantitative analysis is conducted regularly throughout the academic term.

*Discussion and Supporting Evidence:*

*Score:*

II.E.10. Qualitative analysis is conducted regularly throughout the academic term.

*Discussion and Supporting Evidence:*

*Score:*

II.E.11. In target courses in which the CLA program is about to be introduced, baseline data is collected before as well as after implementation (e.g., grade distribution, rates of successful or unsuccessful final course grades, rates of course withdrawal, average number of times that students enroll in the class before completing it successfully). Preferably, the data is taken from course sections taught by the same instructors as the ones who will have the CLA program as a part of their class. This data aids in analysis of CLA program effectiveness.

*Discussion and Supporting Evidence:*

*Score:*

II.E.12. When conducting a quantitative statistical analysis of the CLA program, a group of nonparticipants is identified to compare with the CLA participants. These nonparticipants should reflect the academic preparation, previous academic achievement, and demographics of the CLA participants.

*Discussion and Supporting Evidence:*

*Score:*

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<sup>4</sup> CLA professional staff: Personnel, including the CLA program administrator, who manage the CLA program.

- II.E.13. Attendance patterns by individual students in the class supported by the CLA program are analyzed and used in evaluation (i.e., total frequency, 0, 1, 2, 3; or grouped by frequency range, e.g., 0, 1-4, 5-7, 8-11, 12 or more).  
*Discussion and Supporting Evidence:*  
*Score:*
- II.E.14. For CLA programs with voluntary attendance, protocols are established to maintain confidentiality of the names of student participants from the course instructor until after the final course grades are posted. This protocol protects the instructor from charges of potential bias for favoring CLA program participating students.  
*Discussion and Supporting Evidence:*  
*Score:*
- II.E.15. If the CLA professional staff lack the skill or time for regular evaluation of the effectiveness of the CLA program, the institution provides institutional staff or contracts with outside experts to complete the essential activities associated with this task.  
*Discussion and Supporting Evidence:*  
*Score:*

## C. FOUR LEVELS OF PROGRAM EVALUATION

Note to Reader: Please refer to Appendix I for examples of specific protocols for conducting each of the following four levels of program evaluation.

- II.E.16. The CLA Program engages in *level one evaluation: Basic activity report by basic statistical and qualitative analysis methods*. This level of analysis is the most basic of all evaluation. The focus is on quantifying the activities that occurred during the academic term that the CLA program operated and the number of students served. It is not meaningful to conduct advanced evaluation studies if actually the program served very few students. The evaluation should be conducted every academic term that the CLA program is offered. This level of evaluation addresses the fundamental question: *To what extent does the CLA program serve students?*  
*Discussion and Supporting Evidence:*  
*Score:*



- II.E.17. The CLA Program engages in *level two evaluation: Immediate student outcomes analysis by intermediate descriptive, basic inferential, and qualitative methods*. This level of analysis examines immediate student outcomes that may be associated with the CLA program. While level one evaluation focused on how many students participated, this level examines whether the program appears to have made a difference in final course grades in the class that offered the CLA program. The evaluation should be conducted every academic term that the CLA program is offered. This level of evaluation addresses the fundamental question: *To what extent does the CLA program have an immediate impact on the students?*  
*Discussion and Supporting Evidence:*  
*Score:*

**RECOMMENDED PRACTICES:**

*While not exhausting, these practices will enhance the program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

Note to Reader: Please consult Appendix I for a more detailed implementation of an assessment and evaluation plan for a CLA program.

**A. FOUR LEVELS OF PROGRAM EVALUATION**

- II.R.1. The CLA Program engages in level three evaluation: Short-term student outcomes analyzed through intermediate inferential statistical procedures and qualitative analysis methods. This level of analysis examines short-term student outcomes that may be associated with the CLA program. The evaluation may be conducted annually or on occasion of major events such as campus-wide accreditation studies, student retention studies, or seeking accreditation of the CLA program from professional associations. This level of evaluation addresses the fundamental question: *To what extent does the CLA program have impact on students beyond the targeted course?*  
*Discussion and Supporting Evidence:*  
*Score:*
- II.R.2. The CLA Program engages in level four evaluation: Longer-term outcomes analyzed through advanced inferential statistical procedures and qualitative analysis methods. The evaluation could be conducted on occasion of particular interests of the CLA professional staff or due to major events such as campus-wide accreditation studies, student retention studies, or seeking accreditation of the CLA program from professional associations. This level of evaluation addresses the fundamental question: *To what extent does the CLA program have long-term impact on students and other people associated with the program?*  
*Discussion and Supporting Evidence:*  
*Score:*

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## Section Scoring Summary

### Part II: Assessment and Evaluation

**Directions:** Record and summarize the results for the Assessment and Evaluation section below. Use the results of this summary along with insights gleaned during the self-evaluation process to determine which areas of this section will be given priority in goal setting and planning.

**A. Possible Points:** Check the option that describes the scope of the self-study to determine the points possible for this section.

**Option 1: Used Essential Practices ONLY**  
 85 points possible, if all Essential items apply. If all Essential items do not apply, deduct 5 for each designated “NA.”

... *OR* ...

**Option 2: Used BOTH Essential AND Recommended Practices**  
 95 points possible, if all Essential and Recommended items apply. If all Essential and Recommended items do not apply, deduct 5 for each designated “NA” or “UK.”

*(Supply possible points as specified by Option 1 or Option 2. **Do not total** possible points for Options 1 and 2.)*

**B. Total Points (Sum of ratings for this section):** \_\_\_\_\_

**C. Percentage Score for Section ( $[B / A] \times 100$ ):** \_\_\_\_\_ %

**D. Areas of Strength:**

**E. Areas Needing Improvement:**

**F. Rationale for Criteria Designated “NA” or “UK”:**

**G. Proposed Actions to Address Areas Needing Improvement:** Construct a list of actions that could be taken, if funding and support were ample, to effectively address those areas needing improvement identified by the self-study. It is from the lists of Proposed Actions at the end of each Section Scoring Summary that feasible actions will be selected for the self-study’s Comprehensive Action Plan.

Proposed Action (Step)	How Proposed Action is Intended to Improve Services to Students and/or Student Success

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## PART III: Program Design and Activities

Outline:

### Essential Practices

- A. Theoretical Basis
- B. General Learning Session Activities
- C. Student Assessment Activities
- D. Academic Mastery and Learning Skills Development Activities
- E. Program Operating Guidelines

### Recommended Practices

- A. General Learning Session Activities
- B. Student Assessment Activities
- C. Academic Mastery and Learning Skills Development Activities
- D. Program Operating Guidelines
- E. Connections of the CLA Program with Campus and Community Services
- F. Faculty Development Services

### Section Scoring Summary

#### *ESSENTIAL PRACTICES:*

*While not exhaustive, these practices are necessary for a sound program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

#### **A. THEORETICAL BASIS**

- III.E.1. The CLA program is based on a theoretical foundation that promotes student development, learning characteristics of students, and an effective research-based pedagogy to guide the activities. This theoretical framework is described in CLA program reports and is a training topic for the CLA facilitators.<sup>5</sup>

*Discussion and Supporting Evidence:*

*Score:*

#### **B. GENERAL LEARNING SESSION ACTIVITIES**

- III.E.2. The CLA program paces activities to match the academic content topics and student needs of the course.

*Discussion and Supporting Evidence:*

*Score:*

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<sup>5</sup> CLA facilitator: The person who manages and directs the CLA session. Depending upon the CLA program and expectations for the role, this person may be a student, non-student paraprofessional, professional staff member, or instructor.

- III.E.3. The CLA sessions intentionally integrate opportunities within the sessions to acquire and master learning strategies throughout the academic term.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.E.4. The CLA facilitator demonstrates and practices with the students a wide variety of learning strategies.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.E.5. Students are the primary generators of information and discussion. The CLA facilitators manage and direct the learning activities.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.E.6. CLA sessions employ a wide variety of active and cooperative learning strategies to increase meaningful interaction with peers, engage students with the course material, and give opportunity for all students to participate.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.E.7. Lessons are conducted in an effective learning sequence that is acceptable to both the course instructor and students.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.E.8. CLA facilitators employ “wait time” during discussions to encourage student reflection and elicit engagement by more students who process the content material at different rates.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.E.9. Class size or instructional group size is appropriate to the type of learning activity.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.E.10. The CLA sessions provide intense and positive educational experiences for participating students.  
*Discussion and Supporting Evidence:*  
*Score:*

III.E.11. Varied learning techniques are used to maintain student interest, facilitate learning, support different learning styles, and meet diverse skill levels.

*Discussion and Supporting Evidence:*

*Score:*

III.E.12. CLA facilitators structure the CLA sessions in such ways that intellectual risk-taking and learning from mistakes are accepted and encouraged.

*Discussion and Supporting Evidence:*

*Score:*

### **C. STUDENT ASSESSMENT ACTIVITIES**

III.E.13. Students work in an environment where they receive and give positive reinforcement for their involvement in the CLA group activities (e.g., recognition for participation, encouragement to attend).

*Discussion and Supporting Evidence:*

*Score:*

III.E.14. Frequent feedback activities are used during CLA sessions to allow students to self-monitor their comprehension level and prompt changes in learning behaviors (e.g., informal quizzes, discussions, mock exams, short writing exercises).

*Discussion and Supporting Evidence:*

*Score:*

### **D. ACADEMIC MASTERY AND LEARNING SKILL DEVELOPMENT ACTIVITIES**

III.E.15. The CLA sessions review key concepts of course content material presented previously in the classroom and through assignments.

*Discussion and Supporting Evidence:*

*Score:*

III.E.16. The CLA sessions help students apply appropriate cognitive learning skills to their learning environment to increase academic performance (e.g., problem solving, restructuring classroom lecture notes, test question prediction, review of error patterns from previous tests).

*Discussion and Supporting Evidence:*

*Score:*

III.E.17. The CLA sessions integrate appropriate learning strategies and critical thinking activities with academic content reviews.

*Discussion and Supporting Evidence:*

*Score:*

- III.E.18. CLA facilitators model various learning strategies and have students practice the strategies during CLA sessions to increase the likelihood of their continued use independently by the students.

*Discussion and Supporting Evidence:*

*Score:*

## **E. PROGRAM OPERATING GUIDELINES**

- III.E.19. CLA sessions are available from the beginning until the end of the academic term.

*Discussion and Supporting Evidence:*

*Score:*

- III.E.20. The CLA program is attached to specific courses where it has the full support and cooperation of the instructor who teaches that course.

*Discussion and Supporting Evidence:*

*Score:*

### **RECOMMENDED PRACTICES:**

*While not exhaustive, these practices will enhance the program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

## **A. GENERAL LEARNING SESSION ACTIVITIES**

- III.R.1. CLA sessions integrate real-world events and experiences into course content learning activities when appropriate to increase student interest, retention of new material, and application to life.

*Discussion and Supporting Evidence:*

*Score:*

- III.R.2. Students engage in paired and small group activities to discuss and explain to other students academic content, challenging concepts, or solutions to problems.

*Discussion and Supporting Evidence:*

*Score:*

- III.R.3. Students make short presentations to the entire group to build their speaking skills and increase their confidence.

*Discussion and Supporting Evidence:*

*Score:*

III.R.4. Multimedia options are frequently used during CLA sessions to aid in visual learning (e.g., PowerPoint, blackboards, marker boards, and overhead transparency projectors).

*Discussion and Supporting Evidence:*

*Score:*

III.R.5. CLA sessions include the use of simulations and role-playing to increase student engagement with the material when appropriate.

*Discussion and Supporting Evidence:*

*Score:*

## **B. STUDENT ASSESSMENT ACTIVITIES**

III.R.6. The CLA course instructor or other campus units conduct student assessment for the purpose of identifying the student learning needs. This is done so that students may be referred to other programs and services according to their needs in addition to or in lieu of participation in the CLA program.

*Discussion and Supporting Evidence:*

*Score:*

III.R.7. Participants maintain a regular journal to reflect on what they are learning in the CLA sessions and about themselves as a result. Journals are reviewed by either the CLA facilitator or the course instructor.

*Discussion and Supporting Evidence:*

*Score:*

III.R.8. For courses that are writing-intensive, CLA program participants write and have peer review of their work to strengthen their writing skills throughout the academic term.

*Discussion and Supporting Evidence:*

*Score:*

## **C. ACADEMIC MASTERY AND LEARNING SKILL DEVELOPMENT ACTIVITIES**

III.R.9. The CLA session activities foster critical thinking by using questions from the upper levels of Bloom's Taxonomy of Educational Objectives (Bloom, 1956; Anderson, & Krathwohl, 2001; Krathwohl, 2002) as the basis of activities.

*Discussion and Supporting Evidence:*

*Score:*

III.R.10. Students within the CLA group are encouraged to share learning strategies that have been effective for them to encourage adoption by others.

*Discussion and Supporting Evidence:*

*Score:*

- III.R.11. The CLA facilitators use graphic organizers during CLA sessions to organize learning concepts for deeper comprehension and retention (e.g., sequence, comparison/contrast, relationships, charts, graphs, and cognitive maps).  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.12. Mock examinations created by the CLA facilitator or the course instructor are used to provide practice with test taking pressure, create an opportunity to discuss strategies for preparing for and taking exams, and assess student comprehension of the course material.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.13. Before major unit exams in the course, the students predict demands and questions that may appear.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.14. After major unit exams in the course, the CLA session facilitator debriefs the experience by exploring student behaviors: exam preparation, test taking, and changes for future exams.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.15. Through referral to other campus units (e.g., counseling center), affective domain skills are developed (e.g., goal setting, stress management, motivation, assertiveness).  
*Discussion and Supporting Evidence:*  
*Score:*

#### **D. PROGRAM OPERATING GUIDELINES**

- III.R.16. Students provide input on selecting the topics and activities for the CLA sessions.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.17. For CLA programs with voluntary attendance, activities are scheduled so that the largest number of students in the targeted class will have an opportunity to participate. This includes sensitivity to the needs of different student groups (e.g., full-time, part-time, residential, commuter, distance learner, traditional or nontraditional).  
*Discussion and Supporting Evidence:*  
*Score:*



- III.R.18. For CLA programs with voluntary attendance, participation is strongly advised for students who are predicted for academic risk or display poor academic performance during the academic term.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.19. For programs with voluntary attendance, the CLA facilitator, CLA professional staff, and sponsoring course instructor engage in continuous recruitment of students for participation in the program throughout the academic term (e.g., class announcements, e-mail messages, handouts, personal one-on-one invitations).  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.20. The CLA facilitator maintains a simple Internet web page to make available handouts from previous CLA sessions and other materials approved by the course instructor and CLA professional staff.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.21. For CLA programs with mandatory participation, attendance rosters are made available for the course instructor.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.22. The CLA facilitator uses a variety of methods to contact students who miss CLA sessions to encourage their continued participation.  
*Discussion and Supporting Evidence:*  
*Score:*

**E. CONNECTIONS OF THE CLA PROGRAM WITH CAMPUS AND COMMUNITY SERVICES**

- III.R.23. As appropriate, staff and instructors from other campus support services are invited to talk with students involved in CLA sessions and be involved with training workshops of CLA facilitators and other CLA program staff.  
*Discussion and Supporting Evidence:*  
*Score:*
- III.R.24. The CLA program makes referrals for services to appropriate outside groups located on or off campus (e.g., diagnostic services to determine cognitive and affective skill levels, counseling, financial aid, and advising).  
*Discussion and Supporting Evidence:*  
*Score:*

**F. FACULTY DEVELOPMENT SERVICES**

III.R.25. Upon request, the CLA program provides consultation and assistance to faculty, staff, and administrators in recognizing the learning skill needs of students.

*Discussion and Supporting Evidence:*

*Score:*

III.R.26. Upon request by course instructor, the CLA facilitator provides him or her with confidential feedback of the general comprehension level of the participating CLA students regarding specific course content without revealing students' names.

*Discussion and Supporting Evidence:*

*Score:*

III.R.27. The CLA professional staff are available to offer suggestions to faculty, staff and administrators on how to help students develop appropriate learning skills and behaviors and apply them to academic course activities.

*Discussion and Supporting Evidence:*

*Score:*

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## Section Scoring Summary

### Part III: Program Design and Activities

**Directions:** Record and summarize the results for the Program Design and Activities section below. Use the results of this summary along with insights gleaned during the self-evaluation process to determine which areas of this section will be given priority in goal setting and planning.

**A. Possible Points:** Check the option that describes the scope of the self-study to determine the points possible for this section.

**Option 1: Used Essential Practices ONLY**  
**100** points possible, if all Essential items apply. If all Essential items do not apply, deduct 5 for each designated “NA.”

... *OR* ...

**Option 2: Used BOTH Essential AND Recommended Practices**  
**235** points possible, if all Essential and Recommended items apply. If all Essential and Recommended items do not apply, deduct 5 for each designated “NA” or “UK.”

*(Supply possible points as specified by Option 1 or Option 2. **Do not total** possible points for Options 1 and 2.)*

**B. Total Points (Sum of ratings for this section):** \_\_\_\_\_

**C. Percentage Score for Section ( $[B / A] \times 100$ ):** \_\_\_\_\_%

**D. Areas of Strength:**

**E. Areas Needing Improvement:**

**F. Rationale for Criteria Designated “NA” or “UK”:**

**G. Proposed Actions to Address Areas Needing Improvement:** Construct a list of actions that could be taken, if funding and support were ample, to effectively address those areas needing improvement identified by the self-study. It is from the lists of Proposed Actions at the end of each Section Scoring Summary that feasible actions will be selected for the self-study’s Comprehensive Action Plan.

Proposed Action (Step)	How Proposed Action is Intended to Improve Services to Students and/or Student Success

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## PART IV: Program Administration

Outline:

### Essential Practices

- A. Program Leadership and Management
- B. Program Funding
- C. Facilities
- D. Campus and Community Relations

### Recommended Practices

- A. Program Leadership and Management
- B. Program Funding
- C. Facilities
- D. Campus and Community Relations

### Section Scoring Summary

#### *ESSENTIAL PRACTICES:*

*While not exhaustive, these practices are necessary for a sound program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

#### **A. PROGRAM LEADERSHIP AND MANAGEMENT**

- IV.E.1. The CLA program works in collaboration with units across the campus to enhance support to students and support the college curriculum (e.g., academic programs, student services, enrollment management).  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.2. An effective and efficient system is in place to manage the CLA program.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.3. The CLA program has detailed documentation of the administrative practices and policies that are provided to faculty and staff who work with the program.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.4. Detailed job descriptions exist for all CLA program positions that identify their responsibilities and limitations.  
*Discussion and Supporting Evidence:*  
*Score:*

## **B. PROGRAM FUNDING**

- IV.E.5. The CLA program has a specific budget or budget lines.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.6. Funding is stable and adequate to carry out the CLA program's mission, goals, and objectives.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.7. Funds are appropriately allocated between administrative costs and direct CLA program services for students.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.8. The CLA program demonstrates fiscal responsibility and cost effectiveness consistent with similar institutional programs.  
*Discussion and Supporting Evidence:*  
*Score:*

## **C. FACILITIES**

- IV.E.9. The environment where CLA sessions occur is conducive to reflection, study, and learning (e.g., temperature, noise, and lighting).  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.10. CLA session facilities are centrally-located, accessible to the physically-challenged, and convenient for use by students.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.11. There are adequate space and predictable room assignments for learning activities of the CLA program.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.E.12. Facilities are sufficiently equipped to support CLA session learning activities (e.g., chairs, desks, blackboard or marker boards, predictable room assignments).  
*Discussion and Supporting Evidence:*  
*Score:*

- IV.E.13. Facilities used by the CLA program are accessible to those with a disability and are in compliance with all relevant federal, state and local health and safety requirements as well as the spirit of creating an inviting and inclusive environment for all learners.

*Discussion and Supporting Evidence:*

*Score:*

- IV.E.14. Appropriate learning supplies and equipment for CLA sessions are available as needed (e.g., chalk, markers, maps, overhead projectors, charts, and models).

*Discussion and Supporting Evidence:*

*Score:*

#### **D. CAMPUS AND COMMUNITY RELATIONS**

- IV.E.15. CLA professional staff maintain effective working relationships with campus departments and community agencies whose operations are relevant to the CLA's designated mission (e.g., personal needs, advising, orientation, admissions, disability services, learning assistance program).

*Discussion and Supporting Evidence:*

*Score:*

#### **RECOMMENDED PRACTICES:**

*While not exhaustive, these practices will enhance the program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

#### **A. PROGRAM LEADERSHIP AND MANAGEMENT**

- IV.R.1. The CLA program is a separate and well-defined component of a functional area that the institution recognizes as a valuable student resource (e.g., Learning Assistance Program, academic department).

*Discussion and Supporting Evidence:*

*Score:*

- IV.R.2. An organizational chart displays the job functions and reporting relationships within and beyond the CLA program.

*Discussion and Supporting Evidence:*

*Score:*

- IV.R.3. Standards for the CLA program on multi-campus institutions are appropriately consistent across campuses.

*Discussion and Supporting Evidence:*

*Score:*

- IV.R.4. CLA professional staff serve as resources for professional development activities for other faculty and staff on campus.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.5. The CLA program mission and goals are disseminated campus-wide to staff, faculty, and administrators on a periodic basis through both oral and written means.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.6. In a positive manner the CLA program disseminates information on the availability of CLA services through college publications, an Internet web site, campus presentations, and other strategies so that all students and faculty know of its availability and its relationship to the institution's mission.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.7. The needs of the students involved with the CLA program are understood by the academic chairs and deans where CLA is offered. Each academic term that CLA sessions are conducted in their unit, chairs and deans receive reports of evaluations of the CLA program.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.8. Top campus administrators can articulate the mission of the CLA program.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.9. The CLA program is cited in important campus planning and accreditation documents (e.g., enrollment management, student learning, instructional services, and accreditation self-study).  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.10. The CLA program regularly recognizes CLA personnel achievements and outstanding performance.  
*Discussion and Supporting Evidence:*  
*Score:*

## **B. PROGRAM FUNDING**

IV.R.11. The CLA program budget is commensurate with assessed needs of the student population.

*Discussion and Supporting Evidence:*

*Score:*

IV.R.12. The CLA program budget provides adequate instructional materials, printing, supplies, office equipment, and state-of-the-art technology for the CLA program.

*Discussion and Supporting Evidence:*

*Score:*

IV.R.13. The CLA program administrator<sup>6</sup> takes initiative in building coalitions with other campus or community units to provide financial support to stabilize or expand the CLA program in serving new student populations (e.g., academic departments, enrollment management, community agencies, and businesses).

*Discussion and Supporting Evidence:*

*Score:*

## **C. FACILITIES**

IV.R.14. Meeting space for CLA sessions have movable furniture to allow students to be arranged so that they see one another and interact in small groups as well as engage in large group activities.

*Discussion and Supporting Evidence:*

*Score:*

IV.R.15. Sufficient board space exists for CLA session learning that would allow for multiple students to work simultaneously with the same or different activities.

*Discussion and Supporting Evidence:*

*Score:*

IV.R.16. Adequate technology, printing, and media support is provided for CLA session activities.

*Discussion and Supporting Evidence:*

*Score:*

IV.R.17. The CLA program has adequate space (e.g., staff offices; storage of supplies, files, and materials).

*Discussion and Supporting Evidence:*

*Score:*

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<sup>6</sup> CLA program administrator: The lead person who is responsible for overall leadership and management of the program.



IV.R.18. The CLA program has access to private spaces for meetings of a confidential nature (e.g., counseling with students, interviewing potential CLA facilitators, conducting supervisory meetings with CLA facilitators).

*Discussion and Supporting Evidence:*

*Score:*

IV.R.19. Facilities, equipment, and technology are evaluated and updated regularly.

*Discussion and Supporting Evidence:*

*Score:*

#### **D. CAMPUS AND COMMUNITY RELATIONS**

IV.R.20. Faculty, staff, and administrators in the other parts of the campus (e.g., learning assistance program, counseling center, education department, office of research) are actively involved as resources for the CLA program due to their expertise (e.g., learning theory and strategies, training programs, research assistance, referral site).

*Discussion and Supporting Evidence:*

*Score:*

IV.R.21. CLA professional staff serve on or chair key committees in the Learning Assistance Program (if it exists).

*Discussion and Supporting Evidence:*

*Score:*

IV.R.22. CLA professional staff serve on or chair key campus committees outside the Learning Assistance Program (e.g., admissions, enrollment management, and new student orientation).

*Discussion and Supporting Evidence:*

*Score:*

IV.R.23. CLA professional staff develop stronger relationships with faculty across the campus to improve existing and cultivate new opportunities for CLA programs.

*Discussion and Supporting Evidence:*

*Score:*

IV.R.24. Through campus committee involvement, review of institutional reports, and meetings with key campus people, the CLA professional staff routinely monitor student and curricular needs. The information is used to plan for future CLA program services.

*Discussion and Supporting Evidence:*

*Score:*

- IV.R.25. In cooperation with the Learning Assistance Program or independently, the CLA program establishes an advisory board and holds periodic meetings. Functions of the advisory board include: providing information; reviewing CLA program mission, goals, and objectives; supporting the CLA program with campus policymakers; and giving guidance to improve the CLA program.  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.26. The well-developed and clearly-written CLA program mission, goals, and objectives are reviewed and revised at least annually, if not more frequently by its stakeholders (i.e., CLA professional staff, CLA advisory committee, institutional leaders).  
*Discussion and Supporting Evidence:*  
*Score:*
- IV.R.27. The CLA program maintains regular communication with the relevant campus units to encourage cooperation, the exchange of ideas, consultation, and referral of students (e.g., academic affairs, enrollment management, student affairs).  
*Discussion and Supporting Evidence:*  
*Score:*

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## Section Scoring Summary

### Part IV: Program Administration

**Directions:** Record and summarize the results for the Program Administration section below. Use the results of this summary along with insights gleaned during the self-evaluation process to determine which areas of this section will be given priority in goal setting and planning.

**A. Possible Points:** Check the option that describes the scope of the self-study to determine the points possible for this section.

**Option 1: Used Essential Practices ONLY**  
 75 points possible, if all Essential items apply. If all Essential items do not apply, deduct 5 for each designated “NA.”

... *OR* ...

**Option 2: Used BOTH Essential AND Recommended Practices**  
 210 points possible, if all Essential and Recommended items apply. If all Essential and Recommended items do not apply, deduct 5 for each designated “NA” or “UK.”

*(Supply possible points as specified by Option 1 or Option 2. **Do not total** possible points for Options 1 and 2.)*

**B. Total Points (Sum of ratings for this section):** \_\_\_\_\_

**C. Percentage Score for Section ( $[B / A] \times 100$ ):** \_\_\_\_\_ %

**D. Areas of Strength:**

**E. Areas Needing Improvement:**

**F. Rationale for Criteria Designated “NA” or “UK”:**

**G. Proposed Actions to Address Areas Needing Improvement:** Construct a list of actions that could be taken, if funding and support were ample, to effectively address those areas needing improvement identified by the self-study. It is from the lists of Proposed Actions at the end of each Section Scoring Summary that feasible actions will be selected for the self-study’s Comprehensive Action Plan.

Proposed Action (Step)	How Proposed Action is Intended to Improve Services to Students and/or Student Success

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## PART V: Human Resources

Five key individuals or groups are involved with the CLA program: the program administrator (defined previously, in IV.R.13), professional staff (defined previously, in II.E.7), facilitators (defined previously, in III.E.1), the sponsoring instructor (defined below, see V.R.5), and the participants (or participating students [defined previously, in I.E.4]).

Outline:

### Essential Practices

- A. Hiring Practices
- B. Personnel Practices
- C. Professional Development and Training
- D. Work Traits

### Recommended Practices

- A. Hiring Practices
- B. Personnel Practices
- C. Professional Development and Training

### Section Scoring Summary

#### *ESSENTIAL PRACTICES:*

*While not exhaustive, these practices are necessary for a sound program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

#### **A. HIRING PRACTICES**

- V.E.1. The CLA program uses written, systematic procedures for personnel recruitment, selection, and promotion that are consistent with the institutional policies and practices.

*Discussion and Supporting Evidence:*

*Score:*

- V.E.2. The CLA program administrator is selected on the basis of formal education and training, relevant work experience, oral and written communication skills, organizational skills, planning skills, program evaluation skills, personal skills and competencies, relevant professional credentials, and experience in promoting learning and development in students.

*Discussion and Supporting Evidence:*

*Score:*

- V.E.3. CLA professional staff are knowledgeable about learning theory and strategies.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.4. The staffing pattern of the CLA facilitators reflects the cultural heritage and diversity within the student population (e.g., ethnicity, age, gender).  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.5. While eligibility for federal, state, or institutional financial aid may play a part in the selection process, CLA facilitators are primarily selected on the basis of their merit and potential for their assigned role.  
*Discussion and Supporting Evidence:*  
*Score:*

## **B. PERSONNEL PRACTICES**

- V.E.6. The CLA program uses written, systematic procedures that are consistent with institutional policies and practices for on-going personnel evaluation of all who are involved with the program that are consistent with institutional policies and practices. All CLA personnel are evaluated at least annually, if not more frequently.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.7. CLA facilitators receive on-going coaching and supervision by direct observation of the CLA sessions by the CLA professional staff.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.8. Personnel evaluation information, in addition to other purposes, is used to develop a professional development plan.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.9. CLA facilitator-to-student ratios are appropriate based on the nature of the CLA, the skill level, and needs of the students and the number of hours needed to serve students.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.10. CLA personnel are not assigned duties and responsibilities beyond their qualifications.  
*Discussion and Supporting Evidence:*  
*Score:*

## C. PROFESSIONAL DEVELOPMENT AND TRAINING

- V.E.11. CLA personnel participate in on-going professional development activities pertinent to their work responsibilities (e.g., developmental education, learning assistance, student development, learning theories, budget management, and personnel management).

*Discussion and Supporting Evidence:*

*Score:*

- V.E.12. CLA program personnel are informed of emergency procedures for crisis intervention and management (i.e., students in crisis) for action by them and immediate contact of other campus or community resources for referral.

*Discussion and Supporting Evidence:*

*Score:*

- V.E.13. A structured and on-going training program is in place for CLA facilitators. Within the first year of work in the CLA program, new facilitators participate in at least twenty clock hours of training. This training occurs both through a training program before the beginning of the academic term and as periodic training sessions during the term.

*Discussion and Supporting Evidence:*

*Score:*

- V.E.14. Topics for the CLA facilitator training workshops are based on standards established by appropriate national organizations (e.g., College Reading and Learning Association, National Association for Developmental Education, National Center for Supplemental Instruction, National Center for Peer-Led Team Learning).

*Discussion and Supporting Evidence:*

*Score:*

- V.E.15. The training program for new CLA facilitators includes theoretical background, practical management elements, and metacognitive learning strategies. Examples of essential topics include: student body characteristics and needs; learning and study strategies (e.g., note taking, reading comprehension skills, test preparation); facilitation skills (e.g., group processing skills, modeling); CLA session management; customizing CLA sessions based on the academic content and its demands; cooperative learning activities; instructional skills (e.g., questioning and probing, wait time, reciprocal questioning); referral resources on campus and in the community; interpersonal and relating skills; adapting session activities for students with a disability; critical thinking skills; and learning theory.

*Discussion and Supporting Evidence:*

*Score:*

- V.E.16. Beginning CLA facilitators are mentored by experienced CLA facilitators and professional staff.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.17. Returning CLA facilitators participate in a training program that may be shorter than that for the new facilitators. This training program consists of advanced topics as well as a refresher on important issues from the initial training program for new facilitators.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.18. The training program for returning CLA facilitators includes a refresher on important knowledge and skills. Examples of essential topics include: review of important topics from the training program for new facilitators, assertiveness skills, characteristics of adult learners, learning styles, cultural awareness, inter-cultural communications, advanced facilitation skills, and supervisor skills for helping with mentorship of new CLA facilitators.  
*Discussion and Supporting Evidence:*  
*Score:*

#### **D. WORK TRAITS**

- V.E.19. CLA professional staff and facilitators demonstrate good interpersonal skills with students, faculty, and colleagues as demonstrated from student and faculty evaluations or surveys.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.20. CLA facilitators possess a clear understanding of their limitations and refer their students to appropriate campus and community resources when warranted.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.21. CLA personnel are personally non-judgmental toward students and treat them with respect.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.E.22. CLA personnel demonstrate openness to new ideas and approaches to serving students.  
*Discussion and Supporting Evidence:*  
*Score:*

- V.E.23. CLA personnel demonstrate active listening and learning behaviors.  
*Discussion and Supporting Evidence:*  
*Score:*

**RECOMMENDED PRACTICES:**

*While not exhaustive, these practices will enhance the program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

**A. HIRING PRACTICES**

- V.R.1. The CLA program administrator who manages the program is competent in individual student diagnosis and assessment skills.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.2. When possible, the CLA program serves as a source of employment, practicum experiences, and internships for those who are interested in a career in learning assistance.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.3. A sufficient number of CLA professional staff exist to carry out all aspects of the program.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.4. All CLA professional staff have credentials appropriate to the position held (e.g., formal degrees, prior work experience, training workshop certificates).  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.5. When possible, all CLA facilitators have previously taken the target course for the CLA and have earned an “A” or “B” or can document their content competence to the satisfaction of the CLA professional staff and the sponsoring instructor.<sup>7</sup>  
*Discussion and Supporting Evidence:*  
*Score:*

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<sup>7</sup> CLA sponsoring instructor: The instructor that hosts the CLA program within his or her class. The instructor’s level of involvement is dependent upon the CLA program.



- V.R.6. When the CLA is attached to a specific course, the course instructor is given an opportunity to recommend the finalists for the CLA facilitator position leaving the final decision to the CLA program administrator.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.7. Faculty and staff who hold joint appointments in the CLA program demonstrate a commitment to the mission, goals, and objectives of the program.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.8. Faculty and staff members who hold joint appointments in the CLA program possess the appropriate expertise and qualifications for the position.  
*Discussion and Supporting Evidence:*  
*Score:*

**B. PERSONNEL PRACTICES**

- V.R.9. Salary and fringe benefit packages for CLA personnel are adequate and commensurate with similar positions in the institution and geographical region.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.10. CLA program administrative salaries are reasonably allocated according to staff positions and responsibilities.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.11. The CLA program has adequate clerical staff and it has access to technical support staff as needed.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.12. Following institutional policies, funding is stable and sufficient for regular promotion and merit increases for CLA personnel following institutional policies.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.13. The size of the CLA program is commensurate with the academic needs of the student population.  
*Discussion and Supporting Evidence:*  
*Score:*

V.R.14. CLA facilitators attend class lectures in order to have first-hand knowledge of the content and learning strategy needs of the students in the CLA.

*Discussion and Supporting Evidence:*

*Score:*

V.R.15. CLA professional staff who supervise CLA facilitators periodically attend lectures in the targeted class to aid them in their coaching and supervisory duties of the facilitators.

*Discussion and Supporting Evidence:*

*Score:*

### **C. PROFESSIONAL DEVELOPMENT AND TRAINING**

V.R.16. CLA professional staff are members of one or more professional associations related to their work responsibilities at the local, state, or national level.

*Discussion and Supporting Evidence:*

*Score:*

V.R.17. The institution financially supports membership in appropriate professional organizations and subscriptions to professional publications for professional development of CLA personnel.

*Discussion and Supporting Evidence:*

*Score:*

V.R.18. The training program for new CLA facilitators is at least twenty clock hours within the first year of work in the CLA program.

*Discussion and Supporting Evidence:*

*Score:*

V.R.19. The CLA program provides appropriate professional development opportunities and funds that include in-service education and support to attend professional development activities for the CLA professional staff (e.g., attendance at training workshops offered by the national CLA program, membership in and attendance at appropriate professional association activities and conferences).

*Discussion and Supporting Evidence:*

*Score:*

V.R.20. The CLA program provides and encourages opportunities for research and scholarly authorship of publications to contribute to the field and the professional development of others.

*Discussion and Supporting Evidence:*

*Score:*

- V.R.21. CLA professional staff participate in outreach activities in the local community (e.g., meet with colleagues in education or community agencies, provide training services for teachers, serve on curriculum articulation agreement teams).  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.22. The CLA facilitator has an opportunity for promotion within the program (e.g., supervisory responsibilities of new CLA facilitators, assistance with training programs, or other program duties).  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.23. Each academic term the CLA facilitator observes several sessions of a fellow facilitator to discover new strategies that can be implemented within his or her sessions and to provide constructive feedback to colleagues upon request.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.24. As a form of self-reflection, the CLA facilitator maintains a regular journal to record session activities and personal insights from the CLA sessions (e.g., leadership skills, communication skills, content knowledge, and career choice). This journal is reviewed by the CLA professional staff who use it while coaching and encouraging the CLA facilitator.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.25. At the end of each academic term, the CLA facilitator reflects on his or her personal and academic development experiences as a result of involvement with the program. This activity may be accomplished by an activity such as completion of a survey, participation in a group discussion with other facilitators, or an individual interview with the CLA program administrator.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.26. The CLA facilitator maintains copies of agendas, handouts, and strategies employed during CLA activities to be used to serve as samples for future facilitators. The CLA professional staff maintain files of these materials for use by future CLA facilitators.  
*Discussion and Supporting Evidence:*  
*Score:*
- V.R.27. CLA professional staff receive training to assist students in crisis (e.g., CPR, crisis counseling, and resources for referral).  
*Discussion and Supporting Evidence:*  
*Score:*

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## Section Scoring Summary

### Part V: Human Resources

**Directions:** Record and summarize the results for the Human Resources section below. Use the results of this summary along with insights gleaned during the self-evaluation process to determine which areas of this section will be given priority in goal setting and planning.

**A. Possible Points:** Check the option that describes the scope of the self-study to determine the points possible for this section.

**Option 1: Used Essential Practices ONLY**  
 115 points possible, if all Essential items apply. If all Essential items do not apply, deduct 5 for each designated “NA.”

... *OR* ...

**Option 2: Used BOTH Essential AND Recommended Practices**  
 250 points possible, if all Essential and Recommended items apply. If all Essential and Recommended items do not apply, deduct 5 for each designated “NA” or “UK.”

*(Supply possible points as specified by Option 1 or Option 2. **Do not total** possible points for Options 1 and 2.)*

**B. Total Points (Sum of ratings for this section):** \_\_\_\_\_

**C. Percentage Score for Section ( $[B / A] \times 100$ ):** \_\_\_\_\_ %

**D. Areas of Strength:**

**E. Areas Needing Improvement:**

**F. Rationale for Criteria Designated “NA” or “UK”:**

**G. Proposed Actions to Address Areas Needing Improvement:** Construct a list of actions that could be taken, if funding and support were ample, to effectively address those areas needing improvement identified by the self-study. It is from the lists of Proposed Actions at the end of each Section Scoring Summary that feasible actions will be selected for the self-study’s Comprehensive Action Plan.

Proposed Action (Step)	How Proposed Action is Intended to Improve Services to Students and/or Student Success

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## PART VI: Value System

Outline:

### Essential Practices

- A. Legal Responsibilities
- B. Ethical Responsibilities
- C. Access, Equity, and Opportunity
- D. Diversity, Multiculturalism, and Individual Differences

### Recommended Practices

- A. Legal Responsibilities
- B. Ethical Responsibilities
- C. Access, Equity, and Opportunity
- D. Diversity, Multiculturalism, and Individual Differences

### Section Scoring Summary

#### *ESSENTIAL PRACTICES:*

*While not exhaustive, these practices are necessary for a sound program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

#### **A. LEGAL RESPONSIBILITIES**

VI.E.1. CLA professional staff and facilitators are knowledgeable about and follow relevant civil and criminal laws and institutional policies related to their role and function within the institution (e.g., sexual harassment, student privacy, grant regulations, hiring protocols, fiscal management).

*Discussion and Supporting Evidence:*

*Score:*

VI.E.2. The CLA program ensures that individual's privacy and confidentiality are maintained to the extent that such information is both protected under the law and by appropriate statements of ethical practice.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.3. A safe working environment is maintained for the CLA personnel and participating students.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.4. The CLA professional staff and facilitators are protected by the institution from legal harassment by students or others due to their work activities.

*Discussion and Supporting Evidence:*

*Score:*

## **B. ETHICAL RESPONSIBILITIES**

VI.E.5. CLA program staff and facilitators do not condone nor participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment. All students and staff are treated with respect.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.6. CLA professional staff are informed about and carefully follow the institution's policies regarding ethical behavior when conducting research in which data on human subjects are used (if it exists). If such policies do not exist, the CLA program follows the spirit of such policies and practices.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.7. All funds handled by CLA professional staff are handled in accordance with established and responsible accounting procedures.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.8. The CLA program adheres to institutional policies related to teaching, learning, and actively promoting academic honesty (e.g., plagiarism, cheating, and academic grievance procedures).

*Discussion and Supporting Evidence:*

*Score:*

VI.E.9. CLA facilitators neither agree with student criticisms of the course instructor nor permit such discussions among students during CLA sessions.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.10. CLA personnel are trained to disclose to appropriate authorities information judged to be of an emergency nature when the safety of the individual or others is involved.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.11. The institutional ethical standards of appropriate student conduct are followed by CLA participants.

*Discussion and Supporting Evidence:*

*Score:*

**C. ACCESS, EQUITY, AND OPPORTUNITY**

VI.E.12. Both the spirit and intent of equal opportunity are evident in learning situations and personnel decisions throughout the CLA program. This is a topic covered during training workshops for new CLA facilitators.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.13. Nondiscriminatory personnel policies regarding age, color, creed, cultural heritage, disability, ethnicity, gender identification, nationality, political affiliation, religious affiliation, sex, sexual orientation, or social, economic, marital, or veteran status have been developed, disseminated, and practiced regularly.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.14. Staff in the CLA program make every effort to ensure that all students who use the services receive comparable access, courtesy, respect, and attention.

*Discussion and Supporting Evidence:*

*Score:*

**D. DIVERSITY, MULTICULTURALISM, AND INDIVIDUAL DIFFERENCES**

VI.E.15. The CLA program provides direct and referral assistance to students with diverse needs, including those with disabilities.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.16. The CLA program follows the spirit as well as the specific intent of institutional and Americans with Disabilities Act (ADA) and Section 504 regulations in providing reasonable accommodations for students who are determined to need such modifications. Principles of Universal Design and Universal Instructional Design should be implemented to reduce potential barriers to learning for all students being served.

*Discussion and Supporting Evidence:*

*Score:*

VI.E.17. All students receive equal assistance and special efforts are made by the CLA facilitators to be available to all students, regardless of cultural or racial identity.

*Discussion and Supporting Evidence:*

*Score:*

- VI.E.18. The CLA professional staff and facilitators are informed of emergency crisis management procedures related to the special health needs of students (e.g., students in crisis, health emergencies).  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.E.19. Various instructional modes are used to accommodate different learning styles of students.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.E.20. CLA facilitators discover information about their students at the beginning of each academic term to increase sensitivity to the students' needs and preferences. This information may include discovering the students' learning styles, interests, and background.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.E.21. Training for CLA facilitators includes information about the unique ethnic/cultural characteristics and needs of the diverse groups represented in the student body.  
*Discussion and Supporting Evidence:*  
*Score:*

**RECOMMENDED PRACTICES:**

*While not exhaustive, these practices will enhance the program. However, some practices may be more appropriate for some specific CLA programs and the academic content areas served than others.*

**A. LEGAL RESPONSIBILITIES**

- VI.R.1. CLA professional staff have access to free, institutional legal advice as needed to implement assigned responsibilities.  
*Discussion and Supporting Evidence:*  
*Score:*

**B. ETHICAL RESPONSIBILITIES**

- VI.R.2. The CLA program has a written set of ethical standards to guide professional practice and comply with the institution's ethical standards.  
*Discussion and Supporting Evidence:*  
*Score:*



- VI.R.3. The CLA program's ethical standards are reviewed regularly, disseminated, and implemented. This topic is included in all CLA staff training programs.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.R.4. All policies and procedures of the CLA program are consistent with the program's written ethical standards.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.R.5. CLA program policies and procedures are consistent with the ethical standards of the appropriate national professional association.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.R.6. Any CLA facilitator or student employee who has access to confidential information about individual students is trained regarding procedures and required to sign an agreement of confidentiality.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.R.7. CLA facilitators do not give answers to students. Students must do the work. On this issue, the CLA facilitators follow guidelines established by the course instructor and the CLA professional staff. This topic is addressed during training sessions of new CLA program staff.  
*Discussion and Supporting Evidence:*  
*Score:*

### **C. ACCESS, EQUITY, AND OPPORTUNITY**

- VI.R.8. Consistent with its mission, the CLA program takes positive action to identify, prevent, and equitably remedy significant imbalances in student participation and staffing patterns.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.R.9. Within the framework of the program's mission and goals, CLA services and facilities are readily accessible to all students in the targeted class including traditionally underrepresented, evening, part-time, and commuter students.  
*Discussion and Supporting Evidence:*  
*Score:*
- VI.R.10. CLA program services are adapted to meet expressed needs of different student sub-populations (e.g., those for whom English is not their first language).  
*Discussion and Supporting Evidence:*  
*Score:*

VI.R.11. The CLA program is accessible to distance learning students as the learning environment changes and new technologies are developed.

*Discussion and Supporting Evidence:*

*Score:*

**D. DIVERSITY, MULTICULTURALISM, AND INDIVIDUAL DIFFERENCES**

VI.R.12. CLA sessions employ best practices from Universal Design and Universal Instructional Design to embed accommodations that may be needed by some students with a disability and reduce barriers for all students being served. These changes often benefit all students within the CLA session by enhancing the learning environment.

*Discussion and Supporting Evidence:*

*Score:*

VI.R.13. CLA session readings, activities, and instructional aids portray ethnic and cultural diversity.

*Discussion and Supporting Evidence:*

*Score:*

VI.R.14. Efforts are made to provide both direct and referral assistance to students whose native language is not English.

*Discussion and Supporting Evidence:*

*Score:*

VI.R.15. CLA program activities create an inclusive environment that enhances student awareness and appreciation of cultural commonalities and differences with their classmates and uses this knowledge to enrich student learning.

*Discussion and Supporting Evidence:*

*Score:*

VI.R.16. CLA program activities create an inclusive environment that enhances student awareness and appreciation of challenges encountered by students with a disability by reducing potential barriers through use of Universal Design and Universal Instructional Design.

*Discussion and Supporting Evidence:*

*Score:*

VI.R.17. CLA program activities assist students in understanding the institution's unique culture and how to interact with it effectively.

*Discussion and Supporting Evidence:*

*Score:*

VI.R.18. The CLA program assists students of all ethnic backgrounds to identify, prioritize and meet their unique educational and developmental needs.  
*Discussion and Supporting Evidence:*  
*Score:*

# COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE

## Section Scoring Summary

### Part VI: Value System

**Directions:** Record and summarize the results for the Value System section below. Use the results of this summary along with insights gleaned during the self-evaluation process to determine which areas of this section will be given priority in goal setting and planning.

**A. Possible Points:** Check the option that describes the scope of the self-study to determine the points possible for this section.

**Option 1: Used Essential Practices ONLY**  
**105** points possible, if all Essential items apply. If all Essential items do not apply, deduct 5 for each designated “NA.”

... *OR* ...

**Option 2: Used BOTH Essential AND Recommended Practices**  
**195** points possible, if all Essential and Recommended items apply. If all Essential and Recommended items do not apply, deduct 5 for each designated “NA” or “UK.”

*(Supply possible points as specified by Option 1 or Option 2. **Do not total** possible points for Options 1 and 2.)*

**B. Total Points (Sum of ratings for this section):** \_\_\_\_\_

**C. Percentage Score for Section ( $[B / A] \times 100$ ):** \_\_\_\_\_ %

**D. Areas of Strength:**

**E. Areas Needing Improvement:**

**F. Rationale for Criteria Designated “NA” or “UK”:**

**G. Proposed Actions to Address Areas Needing Improvement:** Construct a list of actions that could be taken, if funding and support were ample, to effectively address those areas needing improvement identified by the self-study. It is from the lists of Proposed Actions at the end of each Section Scoring Summary that feasible actions will be selected for the self-study’s Comprehensive Action Plan.

Proposed Action (Step)	How Proposed Action is Intended to Improve Services to Students and/or Student Success

**COURSE-BASED LEARNING ASSISTANCE (CLA) PROGRAM GUIDE  
SELF-STUDY SCORING SUMMARY AND COMPREHENSIVE ACTION PLAN**

**Directions:** Record and summarize the results of all sections of the Course-Based Learning Assistance *Guide* below. Use the results of this summary along with insights gleaned throughout the self-evaluation process to determine which areas of this *Guide* will be given priority in formulating Action Plans.

Self-Study Section		Percentage Score for Section
Part I	Mission and Goals	_____ %
Part II	Assessment and Evaluation	_____ %
Part III	Program Design and Activities	_____ %
Part IV	Program Administration	_____ %
Part V	Human Resources	_____ %
Part VI	Value System	_____ %

**A. Major Areas of Strength:**

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**B. Major Areas Needing Improvement:**

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**C. Comprehensive Action Plan:** From the "Proposed Actions to Address Areas Needing Improvement" (listed in "G" of each Section Scoring Summary), select those improvements that offer the greatest impact, given the resources available. These become the Actions Feasible that will ultimately drive the self-study's Comprehensive Action Plan, for which the table below is provided as a possible framework.

Action Feasible (Step)	How Action Feasible is Intended to Improve Services to Students and/or Student Success	Means of Assessment / Criteria for Success	Target Date	Resources Required (Funding, Time, Materials, Etc.)	Individual Responsible