Course-Based Learning Assistance: Best Practice Guide for Academic Support Program Design and Improvement

(Third Edition)

David R. Arendale, PhD (Editor)

University of Minnesota-Twin Cities

2023

CLA GUIDE

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Cover Photo: Diverse Students Portraits Set In A Row, Collage By Prostock-studio

ICLCA
International College Learning Center Association

ICLCA Mission and Goals

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

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

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

Alliance for Postsecondary Academic Support Programs

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

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

The *CLA Guide* is Dedicated to the Memory of Linda Thompson, EdD

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

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

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

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

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

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

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

Foreword

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

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

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

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

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

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

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

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

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

Executive Summary

The *Course-based Learning Assistance* (*CLA*) *Best Practice Guide* is a generic resource for a wide variety of peer cooperative learning assistance approaches. It is most applicable to programs that specifically target a course to supplement it and help students to earn higher grades and persist toward graduation. This *Guide* has a variety of purposes: (a) provide guidance for creating a new program, (b) revise an existing peer study group program, (c) conduct a self-evaluation of an existing program, and (d) serve as a blueprint for short and long-term strategic planning and action plans. It is not expected nor reasonable to expect any peer learning program could implement all the items within this *Guide*. The *Guide* writing team realizes that programs have limitations of budget, personnel, time, and professional judgment regarding the implementation of this *Guide*. Some readers of this *Guide* may see the contained policies and practices as "good ideas" to consider for improving their program. In addition to their use for academic study groups, this *Guide* may be useful for faculty members to incorporate learning activities and pedagogies into their courses.

This *Guide* is published by the Alliance for Postsecondary Academic Support Programs and the International College Learning Centers Association (ICLCA). The Alliance is a writing group of experts in the field of student success that have been producing *Guides* to practice, making conference presentations, facilitating webinars, conducting certification programs, and consulting with institutions since the 1980s. ICLCA represents a diverse body of educators who are dedicated to promoting excellence among learning center personnel. To that end, it is imperative to recognize and celebrate that our members are as diverse as the students we are called to serve.

Keywords: peer learning, course-based learning assistance, learning assistance, historically-challenging courses, best education practices

We Are Better Together

Our mission is to help students excel in their learning environment. The collective sum of our individual differences makes this document more useful and sensitive to our readers. It contains practices that foster positive learning environments through eliminating barriers, respecting differences, and implementing evidence-based best practices for a diverse student body. Our hope is that this *Guide* will help postsecondary educators guide all students to higher achievement and personal development.

CLA Guide Acknowledgements

About the Editor

David R. Arendale is an associate professor emeritus with the Curriculum and Instruction Department at the University of Minnesota. In fall 2020, Arendale founded Colleagues of Color for Social Justice (CCSJ) as a writing group for publications related to learning assistance that intersect with race and social justice. Arendale manages the Educational Opportunity Association Best Practices Clearinghouse for TRIO and other equity programs. In addition to having taught introductory history courses, he investigates the history of postsecondary college access, learning assistance, and academic interventions that support improved student achievement and persistence. Another role at the University included supporting the Peer Assisted Learning (PAL) Program. Arendale formerly served at the University of Missouri-Kansas City as the national project director of Supplemental Instruction-PASS. Arendale was recognized by the Council for Learning Assistance and Developmental Education Associations for induction as a founding fellow of the profession. He previously served as president of the National Association for Developmental Education.

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Introduction

The *CLA Guide* is Generic and Applicable to Many Peer Learning Programs

Course-based learning assistance (CLA) is peer cooperative learning assistance that accompanies a specifically targeted course to serve as a supplement to it. While many CLA activities operate outside of the course, some instructors embed CLA into the course. Other CLA programs are hybrid or totally online. A few CLA programs award academic credit for student participation. Inspiration for this *Guide* comes from five national and international models of CLA (Arendale, 2004) that have been implemented widely: *Emerging Scholars Program* (ESP; Asera, 2001; Deshler et al., 2016; Treisman, 1985), *Peer-led Team Learning* (PLTL; Roth et al., 2001; Winterton, 2018), *Structured Learning Assistance* (SLA; Diehl, 2017; Giraldo-Garcia & Magiste, 2018), *Supplemental Instruction-PASS-PAL* (SI-PASS-PAL; Paabo et al., 2019; Stone & Jacobs, 2006), and *Video-based Supplemental Instruction* (VSI; Armstrong et al., 2011; Martin & Blanc, 2001).

These programs sometimes operate under different names. The ESP program is sometimes known as *Excel, Gateway Science Workshop, Math Excel, Mathematics Workshop, Merit, Professional Development Program Mathematics Workshop*, and the *Treisman Model.* SI-PASS is sometimes titled *Peer Assisted Learning (PAL), Peer Assisted Study Sessions (PASS), Peer Assisted Study Schemes (PASS), Peer Assisted Study Support (PASS), Academic Mentoring, Peer Mentoring in Praxis (PMIP), Academic Peer Mentoring Scheme (APM)*, or simply *Peer Mentoring*. Except when the capitalized SI name is used, some titles may describe approaches that differ from SI. Many colleges and tertiary institutions have developed their own unique CLA programs that are unaffiliated with any of the previously mentioned national or international models. CLA can also be less formal and use study cluster groups and group problem-solving sessions.

CLA Programs Support Success for All Students

Our mission is to help students excel in their learning environments. We honor diversity, ensure equity, and practice inclusivity. Embracing inclusion is a natural and necessary part of the culture that created this *Guide*. Our collective individual differences make this document more useful and sensitive to our readers. This *Guide* contains practices that foster positive learning environments by eliminating barriers, respecting differences, and implementing evidence-based best learning practices for a diverse student body. Some popular books guide with antiracism attitudes and behaviors (Diangelo, 2018; Kendi, 2019; Oluo, 2019; Perkins, 2018; Race Forward, 2015; Tatus, 2017).

Our *Guide* coauthors, coeditors, field reviewers, and others were recruited to be a diverse team inclusive of race, color, religion, gender, gender identity or expression, sexual identity, national origin, genetics, disability, age, and veteran status. This diversity was essential to guiding wide and diverse groups of administrators, faculty, staff, and students.

It has been and will continue to be an ongoing process to enact a culture of inclusion within our *Guide*, a culture that identifies barriers based on bias, racism, prejudice, and organizational structures that support the same, whether intentionally or unintentionally. We embrace with courage the individuals who created this *Guide* and their diverse voices and perspectives. We examined the policies and practices included in this *Guide* through the diverse perspectives of students, staff, and faculty to promote learning environments that celebrate social justice and inclusive learning. Such environments lead to higher student achievement and personal development.

This edition of the *CLA Guide* takes a strong stand on incorporating antiracism policies and practices throughout the publication. A review of the past two editions of this *Guide* finds brief mention of meaningful diversity, equity, and inclusion. As editor of the second edition, I take personal responsibility for their absence. I am a White person as were most of the reviewers of the past two editions. Being *unbiased* does not eliminate invisible and visible structures of racism in society and education settings as study group sessions. Antiracism policies and practices are needed to sweep away these barriers to learning for students of color and other marginalized student groups.

For this reason, this edition of the *CLA Guide* was intentional about including a dozen colleagues of color who revised the document and contributed specific educational practices to infuse antiracism throughout the *Guide*. A lesson I have learned is that the future of meaningful change in education can only come through multi-racial writing teams. A helpful resource for this *CLA Guide* is the *Antiracism Glossary for Education and Life* (Pokhrel et al., 2021). Except for me, the co-authors of that glossary were colleagues of color. Another illuminating light for generating new antiracist practices was by Frye et al. (2021). Theirs was a qualitative study of the painful experience for students of color in a study group program and the recommendations for drastic changes in its operation.

While much was gained from the glossary and the qualitative study cited above, I will share one of the guiding glossary definitions that served as a tool to examine study groups. It was the definition of being an *antiracist*:

> . . . conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of White supremacy, White-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do. (National Museum of African American History and Culture, n.d., para. 8)

Purposes and History of the *CLA Guide*

This *Guide* has four purposes: (a) guide creating a new CLA program, (b) revise an existing peer study group program, (c) conduct a self-evaluation of an existing program, and (d) develop short and long-term strategic plans and action plans. It is not expected nor reasonable to expect any peer learning program could implement all the actions within this *Guide*. The authors realize that programs have limitations of budget, personnel, and time. Professionals must exercise judgment regarding the

implementation of this *Guide*. Some readers of this *Guide* may simply see the contained policies and practices as "good ideas" to consider for improving their program. In addition to their use for academic study groups, this *Guide* may also be useful for faculty members incorporating learning activities and pedagogies into their courses.

Readers may want to work on only one section of this document each academic term or more if time permits. Some sections are more detailed than others. The key is taking the time to reflect deeply on the individual items in the *CLA Guide* and create a realistic action plan to improve one's program and better impact student learning and study group facilitator learning.

The *CLA Guide* evolved from standards established by the American College Personnel Association's Commission XVI: Learning Centers in Higher Education and the Council for the Advancement of Standards (CAS).

> Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS creates and delivers dynamic, credible standards, guidelines, and Self-Assessment Guides designed to lead to quality programs and services. CAS aims to foster and enhance student learning, development, and achievement. CAS Standards respond to student needs, the requirements of sound pedagogy, and the effective management of 48 functional areas and 3 cross-functional areas. Individuals and institutions from over 40 CAS member organizations comprise a constituency of over 115,000 professionals. (CAS, para. 16, 2023)

Leaders in the field of learning assistance (Susan Clark-Thayer, Georgine Materniak, and Gladys Shaw) contributed to and guided the development of the *CAS Standards and Guidelines for Learning Assistance Programs* (LAP) (CAS, 2019b). Representatives from organizations such as the College Reading and Learning Association, National Association for Developmental Education (now National Organization for Student Success), International College Learning Centers Association, and others have contributed to every revision of LAP, including those now in revision in 2023. The LAP Standards and Guidelines (Council, 2023) remain a valuable resource for this *Guide* and the larger field of learning assistance.

In 1985, Clark-Thayer, Materniak, Materniak, and Shaw recognized that the *LAP Standards and Guidelines* should become more specific for developmental-level coursework, tutoring services, course-based learning assistance programs such as Supplemental Instruction-PASS, and the teaching-learning process. This *Guide* is the third iteration of that work. This trio of leaders created a working group in the late 1980s to develop these detailed guides of practice for the field. I was privileged to be invited to this group and served as editor for each of the three editions of the *CLA Guide*. As described later in this introduction, many experts in the field of peer learning programs were involved as contributors, field testers, and reviewers for each of the three editions. Clark-Thayer served as editor of the first edition (1995) of the *NADE Self-Evaluation Guides* (which contained the *CLA Guide* as a chapter edited by me), and Clark-Thayer and Cole were editors of the second edition (2009).

Organization of the *CLA Guide*

Four organizational design features are integral to this document. First, the 12 sections of this *Guide* are based on a template established by the Council for the Advancement of Standards (CAS, 2019a). In addition to the CAS organizational template that is used in all their standards documents, some of the practices and policies in this *Guide* are inspired by recommended practices contained in two CAS standards published by the organization: *CAS Professional Standards for Higher Education* (CAS, 2019a) and *Learning Assistance Programs: CAS Standards and Guidelines* (CAS, 2019b, 2023). Later in this introduction, the integration of best practices from other sources into the *Guide* will be explained.

A second design feature is that policies and practices within each of the 12 sections were sorted into two categories: *essential* and *recommended*. It is not expected that administrators of campus CLA programs should implement every *essential* and *recommended* practice listed in this *Guide*. Some essential practices in this generic guide are not relevant to a particular type of CLA program. Limitations of campus budget, personnel, and available time make some essential practices difficult or impractical to implement. Recommended practices are simply practices that some CLA program administrators have found helpful; therefore, they have been separated from the essential practices. The division into these two categories has been made for simplicity's sake. Some recommended practices could be categorized as *aspirational*, something to pursue if budget, personnel, and time to implement are sufficient.

A third design feature is the opportunity to reflect. The *Reflection Guide and Action Plan* section provided at the end of each of the 12 sections of the *Guide* supports the peer study group program manager to reflect on each section of the detailed *CLA Guide* more deeply by answering six questions. Activities and discussion questions are provided that could be used by CLA professional staff and student CLA facilitators to develop an action plan. At the end of the entire *CLA Guide* is the *Global Reflection Guide and Action Plan*. In this final section, the CLA manager is prompted to sort potential changes of to the CLA program into two categories: *Blue Sky ideas* to complete some time and actions to begin working on soon. Following this is a template for a *Detailed Action Plan* for each major revision of the CLA program. Unlike the action plan at the end of each of the 12 sections of the *CLA Guide*, it prompts the reader to consider nine questions regarding the plan. Based on experiences by other administrative leaders in the field, these questions can identify the barriers and the resources to overcome them.

The final design feature is the professional development section accompanying many of the sections in the *CLA Guide*. These materials could be used for professional development by the staff privately or incorporated into the staff and student leader training sessions. Citations accompany these resources to make locating them easier.

Identification of the Best Practices in *The CLA Guide*

Six stages of activities were employed to validate the *Guide's* accuracy and usability for readers and leaders of CLA programs. First, the *CLA Guide* evolved from standards established by the American

College Personnel Association's Commission XVI: Learning Centers in Higher Education and the Council for the Advancement of Standards (CAS, 2019a, 2019b, 2023). CAS employed an expert panel of educational leaders and triangulated the recommendations through a rigorous review by professional associations representing the learning assistance field regarding their soundness and validity. This review process employed numerous reviews and revisions before CAS approved them.

Second, it is based on the first two editions of the *CLA Guide* (Clark-Thayer, 1995; Clark-Thayer & Cole, 2009). Each edition underwent extensive field testing through review by over 50 CLA program managers from across the U.S. and several other countries. Using expert opinion is a common evaluation tool before making policy decisions (Nevo, 1989). For each *Guide* edition, the field testing took several years. David Arendale circulated early draft copies of the *Guide* at regional, national, and international learning assistance conferences and through several email listservs subscribed by thousands of learning assistance educators.

The third stage of the *CLA Guide* development was a critical review by David Arendale of best practices and research studies of programs that provide support and enrichment for a specific course (Arendale, 2001, 2021; CAS, 2019a, 2019b, 2023; Doud et al., 2001; Newton & Ender, 2010; Smith et al., 2009; Topping et al., 2017). Readers may access Arendale's *Annotated Bibliography* (2021) of every research study of the five major CLA national and international programs: Emerging Scholars Program, Peer-led Team Learning, Structured Learning Assistance, Supplemental Instruction-PASS, and Video-based Supplemental Instruction. Currently, the bibliography contains 1,800+ entries and is updated continually. Several YouTube channels contain videos produced by these programs to provide an overview of their approach and modules for training the facilitators or leaders of the study sessions (https://z.umn.edu/palyoutube and https://z.umn.edu/lacyoutube).

Stage four was for David Arendale to develop a draft of the revised *CLA Guide* by synthesizing and integrating new best practices from the recent literature with the previous edition of the *Guide*. The *Guide* has been based upon best practices identified by the Council for the Advancement of Standards (CAS, 2019a, 2019b, 2023) since its first edition. Due to the recent expansion of best practices CAS categories (2019a, 2019b), the *CLA Guide* was expanded with six additional categories of practices and policy. When possible, practices were reorganized to either delete items that were similar to each other or nest with broader, more-encompassing practices.

Previously described within this introduction was the major expansion of antiracism policies and practices for study group programs. As explained earlier, part of the inspiration for the infusion of these new items was a glossary of antiracism definitions for education that helped to identify conditions that have negatively impacted the learning environment and harmed students of color (Pokhrel et al., 2021); forty-eight terms are defined in the glossary. Another major publication that influenced the infusion of antiracism policies and practices was a qualitative study of a peer learning program at a US college (Frye et al., 2021). Readers are highly encouraged to obtain this publication. Lessons learned from their scholarship were cited more than two dozen times with specific new policies and practices in this edition of the *Guide*.

After development of the draft *Guide*, extensive field testing by CLA education experts was the fifth stage of revision and validation (Nevo, 1989). An international review team of more than 60 educators was assembled to field test the *Guide*. Each member was randomly assigned to carefully review and submit revisions for three of the 12 *Guide* sections. These reviewers operate their own CLA programs and often various other learning assistance programs. Another part of the field testing was to circulate the draft *Guide* during workshops that Arendale conducted in Australia, the United Kingdom, and the U.S. to gather additional input. A final part of the field testing was to make announcements on several email listservs frequently read by learning assistance and peer learning managers in the U.S. and other countries, inviting them to review the draft version of the *Guide*. A link was provided to download the most recent version of the *Guide* and provide feedback suggestions for improvement. Thus far, the draft version of the *Guide* has been downloaded by educators at more than 1,500 colleges in 22 countries. Numerous comments were gathered through this invitation to review it. Arendale was responsible for considering comments and incorporating them accordingly.

The final stage of review for the *CLA Guide* was by the series editors, Karen Patty-Graham and Linda Thompson. Jane Neuburger took over leadership of the Alliance writing group after the passing of Linda Thompson. She and Russ Hodges conducted multiple reviews of the *CLA Guide*. Karen Agee provided an invaluable final editing review of the *Guide*.

Relationship to Specific Protocols of Peer Program Models

This *CLA Guide* is not intended to substitute for the specific procedures that national or international CLA models encourage others to follow. Rather, the CLA guidelines are intended to establish a baseline for the successful implementation or improvement of a CLA program. Because CLA programs are so diverse, the division of practices into the categories of *essential* and *recommended* is especially important. For example, some CLA programs are based on the voluntary attendance of students in sessions that occur outside of class. Other CLA programs are embedded within the courses and require attendance. While CLA programs typically operate as face-to-face small group sessions, others operate fully online or as a hybrid of the two approaches. Practices that are basic to most programs appear in the essential category. Other practices appear in the recommended category.

Extensive Examples Accompany Many Practices

Numerous examples are included in the *Guide* to make the statements more understandable. The examples should be seen as neither exhaustive nor limiting. While CLA principles remain fairly stable, the expression of CLA continues to grow in nuance and sophistication. Just as noted above regarding implementing every essential and recommended practice, the same may be said about the examples provided. Consider them as samples of possible activities from which a program may select. The review team for this *Guide* generated many of these examples from the day-to-day operations of their own peer learning programs.

Optional Professional Development Resources

Some of the *CLA Guide* sections have a list of optional resources. These resources are not required for the implementation of this *Guide*. Their purpose is to provide a carefully curated list of publications and websites for exploration as interest and time permits. Most have been recently published, while others are classic works that have been used reliably in past years. Many of these publications include web links to download. Additional resources are located in the references and optional professional development resources section at the end of the *CLA Guide*.

Key Definitions for Understanding the *CLA Guide*

- **Course-based Learning Assistance (CLA):** A form of peer cooperative learning assistance that accompanies a specifically targeted course to serve as a supplement. This includes *Emerging Scholars Program*, *Peer-Led Team Learning*, *Structured Learning Assistance*, *Supplemental Instruction (also known as PASS or PALS)*, *Video-based Supplemental Instruction,* and models on which these programs operate globally.
- **Essential Practices**: Practices are often necessary for a sound program; however, some practices may be less appropriate for specific CLA programs and academic content areas.
- **Recommended Practices**: Practices that enhance the program; however, some practices may be less appropriate for some specific CLA programs and academic content areas. Some of these practices are aspirational and may be implemented in the future depending on sufficient budget, personnel, and time.
- **CLA participants**: The students enrolled in the target course where CLA is offered and who participate in the CLA sessions.
- **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. In Supplemental Instruction-PASS, facilitators are called SI-PASS leaders. In Peer-Led Team Learning, they are called Team Leaders.
- **CLA professional staff**: Personnel, including the CLA program administrator, who coach, manage, and/or supervise the CLA program.
- **CLA program administrator**: The lead person who is responsible for overall leadership and management of the CLA program.
- **CLA sponsoring instructor**: The instructor who hosts the CLA program within their course. Instructors' level of involvement varies with the particular CLA type.
- **Target course**: The academic course supported by the CLA program.

1. Mission and Goals

Section Introduction

Establishment of "program mission and goals is necessary to provide guidance and benchmarks for evaluation;" however, some mission and goal statements may be less appropriate for specific Course-based Learning Assistance (CLA) programs and academic content areas (CAS, 2019b, p. 6). The difference between learning goals and outcome goals is not always clear. See *Section Two: Assessment and Evaluation* to understand the relationship between them. For purposes of this *Guide* section, please use the following definitions.

Mission Statement: "A concise, well-articulated statement that describes the program, its purpose and function, its rationale, and its stakeholders (e.g., what it is, what it does, why it does it, and for whom). It should also advance the mission and/or vision–or at least part of the mission and/or vision of the division or department–under which it is housed" (CAS, 2019b, p. 6).

Academic and Personal Development Outcome Goals = Behavior: What a *student does* because of CLA participation. Examples of observable behavior in comparison with non-CLA participants would be higher final course grades and lower rates of D, F, incomplete, and course withdrawal; less self-perceived anxiety in adjusting to college; employing a wider range of learning strategies; enhanced individual and small group communication skills; increased cultural competence; greater ability to navigate ambiguity; and greater resilience to academic and personal challenges.

Learning Outcome Goals = Cognitive: What a *student knows* as a result of CLA participation. Examples of this knowledge include a deeper understanding of the course subject matter, new strategies for solving academic problems, higher motivation, increased confidence, higher self-esteem, and higher self-efficacy.

In the past decade, increased attention has focused on what the CLA experience does to and for the CLA facilitators. This is a new area for the *CLA Guide*. These guidelines appear only in the recommended section because student participants are the primary focus of most peer learning programs.

Outline:

Essential Practices
A. Mission of CLA Program
B. CLA Program Goals
C. CLA Participant Academic and Personal Development Outcome Goals
D. CLA Staff and Facilitator Learning Outcomes Goals
E. CLA Participant Learning Outcome Goals

Recommended Practices
A. CLA Program Goals
B. CLA Participant Academic and Personal Development Outcome Goals
C. CLA Participant Learning Outcome Goals

D. CLA Facilitator Personal Development Outcome Goals

E. CLA Facilitator Learning Outcome Goals

Reflection Guide and Action Plans

Essential Practices:

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

A. CLA Mission

E.1. [The] "CLA program has a written mission statement that provides a vision to guide the services for participating students" (CAS, 2019b, p. 6).

E.2. "Mission and goals are consistent with the institution's mission and goals" (*Example: CLA target courses are located in the same academic degree programs identified in the campus mission, goals, and strategic vision*) (CAS, 2019b, p. 6).

E.3. "CLA program is a well-defined component within the institution" (e.g., the program appears in organizational charts, has a separate budget for personnel and other expenses, and the CLA web page can be easily located through the institution's web page search engine) (CAS, 2019b, p. 7).

E.4. CLA "supports academic and personal growth for both participants and facilitators" (e.g., in addition to supporting higher academic achievement for participants and their own personal development, CLA administrator creates opportunities for facilitators to reflect on the impact of the program on themselves) (CAS, 2019b, p. 7).

E.5. The CLA "works with other academic support services and other units (e.g., academic departments, student services) to identify target courses in need of support" (Example: consult with administrators for their input regarding critical courses to support due to their importance and difficulty, avoid duplicating existing services*)* (CAS, 2019b, p. 10)*.*

E.6. Academic support is provided for as many courses as possible within the CLA program's budget, staff, mission, and campus space for the program.

E.7. While the mission may remain stable, goals and objectives are reviewed and revised annually.

E.8. The CLA administrator involves the CLA program stakeholders in the annual review of the mission, goals, and objectives (e.g., CLA professional staff, CLA advisory committee, and other institutional leaders.

E.9. "To monitor its mission, the CLA program establishes an advisory group" that is diverse regarding gender identity, race, and other demographics (CAS, 2019, p. 9). More details for establishing such a group include:

    a. The advocacy group includes faculty and student services such as respected faculty members, academic advisors, counselors, tutor program coordinators, CLA facilitators, students, and others. Students should always be represented in making decisions that affect students;

    b. The advisory group holds periodic meetings to review feedback on CLA program reports; review CLA program mission, goals, and objectives; ensure antiracist and equitable policies and procedures; review cultural diversity of staff, student paraprofessionals, and students served; support the CLA program with campus policymakers to increase budget; and give guidance and direction to improve the CLA program;

    c. If a formal board is not feasible, the CLA administrator periodically meets with institutional employees; and

    d. The advisory group ensures that the CLA program operates as proactively antiracist regarding hiring practices, policies, procedures, CLA session activities, resource allocation, and program mission.

B. CLA Program Goals

E.10. The CLA expands and refines program services to increase student participation in order to increase student persistence and academic achievement (e.g., mean final course grades in target courses; lower rates of course grades of D, F, incomplete, or withdrawal in target courses; lower rates of students who must re-enroll in target course due to not receiving a passing grade; higher academic success for students from historically marginalized groups due to gender identity, immigration status, ethnicity, religion, first-in-family/first-generation college, or low socioeconomic status; and higher academic success rate for students enrolled in gatekeeper courses necessary for specific academic degree programs). More examples are provided in *Section Two: Assessment and Evaluation* following this section.

E.11. The CLA incorporates student learning and student development theories as reflected in the relevant activities and approach of CLA sessions (For example, during facilitator training activities, theories are connected with the CLA session activities) (CAS, 2019b).

E.12. The CLA maintains high expectations for participants to improve their academic success performance.

E.13. The CLA supports the academic standards of participating departments as well as the institution (e.g., academic integrity, departmental expectations, and the culture of higher education).

E.14. The CLA program provides a welcoming and inclusive learning environment for all students, and the CLA staff and facilitators are held accountable for this goal.

E.15. The diversity of the students served and the CLA staff and student paraprofessionals equals or exceeds the diversity of the institution's student body.

E16. The CLA program staff seek to serve on candidate selection panels for positions at the institution at the staff, faculty, mid-management, and top management to advocate for diversity that equals or exceeds the diversity of the institution's student body.

C. CLA Staff and Facilitator Personal Development Outcome Goals

E.17. CLA staff and facilitators have an active professional development program throughout their careers (CAS, 2019b). This includes continued discussions of race issues, gender identity, sexual identity, first-generation college students, recent immigrants, and others important to the CLA staff and the students served.

E.18. The CLA program staff meets periodically with students of various racial backgrounds to listen to their issues, concerns, ideas, and solutions.

E.19. CLA staff and facilitators will participate in annual workshops, read professional publications, and watch videos of privilege, race relations, interpersonal communications, microaggressions, and other interpersonal issues (CAS, 2019b). CLA staff incorporate those topics into the ongoing training curriculum for CLA facilitators throughout the academic year.

D. CLA Student Participant Development Outcome Goals

E.20. CLA program participants with voluntary attendance should achieve final target course grades higher than comparable nonparticipants enrolled in the same course. If all students participate in the CLA program, CLA participants achieve final target course grades higher than comparable nonparticipants enrolled in the same course taught by a different instructor. More about this topic is discussed in *Section Two, Assessment and Evaluation*.

E.21. Participants in CLA programs with voluntary attendance should achieve a lower rate of final target course grades of D, F, incomplete, and withdrawal than comparable nonparticipants in the same course. If all students participate in the CLA program, CLA participants achieve lower rates of D, F, incomplete, and withdrawal grades than comparable nonparticipants enrolled in the same course taught by a different instructor that does not have CLA embedded within it.

E. CLA Student Participant Learning Outcome Goals

E.22. CLA participants evidence a greater understanding of essential target course knowledge and skills as demonstrated through activities during CLA sessions.

E.23. CLA participants identify, understand, and solve problems as demonstrated through activities during CLA sessions.

Recommended Practices:

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

Note to reader: While all of the following are recommended, some are aspirational criteria rather than criteria that can be clearly and easily evaluated. Some CLA program administrators have reported that they can evaluate these criteria through personal conversations, observations, and surveys of participants and facilitators.

A. CLA Program Goals

R.1.   The CLA program develops students' affective skills (*such as setting goals, managing stress, maintaining well-being, and motivation*) of participating students (CAS, 2019b).

B. CLA Participant Academic and Personal Development Outcome Goals

R.2.   CLA participants demonstrate better adjustment to the college learning environment compared to non-CLA program participants (CAS, 2019b).

R.3.   CLA participants from previous academic terms continue to have higher academic success in courses in the same academic sequences (e.g., from general chemistry I to general chemistry I*I*) than comparable students who never participated in CLA during the first course in the academic sequence.

R.4.   CLA participants employ a wide range of learning skills (e.g., lecture note-taking, textbook reading, time management) due to their practice during CLA sessions.

R.5.   CLA participants communicate more effectively with individual students and the entire group.

R.6.   CLA participants display cultural competence when interacting with diverse students.

R.7.   CLA participants display greater resilience by recovering and learning from setbacks or disappointments.

R.8.   CLA participants navigate ambiguity by succeeding in complicated environments where clear-cut answers or standard operating procedures are absent.

C. CLA Participant Learning Outcome Goals

R.9.   CLA participants improve one or more of their affective domain attributes (*e.g., motivation, self-efficacy, self-esteem, internal locus of control, independent learning skills, and confidence*) as a result of their involvement in the CLA program (CAS, 2019b).

R.10. CLA participants became confident and comfortable interacting with peers.

R.11. CLA participants "more deeply understand basic knowledge and skills" associated with the class supported by the CLA program (CAS, 2019b, p. 8).

D. CLA Facilitator Development Outcome Goals

R.12. Over time, CLA facilitators enhance their personal skills (CAS, 2019b) (e.g., communication, time-management, a wider range of learning skills and strategies, resilience as demonstrated by recovering and learning from setbacks or disappointments and are effective in the navigation of ambiguity as evidenced by succeeding in complicated environments where clear-cut answers or standard operating procedures are absent).

R.13. Over time, CLA facilitators enhance their group management skills (CAS, 2019b) (e.g., task organization, personal communication, leadership, confidence and comfort in interacting with peers, conflict resolution among group members, and cultural competence).

R.14. Over time, CLA facilitators enhance their teaching skills (e.g., developing lesson plans, task organization, confidence, cultural confidence, recognizing the needs of individual students, and providing effective time-sensitive strategies that appropriately address those needs).

E. CLA Facilitator Learning Outcome Goals

R.15. CLA facilitators explore or solidify potential career occupations because of their experiences within the CLA program.

R.16. CLA facilitators develop a deeper and greater understanding of basic concepts and skills of target course content through double exposure to the course content and the CLA session activities.

R.17. CLA facilitators develop a greater understanding of and appreciation for their own academic degree programs or vocations.

R18. CLA facilitators discover new perspectives and skills from participants in the CLA sessions.

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan for improvement of your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short- or long-term to free up time and resources to complete this improvement?

4. What do you need to implement this *CLA Guide* section? (Examples include additional one-time or recurring budget funds, additional full or part-time staff, outside expertise, personal or professional development for you or you and the staff, and additional personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples include: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these sample questions to involve your CLA staff and student leaders in the discussion. Feel free to create your questions based on the *CLA Guide* or your program manual.

1. Give the group the definitions for a personal development goal and a personal learning goal. Those definitions are found in the *CLA Guide*.
2. Talk about the differences between a mission and a goal.
3. Talk about the difference between an essential practice and a recommended practice as defined in the *CLA Guide*.
4. Without looking at your program's mission and goals, discuss what they should be.

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

2. Assessment and Evaluation

Section Introduction

CLA programs of high-quality "use assessment and evaluation to examine how well they are meeting mission and goals. They collect data for two discrete purposes: to assess the extent to which they are accomplishing their mission and achieving their goals, and to use program evaluation results to guide the revision of goals and activities along with program revision" (CAS, 2019b, p. 10).

Note to Reader: This section includes nearly every evaluation protocol used to evaluate Emerging Scholars Program (ESP), Peer-Led Team Learning (PLTL), Structured Learning Assistance (SLA), Supplemental Instruction-Peer Assisted Study Sessions (SI/PASS), and Video-based Supplemental Instruction (VSI) as well as dissertation research that employs sophisticated quantitative and qualitative methods as contained in over 1,700 research reports (Arendale, 2021). One of the purposes of the *CLA Guide* is to present options for consideration. A generous supply of examples makes this section the longest and most detailed in the *CLA Guide*. Examples of different types of assessment and evaluation procedures are provided. Many CLA programs need to employ only the most basic of the procedures (levels one and two) because most CLA programs are interested in determining primarily whether participating students earned higher final course grades and fewer DFWI grades than nonparticipants. (When references are made to student final course grades, in the absence of a universal system of grade designation by institutions worldwide, the common U.S. system of ABCDFIW is used.) Most international and national peer learning programs have specific procedures for evaluating program success. This section of the *Guide* is not meant as an alternative to those time-tested and effective evaluation systems.

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

This section provides specific assessment and evaluation procedures that can be used to determine the degree to which the mission and goals of the CLA program have been achieved (CAS, 2019b). These procedures assume that a CLA assessment and evaluation plan (*described in Section One of this Guide*) is already operating.

The evaluation process has been divided into four levels. The most fundamental program evaluation questions are addressed in levels one and two, and, therefore, these two levels are located in the *Essential Practices* section. Only skill with a hand calculator is needed to complete those levels of descriptive evaluation.

Levels three and four are located in the *Recommended* section. Some of the evaluation questions in level three require knowledge of inferential/correlational statistics. Level four often requires knowledge of inferential/correlational statistics and qualitative methods. Most administrators evaluate their programs at levels one and two.

Basic Glossary for Evaluation of CLA Programs

Evaluation: establishing the utility or value of a particular activity or program (*e.g., does participating in the CLA program result in higher grades?*). See the Glossary in this *Guide* for the complete definitions of assessment, evaluation, and related terms.

Five types of evaluation. These five types sometimes overlap with each other.

1. **Descriptive statistics**: The focus is on what happened, using numbers and summarizing data such as participation rate for the voluntary CLA program, average mean final course grade, rate of course incompletes and withdrawals, a summary of a survey, satisfaction level, and responses to Likert scale questions. Most CLA programs will use solely this type of evaluation. Only a hand-held calculator or a spreadsheet is needed to complete the calculations. Survey summaries appear in this category because the objective is to determine the frequency of responses.

2. **Inferential and correlational statistics**: The focus is on why it happened. This information is usually gathered through a deductive design that is analyzed empirically and can be tested to answer a question and evaluate if there is a statistically significant relationship between an independent variable (e.g., CLA attendance, tutoring participation, developmental-level course enrollment) and a dependent variable (e.g., final course grade, re-enrollment at the institution). Statistical methods include T-Test, Chi-Square, ANOVA, Regression, and Path Analysis.

3. **Experimental evaluation:** Two randomly selected groups are compared regarding a dependent/outcome variable. One group participates in an independent variable such as the CLA program, tutoring, or developmental-level course. The other group is denied permission to participate. Then the dependent outcome variable of both groups (e.g., final course grade and persistence at the institution) is compared. Statistical methods include Regression and Path Analysis.

4. **Quasi-experimental evaluation:** Two groups are compared regarding a dependent/outcome variable (e.g., final course grade). The experimental group chose to participate; a similar set of students who chose not to participate formed the control group. The groups must be equivalent to one another in relevant ways (e.g., prior academic success, high school grades, and college entrance standardized test scores).

5. **Qualitative evaluation**: Data are usually gathered through an inductive design in a natural setting that is analyzed subjectively rather than statistically to interpret and make sense out of something. There are five types of qualitative research: phenomenology, ethnography, grounded theory, case study, and narrative.

Four Types of Data:

1. **Quantitative data**: Information is usually gathered through a deductive design that can be examined with numbers (e.g., final course grades, attendance, and course incomplete and withdrawal rates).

2. **Qualitative data**: Information is usually gathered through an inductive design in a natural setting that is analyzed subjectively rather than statistically to interpret and make sense of something. This is more advanced than a survey.

3. **Independent/experimental variable**: The evaluator wants to know if this variable impacts the student (e.g., CLA attendance, tutoring participation, or developmental-level course enrollment).
4. **Dependent/outcome variable**: The evaluator wants to learn whether this variable (e.g., final course grade, persistence at the institution) changes due to the independent experimental predictor variable (e.g., participation in the program).

Outline:

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

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

Reflection Guide and Action Plans

Essential Practices:

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

A. Assessment and Evaluation Plan

E.1.   The CLA program creates or updates a written assessment and evaluation plan. It may be as short as a few paragraphs or much longer due to its complexity.

E.2.   The CLA program includes important practices in the assessment and evaluation plan:
    a. measures the degree to which the program has met or exceeded its stated mission and goals;
    b. includes formative data (collected during the academic term) *and summative data* (collected after the academic term);
    c. has a timeline for completing each component (e.g., beginning of academic term, end of term, after the first exam in target course) and determines the frequency of evaluations (e.g., once an academic term or once annually);
    d. includes data needs, data sources, and the person(s) assigned to each analysis and report;
    e. 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

policymakers, student body, and CLA advisory board);

f. shows how the resulting information is used to improve the CLA program and better achieve its stated mission and goals.

B. Data Collection and Analysis Process

E.3.   The CLA program engages in evaluation to quantify the activities that occurred during the academic term the CLA program operated, and the number of students served broken down by different categories, including gender identity and race. The CLA facilitators' demographics regarding gender identity and race will also be included. The evaluation should be conducted every academic term the CLA program is offered. This level of evaluation addresses a fundamental question: *To what extent does the CLA program serve students?*

E.4.   The CLA program engages in evaluation to quantify the immediate student outcomes analysis by descriptive methods. This level of analysis examines student outcomes that may be associated with the CLA program. While level one evaluation focused on how many students participated, this examines whether the program made a difference in final grades within the target course. This analysis should include not only participants and nonparticipants but also analysis by gender identity and race. 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?*

E.5.   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 and registrar). If the CLA professional staff are unable to perform these functions, the institution provides the appropriate staff support.

E.6.   The CLA program uses assessment and evaluation processes endorsed by appropriate national professional associations and organizations (e.g., American Educational Research Association, American Evaluation Association, College Reading and Learning Association, International Center for Supplemental Instruction, National College Learning Center Association, and National Organization for Student Success).

E.7.   The CLA program collects baseline and comparative data (e.g., grade distribution, rates of successful or unsuccessful final course grades, rates of course withdrawal, gender identity, race, and the average number of times that students enroll in the target course before completing it successfully) in target courses before CLA implementation for comparison with the same courses subsequently served by the CLA program. Preferably the data are taken from course sections taught by the same instructors as those who will have the CLA program in their course. These data will aid in the analysis of CLA program effectiveness.

E.8.   The CLA program analyzes attendance patterns by individual students at CLA sessions and uses them in evaluation (e.g., total participation frequency "0, 1, 2, 3"; or grouped by frequency range, such as "0, 1-4, 5-7, 8-11, 12 or more.")

E.9. CLA programs with voluntary attendance establish procedures to maintain the confidentiality of the names of student participants from the target course instructor until after the final target course grades are posted. This procedure serves two purposes, both to protect the evaluation process from potential instructor bias favoring CLA participating students and to protect instructors from *suspicion* of bias favoring participants or *non-participants*.

E.10. 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 (e.g., Institutional Research Office, statistics or educational psychology department, community consultant) to complete the essential activities associated with this task.

C. Levels One and Two of Program Evaluation

E.11. The CLA administrator has a basic knowledge of descriptive statistics (e.g., calculating mean, median, and mode; counting participation frequency; and summarizing student survey responses).

E.12. At level one evaluation, the CLA program produces a basic activity report quantifying program activities that occurred during the academic term and the number of students served. The evaluation should be conducted every academic term the CLA program is offered. This level of evaluation addresses a fundamental question: *To what extent does the CLA program serve students?*

E.13. At level two evaluation, the CLA program conducts immediate student outcomes analysis by descriptive methods. This level of analysis examines 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 made a difference in final target course grades in the target course. 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?*

Examples of Levels One and Two Program Evaluation

Level One Evaluation: Basic activity report by descriptive analysis methods.

This level of analysis is the most basic of all evaluations. The focus is on quantifying the activities that occurred during the academic term the CLA program operated. The type and number of evaluation questions determine the type of data to collect and the analysis methods to employ. 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?*

A. Level one evaluation questions:

The answers to the evaluation questions below will vary based on the type of CLA program. Was participation mandatory for everyone in the target course or was participation voluntary? How do you count

participation (e.g., attendance at CLA sessions, attendance during facilitator office hours either in person or via video call, extended exam review sessions that are two or three times longer than a typical CLA session, or other activities)? Answers to those questions will impact the computations posed by the following evaluation questions. Consider the following as sample questions to modify based on your type of CLA program, how participation is defined, and expectations by campus administrators and faculty.

1. How many and what target courses were served by the CLA program?
2. How many students were served by the program? Provide a breakdown by gender identity and racial group for comparison purposes. Additional demographic groups for comparison could be age category, veteran, cultural heritage, STEM major, commuter, first-generation college, and historically marginalized. Imbalances that emerge from this analysis could lead to deeper study.
3. How often did students participate in the program? Provide a breakdown by gender identity and racial group for comparison purposes. Additional demographic groups for comparison could be age category, veteran, cultural heritage, STEM major, commuter, first-generation college, and historically underrepresented. Imbalances that emerge from this analysis could lead to deeper study as explored in Level Three and Four Program Evaluation described later in this section of the *CLA Guide*.
4. Calculate the profile of CLA participating students (e.g., student class, college grade point average, race, gender identity, academic probation status) and analyze each of the groups by the percent who attended one or more times, the average number of sessions attended, D/F/W/I rate, and final course grade.
5. What are the demographics of students who participated in the CLA program? (Examples could include one or more of the following: ethnicity, cultural heritage, gender orientation, STEM major, commuter, first-generation college, and historically-marginalized.)
6. Was there a difference in academic performance of students from different demographic groups as indicated in the question above? A priority question in the U.S. is differences in performance among students from different ethnic groups. Concurrent with this question is how does this information have an impact on the way that classes are taught and the manner in which CLA is conducted and offered for students? The CLA program can provide this information to the faculty member who is responsible for its possible impact on course pedagogy. The CLA program administrator can consider this information regarding how the program is promoted for students and how sessions are organized and conducted.
7. What was the cost of the CLA program (e.g., break down program cost by target course, students enrolled in the target course, and/or CLA participants)?
8. How did students and instructors perceive the usefulness of the CLA program?
9. As a result of the evaluation process, what actions were taken to allow the CLA program to accomplish its mission and goals?

B. Quantitative data collection to answer level one evaluation questions:

1. The number of CLA sessions offered during the academic term for the target course.
2. The number and names of students enrolled in the CLA target course.
3. Attendance roster of students who participated in a particular CLA session showing the date attended and time spent at the session).

4. Student demographic data (e.g., student classification, college grade point average, gender, ethnicity, and academic probation status).
5. Likert rating scale score from participants regarding the helpfulness of the CLA facilitator (i.e., 1, 2, 3, 4, and 5).
6. CLA participants' narrative survey responses regarding the usefulness of the CLA sessions.
7. Sponsoring instructor narrative surveys or interview responses regarding the usefulness of the CLA sessions to the target course.
8. CLA program costs include direct costs (CLA facilitator salaries and supplies for each target course/section supported) and indirect costs (CLA professional staff salaries or a portion of salary if assigned other institutional duties or teaching assignments).

C. Data analysis to answer level one evaluation questions:

1. Count the number of CLA sessions offered during the academic term in the target course.
2. Count the number of clock hours that CLA sessions were offered during the academic term. (Example: 60-minute CLA sessions x 45 sessions offered during academic term = 45 total clock hours.)
3. Calculate the mean, median, and mode for the size of CLA sessions during the academic term, including sessions that no one attended.
4. Count the number of students who attended one or more CLA sessions during the academic term (sometimes referred to as unduplicated headcount).
5. Calculate the percent of students who attended CLA sessions during the academic term (e.g., percent who attended one or more times during the academic term or grouped by frequency range (i.e., 0, 1–3, 4–7, 8–11, 12 or more).
6. Calculate the mean, median, and mode for the number of times that participants participated in CLA sessions during the academic term.
7. Calculate the frequency of attendance in the CLA sessions by the date of the session (e.g., before the final exam, during the last month of the target course).
8. Calculate the mean, median, and mode for contact hours that participants attended CLA sessions during the academic term.
9. Calculate the profile of CLA participating students (e.g., student class, college grade point average, ethnicity, academic probation status).
10. Count the number of times students participated in CLA sessions during the academic term (sometimes called duplicated headcount).
11. Calculate the unit cost of the CLA program for students enrolled in the target course (direct plus indirect) divided by the number of enrolled students to find the unit cost per student enrolled in the target course.
12. Calculate the unit cost of the CLA program for students who participated in the target course (direct plus indirect costs) divided by the number of students who participated to determine the unit cost per student participant.

D. Qualitative data collection to answer level one evaluation questions:

1. Were there patterns in gender identity or racial patterns called on by the CLA facilitator during sessions?

2. Were there gender identity or racial patterns of the students who talked during the large group or small group CLA sessions?
3. Which students talked during these sessions, and how often?
4. Do students sit in small groups of similar gender identity and race?
5. What actions did the CLA facilitator attempt to encourage participation by all students in the session?

Level Two Evaluation: *Immediate student outcomes analysis by descriptive 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 made a difference in final course grades in the target course that offered the CLA program. There are a variety of ways to investigate this question. The nature and number of evaluation questions will determine the type of data to collect and the methods of analysis. 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?*

A. Level two evaluation questions:

Answers to the evaluation questions below will vary based on the type of CLA program and expectations held by course instructors and administrators at a particular institution. For example, what is a *successful* or *unsuccessful* final course grade? Some administrators and faculty define success as a final course grade of A or B. Others would include C if it is considered *passing*. However, a C may not be satisfactory for advancement in selective degree programs or other reasons. How are final course grades of incomplete, pass/fail, credit/noncredit, or their variations treated? And how many are too few to include in computations? Answers to those questions will impact the computations posed by the following evaluation questions. Consider the following as sample questions to modify based on your type of CLA program, how participation is defined, and expectations by campus administrators and faculty.

1. How did monitoring of CLA session attendance and knowledge of the first exam score impact facilitation, supervision, and management of the CLA program by the CLA professional staff?
2. To what extent, if any, did levels of attendance in the CLA sessions impact final target course grades?
3. To what extent, if any, did levels of attendance in the CLA sessions impact target course withdrawal or incompletion rates?
4. To what extent, if any, did levels of attendance in the CLA sessions impact successful (A or B) or unsuccessful (D, F, incomplete, or course withdrawal) final target course grades in the target course? Different academic departments or institutions may define these categories of successful and unsuccessful enrollment differently. Depending upon the institution and academic major, a final course grade could be defined as successful or unsuccessful. Due to their low numbers, final course grades of pass or incomplete are deleted from the calculation.
5. What were the perceptions of students, CLA facilitators, and instructors regarding the usefulness of the CLA program to them personally and academically?

6. As a result of the evaluation process, what actions were taken regarding the CLA program to improve its outcomes related to fulfilling its stated mission and goals?

B. Quantitative data collected to answer level two evaluation questions:

1. Data previously collected through level one CLA program evaluation.
2. If made available by the target course instructor, scores on the first major exam in the target course for students enrolled in the target course.
3. Final target course grades and target course withdrawal of individual students in the course that offered the CLA program.
4. Feedback on the CLA program was collected from open-ended surveys, individual interviews, small group interviews, or focus groups composed of students, faculty, and/or CLA facilitators.

C. Data analysis to answer level two evaluation questions:

1. Calculate mean first major exam grades (e.g., total target course, CLA participants and nonparticipants; grouped by frequency range such as " 0, 1–3, 4–7, 8–11, 12 or more").
2. Calculate mean final target course grades (e.g., total target course, CLA participants and nonparticipants; grouped by frequency range such as "0, 1–3, 4–7, 8–11, 12 or more").
3. Calculate grade distribution of final target course grades including incompletes and withdrawals (e.g., total target course, CLA participants and nonparticipants; grouped by frequency range such as "0, 1–3, 4–7, 8–11, 12 or more").
4. Summarize surveys and interviews of students, CLA facilitators, and instructors.

Recommended Practices:

While not exhaustive, these practices provide ways to more deeply examine the outcomes of the peer learning program for both the participants and the facilitators of the study groups. For most peer learning programs, these are unnecessary. However, they could be especially valuable for students pursuing graduate degrees who are considering the institution's study group program for their thesis or dissertation. Some practices may be less appropriate than others for specific CLA programs and the academic content areas served.

A. Levels Three and Four of Program Evaluation

R.1. The CLA administrator has a basic knowledge of inferential and correlational statistics or is working with an evaluator who has that skill set. Conducting some level four procedures requires skill with qualitative evaluation.

R.2. The CLA program engages in level three evaluation: Short-term student outcomes analyzed through intermediate inferential statistical 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 during 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 impact CLA-participating students beyond the targeted course?*

R.3.   The CLA program engages in level four evaluation: Longer-term outcomes analyzed through inferential statistical procedures and qualitative analysis methods. Both CLA participants and CLA facilitators may be included. 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 CLA students and facilitators associated with the program?*

Examples of Levels Three and Four Evaluation

Level Three Evaluation: *Short-term student outcomes analyzed through inferential statistics.*

This level of analysis examines short-term student outcomes that may be associated with the CLA program. The nature and number of the evaluation questions will determine the type of data to collect and methods of analysis. The evaluation may be conducted annually during 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 an impact on CLA participating students beyond the targeted course?*

A. Level three evaluation questions:

Consider the following as sample questions to modify based on your type of CLA program, how participation is defined, and expectations by campus administrators and faculty, which final course grades are included for computation (e.g., A to F, I, W, credit/noncredit, pass/fail), and your own personal curiosity about the program. These questions may be useful for dissertation research topics and scholarly publications which have not reported much in these areas.

1.   To what extent, if any, might other variables in addition to involvement with the CLA program explain student outcomes?
2.   To what extent, if any, did changes occur in the cognitive domain skills of the participating students?
3.   To what extent, if any, did changes occur in the affective domain area of the participating students?
4.   To what extent, if any, did student demand for enrollment in the target course change since the CLA program was introduced?
5.   To what extent, if any, have scores changed on instructor or target course evaluations by students since the CLA program was introduced?
6.   To what extent, if any, has the CLA program affected re-enrollment rates of students who enrolled a second time due to withdrawal or receiving a failing grade? If it has, what is the financial impact due to additional costs or savings?
7.   As a result of the evaluation process, what actions were taken regarding the CLA program to improve its outcomes related to accomplishing its stated mission and achieving its goals?

B. Quantitative data collection to answer level three evaluation questions:

1. Data previously collected through levels one and two CLA program assessment.
2. Student prior academic achievement (e.g., high school cumulative grade point average, high school graduation percentile rank, college admissions standardized examination scores, and institutional or target course placement test scores).
3. Instructor-administered pretest in the CLA target course during the first week of target course to establish a baseline of student knowledge and skill.
4. Scores from all major exams for all students enrolled in the target course.
5. Final target course grade and the rate of target course incompletes and withdrawals received in the course that is a prerequisite for the CLA target course.
6. Scores from pre- and post-test instruments that measure cognitive domain skills (e.g., critical thinking, metacognition, and learning strategies).
7. Scores from pre- and post-test instruments that measure affective domain area (e.g., self-esteem, motivation, self-efficacy, locus of control, confidence, and goal orientation).
8. The number of students wait-listed for enrollment in the CLA target course (both prior to the introduction of the CLA program and during the academic term under investigation).

C. Data analysis to answer level three evaluation questions:

1. One of the following would be employed depending on the available data and the evaluation design: (a) a randomized controlled experiment, (b) a quasi-experiment with a matching control group, or (c) a regression study designed to control for differences among and between CLA participants and non-participants.
2. Summary of data from interviews of students, CLA facilitators, and instructors.

Level Four Evaluation: *Longer-term outcomes analyzed through inferential statistical procedures and qualitative analysis methods.*

The nature and number of evaluation questions will determine the type of data to collect and the methods of analysis. The evaluation could be conducted to respond to particular interests of the CLA professional staff or 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 a long-term impact on CLA-participating students and CLA facilitators?*

This is the first level of evaluation that includes CLA facilitators in addition to the CLA participants. The following practices are optional, though encouraged, for a sound program. Research studies generated by these procedures are useful for providing a deeper understanding of the CLA program and generating knowledge to share through publication in scholarly journals, association newsletters, and conference presentations. It can also create interest from CLA professional staff or others who wish to investigate the program as part of their scholarly research (e.g., thesis, dissertation, or research publication), to improve their CLA program, or to satisfy personal and professional curiosity.

A. Level four evaluation questions

Consider the following as sample questions to modify based on your type of CLA program, how participation is defined, expectations by campus administrators and faculty, which final course grades are included for computation (e.g., A to F, I, W, credit/noncredit, pass/failure), and your own personal or professional curiosity about the program. These questions may be useful for stimulating dissertation research topics and scholarly publications.

1. To what extent, if any, has the CLA program affected the graduation rates of students enrolled in the target course? If it has, what was the financial impact? (e.g., higher tuition revenue from the students persisting toward graduation)
2. To what extent, if any, has the final target course grade distribution of the entire target course shifted in comparison to the baseline before the introduction of CLA?
3. To what extent, if any, has the CLA program saved college revenue due to a reduction in the number of sections of the CLA target course based on a higher rate of success and a lower rate of re-enrollment of students in the target course?
4. As a variation of the above question, what is the return-on-investment (ROI), if any, of the CLA program regarding a number of outcomes beyond those in this list?
5. How does the CLA program compare in cost-effectiveness with other forms of academic assistance such as individual tutoring?
6. To what extent, if any, does it matter at what time during the academic term (e.g., throughout the term, just before major exams, or beginning of the academic term) students participate in the CLA program?
7. Which activities and learning strategies employed by the CLA facilitator led to the greatest student engagement within CLA sessions?
8. To what extent, if any, does student engagement within CLA sessions relate to higher final target course grades and lower target course withdrawal rates for participants?
9. To what extent, if any, does participation in the CLA program related to higher academic achievement as indicated by one or more of the following comparisons with nonparticipants: good academic standing, higher cumulative GPA, higher final target course grade in a subsequent course in the academic sequence following the CLA target course, and a lower likelihood of re-enrolling in the same CLA target course?
10. To what extent, if any, has the involvement of CLA facilitators affected their lives during or after their undergraduate degree (e.g., the decision to attend graduate school, change to an education major, internships, and employment)?
11. To what extent, if any, has the CLA program affected the instructors who have hosted it within their courses (e.g., professional development, new classroom activities, and revised curriculum)?
12. As a result of the evaluation process, what actions were taken regarding the CLA program to improve its outcomes related to fulfilling its stated mission and goals?

B. Data collection to answer level four evaluation questions:

1. Quantitative:
   a. Data previously collected through levels one through three evaluation.

b. Academic status of all students in the CLA target course prior to, during, and after the CLA target course enrollment academic term (e.g., good standing, academic probation, and academic dismissal).

c. Cumulative grade point average prior to, during, and after the academic term of enrollment in the CLA target course.

d. Final course grade in a subsequent course in the same academic sequence as the CLA target course in the following academic term.

e. Mean number of times that students re-enroll in the CLA target course due to previous unsuccessful final target course grade or withdrawal (*both before the CLA program was introduced and after the academic term that the CLA program was implemented*).

f. When students participated in the CLA program (e.g., attendance throughout the academic term or only attendance just before major examinations).

g. Number of academic terms that the CLA facilitator has served in that role.

h. Rating by the facilitator of the level of student engagement in CLA sessions (e.g., low, average, or high).

2. Qualitative:

a. CLA facilitators' weekly journal of their observations of CLA participant behavior and personal and professional growth as CLA facilitator.

b. CLA facilitators' narrative structured survey on their personal and academic development experiences due to involvement with the program.

c. CLA facilitators and/or participating students record of activities and insights from CLA sessions that may impact their personal and professional development (e.g., leadership skills, communication skills, content knowledge, professional identity, and career choice).

d. Interviews or focus groups with students, CLA facilitators, and instructors.

e. Field notes by CLA professional staff regarding CLA session activities.

f. Interviews with former CLA facilitators regarding their post-baccalaureate experiences (*Examples: graduate school, internships, or employment*).

C. Data analysis to answer level four evaluation questions:

1. The quantitative analysis is dependent upon the data collected and the theoretical construct underlying the CLA program. Analysis may include advanced regression models, path or structural equation models, or hierarchical linear models.

2. The qualitative analysis is dependent upon the data collected through surveys, observations, interviews, focus groups, journals, videotapes, and other means.

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan for the improvement of your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

1. Consider these sample discussion questions to involve CLA staff and student facilitators. Feel free to create your own questions based on the *CLA Guide* or your program manual:
2. Give the group a copy of the basic glossary of evaluation terms found at the beginning of *Section Two* of the *CLA Guide*.
3. Hold a general discussion of how to measure whether the desired mission and goals from section one were achieved.
4. What means would be used to measure the attainment of the mission and goals?
5. What questions would you ask to gather the needed data to evaluate attainment?
6. Why would the information gathered through the evaluation plan be important to the faculty member who hosts the study group and administrators such as department chairs and deans?
7. Would any of the student facilitators be interested in working with the data analysis?
8. Who else on campus could help with data analysis?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

3. Learning Environment

Section Introduction

This section focuses on both the physical and psychosocial learning environments created for CLA sessions. *Section Four* of this *Guide* focuses specifically on activities that occur within the CLA sessions. The right environment for the CLA sessions sets the stage for productive interactions between the facilitator and the students (CAS, 2019b). See Sections *Nine: Financial Resources* and *Section Ten: Technology* which overlap with this section. While the subsection on Physical Environment is designed for face-to-face sessions, most items in the subsection on the Psychosocial Environment apply to online sessions as well.

Outline:

Essential Practices:
A. Physical Environment
    1. Safety
    2. Facilities and equipment
    3. Technology
    4. CLA session rooms, offices, and other learning spaces
B. Psychological/Social Environment
    1. Positive, respectful, and supportive learning environment
    2. Welcoming learning environment
    3. Cultivation of Personal Relationships

Recommended Practices:
A. Physical Environment
    1. Safety
    2. Facilities and equipment
    3. Technology
    4. CLA session rooms, offices, and other learning spaces
B. Psychosocial Environment
    1. Positive, respectful, and supportive learning environment
    2. Welcoming learning environment

Reflection Guide and Action Plans

Essential Practices:

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

A. Physical Environment

1. Safety (See *Section Five Professional Development for Facilitators* and *Section Twelve Collaboration and Communication* for more specific guidance on best practices)

E.1. "Program staff are kept informed in writing of emergency crisis management procedures" related to the special health needs of students and emergency telephone numbers (e.g., campus security, city police, and crisis counseling) (CAS, 2019b, p. 18), For instance, protocols are in place to contact the campus police and other first-contact resource personnel if a student indicates potential harm to self or another.

E.2. CLA facilitators have a list of campus and community resources to "make referrals," including the writing center, tutoring center, health and wellness center, counseling, accessibility services, abused person shelters, food shelf, and substance abuse counselors (CAS, 2019b, p. 21).

E.3. Facilitators have the personal cell phone number of the CLA administrator to notify in case of emergency and numbers for the first point of contact, which may include campus security.

E.4. Facilitators understand appropriate boundaries and barriers that a CLA facilitator must observe (CAS, 2019b). For instance, initial and ongoing facilitator training topics include sexual harassment, antiracism, cultural competence, mental health issues, and other topics. Read more about these training topics in *Section Five Professional Development for Facilitators*

2. Facilities and equipment

E.5. Appropriate learning supplies and equipment for CLA sessions are available as needed (e.g., chalk, dry erase markers, eraser, whiteboard cleaner, paper, pens/pencils, maps, overhead projectors, video projectors, projection screens, charts, models, and a laptop computer for the facilitator).

3. Technology

E.6. Facilitator takes advantage of whatever technology is available in the session room (e.g., marker boards, smart boards, computers, and video projection systems).

E.7. Facilitator is provided a mobile device (e.g., laptop or tablet) for use during CLA sessions to access information and use during learning activities.

E.8. Sufficient wi-fi is provided in the room for all students to access with their own devices for CLA session activities.

E.9. Participants can connect their computer or mobile device to a video projector to display information. Facilitators seek to carry with them various connectors to allow the facilitator or student to connect mobile devices or computers to the video projection system if it is available.

4. CLA session rooms, offices, and learning spaces

E.10. The environment where CLA sessions occur is conducive to reflection, study, and learning (e.g., accessible, with appropriate temperature, noise control, and lighting) (CAS, 2019b).

E.11. CLA session facilities are centrally-located, convenient for use by all, and accessible by students and staff of all abilities (e.g., in a campus library, student union, and main campus classroom buildings) (CAS, 2019b).

E.12. The CLA program provides adequate space (CAS, 2019b) and predictable room assignments for learning activities.

E.13. "Facilities are sufficiently equipped to support CLA session learning activities" (e.g., appropriate chairs, desks, tables, and writing boards) (CAS, 2019b, p. 12).

B. Psychosocial Environment

1. Positive, respectful, and supportive learning environment

E.14. In CLA sessions, the facilitator "makes referrals to other assistance providers as appropriate" (e.g., for students' differing abilities, special learning difficulties, or English Language Learners) (CAS, 2019b, p. 11). See *Section Twelve: Collaborations and Communications for more specific best practices.*

E.15. Facilitator provides verbal encouragement to students when they speak to the session group and make a contribution.

E.16. 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, and short writing exercises).

E.17. CLA sessions encourage a climate of freedom, responsibility, and mutual respect (CAS, 2019b) (e.g., the facilitator intervenes in discussions if a student makes negative remarks about another in the session or an identity group; the facilitator displays cultural competence using sensitive language with diverse students in the sessions; and participants are given multiple options for their involvement in activities). See *Section Five: Professional Development* and *Section Eleven: Opportunity and Inclusion* for more specific best practices.

E.18. For writing-intensive target courses, CLA program participants write and have peer review of their work to strengthen their writing skills throughout the academic term. Peer and facilitator reviews focus on the overall meaning and do not attempt to identify all grammar, spelling, or vocabulary errors that could demoralize English Language Learners and others.

E.19. During observations of CLA sessions by the program director or other assigned staff, the facilitator's interpersonal behavior is proactive for all students' involvement. Measures of involvement could include the following:
   a. were there gender identity or racial patterns of the students called upon by the CLA facilitator during sessions?
   b. were there gender identity or racial patterns of the students who talked during the large group or small group CLA sessions?
   c. what proportion of CLA participants spoke during sessions?
   d. do students sit in small groups of similar gender identity and race? and
   e. by what actions did the CLA facilitator encourage participation by all students in the session?

E.20. CLA professional staff and facilitators are trained to provide professional and friendly service to those who enter the CLA facility.

2. Welcoming learning environment

E.21. Facilitator "creates a welcoming learning environment" (CAS, 2019b, p. 15) through a variety of ways:
   a. using the session attendance sheet to help memorize the names of participants for conversation;
   b. individually greeting each participant as they enter the session meeting room;
   c. praising and acknowledging the learning and positive behaviors of participants;
   d. including all participants in activities (e.g., inviting each student to share during sessions at various times throughout the academic term and not relying only on those who regularly volunteer, employing small group activities to increase the opportunities for individual involvement, and expressing cultural competence through interactions with diverse students within the session);
   e. including an ice-breaker or community-building activity at the beginning of a CLA session so students can interact with one another and learn each other's names; and
   f. wearing name badges so students can easily identify CLA program staff and facilitators. (During CLA sessions early in the academic term, students may wear self-made nametags or create table tents with their names to help learn other participants' names and aid the facilitator in memorizing their names. Participants can be encouraged to offer their own and use others' preferred personal pronouns).

E.22. Facilitators avoid words and behaviors that seek to demonstrate their own academic prowess and social capital. It is unnecessary because students already know that the facilitators must have qualifications or would not have been hired. It is also rude and discouraging to students who did not have the opportunity to participate in those experiences. Following are examples of topics to avoid by the facilitators:
   a. earned a high grade in the content course;
   b. attended a reputable secondary school and completed a college-bound curriculum;
   c. earned high scores on the ACT, SAT, and other standardized admission exams or other institutional entry exams;

    d. enrolled in advanced placement courses while in high school;

    e. member of a high school or college honor society;

    f. participated in standardized test courses and workshops; and

    g. family history of college attendance and completion (Frye et al., 2021).

E.23. Facilitator permits competitive activities (among either individuals or small groups) in anonymous format, so as not to provoke anxiety among students who need more time to complete the activity or generate a false perception of winners and losers (Frye et al., 2021). Competitive activities can be hosted through device apps (e.g., Jamboard) that permit anonymous competitions.

E.24. Facilitator does not permit fast-paced activities during the study group. These activities can provoke anxiety among students who need more time to complete the activity and generate a false perception of inadequacy by students who work more slowly. It is best to have a flexible plan to skip some activities due to the pacing to help all students advance (Frye et al., 2021).

E.25. Although facilitators encourage involvement in discussions is encouraged, they do not require students to speak individually because speaking in a group may provoke anxiety in some students, especially when a group is newly formed, from fear of making an incorrect response and for cultural reasons.

E.26. Facilitator is trained to observe nonverbal cues and be flexible with activities and content until they feel sure that everyone understands (Frye et al., 2021).

E.27. Facilitator is careful not to imply that the issues, readings, or materials are easy. Facilitator disrupts that message if implied by peers, faculty, or staff (Frye et al., 2021).

E.28. Facilitators are encouraged to share their specific challenges as students, their struggles with course material, the messy processes they use to solve problems, and, if they feel comfortable to do so, their ability issues and how they work to deal with them. Authentically admitting that particular concepts in the course and the study group activities are demanding is a powerful way to connect with students who struggle with course material. Facilitators can more powerfully bond with students by sharing their struggles than by trying to impress them with their own academic prowess (Frye et al., 2021).

E.29. Facilitators are trained to develop and foster strong emotional intelligence (EI) as well as necessary content-specific skill. EI is the capacity to be aware of, control, and express one's emotions, and handle interpersonal relationships judiciously and empathetically. According to Daniel Goleman, an American psychologist who helped popularize EI, it has five key elements: *self-awareness, self-regulation, motivation, empathy,* and *social skills*. The results of leaders developing strong EI include relieving stress, communicating effectively, empathizing with others, overcoming challenges, and defusing conflict (Cherniss et al., 2006). Some examples of the theory could be shared:

    a. before responding, be sure to understand what is being said. Pay attention to nonverbal details of the conversation;

b. display an approachable attitude through complementary positive nonverbal and verbal messages;

c. make empathetic statements when students share personal events or comments about local or national issues;

d. display active listening skills, such as asking a student for more information to understand before responding to them with empathetic statements; and

e. display friendly, engaged body language, eye contact if they feel comfortable doing so, nodding to affirm active listening, turning their body towards the student, and not crossing their arms (Frye et al., 2021).

E.30. Facilitators avoid expressing surprise or providing inauthentic statements towards underrepresented students with success in group activities and disrupt others who do so. Facilitators provide authentic validation and encouragement for all students in the same manner (Frye et al., 2021).

3. Cultivation of Personal Relationships

E.31. Facilitator learns and uses the preferred names and pronouns of participants and learns to pronounce student names correctly. The facilitator does not give students nicknames. Attendance sheets are circulated at the beginning of group sessions both for evaluation purposes of the program and to prompt the facilitator to learn the participants' names (Frye et al., 2021).

E.32. Students learn and use each other's names in the sessions. Everyone, including the facilitator, may place on the table before them a table tent with their preferred name (Frye et al., 2021).

E.33. Facilitators take the time to get to know participants personally and build a relaxed learning environment. Examples of developing more knowledge about the students include the following:
a. spend necessary and significant time during the first two or three sessions of the academic term with icebreakers and community-building activities;
b. begin each group session with a short activity in which participants share something about themselves;
c. in the first session for the week, ask participants what they did the previous weekend and share what the facilitator did as well; and
d. facilitators lead informal conversations about the culture shock of attending college, during which participants and facilitators share specific aspects that they found challenging or surprising (Frye et al., 2021).

E.34. Facilitators arrive at least 10 minutes before the group session and stay for the same time after the session's official end. Facilitators receive regular pay for this additional time, which has several purposes:
a. it permits casual conversation with students as they arrive;
b. the facilitator can learn names, develop relationships with participants, and learn more about their personal lives;
c. participants can interact with each other informally; and

    d. staying longer after the session allows extra time for participants who had difficulty with particular aspects of the activities (Frye et al., 2021).

E.35. Facilitator permits some off-topic conversations (Frye et al., 2021). This is when relationship building often begins and collaboration can blossom.

E.36. Facilitator is proactive about announcements concerning campus or community events related to different demographic and identity groups and displays empathy for the issues of those groups (Frye et al., 2021).

E.37. Facilitator manages attendance rosters and contacts students who miss sessions to inquire about their well-being and encourage them (e.g., "hope to see you next time") (Frye et al., 2021).

E.38. Facilitators are encouraged to develop healthy, respectful friendships with participants. When participants and facilitators develop friendships among themselves, participants are more likely to ask questions, make themselves vulnerable, and engage in activities (Frye et al., 2021).

E.39. Facilitator develops and displays cultural humility, which is a humble, respectful, and celebratory attitude toward individuals of other cultures that pushes them to challenge their own cultural biases and approach learning about other cultures as a lifelong goal and process (Frye et al., 2021).

E.40. Facilitators form professional relationships with participants by establishing boundaries with them. Due to the inherent power differential between the facilitator and participants, facilitators do not engage in dating relationships with participants during the academic term that they work together in the CLA.

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Physical Environment

R.1. The CLA program provides meeting space for CLA sessions with movable furniture to allow students to see one another and interact in small groups as well as large groups.

R.2. The CLA program provides meeting space with sufficient board area to allow multiple participants to work simultaneously in the same or different activities.

R.3. The CLA "program has adequate space" (e.g., staff offices; storage, files, and materials) to accomplish its mission and achieve its goals of supporting student learning (CAS, 2019b, p. 25).

R.4. The CLA program has access to "private spaces for meetings of a confidential nature" (e.g., counseling students, interviewing potential CLA facilitators, and conducting supervisory meetings with CLA facilitators) (CAS, 2019b, p. 25).

1. Safety (See *Section Five: Professional Development for Facilitators* and *Section Twelve: Collaboration and Communication* for more specific guidance on best practices)

R.5. Facilitators are trained in "crisis emergency procedures" (CAS, 2019b, p. 18) (e.g., active-shooter protocols, CPR, contact phone numbers of health responders, and crisis intervention phone numbers).

R.6. Facilitators are trained to recognize particular student behaviors (e.g., withdrawn, quiet, angry) and attempt to have a private conversation with participants before they leave the CLA session to see if they want to talk or be referred to another resource.

R.7. The CLA staff or facilitator offers to walk any student referred to another office and wait until personal contact is made with the counselor or staff member in the office. This recommended procedure may be modified based on specific institutional guidelines.

R.8. The CLA administrator is in periodic contact with the campus security and counseling offices.

2. Facilities and equipment

R.9. Facilities, equipment, and technology are "evaluated and updated regularly" (CAS, 2019b, p. 25).

R.10. Adequate technology, printing, and media support are provided for CLA program activities.

3. Classrooms, offices, and learning spaces

R.11. The CLA program provides multiple ways for students to write and display information to share with each other during a session (e.g., individual whiteboards with dry markers and erasers, poster paper and markers, and learning models such as molecule kits).

B. Psychosocial Environment

1. Positive, respectful, and supportive learning environment

R.12. The CLA program administers anonymous surveys during sessions periodically throughout

the academic term to invite participants to provide feedback and suggestions for improvement. Results are reviewed by both the facilitator and the CLA administrator.

R.13. The CLA program provides occasional refreshments for participants (e.g., hot or cold beverages, bottled water, or a healthy snack bar).

R.14. CLA facilities have signage in the predominant languages used on campus (e.g., English, Spanish, Hmong, and Braille).

R.15. CLA professional staff and facilitators are trained in providing professional and friendly service to those who enter the CLA facility.

R.16. Professional staff and facilitators guide students to the locations sought rather than just pointing out locations.

R.17. The CLA program prominently displays photos of CLA professional staff and facilitators in a manner accessible to those who enter the CLA office.

R.18. The CLA program makes available a map or globe on which any staff or student who comes into the CLA facility can mark their birthplace.

R.19. CLA programs provide to participants with a welcome package with information about the CLA program, facilities, and contact information of CLA professional staff and the specific facilitator.

2. Welcoming learning environment

R.20. The CLA program posts motivational posters and quotes in the learning space.

R.21. To help introduce students to one another, the CLA program schedules an occasional social activity during the academic term (e.g., bowling, pizza party, or campus movie night).

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan for the improvement of your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: some-one on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these as sample discussion questions to involve your CLA staff and student facilitators. Feel free to create your questions based on the *CLA Guide* or your program manual:
1. What would be an ideal room to host a study session?
2. What challenges have been with using technology in the current study session rooms?
3. What makes a study session welcoming to all students?
4. What is the difference between being welcoming and being inclusive?
5. What are some boundaries for developing relationships with student participants?
6. What do you do if a student is displaying unusual behavior that may indicate harm to self or to others?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

4. Program Design and Activities

Section Introduction

This section identifies what occurs prior to or during CLA sessions conducted by the facilitators. The "structure and organization" subsection is focused on the CLA session, not the overall administrative structure of the program. More about the overall structure is found in *Section Six: Institutional Governance and Policy* and in *Section Seven: Program Leadership*. More about technology is found in *Section Nine: Financial Resources* and *Section Ten: Technology*. Due to the specific procedures for different CLA programs, some items in this section will be useful, and others will not. This document in general and this section in particular does not attempt to include all essential and recommended practices for a particular CLA program model.

Due to the complexity of online CLA sessions, limited practices are identified for them in this document. During 2020, PAL program managers were surveyed regarding effective practices with the online delivery of their programs. Lessons learned are available at https://z.umn.edu/lessonslearnedonlinepal, and the raw data from the survey is available at https://z.umn.edu/pallessonslearnedrawsurveydata Readers are encouraged to refer to publications on effective practices for study groups emerging after the COVID pandemic. Several generic publications on effective online learning practices have been authored by Brennan (2021), Johnson (2020), and Levy (2020).

Outline:

Essential Practices:
A. Structure and Organization of Face-to-Face Session Activities
B. Structure and Organization of Online Session Activities
C. Theoretical Basis

Recommended Practices:
A. Structure and Organization of Face-to-face Session Activities
B. Structure and Organization of Online Session Activities
C. Theoretical Basis

Optional Professional Development Resources

Reflection Guide and Action Plans

Essential Practices:

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

A. Structure and Organization of Face-to-Face Session Activities

E.1. Preparation for CLA session activities includes the following
  a. Based on previous instructor lectures, required readings, and assignments, the facilitator prepares in advance a tentative agenda of activities for the study session with the understanding that flexibility will require changes during the session (e.g. opening ice breaker activity, group identification of important vocabulary terms, handouts, activity worksheets, assessment activity to identify student understanding of the topics for the CLA session, specific learning strategies to apply to target course content, planned small-group learning activities, a reminder of upcoming course events such as exams, and a final learning activity to gauge learning mastery by participants in the CLA session); and
  b. CLA session "activities align with academic topics and anticipated learning needs" of students in the course (CAS, 2019b, p. 6).

E.2. Session management activities include the following:
  a. CLA sessions employ a wide variety of active and collaborative learning strategies to increase meaningful interaction among peers, engagement with course material, and opportunity for all students to participate;
  b. facilitators employ "wait time" during discussions to encourage reflection and elicit engagement by all students. Facilitators are transparent with participants about why they use wait time and other CLA procedures;
  c. if there is a large attendance at a CLA session, such as a dozen or more, students are divided into smaller groups to provide an opportunity for more student participation;
  d. facilitator structures the sessions to encourage intellectual risk-taking. Learning from mistakes is not only accepted but encouraged;
  e. facilitator builds an environment in which students engage in paired and small-group activities to discuss and explain to each other academic content, challenging concepts, or solutions to problems; and
  f. CLA sessions review key concepts of course content presented previously in the classroom, through assigned readings and other assignments.

E.3. Teaching and learning strategies during CLA sessions include the following:
  a. facilitator integrates opportunities for students to acquire and master learning strategies directly applied to the course to understand the course content and solve problems (e.g., different problem-solving strategies, lecture note taking, test question prediction, review of error patterns from previous tests);
  b. facilitator encourages students to share learning strategies that have been effective for them to encourage adoption and experimentation by others; and
  c. varied learning modalities and activities are used to increase long-term retention by maintaining interest and supporting learning style preferences.

B. Structure and Organization of Online Session Activities
(Apply the previously listed items under the face-to-face sessions to the list below).

E.4. If the session will be recorded and posted online, students are provided notice well in advance.

E.5. The CLA program develops materials (e.g., tutorials, videos, instructions, and specific walk-throughs) well in advance of the session for participants to learn how to use the technology and troubleshoot common issues or problems (e.g., wi-fi connection issues).

E.6. Materials needed for online sessions (e.g., handouts, worksheets) should be available well in advance of the session, for instance, by providing Word or PDF formats in email attachments, posting items to the learning systems management page provided for the facilitator in each course, or posting to a shared online file folder for students in the course).

C. Theoretical basis

E.7. The CLA program is based on a "theoretical foundation of student development and learning and activities are guided by a research-based pedagogy of demonstrated effectiveness" (CAS, 2019b, p. 17). This theoretical and pedagogical framework is described in CLA program reports and is a training topic for CLA facilitators.

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Structure and Organization of Face-to-Face Session Activities

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

R.2. When appropriate, students make short presentations to the entire group to build their communication skills and increase their confidence in speaking in front of others.

R.3. Multimedia is used appropriately during CLA sessions to aid in visual learning (e.g., animation applets, PowerPoint, videos, marker boards, and overhead transparency projectors).

R.4. CLA sessions occasionally include simulations and role-playing to increase student engagement with the material as appropriate.

R.5. Students are highly encouraged to contribute topics and activities for CLA sessions.

R.6. For CLA programs with voluntary attendance, activities are scheduled so that the largest number of students in the targeted course will have opportunities to participate. This includes sensitivity to the needs of diverse students (e.g., full-time, part-time, residential, commuter, distant, and differently-abled). If possible, the same session is offered at different times on different days to allow for maximum participation.

R.7. 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.

R.8. For programs with voluntary attendance, the CLA facilitator, CLA professional staff, and sponsoring target course instructor engage in continuous recruitment of students for participation in the program throughout the academic term (e.g., the extended first-day announcement by the facilitator, periodic short class announcements, e-mail messages or texts, handouts, and personal one-on-one invitations). If CLA attendance is not anonymous, the target course instructor could award a small number of bonus points to participating students. Program administrators should be aware that students attracted through extrinsic rewards may attend sessions only to receive the points and may not participate or even become uncooperative. Additional coaching and supervision by program staff are needed to monitor the situation and provide additional training for facilitators.

R.9. The CLA facilitator makes available hand-outs from previous CLA sessions and other materials approved by the course instructor and CLA professional staff. Each target course has a webpage providing information about the CLA program, a schedule of sessions, and links to download handouts and worksheets distributed during CLA sessions. Platforms for this information could be the campus learning systems management system (e.g., Blackboard and Canvas), Eliademy (a free online course builder), or Google Drive under the control of the campus CLA program.

R.10. Before major exams, the CLA program offers extended and repeated CLA sessions to prepare participants through mock exams, reviewing multiple course topics covered by the exam, and strategies for taking exams.

R.11. The CLA facilitator plans activities that foster critical thinking by using questions from the upper levels of Bloom's *Taxonomy of Educational Objectives* (Anderson & Krathwohl, 2001; Gershon, 2018; Krathwohl, 2002)

R.12. CLA facilitators frequently use graphic organizers (e.g., sequence, relationships, comparison/contrast, charts, graphs, and cognitive maps) during CLA sessions to organize learning concepts for deeper comprehension and retention.

R.13. Before major unit exams in the course and during regular CLA sessions, the CLA facilitator guides participants to predict academic demands and exam questions.

R.14. After major unit exams in the course, the CLA facilitator debriefs participants by exploring their behaviors and experiences (e.g., exam preparation, test taking, and changes to make for future exams (e.g., participants complete a post-exam survey to identify behaviors they did or did not do before or during the exam and discuss the results).

R.15. Students demonstrate the development of transferable workforce skills such as teamwork, leadership, and working with diverse groups.

B. Structure and Organization of Online Session Activities
(Apply the previously listed items under the face-to-face sessions to the list below).

R.16. Online session software is fully featured and provides extensive opportunities for interaction and information sharing (e.g., sharing audio and video, the facilitator has control of participation, chat room, whiteboard, both large group and breakout rooms for smaller discussion groups that can be visited by the facilitator, and session recording stored in the cloud with a unique URL for later access by students).

R.17. Facilitator manages a *simple online session* with the following:
   a. schedules the webinar service meeting;
   b. widely publicizes the meeting;
   c. uses a laptop or desktop computer;
   d. uses a simple web conferencing software package;
   e. develops slide presentations to organize session activities and online editable documents for interactive activities by participants (e.g., Google docs and spreadsheets);
   f. mirrors session activities of typical face-to-face peer sessions (e.g., greet participants, revise draft agenda of facilitator, present learning activities, redirect questions back to participants, wrap up the session with lessons learned, and schedule of next session); and
   g. places a recording without editing and provides a web link to students.

R.18. Facilitator manages an intermediate-level online session using a more complex web conferencing software package. The software permits creating multiple discussion rooms in addition to the large room. Facilitator has participants work on some activities as a large group and other activities in small groups. The facilitator can move among the small-group rooms to interact with participants, monitor activity, and bring them back to the large-group room.

C. Theoretical Basis

R.20. The CLA program periodically updates facilitator training procedures to "include current learning theories" (CAS, 2019b, p. 17).

R.21. The CLA program regularly updates its statement on theoretical and pedagogical foundations for the program and includes the updated statement in program information.

Optional Professional Development Resources

The following topics are recommended as part of an optional professional development program for the CLA staff regarding the operation of their program. Several of the 12 *CLA Guide* sections will include suggested readings for those interested in taking a deeper dive into the theory and detailed recommended actions. The readings in this section are offered solely as optional long-term professional development. From these readings, new practices may emerge that can be included in the CLA program. Readings may also answer questions regarding why some practices are effective and others are not. An educational psychology textbook can explain the effectiveness of CLA practices contained in this *Guide*, such as the textbook by Zakrajsek and Bailey (2019) or an older textbook. Consider selecting one book for review in the near future. The complete citation for each of these resources is contained in the reference and recommended resources section at the end of the *CLA Guide*.

Online CLA Sessions. A major growth area for CLA programs is offering services partially or totally online. While some programs have been operating online for decades, for most programs, this is a recent activity. This *Guide* section includes some basic guidelines and several samples. An annotated bibliography identifies nearly three dozen SI and PLTL programs that have provided online services, and their publications provide research studies, lessons learned, and best practices for success: https://z.umn.edu/online-study-groups. Several are of special note due to their detailed report of procedures for online PLTL and SI (Beaumont et al., 2012; Beckmann & Kilby, 2008; Federet al., 2016; Finney et al., 2018; Janke & Varma-Nelson, 2014; Watts et al., 2015). Dvorak and Roessger (2012) identified a training program for tutors in their role with the campus online tutoring program. A series of training videos for online tutoring is available at http://z.umn.edu/lacyoutube. Some publications share training activities and useful strategies for students to serve as online tutors (Boettchder & Conrad, 2016; Davie, 1989; Dvorak & Roessger, 2012; and Turrentine & MacDonald, 2006). An excellent trio of books (Brennan, 2021; Johnson, 2020; Levy, 2020) focuses on effective online learning practices that use Zoom software. The Association of Colleges for Tutoring and Learning Assistance has developed principles, standards, and effective practices for quality online tutoring (ACTLA, 2019).

Universal Design for Learning. Embedded within much of the *CLA Guide* are best practices of Universal Design for Learning (UDL). UDL is closely related to Universal Learning Design, Universal Instructional Design, and Differentiated Instruction. Recognizing that the way individuals learn can be unique, the UDL framework calls for creating a curriculum from the outset that provides multiple means of representation to give learners various ways of acquiring information and knowledge, multiple means of expression to provide learners alternatives for demonstrating what they know, and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn. One of the most-read publications is by Burgstabler (2015). Books by the following researchers are also helpful: Gordon et al. (2014) and Ross and Meyer (2002)

National Study of Effective Practices. Arendale (2001) conducted a national study of 350 Supplemental Instruction programs regarding factors that support the effectiveness or were associated with the closing of SI programs.

Zone of Proximal Development. An important theory that helps explain the efficacy of student-led study groups (explaining why student peer groups are effective with a more advanced student who serves as the facilitator) was developed by Vygotsky when he posited a *Zone of Proximal Development* (ZPD) (Vygotsky, 1978; Wikipedia, 2019). According to ZPD theory, learning occurs when a person is assisted by a teacher or a student peer who possesses a higher skill set. The person learning the skill cannot complete it without the assistance of a teacher or peer. In CLA programs, that person helps students in the group to attain knowledge and skills so that the more advanced peer is no longer needed.

Culturally Sensitive Pedagogies. Throughout this *Guide* are statements about cultural competence, student diversity, and creating a welcoming learning environment; however, a deeper analysis of the learning environment, whether it be in student study groups or classrooms, has been underway for many years. The *CLA Guide* primarily focuses on actions for facilitators, staff, and administrators of CLA programs to take. Not much is said about learning pedagogies and the impact of equity, race, and class on student learning. Very little is said about this topic in the professional literature related to peer learning, learning assistance, and developmental education.

Gusa (2010) identifies the impact of race on learning for students of different racial and identify backgrounds. This is used as the introduction of the following learning pedagogies. Tuitt et al. (2016) have written forcefully on the impact of race on education. The purpose of these recent books is to develop thinking on how informed pedagogy might lead to different CLA session activities, professional development training for facilitators and CLA staff, and how to make the CLA learning environment more inclusive of all students. Although the following descriptions may seem similar, some nuances distinguish them. The primary emphasis of the pedagogies is on teacher behaviors, but lessons could be applied to the actions of facilitators in CLA sessions.

- Culturally Relevant Pedagogy requires the facilitator to operate in a cross-cultural or multicultural setting. Each student makes meaning in their own cultural context. A recent book on this topic is by Adams et al. (2017).
- Culturally Responsive Pedagogy is a student-centered approach to learning in which students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. It has three functional dimensions: institutional, personal, and instructional. Several books about this pedagogy are Gay (2018), Hammond (2015), and Pirbhai-Illich et al. (2017).
- Culturally Sustaining Pedagogy is the most recent pedagogical approach to challenge educators to promote, celebrate, and even critique the multiple and shifting ways that students engage with culture. Several books on this pedagogy are Coulter and Jimenez-Silva (2017) and Paris, Al et al. (2017).

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan to improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these as sample discussion questions to involve your CLA staff and student leaders. Feel free to create your own questions based on the *CLA Guide* or your program manual:

1. What are some of the activities created by facilitators that were not mentioned during training workshops or team meetings?
2. How do you engage the participants so that everyone is involved?
3. How do you handle unusually large groups of participants who may show up before major exams?
4. How do facilitators remain flexible during study sessions which require a change from the original study session plan?
5. What does it mean to be culturally relevant and sensitive?
6. What do you do if one participant commits a microaggression towards another student in the session, even if it was intended as a joke?
7. What do antiracism policies and practices look like within the CLA program and the study sessions?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

5. Professional Development for Facilitators of CLA Groups

Section Introduction

This section identifies general principles that most CLA program models share. Training-related topics are explored in other sections within the *CLA Guide*: *Section Three: Learning Environment*; *Section Four: Program Design and Activities*; *Section Ten: Technology*; and *Section Eleven: Opportunity and Inclusion*. Professional development is a continuous activity for facilitators throughout their time in their roles. Development occurs through training workshops, observation of other facilitators, coaching by the CLA administrator or others, and their own reflection on what they are learning and experiencing. Each national/international CLA program has precise procedures for training and professional development. While most common facilitators are students, some programs employ non-student paraprofessionals, professional staff members, or instructors. While many campus peer programs conduct their own professional development for facilitators, there are other options for content through webinars, videos, online instruction, and self-study materials.

Outline:

Essential Practices:
A. Professional Development Learning Objectives
B. Activities and Content of Professional Development
C. Delivery Systems for Professional Development

Recommended Practices:
A. Professional Development Learning Objectives
B. Activities and Content of Professional Development
C. Delivery Systems for Professional Development

Optional Professional Development Resources

Reflection Guide and Action Plans

Essential Practices:

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

A. Professional Development Learning Objectives

E.1.   Facilitators "participate in professional development activities pertinent to their work through-out their work career" (CAS, 2019b, p. 14).

E.2.   Facilitators understand the role of facilitation and not providing answers to student questions.

E.3.   Facilitators develop new active-learning skills and engagement activities.

B. Activities and Content of Professional Development

E.4.   The CLA program provides "regular in-service programs for instructional staff and other pro-gram personnel" to enhance awareness of issues related to student diversity (CAS, 2019b, p. 18) (e.g., race, ethnicity, home language, home educational background, religion, gender identity, sexual identity, socioeconomic group, age, and differing abilities).

E.5.   The CLA program utilizes facilitator training content published by several organizations: College Reading and Learning Association, National Organization for Student Success, International Center for Supplemental Instruction, and International Center for Peer-Led Team Learning. This *Guide* draws upon the organizations' material for identifying best practices that could benefit any peer program.

E.6.   The CLA program intentionally develops facilitators' competency to conduct the first CLA session of the academic term. Ongoing professional development to expand knowledge and skills could include the following common training elements:
   a. **develop a basic understanding of the campus CLA model and theoretical foundations;**
   b. watch vignettes related to racial interactions and follow them with application to study group sessions;
   c. develop necessary skills in group management;
   d. understand how to customize sessions to the academic discipline and requirements of the target course;
   e. increase antiracism and cultural competence;
   f. acquire a collection of learning strategies to model (e.g., different types of notetaking, text reading, and test preparation);
   g. develop active learning and collaborative strategies to engage participants;
   h. learn how to combine learning strategies seamlessly with a review of course content; and
   i. develop skills with planning sessions and remain flexible to adapt sessions as needed.

E.7.   The CLA program trains facilitators to develop and manage relationships with the target course instructor, CLA administrator, participants, and other facilitators.

E.8.   The CLA program trains facilitators in "emergency procedures for crisis intervention and management (i.e., students in crisis) and immediate contact of other campus or community resources for referral" (CAS, 2019b, p. 18). See more about this in *Section Twelve: Collaboration and Communication*.

E.9. The CLA program provides the extensive time (3-5 clock hours) necessary for facilitators to become proficient with online conferencing software before using it to interface with participants. Successful training combines practice guided by someone skilled with the software, independent time for facilitators' self-paced learning, and finally, a mock web conference session to practice the skills needed. Competencies to be mastered include operation of the software, exploring all the software features, solving common difficulties with the software, developing the lesson plan and associated presentations and other documents, developing interactive learning strategies for an online learning environment, practicing in mock online sessions with other facilitators serving as participants, and gaining confidence to multitask while hosting an online session (Dvorak & Roessger, 2012).

C. Delivery Systems for Professional Development

E.10. The CLA program provides a "structured and ongoing training program" for facilitators (CAS, 2019b, p. 8). Within the first year of their employment, new facilitators participate in 10-20 clock hours of training. This training occurs through a pre-term training program and periodic training sessions during the term. Portions of the training could occur online. Experienced facilitators participate in a shorter refresher training component at the beginning of the academic term and in most other professional development activities throughout the academic term.

E.11. Experienced CLA facilitators and professional staff mentor beginning facilitators.

E.12. CLA administrators or experienced facilitators hold team meetings in which facilitators share their experiences, engage in group problem-solving, learn about advanced training topics not covered in initial training, and build morale. These meetings may be face-to-face or online.

E.13. During the initial training workshop for the academic term, facilitators observe sample lectures by instructors, work with others to identify the needs that students may have with academic content, and then plan a session following the campus model that addresses those needs.

E.14. During the initial training workshop for the academic term, new facilitators participate in a mock study session as either participants orfacilitatorsr based on the previously viewed lecture. The workshop leader assigns roles as the facilitator, session observer, and participants, keeping groups small to provide more opportunities for interaction in roles.
   a. Conduct the mock study session.
   b. Following the session, hold an extensive debrief to identify what occurred and choices that the facilitator could have made.
      I. First, the facilitator reflects on their experience.
      II. Second, the session observer shares what they observed occurring during the session.
      III. Third, the CLA administrator reflects on what they observed and other actions that could have been taken.
      IV. Finally, the participants make similar observations. Start the debrief in this small group and then engage in debriefing by all during the training session.
   c. Repeat the mock study session again as time permits.

E.15. In each academic term, the facilitator observes several sessions with a fellow facilitator to discover new strategies to implement within their sessions and to provide constructive feedback upon request.

E.16. The CLA administrator or experienced facilitator attends the initial sessions of new CLA facilitators to observe and then meets to provide feedback and encouragement in a subsequent meeting.

E.17. The CLA administrator regularly recognizes facilitator participation, achievements, and performance (e.g., by presenting a CLA facilitator shirt or lanyard, hosting a recognition ceremony at the end of either one term or academic year, giving plaques, issuing news releases for the campus student newspaper and institutional publications, and writing letters of recognition for facilitator's work portfolio).

E.18. The facilitator intentionally reflects on their work experience at least every two weeks. Topics for these reflections could be a summary of memorable session events or responses to prompts by the CLA administrator (e.g., leadership skills, communication skills, gender and racial awareness and new behaviors displayed, content knowledge, and career choice). The reflections could be private or available for the CLA administrator to read and respond to. The reflections could be contained in a weekly journal, shared during periodic team meetings, or shared in another way.

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Professional Development Learning Objectives

R.1. The CLA program provides opportunities for experienced facilitators to assist with training and mentoring activities that can serve as venues for the development of personal and work skills (e.g., public speaking, task organization, supervisory skills, and other future work skills).

B. Activities and Content for Professional Development

R.2. The CLA program provides professional development during the academic term in leadership theory, campus resources, active learning, and cultural competence.

R.3.   The CLA program provides in-service programs for instructional staff and other program personnel to enhance awareness of issues related to student diversity (e.g., race, ethnicity, home language, home educational background, religion, gender identity, sexual identity, socioeconomic group, age, and differing abilities).

R.4.   As appropriate, the CLA program invites staff and instructors from other campus support services (e.g., counseling services, multicultural services, academic advising, and disabilities office) to talk with facilitators and be involved with training workshops of facilitators and other program staff.

R.5.   The CLA program maintains copies of session agendas, handouts, and strategies employed during CLA activities as samples for current and future facilitators. Professional staff maintains files of these materials. This could be done through paper copies in a filing cabinet in the administrator's office, a campus learning management system made available to the CLA program, and cloud-based systems such as those available through Google Drive and Eliademy.

R.6.   The CLA program provides "training for facilitators to assist students in crisis" (CAS, 2019b, p. 21) (e.g., CPR, crisis counseling, and resources for referral).

R.7.   The CLA program offers facilitators an opportunity for promotion within the program (e.g., supervising new CLA facilitators or assisting with training programs).

R.8.   The CLA program collaborates with the campus career services office to offer an annual professional development seminar on transferable skills for facilitators, connecting their facilitators' experience to future workforce standards and suggestions about how to indicate these on their résumés and job application cover letters.

C. Delivery systems for professional development

R.9.   The campus CLA program maintains a private online space for facilitators to exchange information, access training materials, and view training videos developed by the campus (if developed) and similar programs operating at other institutions. Examples provided here will soon be outdated by rapid technological changes; these options may fade and new ones emerge. Involve facilitators in choosing platforms and request their help with creation and management. Examples could include:
   a. CLA YouTube channel for professional development of staff and facilitators. Training videos could be mock CLA sessions, demonstrations of session activities, study skills and session strategies, interviews of facilitators sharing their best practices, and other professional development topics. These could be created by the campus CLA staff and facilitators or other CLA programs on other campuses. Videos could be produced more formally or simply completed using smartphone or tablet computer cameras and recording software. A sample is available at http://z.umn.edu/palyoutube.
   b. CLA online folder of training documents and items similar to those described for the CLA

YouTube channel;

c. audio recordings of facilitators sharing their best practices. The recordings could also come from podcasts created by facilitators at other institutions. These files could be made available through the online folder or a podcast series;

d. Eliademy is an example of a free online course builder that could be restricted to the CLA staff and facilitators. The content could be as described for the CLA YouTube channel and the online folder. Learning modules could be created for initial or continuing professional development; and

e. GroupMe is an example of a free app that creates a private chat room for a small group such as CLA facilitators. The group could include all the facilitators or those in the same subject-matter area, such as STEM or social studies. Facilitators could send messages to ask questions, offer short answers, provide advice, and identify resources.

R.10. The CLA program offers professional development through initial training workshops, periodic team meetings, viewing training videos, mentoring by other facilitators, webinars to connect with facilitators located across a multi-campus system, or drive-in conferences.

R.11. The CLA program involves experienced facilitators in initial facilitator training workshops, team meetings, and helping with the supervision of new facilitators.

R.12. The CLA program requires facilitators to reflect intentionally on their work experience at least every two weeks. Products of this reflection could be short summaries of memorable session events or responses prompted by an administrator's specific question (e.g., leadership skills, communication skills, content knowledge, or career choice). The reflections could be private or available for the CLA administrator to read and respond to. The reflections could be contained in a weekly journal, shared during one of the periodic team meetings, or shared in another way.

R.13. At the end of each academic term, the CLA program has facilitators reflect on their personal and academic development experiences. This reflection may be accomplished by an activity such as the completion of a survey, group discussion with other facilitators, or an individual interview with the CLA program administrator.

R.14. At the end of each training event, CLA professional staff survey facilitators on the effectiveness of the training, providing participants the opportunity to reflect on their own learning during the event and invite requests for additional training.

Optional Professional Development Resources

The practical strategies for facilitating study sessions, conducting professional development, and program management are based on recommendations of experienced, successful CLA program administrators and drawn from the relevant professional literature. The following is provided as part of an optional professional development program for those interested in digging deeper into the literature

that helped to create this *Guide*.

- YouTube channel with facilitator training videos for SI and PLTL, https://z.umn.edu/palyoutube
- Other tutor and study group facilitator training resources are available at the Learning Support Centers in Higher Education (LSCHE) website, https://www.lsche.net/.
- David Arendale's webpage on peer learning resources, which includes facilitator training materials and links to other resources, https://z.umn.edu/peerlearning.
- Resources for training facilitators to conduct sessions online, located in *Section Four: Program Design and Activities* of this *Guide*.
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed). Jossey-Bass, The classic book on many classroom assessment techniques and activities.
- Training manuals, including these: Agee and Hodges (2012) and Lipsky (2011). Others are listed at the end of the *CLA Guide*.
- Bloom's *Taxonomy of Educational Objectives*. Since the 1950s, this taxonomy has been the standard for guiding student thinking on a continuum from basic comprehension and recall of facts up through synthesis and evaluation. Bloom's model has been useful in guiding study group activities. Three new publications have updated the model: Anderson and Krathwohl (2001), Gershon (2018), and Krathwohl (2002).
- Publications on student engagement, which is essential for effective study group sessions. Several recent books explore this topic more deeply: Christenson et al. (2013), Fisher et al. (2018), and Quaye and Harper (2015).
- Johnson et al. (1998). *Advanced cooperative learning.* (3rd ed). Interaction Book Company. Johnson and Johnson are the most prolific writers on the practical use of peer cooperative learning in elementary, secondary, and postsecondary education.

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan to improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic).

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet).

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these sample discussion questions to involve your CLA staff and student leaders. Feel free to create your own questions based on the *CLA Guide* or your program manual:
1. What do student facilitators wish they had learned through initial training sessions before they facilitated their first study session?
2. How do student facilitators manage their relationships with the target course instructor, student participants, other student facilitators, and CLA program staff?
3. How could student facilitators be involved in selecting topics for training sessions and team

meetings and conducting the sessions?

4. Who else could participate in student facilitator training sessions and team meetings?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

6. Institutional Governance and Policy

Section Introduction

A critical resource for any peer learning program is strong support from administrators at the organization's top. CLA is part of the institution's strategic plan for student achievement and persistence. The CLA program does not belong to the CLA administrator; it belongs to the institution. If the CLA administrator leaves or is promoted to another position, the institution's commitment to the program should be unwavering.

This section is dependent on *Section One: Mission and Goals*. Upper-level administrators need to clearly understand how the CLA program is part of the core mission and goals of the institution. If they view it that way, financial resources for the program will remain stable or grow over time as the program is expanded. This section is also dependent on *Section Two: Assessment and Evaluation* to provide evidence that the program is effective and produces higher student outcomes.

Outline:

Essential Practices
A. Institutional Policies and Support
    1. Responsibilities to the Program of the President/Chancellor
    2. Responsibilities to the Program of Vice Presidents, Upper-Level Administrators, and Deans
B. Legal Responsibilities
C. Safety Training Issues

Recommended Practices
A. Institutional Policies and Support
    1. Responsibilities to the Program of the President/Chancellor
    2. Responsibilities to the Program of Vice Presidents, Upper-Level Administrators, and Deans
B. Safety Training Issues

Optional Professional Development Resources

Reflection Guide and Action Plans

Essential Practices:

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

A. Institutional Policies and Support

1. Responsibilities to the Program of the President/Chancellor

E.1. The CLA program and other academic support services have "stable funding and staffing" (CAS, 2019b, p. 22).

E.2. If the CLA program is initially funded by a grant or other short-term funding source, the institution commits itself to continue or expand financial support after the initial sponsorship ends. In cases of grant funding, the program is directly managed by the CLA administrator and not by a grant administrator due to the professional nature of the work.

2. Responsibilities to the Program of Vice Presidents, Upper-Level Administrators, and Deans

E.3. CLA and other forms of academic assistance are perceived as a priority by campus administrators in response to strategic planning, assessment, and other identified needs for more academic support for all students at the institution.

E.4. The CLA program has "stable funding for personnel salaries" (both staff and facilitators), staff professional development, and other necessary expenses (CAS, 2019b, p. 22).

E.5. Priority is given to the CLA program for scheduling session meeting rooms at times that student participants are available rather than at off-hours when classrooms or other meeting spaces are empty.

B. Legal Responsibilities

E.6. The institution provides CLA professional staff and facilitators with "training to be knowledgeable about and adhere to relevant civil and criminal laws and institutional policies" related to their role and function within the institution (CAS, 2019b, p. 18) (e.g., training on sexual harassment, micro- and macroaggressions, mandatory reporting, referral to appropriate institutional student services, treatment of staff and students, student privacy, grant regulations, hiring protocols, and fiscal management).

E.7. The institution protects CLA professional staff and facilitators from harassment lawsuits by students or others resulting from their CLA work activities.

E.8. The institution provides the CLA administrator with access to legal advice.

C. Safety Training Issues

E.9. The institution provides CLA personnel with training to "disclose to appropriate authorities the information judged to be of an emergency nature when the safety of the individuals and institutional property are involved" (CAS, 2019b, p. 18).

E.10. The institution provides CLA personnel with training regarding active shooters, students in crisis, and student physical or mental health referral resources within the institution and community.

E.11. Safety issues (e.g., emergency crisis management procedures for the physical or mental health needs of a student) are integrated into staff and facilitator training (CAS, 2019b).

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. **Institutional Policies and Support**

1. Responsibilities to the Program of the President/Chancellor

    R.1.   CLA and other forms of learning assistance are addressed in the campus strategic plan.

2. Responsibilities to the Program of Vice Presidents, Upper-Level Administrators, and Deans

    R.2.   When appropriate, formal and informal communications mention the importance of the CLA program and other forms of academic assistance.

    R.3.   Upper administrators invite the CLA program administrator to be part of the campus enrollment management team to advise on meeting the needs of a wide range of students.

    R.4.   For continual quality improvement, upper administrators encourage CLA program administrator(s) to seek certification by an appropriate national or international organization and provide the funds and release time necessary for certification.

    R.5.   When possible, the institution provides a dedicated CLA room or space that is reliably available for meetings with staff, CLA sessions, and storing of supplies, materials, and records.

B. Safety Training Issues

    R.6.   At least one CLA staff member is trained to provide CPR or operate an automated external defibrillator if available.

Optional Professional Development Resources

Arendale (2001) conducted a study of 350+ SI-PASS programs regarding how the program was implemented, factors associated with continuing SI-PASS, or factors that influenced its demise. This study may be helpful to understand how administrative policies impact SI programs.

Reflection Guide and Action Plan

Use this guide to reflect on this section of the *CLA Guide* and make an action plan to improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these sample discussion questions to involve your CLA staff and student leaders. Feel free to create your own questions based on the *CLA Guide* or your program manual:
1. Under what conditions should student facilitators disclose safety concerns about students in the study sessions? What are the procedures, and who should be notified?
2. From what certification program(s) should the study group program seek certification?
3. How could the CLA staff and student facilitators be involved in campus committees such as enrollment management, new student orientation, and other services?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
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7. Program Leadership

Section Introduction

An effective CLA program requires careful coordination among several professionals who provide leadership for the program. This section provides more detail about the job descriptions of the CLA administrator, staff, and facilitators. It also includes expectations for faculty members who host CLA in their courses. *Section Five: Professional Development for Facilitators* identifies best practices for their training. *Section Six: Institutional Governance and Policy* provides the context for the CLA administrator as the individual located on the institution's organization chart.

In addition to providing more information about the CLA staff in this section, we devote considerable attention to the role of faculty members who sponsor CLA in their courses. It is critical that the roles of CLA staff, facilitators, and faculty members are clear before attaching CLA to a course. Each time that new faculty members or courses becomes involved with the CLA program, the same process of clarifying roles and boundaries for all parties is essential. Failing to identify those boundaries has led to the facilitator's being turned into a teaching assistant or, worse, the CLA program beinig canceled.

Outline:

Essential Practices:
A. Administration and Supervision
B. Organization
C. Roles and Responsibilities
    1. Director
    2. Support Personnel
    3. Faculty
D. Professional Development and Mentoring

Recommended Practices:
A. Administration and Supervision
B. Organization
C. Roles and Responsibilities
    1. Director
    2. Support Personnel
    3. Faculty
D. Professional Development and Mentoring

Optional Professional Development Resources

Reflection Guide and Action Plans

Essential Practices:

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

A. Administration and Supervision

E.1. The CLA program "works in collaboration with units across campus" (e.g., advising, academic programs, student orientation, multicultural studies, learning center, health and wellness, accessibility services, tutoring, and enrollment management) to enhance support to students and the curriculum (CAS, 2019b, p. 8).

E.2. The CLA program has detailed documentation of the administrative practices and policies for staff who work with the program.

E.3. The CLA program provides "detailed job descriptions for all program positions," informs and trains staff on responsibilities and limitations, and ensures that staff acknowledge their role and the scope of their position (CAS, 2019b, p. 19).

E.4. Standards and operating procedures for CLA programs operating on multiple sites are consistent across sites.

E.5. CLA "employees model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices" (CAS, 2019b, p. 20).

B. Organization

E.6. The CLA administrator is known to the academic deans, department chairs, and student affairs administrators. Additional information about the program, including contact information, is available and accessible through a bulletin board or website.

E.7. The CLA administrator possesses sufficient time to oversee the CLA program and professional staff, avoiding overextension between multiple programs or departments that interfere with the robust performance of duties and responsibilities.

E.8. CLA is attached to courses only when the faculty member strongly supports the program's mission through their involvement. Therefore, courses with the highest rates of D, F, incompletes, and withdrawals should not be selected if their instructors are not supportive of CLA. Because faculty involvement is essential for student effectiveness and participation in the program, institutional funds would be better used to support a different high-risk course.

C. Roles & Responsibilities

1. Director (administrator, coordinator, or other title for the CLA program facilitator)

E.9. The CLA director "creates and communicates a clear vision" for the present and future needs of the CLA program (CAS, 2019b, p. 14) (e.g., in discussions with campus officials, equity and inclusion expansion, program reports and promotional literature, employment interviews with new staff, and training workshops) based on collaboration with and input from student facilitators, faculty members, student affairs unit administrators, academic unit administrators, and other stakeholders.

E.10. The CLA director provides leadership in managing, developing, and evaluating the CLA program (CAS, 2019b).

E.11. The CLA director manages the CLA program budget and ensures stable funding for operations through the demonstration of an effective, equitable, and inclusive program with regular reports to administrators to whom the CLA unit reports and to the CLA advisory board. The director also looks for opportunities to build collaborative relationships with other campus units, community agencies, and grant programs to provide financial and nonmonetary support (CAS, 2019b).

E.12. In consultation with other CLA staff and facilitators, the CLA director identifies strengths and areas for improvement and creates a plan to improve and evaluate outcomes.

E.13. The CLA director "understands the vision and mission of the institution and aligns the CLA program to support institutional priorities" (CAS, 2019b, p. 9).

E.14. The CLA director conducts "continuous assessment and evaluation of program effectiveness, equity, inclusion, and goal attainment congruent with institutional mission and ongoing planning efforts" (CAS, 2019b, p. 9).

E.15. The CLA director creates job descriptions and directly supervises the program's support personnel, ensuring that applicants' requirements are focused more heavily on skills they currently possess relevant to the job and prior paid and unpaid work experiences rather than the attainment of particular academic degrees or certificates.

E.16. The CLA director "interviews, hires, trains, and evaluates" CLA staff (CAS, 2019b, p. 18). Examples of these responsibilities include:
   a. an annual appraisal conducted for each CLA professional staff member includes a discussion of their needs and the administrator's recommendations,
   b. the CLA director ensures that staff demographics reflect or exceed the diversity of campus professional staff, and
   c. the CLA director makes additional efforts to increase the demographic diversity of applicant pools for staff positions.

E.17. The CLA director coaches and mentors CLA facilitators by observing them during sessions early in the academic term, talking with them individually throughout the academic term, and hosting periodic CLA facilitator team meetings to discuss problems, share success stories, and conduct mini-training sessions.

E.18. The CLA director models appropriate professional attitudes and behaviors to staff, students, and others on and off campus.

E.19. The CLA director develops and maintains positive communication with faculty, administrators, and staff.

E.20. The CLA director creates written and oral communications related to the CLA program.

2. CLA Support Personnel

E.21. Support staff and sufficient in number and qualifications to assist the CLA administrator with the program.

3. Faculty Roles and Responsibilities

E.22. The CLA program administrator sets expectations for the roles of facilitators with target course faculty members and, if needed, department chairs to ensure faculty understand the difference between the duties of a CLA facilitator and those traditionally undertaken by a teaching assistant.

E.23. Target course faculty member is a proponent of the CLA program (e.g., making supportive comments about the CLA program and its usefulness for all students).

E.24. Target course faculty member permits the facilitator to communicate with target course students (e.g., in an extended CLA overview during the first class period, periodic short class announcements, and via access to student email addresses to send several short announcements during the academic term about CLA sessions).

E.25. Target course faculty member makes available to the CLA administrator the first major exam scores to compute averages of CLA participants and nonparticipants and access to the course learning management system (e.g., Canvas, Moodle).

E.26. Target course faculty member forwards the names of potential facilitators. These names are added to those already gathered by the CLA administrator through aggressive job posting advertisements and direct contact with multicultural organizations to solicit applicants. CLA administrator makes the final hiring decision. See *Section Eight: Human Resources* for desired competencies, skills, and experiences of CLA facilitators.

D. Professional Development and Mentoring

E.27. The institution provides funds and release time for the CLA administrator to receive formal training from a relevant national or international organization in the type of CLA being offered.

E.28. The institution provides funds and release time for the CLA administrator to attend the annual national or international conference of a relevant CLA program.

E.29. The CLA administrator and staff read the professional literature of the CLA program and other publications related to peer learning programs to incorporate new strategies into their program.

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Administration and Supervision

R.1. Upon request and availability of time, CLA professional staff serve as resources for professional development activities for other faculty and staff (e.g., providing workshops on active and collaborative learning strategies for the classroom, assisting struggling students, or mentoring facilitators working in their classes).

R.2. The CLA program regularly disseminates its mission and goals institution-wide to staff, faculty, and administrators via oral advocacy, print documents, and social media.

R.3. The CLA administrator disseminates information on current CLA services through multiple means so that students and faculty know of its availability and its relationship to the institution's mission (e.g., via institutional publications, CLA office open houses, website, social media, student orientation, and other campus presentations).

R.4. Departmental chairs and deans receive reports of CLA program evaluations that operate in their unit.

R.5. Higher administrators cite the CLA program in important institutional planning and accreditation documents (e.g., enrollment management, student learning, instructional services, and accreditation self-study).

R.6. The CLA administrator and professional staff seek student feedback periodically to plan and implement future improvements of the CLA program (e.g., via a short survey for students during a class period with permission of the faculty member, a short survey for students attending a CLA session, and monitoring social media channels established by the CLA program such as a Facebook page).

B. Organization

R.7. The CLA program has a clear organizational chart to display relationships among all personnel. The chart displays connections with other campus resources and offices. The final component of the chart is the official reporting line from the CLA program administrator to the campus president.

R.8. The CLA administrator is considered equal to an academic department chair and is required to attend any committees or workgroups which have an impact on the CLA program either currently or in the future.

R.9. The CLA administrator is a required participant in any fiscal or grant discussions that can support the academic success of students and support the mission and vision of the CLA program.

R.10. CLA is attached only to courses in which the faculty member strongly supports the mission of the program through their involvement. Therefore, courses with the highest rates of D, F, incompletes, and withdrawals should not be selected if their faculty members are not supportive of CLA. Because faculty involvement is essential for student effectiveness and participation in the program, it would be a better use of institutional funds to select another course with high rates of DFIW.

C. Roles & Responsibilities

1. Director (administrator, coordinator, or other title for the CLA program facilitator)

R.11. The director leads efforts to have the CLA program certified by a national or international organization or association to develop new knowledge for strengthening the program and raising prestige among potential students and facilitators, CLA facilitators, and campus administrators. This recommendation is contingent on the feasibility of certification costs for the departmental budget and the availability of sufficient time for the administrator and staff to complete certification requirements, which may take several years.

R.12. The director seeks professional certification by the appropriate organization to develop new knowledge to strengthen the CLA program and raise prestige among campus administrators. This recommendation is contingent on the feasibility of certification costs for the departmental budget and the availability of sufficient time is available for the administrator to complete professional certification requirements, which may take several years.

R.13. With other members of the CLA staff, the director actively participates in local, regional, and national or international professional organizations that share goals and missions in postsecondary education similar to those of the CLA program.

R.14. The director prepares and makes presentations at local, statewide, and national or international conferences related to the CLA program. In these presentations, the director shares with other professionals the best practices, training procedures for facilitators, or research studies of their CLA program.

2. Support Personnel

R.15. The CLA program recruits experienced CLA facilitators to serve as mentors of new facilitators by visiting some of their CLA sessions early in the academic term and debriefing the facilitator.

R.16. Experienced CLA facilitators assist with initial training workshops and subsequent facilitator team meetings through the academic term (e.g., sharing how they approached the sessions, resources they used, and worksheets they created).

R.17. Support personnel work with the CLA administrator to obtain professional certification from an appropriate organization to develop new knowledge to strengthen the CLA program and raise esteem among campus administrators.

3. Faculty Roles and Responsibilities

R.18. Faculty of target courses participate in the training of CLA facilitators to better learn the best practices of the CLA program and suggest course-specific training to assist facilitators.

R.19. Faculty of target courses meet regularly with CLA facilitators assigned to their courses for mentoring and discussing the progress of both facilitator and student participants.

R.20. Faculty of target courses report to the CLA administrator any issues related to the CLA facilitator, such as repeated failure to attend class on time or student complaints about the facilitator.

D. Professional Development and Mentoring

R.21. The CLA administrator attends campus workshops, participates in webinars, and utilizes self-paced materials on coaching and management skills to improve effectiveness with CLA staff and facilitators.

R.22. The CLA administrator creates a regular training program for CLA staff and/or faculty partners that fulfills the requirements of the national or international organization for the CLA peer learning program.

Optional Professional Development Resources

In addition to offerings of national and international organizations associated with most CLA programs, additional resources are available for the professional development of the CLA staff. Consider exploring one or more of the following:

- Annotated bibliography of 1800+ publications related to the major CLA programs, https://z.umn.edu/peerbib
- David Arendale's webpage for peer study group program resources, http://z.umn.edu/peerlearning, offering the following resources:
  - Professional CLA centers and organizations
  - Journals related directly or indirectly to CLA
  - "Must Read" publications about CLA
  - Professional standards of national and international CLA organizations and other professional associations representing learning assistance.
  - Directory of learning technologies that may be used in CLA programs.
  - The email listserv for SI campus directors. Even directors of non-SI programs can join the listserv for discussions on issues and solutions applicable to other CLA programs.
- David Arendale's Peer Assisted Learning YouTube channel https://z.umn.edu/palgroupsyoutube. The YT channel contains recent CLA-related presentations by David and playlists of YT awareness and training videos for Peer-Led Team Learning and Supplemental Instruction-PASS. It also contains audio versions of the podcast interviews with student study group facilitators.
- David Arendale's Peer Assisted Learning podcast, http://palgroups.org. The podcast features short reviews of new CLA publications and interviews with facilitators.

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan for improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

1. Consider these sample discussion questions to involve your CLA staff and student facilitators. Feel free to create your own questions based on the *CLA Guide* or your program manual:
2. What information should be in the operating manual for the study group program?
3. How could the CLA staff and student facilitators be involved with the creation and revision of their job descriptions?
4. How should boundaries between target course faculty and facilitator be set (e.g., selection process, role in the classroom, helping with grading or entering grades)?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

8. Human Resources

Section Introduction

Five key individuals or groups are involved with the CLA program: the program administrator, the professional staff, the facilitator, the sponsoring instructor, and the participants. These terms are defined in the introduction to the *CLA Guide*. This section primarily focuses on the CLA administrator and staff. See *Section Five: Professional Development for Facilitator* and *Section Seven: Program Leadership* for related information.

Outline:

Essential Practices
A. Hiring Policies and Procedures
B. Continuing Employment Policies and Procedures
C. Working Environment and Culture
D. Orientation, Supervision, and Training

Recommended Practices
A. Hiring Policies and Procedures
B. Continuing Employment Policies and Procedures
C. Work Environment and Culture
D. Orientation, Supervision, and Training

Reflection Guide and Action Plans

Essential Practices:

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

A. Hiring Policies and Procedures

E.1. The CLA program uses "written, systematic procedures for personnel recruitment, selection, and promotion that are consistent with institutional policies and practices" (CAS, 2019b, p. 15).

E.2. The CLA program administrator is selected on the basis of knowledge and training, relevant work experience, oral and written communication skills, organizational skills, planning skills, program evaluation skills, personal skills and competencies, relevant credentials, and experience in promoting learning and development in students. The previously listed qualifications are balanced by hiring candidates located within the geographic area and selecting a CLA staff with a diverse background when possible. In such cases, the institution hires the leading candidate

and provides resources and time for the CLA staff member to further develop their skills, gain certification from an appropriate organization, and participate in other ongoing professional development activities.

E.3.   On invitation by the CLA director, the target course instructor may nominate candidates for the CLA facilitator position. Hiring decisions are made by the CLA program administrator, who will increase the applicant pool for the position through advertisements, contact with multicultural organizations, and other means. If desired by CLA program administrator, others may be involved with the hiring decision (e.g., experienced CLA facilitators, an other student facilitators).

E.4.   Detailed position descriptions are available for all CLA personnel (CAS, 2019b). (For example, the CLA administrator's primary weekly or daily job responsibilities would include coaching and supervising CLA staff, secondary monthly or weekly responsibilities could include budget management, and long-term responsibilities could include professional development through attendance at state, regional, or national conferences related to the CLA program). Detailed job descriptions should represent the entire scope of work to inform both the annual appraisal and the potential assignment of additional duties.

E.5.   The CLA administrator chooses the best candidates for facilitator positions. In reality, at the beginning of their work, facilitators will display characteristics along a continuum between novice and expert. The key is for them to be teachable and for the CLA program to provide adequate training. Course instructors may recommend candidates who earned top grades in their course, sat on the front row in class, frequently talked with the instructor and share their demographics, but may not be the best candidates for facilitator positions. Although there is no "ideal" CLA facilitator profile, the most effective facilitators for serving a broad demographic of participants share common characteristics:
   a. prior successful struggle with the course material to achieve a final course grade of B or A and the ability to help others do the same;
   b. understanding of challenges in the course material and patience to help all students succeed;
   c. good organization and communication skills;
   d. d. eagerness to learn how to be an effective facilitator of the group and not copy teacher behaviors;
   e. cultural competence to work with a diverse group of participants; and
   f. participation on a team of facilitators that reflects or exceeds the demographic diversity of the student body.

E.6.   The CLA administrator produces a handout listing facilitator characteristics sought by the program and describing the program for the classroom instructor, department chair, academic dean, student affairs administrators, and others. The profile could also be used to advertise and promote the program and to attract CLA facilitator applicants. This handout is especially important when new CLA programs are being developed, and new faculty members will have CLA attached to their courses.

E.7. The CLA administrator employs firmness and diplomacy in selecting facilitators to help instructors, department chairs, student affairs personnel, and other administrators understand facilitators' responsibilities and required characteristics. Providing a written copy of the requirements and expectations is essential for faculty and administrators to understand the differences between a facilitator of the learning process (CLA facilitator) and a teaching assistant (with teaching and grading responsibilities). Facilitators focus on the problem-solving process and coach students through the steps until all achieve mastery.

E.8. CLA administrator improves staff and facilitator recruiting and hiring practices so that the CLA team more closely reflects the student body's diversity (e.g., by recruiting from campus African American organizations, including sororities and fraternities with academic excellence committee, and working with Diversity, Equity, and Inclusion administrators to reduce implicit biases and become more inclusive). The CLA administrator focuses on hiring to "screen in" rather than "screen out" potential hires and deemphasizes selection solely on grades or faculty recommendations (McGuire, 2020).

E.9. Professional staff demonstrate knowledge about antiracism, learning theory, and strategies appropriate for the CLA program.

E.10. The CLA facilitators' staffing pattern reflects or exceeds the student population's diversity of cultural heritage (e.g., (dis)ability, sexual identity, English language learner status, race, ethnicity, age, and gender identity).

E.11. Although eligibility for federal, state, or institutional financial aid may be a factor in the selection process, program administrators select facilitators primarily based on their merit, contribution to building an inclusive staff, and potential for their assigned role. Facilitators are selected according to written job descriptions of the CLA program. The CLA program administrator makes the final decision on hiring facilitators.

E.12. Professional staff "demonstrate knowledge about learning theory and strategies" appropriate for the CLA program (CAS, 2019b, p. 17).

E.13. A sufficient number of CLA professional staff are hired to carry out all aspects of the program.

B. Continuing Employment Policies and Procedures

E.14. The CLA program uses "written, systematic procedures that are consistent with institutional policies and practices for ongoing personnel evaluation" of all who are involved with the program (CAS, 2019b, p. 18).

E.15. CLA staff directly observe facilitators in CLA sessions. Observations are frequent and should be followed by coaching and mentoring by the staff and by experienced facilitators if they are invited to help with this activity.

E.16. CLA facilitator-to-student ratios are appropriate to the CLA program, the needs of students, and the estimated number of hours dedicated to meeting their needs. (Staffing patterns and responsibilities for Supplemental Instruction-PASS and Peer-Led Team Learning are expected to differ).

E.17. CLA facilitators have first-hand knowledge of the content and learning strategy needs of the students from recent or concurrent attendance at class lectures.

E.18. CLA personnel are not assigned duties and responsibilities beyond their qualifications and their professional development plan.

E.19. The CLA administrator "develops, disseminates, and regularly reviews written ethical standards" for the professional conduct of program staff (CAS, 2019b, p. 22).

E.20. The CLA administrator pays professional and student staff an appropriate amount in recognition of their job responsibilities, comparable to other positions at the institution, and a sufficient inducement for them to continue employment.

C. Work Environment and Culture

E.21. The CLA program has a written set of administrative policies, procedures, and performance expectations that parallel institutional policies, procedures, and performance expectations.

E.22. CLA professional staff and facilitators demonstrate good interpersonal skills with students, faculty, and colleagues supported by results from student and faculty oral feedback, evaluations, and surveys.

E.23. CLA facilitators possess an informed understanding of their limitations, refer students to appropriate campus and community resources when warranted, and immediately report emergency situations to the CLA staff member, who will take appropriate action.

E.24. CLA personnel behave in a personally non-judgmental manner to students and treat them with respect.

E.25. CLA personnel demonstrate openness to new ideas and approaches to serving students.

E.26. CLA personnel demonstrate and engage in behaviors that promote a supportive, collaborative working environment (e.g., antiracism, active listening, and teamwork).

E.27. The CLA administrator provides a work environment in which everybody feels safe, welcome, respected, and valued.

D. Orientation, Supervision, and Training

E.28. Organizational policies and procedures are in place for orienting new CLA personnel. A written

orientation plan is in place for all new CLA personnel. This includes policies and procedures in place for the CLA program.

E.29. In-service programs for instructional staff and other program personnel are provided regularly to enhance student diversity (e.g., race, ethnicity, home language, home educational background, religion, gender identity, sexual identity, socioeconomic group, age, and differing abilities),

Recommended Practices:

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

Note to reader: Although the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Hiring Policies and Procedures

R.1. When possible, the CLA program serves as a source of employment, practicum, and internships for those interested in a career in learning assistance.

R.2. The CLA program administrator is competent in managing learning challenges that students face, including providing direct support and advising and appropriate referral if needed.

R.3. 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.

R.4. Faculty and staff who hold joint appointments in the CLA program demonstrate a commitment to the mission, goals, and objectives of the program.

R.5. Faculty and staff members who hold joint appointments in the CLA program possess the appropriate expertise and qualifications for the position as stated in the CLA job description,

B. Continuing Employment Policies and Procedures

R.6. Salary and fringe benefit packages for CLA personnel are reasonably allocated according to staff positions and responsibilities and are commensurate with similar positions in the institution, institutional type, and geographic region.

R.7. The CLA program has adequate clerical staff and access to technical support staff as needed.

R.8. Funding is stable and sufficient for regular promotion and merit increases for CLA personnel following institutional policies.

R.9. The size of the CLA program is commensurate with the academic needs and size of the student population.

R.10. Facilitators attend class lectures to have first-hand knowledge of the content and learning strategy needs of student participants.

R.11. Facilitators meet periodically with sponsoring instructors (electronically or face-to-face) for coaching and mentoring to better serve students in the CLA course.

R.12. CLA professional staff who supervise CLA facilitators periodically attend lectures in the targeted course to inform them about coaching and supervising facilitators.

R.13. "Professional development plans are formulated" for CLA staff (CAS, 2019b, p. 14). Staff play a direct role in developing the plan and timeline for activities and outcomes.

C. Work Environment and Culture

R.14. Facilitators are treated like developing professionals, with a mentoring and developmental relationship with staff members and experienced student facilitators.

R.15. Team development is an aspect of ongoing training sessions and meetings.

R.16. Working culture is assessed via survey or other direct means to ensure a positive culture and continual improvement.

D. Orientation, Supervision, and Training

R.17. The institution encourages and, if possible, financially supports membership in appropriate professional organizations related to work responsibilities and subscriptions to professional publications for the professional development of CLA personnel.

R.18. The CLA program provides appropriate professional development opportunities and funds for both institutional in-service and professional activities (e.g., training workshops offered by the national CLA program, interest groups, conferences, and summer institutes of appropriate professional organizations).

R.19. The CLA program regularly provides in-service programs for instructional staff and other program personnel to enhance awareness of issues related to student diversity (e.g., race, ethnicity, home language, home educational background, religion, gender identity, sexual identity, socioeconomic group, age, and differing abilities).

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan to improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these sample discussion questions to involve your CLA staff and student facilitators. Feel free to create your own questions based on the *CLA Guide* or your program manual:

1. What steps are taken to ensure that CLA staff and student facilitators are as culturally diverse as, or more diverse than, the general student population?
2. What qualities does an ideal student facilitator demonstrate?
3. How could you describe the culture of the CLA program's work environment and its study group sessions?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
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9. Financial Resources

Section Introduction

This section focuses on a budget sufficient to support all CLA program activities and personnel. This section is related to numerous other parts of the *Guide*, including *Section Three: Learning Environment, Section Four: Program Design and Activities, Section Five: Professional Development of the Facilitator, Section Six: Institutional Governance and Policy,* and *Section Eight: Human Resources*.

Outline:

Essential Practices:
A. General Budget Funding
B. Resources Associated with CLA Program
C. Resources Associated with Administrative/Faculty/Personnel Costs

Recommended Practices:
A. General Budget Funding
B. Resources Associated with CLA Program
C. Resources Associated with Administrative/Faculty/Personnel Costs

Reflection Guide and Action Plans

Essential Practices:

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

A. General Budget Funding

E.1.   The CLA administrator monitors and manages a discrete CLA budget.

E.2.   "Funding is stable; adequate to carry out the CLA program's mission, goals, and activities"; and increases at the same rate as the institutional budget (CAS, 2019b, p. 22).

E.3.   If the CLA program is initially funded by a grant or other short-term funding source and demonstrates positive results for student achievement, the institution commits itself to continue or expand financial support after the initial sponsorship ends.

E.4.   The CLA program administrator demonstrates fiscal responsibility and cost effectiveness, consistent with similar institutional programs, by "managing the funds in accordance with established governmental laws and institutional policies, procedures, and guidelines" (CAS, 2019b,

p. 23).

E.5. Financial reports provide an accurate financial overview of the CLA program and provide clear, understandable, and timely data in order to plan and make informed decisions for the CLA program. If permitted by the institution, these reports are completed by the CLA administrator and communicated to appropriate individuals with spending authority.

E.6. Pay levels for the CLA program administrator, staff, and CLA student facilitators are similar to those for others at the institution and the local geographic region.

E.7. When there is significant growth of the CLA program (e.g., more facilitators, more target courses, more weekly sessions, and more types of services provided), an expanded budget provides additional funds for hiring staff (e.g., more facilitators, increased pay for facilitators working more weekly hours, more part-time student assistants) and expanding CLA facilities.

E.8. The CLA program administrator takes the 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, campus learning center, campus tutoring program, community agencies, and businesses).

B. Resources Associated with CLA Program

E.9. Sufficient budget for printing, supplies, and technology for the CLA to function (e.g., computers, printers, printer toner, copy paper, and supplies).

E.10. Sufficient budget for session supplies (e.g., whiteboard markers, models, dry-erase markers and erasers, mini-whiteboards for individual students to work problems, materials to make flashcards for quizzing students).

E.11. Sufficient budget to purchase commercial software for attendance tracking and report generation (e.g., TutorTrac and Accumedia), if not already provided by the institution.

E.12. Sufficient budget to fund meals and refreshments for staff, facilitators, and trainees during the initial multi-day training.

E.13. Sufficient budget to fund refreshments for CLA facilitators during their periodic team meetings.

E.14. Sufficient budget to fund print and media materials for training staff and facilitators.

E.15. Sufficient equipment budget for equipping rooms in which CLA sessions are held, with tools for active and collaborative learning (e.g., blackboard and marker boards, video projector and screen, individual marker boards for use by students, and laptop or tablet computer for the facilitator).

E.16. Sufficient budget for promotion and publicity of the CLA program (e.g., flyers, bookmarks, school newspaper advertisements, and t-shirts or lanyards for facilitators).

E.17. For CLA sessions offered online, sufficient budget support for the purchase of laptops or tablets, microphones, video cameras, online video conferencing software license, and other needs.

C. Resources associated with administrative, faculty, and personnel costs

E.18. Sufficient budget to support the professional development of the CLA administrator to attend a training workshop (if it exists) to prepare personnel for the particular CLA program.

E.19. Sufficient budget to support continuing professional development of the CLA administrator to attend the annual national or international conference hosted by the CLA program developers (if it exists).

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. General Budget Funding

R.1. The CLA "program budget is commensurate with the assessed needs of the student population" with input on needs from all stakeholders (CAS, 2019b, p. 22).

R.2. The CLA program budget provides adequate learning materials, printing, supplies, office equipment, and state-of-the-art technology for the CLA program.

B. Resources Associated with CLA Program

R.3. CLA facilitators have access to computers, scanners, printers, and other technologies to create and distribute learning materials used during CLA sessions.

R.4. CLA facilitators have access to the institution's learning management system to have their own web space for information sharing (e.g., weekly session schedules and session handouts).

R.5. CLA facilitators have access to and training in current technology appropriate to meet student needs and stay current with advancements in the field.

R.6. Budget provides funding periodically to provide refreshments for participants during CLA sessions (e.g., to attract participants, support extended exam preparation sessions, and provide a

social element for team building and mutual encouragement).

R.7. Budget provides support for purchasing shirts or lanyards to identify CLA facilitators, market the CLA program, and build team morale.

R.8. Budget provides support for awards, ceremonies, and recognition events of the CLA staff and facilitators.

C. Resources Associated with Administrative, faculty, and personnel costs

R.10. Budget support is available for paying professional dues of associations and organizations related to the CLA program for the support of staff professional development.

R.11. Funding is available for the purchase of books, periodicals, technology, e-books, video, databases, and other content for study by the CLA administrator, staff, and facilitators.

R.12. Budget support is available for other staff in the CLA program to attend a regional or national conference for purposes of professional development.

R.13. Financial support is available for periodic external review of the CLA program (e.g., for stipends, travel, and associated expenses).

R.14. Financial support is available for travel and associated expenses for site visits by the CLA administrator to other peer learning programs at surrounding institutions.

R.15. Budget is sufficient for expenses related to accreditation or certification of the program and the CLA administrator to improve the quality of the program.

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan for improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What is the area(s) that needs the most improvement that is missing from your 2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these sample discussion questions to involve your CLA staff and student facilitators. Feel free to create your own questions based on the *CLA Guide* or your program manual:

1. Do the student facilitators have convenient access to equipment for photocopying study session materials, dry-erase markers, and other learning materials?
2. Are there enough clerical staff to support the needs of the CLA staff and student facilitators?
3. Is the average student attendance too high at many study sessions, reducing participants' opportunity to practice new learning strategies and transforming sessions into large question and answer meetings?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
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10. Technology

Section Introduction

Technology has become essential to peer learning programs for managing participation data, embedding in peer sessions, and offering peer sessions online. Although academic distance learning programs have employed online peer learning and academic support for decades, they are now growing quickly with campus learning services. This growth requires institutions to make greater investments in technology for their campus programs. Commercial software named in this *Guide* are not mentioned as endorsements but, rather, examples of the capabilities of software solutions. With rapid technological changes, new approaches will emerge while older ones fade.

Due to the pivotal role of technology for CLA, this section is related to *Section Three: Learning Environment*, *Section Four: Program Design and Activities*, *Section Five: Professional Development of Facilitators*, *Section Seven: Program Leadership*, *Section Eight: Human Resources*, and *Section Twelve: Collaboration and Communication*.

Outline:

Essential Practices
A. Systems Management
B. Compliance
C. Face-to-Face CLA Sessions
D. Online CLA Sessions

Recommended Practices
A. Systems Management
B. Compliance
C. Face-to-Face CLA Sessions
D. Online CLA Sessions

Optional Professional Development Resources

Reflection Guide and Action Plans

Essential Practices:

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

A. Systems Management

E.1. All CLA staff have "access to technology and other resources (e.g., computers, software, printers, and supplies) appropriate to their needs and the demands of their roles" (CAS, 2019b, p. 23).

E.2. The CLA program conducts a needs assessment with student facilitators and uses its relationships with other units on campus as well as learning center funding to provide essential technology for facilitators conducting their sessions exclusively online.

E.3. CLA staff have access to training and support for technology use, including support for the prevention of cyber system hacking.

E.4. CLA data storage and management comply with institutional policies and procedures.

E.5. CLA online and digital resources are consistent with best-practice accessibility guidelines for people with disabilities (e.g., online resources such as web pages and PDF documents are accessible with screen readers).

E.6. Institution provides expertise and assistance for the design and periodic revision of the CLA web presence (e.g., web page, social media channels, and communications).

E.7. The CLA program uses technology-based data management systems to collect attendance data and generate program reports. Several approaches are currently followed:
   a. using desktop/laptop computer commercial software (e.g., TutorTrac, Redrock Software), the CLA program utilizes features such as video and print tutorials for software use, secure log-in with username and password, functions permitting students to search for peer learning sessions, attendance records for generating attendance reports, apps permitting students to request help at study tables, payroll generation, academic progress reports, and interactive student surveys; and
   b. using app-based mobile device software (e.g., READY Education and their products OOHLALA and DubLabs), the CLA program utilizes features such as video and print tutorials for app and software use, an app for students and facilitators to download, participant-scanned QR codes to record attendance, participant survey assessment one hour after individual study group sessions with data then provided for program staff and facilitator, attendance tracking of study groups, discussion space for posting questions, and links to campus resources and campus learning management system for target courses.

B. Compliance

E.8. The CLA program follows an "institutional policy to protect the identification of CLA participants" and ownership of CLA content (CAS, 2019b, p. 22).

C. Face-to-Face CLA Sessions

E.9. Each target course has a webpage providing information about the CLA program and a location to download handouts and worksheets distributed during CLA sessions. This webpage could be provided through the campus learning management system for each target course. The page could also contain resources such as the schedule of sessions and handouts or worksheets from previous sessions. Platforms for this information could be the campus learning management system (e.g., Blackboard and Canvas), Eliademy (a free online course builder), or Google Drive (under the control of the campus CLA program).

E.10. The CLA program makes connectors available for checkout from the CLA office so facilitators and session participants can connect their mobile devices and laptops to classroom video projection systems.

D. Online CLA sessions

E.11. Each online CLA program has a webpage as described in E9 for face-to-face CLA sessions.

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Systems Management

R.1. CLA staff consider the full range of available digital technologies (including social media) to promote, share, and connect across all CLA program stakeholders.

B. Compliance

R.2. The CLA program has policies on the appropriate use of technology and social media that are clear and easily accessible and comply with relevant legislation and institutional policies. (Examples of policies include the use of resources for authorized purposes, protection of username and system passwords, use of only legal versions of copyrighted software in compliance with vendor license requirements, allowable hard disk storage space, and current anti-virus software).

C. Face-to-Face CLA Sessions

R.3. Facilitators use private chat rooms (e.g., GroupMe) for students enrolled in the target course that they serve. Messages can be questions, short answers, advice, and information about resources. An advantage of this approach is eliminating the need for the facilitator to share their personal phone number or use the institution's email system.

R.4. Facilitators identify free apps for mobile devices that session participants can download and use for communication, engagement, content knowledge, skill development, and other purposes.

D. Online CLA Sessions

R.5. With the expansion of online learning, the CLA program explores options for providing academic support to students, including traditional communication modes (e.g., phone and email) as well as emerging technologies (e.g., social media and web chat).

Optional Professional Development Resources

A collection of software and cloud-based resources is maintained by David Arendale at https://z.umn.edu/technologyresources. It may serve as a starting point in the search for useful technology tools.

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan to improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these sample discussion questions to involve your CLA staff and student facilitators. Feel free to create your own questions based on the *CLA Guide* or your program manual:
1. Do student facilitators have access to technology to enhance the quality of study sessions, such as video projectors and laptop computers for checkout?
2. Do student facilitators have access to computers and printers to prepare study session materials?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
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11. Opportunity and Inclusion

Section Introduction

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, the CLA program must create and maintain educational and work environments (for students, faculty, staff, administrators, designated clients, and other constituents) that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Due to the essential nature of this section's values, this section is related to *Section Three: Learning Environment*, *Section Four: Program Design and Activities*, *Section Seven: Program Leadership*, and *Section Eight: Human Resources*.

Outline:

Essential Practices
A. Ethics
B. Access & Opportunity
C. Diversity
D. Inclusion

Recommended Practices
A. Ethics
B. Access & Opportunity
C. Diversity
D. Inclusion

Optional Professional Development Resources

Reflection Guide and Action Plans

Essential Practices:

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

A. Ethics

    E.1. The CLA program "ensures that all students and staff are treated with respect and that all students, facilitators, and CLA staff receive comparable access, courtesy, respect, and attention" (CAS, 2019b, p. 13).

E.2. The CLA program has a "written set of ethical standards that guide professional practice and comply with the institution's ethical standards. This statement of standards is reviewed as part of professional development for staff and facilitator training" (CAS, 2019b, p. 22).

E.3. CLA program policies and procedures are consistent with the ethical standards of the appropriate national and international professional association or organization (CAS, 2019b).

E.4. Any CLA facilitator or student employee with access to confidential information about individual students is trained regarding procedures and required to sign an agreement of confidentiality.

E.5. CLA facilitators do not give answers to students completing assessment tasks (e.g., graded homework). CLA facilitators follow guidelines established by target course instructors and CLA professional staff. This topic is addressed during training sessions of new facilitators.

E.6. CLA program staff are informed about and carefully follow the "institution's policies regarding ethical behavior when conducting research in which data on human subjects are gathered" (CAS, 2019b, p. 25). If such policies do not exist, the CLA program follows the spirit of such policies and practices. In either case, the CLA program develops or provides statements indicating an understanding of guidelines for human subject research by the signature of anyone using such data.

E.7. CLA "professional staff handle all funds in accordance with established and responsible accounting procedures" (CAS, 2019b, p. 23).

E.8. The CLA program in its publications and on its website identifies channels to submit complaints for review by the program and the institution. If students voice complaints about the course instructor, effective CLA sessions redirect or move students toward constructive problem-solving to overcome the difficulties they have identified or direct students to channel their complaints to the proper institutional channels. If the complaint is about a facilitator, the facilitator informs their coordinator of the complaint after the session to ensure follow-up is appropriate to the level of concern raised.

E.9. Institutional ethical standards of "appropriate student conduct are followed by CLA participants" (e.g., academic honesty [plagiarism and cheating], academic grievance procedures, and student behavior grievance procedures) (CAS, 2019b, p. 21).

E.10. CLA personnel "employ ethical decision-making in the performance of their duties, including consideration of relationships and other circumstances that may lead to conflicts of interest" (CAS, 2019b, p. 20).

E.11. CLA staff and facilitators "make referrals when issues presented during CLA sessions exceed the scope of their position" (CAS, 2019b, p. 19).

B. Access & Opportunity

E.12. The CLA program develops, disseminates, and regularly practices nondiscriminatory personnel policies regarding age, race, creed, cultural heritage, (dis)ability, ethnicity, gender identity, nationality, political affiliation, religious affiliation, sex, sexual identity, or social, economic, marital, or veteran status.

E.13. The CLA program provides access to facilities and resources for all constituents in an equitable manner (e.g., scheduling sessions in rooms with accessible furniture, making a website accessible by using screen readers, and creating PDF documents in an accessible format).

E.14. The CLA program identifies and addresses actions, policies, and structures within its operation that perpetuate systems of privilege and oppression (e.g., in hiring, promotion, CLA session activities, and staff professional development).

C. Diversity

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

E.16. The CLA program follows the spirit as well as the specific intent of anti-discrimination by providing reasonable accommodations for students who are determined to need such modifications (e.g., implementing principles of Universal Design and Universal Design for Learning to reduce potential barriers to learning for all students) and following Americans with Disabilities Act (ADA) and Section 504 regulations.

E.17. With the aim that all students receive assistance and benefit from participation, facilitators make special efforts to design learning activities that are culturally inclusive to enable all students to participate.

E.18. Facilitators employ multiple learning modes in CLA sessions to accommodate different learning modalities and preferences.

E.19. CLA session readings, activities, and learning aids portray racial, ethnic, and cultural diversity.

E.20. Facilitators discover information about their students at the beginning of the academic term to address students' needs and preferences (e.g., using short surveys to discover learning preferences, countries of origin, interests, and background).

E.21. Facilitators make special efforts to design learning activities that are antiracist and culturally inclusive to enable all students to participate.

D. Inclusion

E.22. When educational or workplace accommodations are requested, CLA staff and facilitators work with the individual making the request to create a reasonable accommodation.

E.23. CLA staff and facilitators employ culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

E.24. The CLA program provides ongoing professional development on cultural competence and workplace inclusion for CLA staff and facilitators.

E.25. Personnel within the CLA program promote respect for commonalities and differences among people within their historical, racial, and cultural contexts.

E.26. CLA program activities create an inclusive environment in which students become more aware and appreciative of cultural commonalities and differences with their classmates and use this knowledge to enrich student learning.

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Access & Opportunity

R.1. When scheduling study group sessions, the CLA administrator considers time constraints on evening, part-time, and commuter students.

R.2. CLA program services are adapted to meet expressed needs of different student subpopulations (e.g., students for whom English is not their first language).

R.3. The CLA program is accessible to distance learning students as the learning environment changes and new technologies are developed.

B. Diversity

R.4. CLA sessions employ best practices from Universal Design and Universal Design for Learning

(UDL) to embed accommodations that may be needed by some students with differing abilities. These UDL practices often benefit all students within the CLA session by enhancing the learning environment.

R.5. CLA session readings, activities, and learning aids portray ethnic and cultural diversity.

R.6. Efforts are made to provide both direct and referral assistance to students whose native language is not English.

R.7. Facilitators discover information about their students at the beginning of the academic term to increase sensitivity to the student's needs and preferences (e.g., using short surveys to discover learning preferences, interests, and backgrounds).

C. Inclusion

R.8. Personnel within the CLA program cultivate an understanding of identity, culture, self-expression, and heritage.

R.9. Personnel within the CLA program promote respect for commonalities and differences among people within their historical and cultural contexts.

R.10. CLA program activities create an inclusive environment that enhances students' awareness and appreciation for cultural commonalities and differences with their classmates and their use of this knowledge to enrich student learning.

Optional Professional Development Resources

In *Section Four: Program Design and Activities*, the optional resources section identified several books focusing on diversity and inclusion with new approaches to the learning environment. Additional resources are available in the final section of this Guide. An excellent recent book on inclusion is by Naraian (2017).

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan to improve the peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

Consider these sample discussion questions to involve your CLA staff and student facilitators. Feel free to create your own questions based on the *CLA Guide* or your program manual:
1. How would CLA staff and student facilitators describe the atmosphere of inclusion and respect they experience in the CLA program?
2. How do CLA staff and student facilitators practice antiracist behaviors in their work?
3. What does inclusion look like in the CLA program?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

12. Collaboration and Communication

Section Introduction

A strong team effort is needed for the CLA program to successfully serve students. Building awareness of the program, collaborating with others within the institution and community, and disseminating CLA program effectiveness reports are essential. The following *Guide* sections relate indirectly or directly to this section: *Section One: Mission and Goals*, *Section Two: Assessment and Evaluation*, *Section Six: Institutional Governance and Policy*, *Section Seven: Program Leadership*, *Section Nine: Financial Resources*, and *Section Ten: Technology*.

Outline:

Essential Practices
A. Internal Institutional Communications and Partnerships
B. External Community Relationships

Recommended Practices
A. Internal Institutional Communications and Partnerships
B. External Community Relationships

Optional Professional Development Resources

Reflection Guide and Action Plans

Essential Practices:

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

A. Internal Institutional Communications and Partnership

E.1. The CLA program "establishes a campus-wide advisory group including faculty, students, multi-cultural organizations, and other stakeholders" (CAS, 2019b, p. 7). Responsibilities of the group could include the following: providing feedback about current services, predicting new areas that will require support soon, and lobbying for an increased CLA budget to support services to more courses, higher salaries for facilitators, and additional staff support. The composition of the group represents the demographic diversity of the campus.

E.2. The CLA program develops and annually or biannually updates an overall communication plan targeting all internal and external stakeholders. For each communication strategy:
  a. identify the internal and external stakeholders to receive information (e.g., upper-level administrators who influence annual budget and personnel assignment, campus learning

center, and academic advisors);

b. use the communication to set a benchmark for what success would look like (e.g., submit annual CLA activities report to upper-level administrators).

c. establish a timeline for each communication strategy (e.g., the CLA program administrator completes the upward-looking report after spring data reports are available and submits the annual CLA report by June 30);

d. identify budget requirements for communication strategies (e.g., cost of display advertisements in the campus newspaper);

e. collect feedback from stakeholders regarding the CLA program (e.g., what new target courses have been identified by faculty and administrators, and how can the program budget expand for additional personnel); and

f. update the social media channels used to promote the CLA program and the guidelines for their use by CLA staff. As described elsewhere in this *Guide*, survey students for the relevant social media.

E.3. The CLA program maintains a publicly-accessible CLA website connected to the campus website providing information about the mission, goals, staff directory, courses supported, study group schedules and locations, and contact phone and email address for additional information.

E.4. The CLA program widely publicizes its services throughout the institution (e.g., via the student newspaper, CLA program website, campus media outlets and CLA-specific social media, prominent links to the CLA website from the campus website, and new faculty and student orientation programs).

E.5. At the beginning of each term or semester, the CLA program provides a report of courses the program serves to institutional media outlets (e.g., student newspaper and campus media relations). This report also provides information on its work in the previous academic term or semester.

E.6. CLA staff consider the full range of available digital technologies (including social media) to promote, share, and connect across all CLA program stakeholders. Due to rapid changes in technology and student preferences, the use of social media may change often. CLA staff invite facilitators to create appropriate content for messaging with other students and, if possible, compensate them for extra work in this job function. The CLA program establishes policies regarding content and posting authorizations.

E.7. The CLA program sends an annual report of program activities and outcomes to the program's immediate supervisor, CLA program advisory group (if it exists), academic department chairs and deans of academic units served by the CLA program, and chief academic and chief student affairs officers. CLA program publishes this report on its website and promotes it through other communication channels described earlier in this *Guide* section. See *Section Two: Assessment and Evaluation* in this *Guide* for examples of such reports.

E.8. The CLA program follows the protocol for program activity reports. In general, the program creates a course report for each target course at the end of the academic term and forwards it to stakeholders such as target course instructors.

E.9. CLA staff maintain effective working relationships with campus academic departments, student affairs units, multicultural organizations, and community agencies whose operations are relevant to the CLA's mission and make referrals on behalf of participants as needed (e.g., advising, orientation, admissions, counseling, disability services, early support, financial aid, student-athlete academic assistance, and campus learning assistance) (CAS, 2019b).

E.10. The CLA administrator maintains regular communication with their supervisor for operational updates and future needs.

E.11. The CLA administrator meets with faculty, staff, and administrators across campus (e.g., learning assistance program, multicultural center, disability services, counseling center, education department, office of research) and, due to their expertise (e.g., learning theory and strategies, antiracism and cultural competence training programs, research assistance, and referral), invite them to be involved in training and support of the program.

E.12. The CLA administrator meets regularly with Black, Latinx, Native American, and Asian student staff to hear about their issues and concerns, listen with compassion, and take actions such as reviewing policies, modifying procedures, and addressing student experiences with biased faculty and staff (McGuire, 2020).

B. External community relationships

E13. CLA staff and facilitators make referrals for CLA participants as appropriate to community agencies such as social services, homeless shelters, and food banks.

Recommended Practices:

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

Note to reader: While the following are recommended, some are aspirational enhancements to the program that are not required. Other CLA program administrators have reported that these have been helpful with increasing student outcome effectiveness and efficiency of program operation. Constraints of budget, personnel, and time may limit or prohibit their implementation.

A. Internal Institutional Communications and Partnerships

R.1. The CLA administrator "establishes a campus-wide advisory group for the CLA program including students and other stakeholders" (CAS, 2019b, p. 7). (Examples of the group's responsibilities include providing feedback about current services, predicting new areas that will require support in the near future, and lobbying for an increased CLA budget to support services to more classes, higher salaries for facilitators, and additional staff support).

R.2. Upon request and as time permits, the CLA program provides consultation and assistance to faculty, staff, and administrators in recognizing the learning skill needs of students.

R.3. The CLA program proactively collaborates and cooperates with other campus groups (e.g., first-year experience, enrollment management, advising, admissions, library, and orientation) to increase CLA participants' achievement and development.

R.4. Upon request by the course instructor, the CLA facilitator provides confidential feedback on the general comprehension level of the participating CLA students regarding specific course content without revealing students' names.

R.5. As time permits, CLA professional staff are available to attend department or staff meetings when requested to offer suggestions to faculty, staff, and administrators on how to help students develop appropriate learning skills and behaviors and to apply them to academic course activities.

R.6. If invited and as time permits, a CLA representative serves on the learning assistance program's advisory group.

R.7. As time permits, CLA representatives serve on campus committees outside the learning assistance program (e.g., admissions, student success, enrollment management, accreditation, and new faculty and student orientation).

R.8. CLA professional staff develop strong relationships with faculty across the institution to improve existing collaborations and cultivate new opportunities for CLA programs.

R.9. CLA professional staff maintain regular communication with the relevant campus units to encourage cooperation, exchange of ideas, consultation, and referral of students (CAS, 2019b) (e.g., academic affairs, enrollment management, and student affairs).

B. External Community Relationships

R.10. CLA professional staff participate in outreach activities in the local community as time permits (e.g., meet with colleagues in education or community agencies, provide training services for teachers, and participate in curriculum articulation agreement teams).

R.11. CLA professional staff are knowledgeable about and make referrals to appropriate off-campus services (e.g., counseling and diagnostic services to determine cognitive and affective skill levels).

Optional Professional Development Resources

Communication is an important part of building awareness of the CLA program, providing professional development for staff and facilitators, and disseminating reports about improved student grades and lower rates of DFWI. The following could be valuable for the staff's professional development.

Consider reviewing one or more of the following optional resources:

- Mansfield, H. (2012). *Social media for social good: A how-to guide for nonprofits*. McGraw Hill. Mansfield is an international expert in the use of social media to raise awareness, connect with stakeholders, and disseminate messages.
- Mansfield's *Social Media Today Daily E-Newsletter and website*, https://www.socialmediatoday.com/
- Mansfield's *Nonprofit Tech for Good: A social and mobile media blog for nonprofits*, http://www.nptechforgood.com/
- McGuire, S. (2020). Dismantling systemic racism in learning support: The time is now! *College Reading and Learning Association Newsletter, 3*. https://www.crla.net/images/icons/Miscellaneous/CRLA-Article-on-Systemic-Racism-6.15.2020-v3.pdf
- Piven et al. (2018). *Global perspectives on social media in tertiary learning and teaching: Emerging research and opportunitie*s. IBI Global.
- Zimmerman, J., & Sahlin, D. (2010). *Social media marketing: All-in-one*. John Wiley & Sons.
- Arendale's Digital Storytelling Resources, https://www.arendale.org/digital-story-telling-resources

Reflection Guide and Action Plan

Use the Reflection Guide and Action Plan to reflect on this section of the *CLA Guide* and make an action plan to improve your peer learning program. This *Guide* contains activities for the peer learning program manager, staff, and student facilitators. Success often depends on having sufficient authority, budget, facilities, people, resources, and written plans with specific action steps and deadlines, time, and follow-through with the planned actions.

A. Reflection by the Program Manager:

1. What is an area of strength of your program with this *CLA Guide* section?

2. What area of this *CLA Guide* section needs the most improvement or is missing from your program?

3. Why is this improvement needed, and what will be the anticipated result? With an already packed work agenda, what current activity may have to be sacrificed for the short or long term to free up time and resources to complete this improvement?

4. What do you need to more effectively implement this *CLA Guide* section? (Examples: additional one-time or recurring budget funds, additional full- or part-time staff, outside expertise, personal or professional development for you and the staff, more personal or staff time devoted to this topic.)

5. Who could be a partner to help you effectively implement this *CLA Guide* section? (Examples: someone on campus, in the community, in your professional network, or someone found by reaching out through an email listserv such as LRNASST or SInet.)

6. How will you know that improvement has occurred?

B. Activities and Discussion Questions with the Professional Staff and Student Facilitators:

1. Consider these sample discussion questions to involve your CLA staff and student facilitators. Feel free to create your own questions based on the *CLA Guide* or your program manual:
2. What campus and community units could be involved in staff training and professional development?
3. Who needs to be included in the CLA program's advisory group?
4. What are the best ways to communicate and engage students using social media and other communication channels?
5. Who would like to volunteer to be a member of a social media communication group to reach students?
6. What campus and community resources should student facilitators be knowledgeable about for making wise student referrals?

C. Developing an Action Plan:

This plan provides a way to identify the sequence of action, specific action steps, person(s) responsible for the action, and the date to complete the action.

Action	Specific Action Step	Person(s) Responsible	Due Date
1			
2			
3			
4			
5			

Global Reflection Guide and Action Plans

As you think globally about your CLA program, reflect on it by answering the following two questions based on a review of several or all 12 sections of the *CLA Guide*. This reflection can lead to making action plans for improving your peer learning program.

1. What are the specific strengths of your CLA program?

2. What area or areas of your CLA program need the most improvement?

Next Steps

The purpose of this final section of the *CLA Guide* is to help with complex changes that may require many resources, extensive time, and overcoming problematic barriers.

Perhaps you have already identified specific actions to take for your CLA program improvement through the reflection sections at the end of each of the 12 sections of this *CLA Guide*. Some of those actions will be relatively simple and straightforward to complete. Others are more complex. In this Global Reflection, be very sure to choose a manageable number of actions. Success is often dependent upon having sufficient authority, budget, facilities, people, resources, written plans with specific action steps and deadlines, time, and follow-through with the planned actions. It is also useful to connect with the program's upline administrators so as to align actions chosen with institutional priorities.

It is therefore recommended to sort your proposed actions into two categories. The first category consists of "Blue Sky" ideas that are best attempted at some time in the future. The other category includes idea for which to develop action plans to implement int he near future.

Blue Sky Ideas for Eventual Change

When thinking about all the potential changes, sort them into two categories. The first category has the "***blue sky***" ideas that you would want to implement eventually but that you know are not possible at the present time due to significant limitations of staff, funds, campus policies, or other barriers. So as not to lose those ideas, list them below in the *Blue Sky* list.

	Blue Sky Ideas to Implement Eventually
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Detailed Action Plan

The following ***Detailed Action Plan*** can be used for changes over the next six months. These changes are more complex than the changes you may have recorded in the reflection document at the end of each of the 12 sections of this *CLA Guide*. The following is a template to repeat for *each* of these more challenging specific actions. Based on the experience of others in the field, this document helps to anticipate the barriers that may be experienced, explore the extensive resources needed, and assess whether the change has been accomplished or is worth the effort.

	Detailed Action Plans for Each Change
1	Statement of the goal. What are the specific action(s) to take to achieve the goal?
2	What are the resources needed to complete each action (e.g., funding, personnel, resources, building space, time, change in institutional rules)?
3	What is the target date for completion of each action?
4	What is the benefit of each action? In other words, how is the action intended to improve services to students and/or student success?
5	What are the possible obstacles to completing each action (e.g., funding, personnel, resources, building space, time, institutional rules, institutional climate/culture)? How do you plan to overcome each of these barriers specifically?
6	What means of assessment are available for measuring success with the change? What are your criteria for knowing that you were successful with each action?
7	What are the consequences of not achieving this goal?? This information may serve as an important motivation for campus administration to approve the actions, provide the necessary resources, and change campus rules, regulations, policies, and procedures.
8	Which individuals are responsible for completing each action? What campus units or community groups are needed as partners or resources to accomplish this change?
9	Are these actions worth the time, effort, and money to reach the goal? (If not, reclassify this change as a *Blue Sky* idea instead, and delay attempting it until later).
10	Repeat for each goal.

Appendix: Limitations and Opportunities for Further Research

One of the sections toward the end of most published articles is titled "limitations," and another is called "opportunities for further research." These analyses make explicit the context for what was reported in the article and how the results could have been different under different conditions. Sometimes authors share mistakes that were made in the study, not to disparage the study, but rather to suggest other options for themselves or others when replicating the research study. The hope is to improve applicability and usability the next time.

During this long field-testing of the *CLA Guide*, several limitations emerged. Following are some that I have identified. Just as we are encouraged to read the fine print on food labels before using, so you are encouraged to consider these limitations before implementing the guidelines. At some point a field test must come to an end, and the report formally released. These limitations can become guidelines for the next edition of the *CLA Guides* to make them better.

1. **Absence of specific activities and approaches inspired by a "students as partners" framework** (Cook-Sather et al., 2014). Most U.S.-created peer learning programs are based on older "psycho-social" learning theories such as Vygotsky's *Zone of Proximal Development* (Vygotsky, 1978; Wikipedia, 2019) and Dembo's *Information Processing Model* (Dembo, 1998). These older U.S.-centric models are more prescriptive for the behaviors to be taken by peer study group facilitators during their sessions with participants. While the student facilitators may help define their roles, for the most part, they are expected to comply with historic activity patterns and follow job descriptions defined by the program administrators. In contrast, the "students as partners" approach levels the playing field by including peer study group participants and study group facilitators as equal co-creators of the learning environment and as equal partners with faculty members and peer learning program administrators. This emerging framework began in Europe and Australia and is proliferating throughout those regions. *CLA Guides* that followed this approach might appear radically different from the ones contained in this document. Rather than trying to integrate both approaches into the same document, we acknowledge that each needs its own space.

2. **We don't know what we don't know.** An example of this limitation is provided in item #1 above. Until I recently spent extended time talking with colleagues in Australia concerning their nuanced approach to peer learning, I was totally unaware of the "*students as partners*" paradigm. It can be dangerous to replicate and improve upon past practices without careful study of how other countries and cultures are addressing education issues. This limitation comes from the classic psychology tool named "*Johari window*." Created by psychologists Luft and Ingham (1955), it provides a tool to help people become aware of information about themselves that they have yet to discover. I apply that psychology tool in a global context. It has certainly been a reminder of the need to understand better education innovations globally during the revision process for U.S.-created education approaches.

3. **The professional literature on peer learning is unintentionally heavily influenced by just one particular approach to exclude the diversity of other models.** Supplemental Instruction-PASS has been the most-reported peer learning model in the professional literature. It has been the subject of over one thousand articles, dissertations, reports, and studies. It is an admirable model that many institutions have found useful. In recent years, there has been an acceleration of publications describing Peer-Led Team Learning. I am thankful for the many professionals who have tirelessly labored as reviewers for these *CLA Guides*; however, most are primarily affiliated with Supplemental Instruction-PASS. I acknowledge personal responsibility for not recruiting more practitioners from the other major peer learning programs to serve as reviewers. While I have always been very clear that this document is not meant to reflect SI-PASS, the influence is undeniable due to our expertise as reviewers because many are current or former directors of campus SI-PASS programs.

4. **The vast majority of reviewers of the *CLA Guides* are from the United States.** As stated above, I am overwhelmed by the willingness of busy professionals to help with revisions of the *Guide*. From issues as small as how some words are spelled to larger issues on how programs are administered, the U.S.-centric approach predominates. With the next revision of the *Guide*, more effort will be expended to recruit a truly international set of reviewers and balance the representation of different countries.

5. **References to student grades are often based on common U.S. measures.** Final course grades of A, B, C, D, F, and Incompletes are commonly used when discussing the grade outcomes of students. It seemed too confusing to attempt a universal designation that could apply to evaluation systems globally.

6. **Online academic** peer learning programs are scantily described, and few practices have been suggested. With the explosion of online learning and concurrent growth of accompanying online academic support programs, surprisingly little has been published regarding evidence-based practices. It has been popular to append the term "*online*" to the name of a popular traditional face-to-face peer learning program to describe these new approaches. While they may share a desire to employ collaborative learning strategies through both modes, much more divides the approaches. The nuances of online learning have dramatically increased. Online academic support approaches need their own name to more clearly differentiate their different sophisticated approach to academic support. When this *Guide* has been revised again, perhaps it would be best to spin off reference to online peer learning academic support for its own publication to focus on its sophisticated approaches to supporting student success.

7. **The final limitation is the editor of this *Guide*.** I made innumerable professional judgments of what was added, deleted, and revised within this *Guide*. While I made a good-faith effort to include all contributions to add clarity, examples, and substance, not everything was added. And whereas I encouraged a constant review of the updated draft by previous external reviewers, it is unreasonable to expect them to have continued to do so with their own time limitations.

With all these limitations, I wish you well as you implement these guidelines. Like most other education publications, it is a work in progress. You are invited to become involved in the next edition of the *CLA Guides*. Broad involvement by professionals in the field is the only way the *CLA Guide* can be relevant for supporting student success with their academic, personal, and professional dreams.

References and Recommended Readings

(Recommended readings not used as references are preceded by "*" in their listing)

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