

Standards of Practice Resource for Learning Assistance and Tutoring, including the Role of Learning Skills Coordinators or Instructors and Tutoring Coordinators

Conclusion:

At a time when disproportionate impact has been identified on nearly every campus of the California Community Colleges, an emphasis on proven interventions in working with students who have historically not had the same opportunities to excel in learning is absolutely essential. Tutoring is one way to restore justice to students who have been traumatized in their k-12 educational experience. As an essential intervention, tutoring programs must conform to the particular needs of students and colleges while being led by **faculty** and informed by the standards and effective practices outlined here and in the literature and research about learning assistance referenced. **As colleges embrace learning support as essential, a faculty role is no longer optional; it is absolutely necessary.**

Recommendations:

1. Faculty coordination is critical in the tutoring and learning center for every campus. Whoever else works in these spaces, a **faculty** member must play a **primary** coordinator/supervisory/training role.
2. Recommend the ASCCC to work through the existing processes to remove the “note” in the Minimum Qualifications handbook: “NOTE: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.” (CCR 53415) (p. 45). **Learning assistance is instructional, and as such faculty are not optional.**
3. Recommend the ASCCC work with ACCJC to further differentiate tutoring/learning assistance from library services in the ACCJC Standards.

Outline:

1. Introduction

2. Justification and Definition (including history of ASCCC resolutions and Rostrom articles)
3. Value and Impact of Tutoring and Learning Assistance
4. Guiding Principles
5. Professional Standards (including ACCJC Standards)
6. Disciplines List/Minimum Qualifications
7. Standards of Practice for Learning Skills, Learning Assistance and Tutoring in the California Community Colleges (How Programs Fit Together)
8. Role of Learning Skills Faculty
9. Role of Learning Assistance and Tutoring Faculty
10. Staffing, Administration, Operations of Learning Centers
11. Conclusion
12. Recommendations

Introduction/Overview:

Learning Centers make learning visible. Learning Assistance and Tutoring Centers on California Community College campuses are intentionally designed as safe, social, and supportive learning spaces for students. They demonstrate a longstanding commitment to student learning and student success for an increasingly diverse group of students. These spaces build intentional learning communities outside the classroom based on best practices in tutoring and learning and contribute to student success data for the campus. In their own unique way, learning and tutoring centers are able to restore justice in student learning and empower students to be change makers in their lives.

In Learning Center development over the past 20 years, many learning centers have grown from inhabiting portable spaces on the margins of campus to being a central hub for student learning, with college libraries and other student support programs such as computer labs and communal study spaces. New buildings have been designed for this purpose, and learning centers are symbols, not only of the hopes and dreams of students, but of intentional collaboration among departments, and programs, and among Learning Center faculty, and teaching faculty, that demonstrate social emotional learning support strategies.

Student learning inside and outside the classroom in the form of tutoring is an academic activity designed by **faculty** who constantly innovate with learning and tutoring models in specific disciplines, courses, and majors. All the abilities that students naturally bring to their college experience are maximized through relationships with tutors and other learning professionals. Learning and tutoring center faculty work with tutoring and learning classified staff to implement pedagogies for learning and widen the context of where students learn on campus. With their Academic Senate committees, advisory committees, or other collaborative groups, Learning Center faculty design and implement new programs, pedagogies, and research about learning, which help close equity gaps for the college and opportunity gaps for students.

The work of Learning and Tutoring Center faculty who work within these spaces is often misunderstood and seen as optional, but these are essential functions of the academic work of the college: designing and implementing student learning that occurs in these vibrant and active learning spaces. In comparison, librarians who function as faculty in libraries are widely understood as a crucial faculty role in the library, and Learning Center and Tutoring Coordinators and Learning Skills Coordinators have a similar, integral function. Whether it is a classroom, library, learning and tutoring center, or learning skills center, faculty are essential because student learning requires a faculty role to ensure innovative training, pedagogy, and evaluation.

Tutoring has been promoted as a key intervention for student success in a variety of contexts. In 2006, *Basic Skills as a Foundation for Student Success in California Community Colleges* (<https://eric.ed.gov/?id=ED496117>) was published and promoted tutoring as a key intervention and strategy for student success. Around the same time, Dr. J Luke Wood and Dr. Frank Harris III published their influential book, *Supporting Men of Color in the Community College: A Guidebook* (2007), which also names tutoring as one of the most impactful interventions for our students. Since this time, many colleges have hired faculty in tenured positions to oversee tutoring centers. Learning Assistance faculty, like library faculty in the library, are integral to the tutoring center. Both libraries and learning/tutoring centers are learning spaces that extend the classroom. Rather than being supplemental, tutoring centers and libraries are integral sites for student learning

and represent an alternative for students who have struggled in the classroom, and for all students as they learn with and from each other. As determined by 10+1, faculty role in academic program development and assessment of program and learning outcomes is critical to innovative learning pedagogies.

It is critical that faculty oversee tutoring centers (and libraries). Student learning is foundationally what happens in learning and tutoring centers and is connected to the college curriculum (the course on record for tutoring is Supervised Tutoring) in order to serve both the personal and the degree, certificate, and completion goals of students.

Tutors trained with an equity mindset in the affective, cognitive, and psychomotor domains of learning lead to restorative justice for students who have experienced trauma in their education due to racism, poverty, marginalization, gender discrimination, and other inequities; tutoring helps keep the democratic promise of education alive by affirming the cultural and intellectual wealth that students bring to their college experience. Therefore, tutors at the California community colleges along with other learning professionals who conduct and oversee tutoring have an imperative to serve these students and provide an equitable and culturally relevant experience. In her book *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2014), Dr. Zaretta Hammond establishes how important learning relationships and communities of learning are to students. Tutoring centers are the main site where the alternative and nourishing relationships are created, and therefore the training of these peer tutors and the maintenance of a welcoming and equitable space are crucial in achieving student success and empowerment.

The ACCJC accreditation standards acknowledge the link to the library and the emerging importance of tutoring/learning centers as Standard IIB is devoted to ensuring that these learning spaces are accessible to students and represent the quality of the institution. The Chancellor's Office's Library and Learning Resources Program Advisory Committee recently moved to a co-chair model of leadership in an acknowledgment that both library and tutoring center faculty should be leading this committee. An emerging issue is now whether our neurodiverse

students, and learning spaces devoted to these students, should also be served in the same way as the library and tutoring and learning centers.

With the implementation of AB705 in Fall 2019, college tutoring and learning centers are essential for supporting students' foundational skills in mathematics and English. With the inefficacy of remedial, basic skills courses shown through research, colleges have emphasized tutoring, workshops, co-requisite courses, and other interventions and support. With remediation removed from college curriculum, the need for faculty to oversee the learning that will occur becomes even more pronounced. For many years, courses below college level were taught by faculty, and a shift outside of course-specific learning necessitates the need for faculty to facilitate the open accessibility and high level of tutoring needed for many students. Many colleges have implemented co-requisite courses, but the need for one-on-one and embedded tutoring still exists, and faculty are essential to the design, implementation, training, and evaluation of all of these interventions and support.

One purpose of this paper is to remove any doubt that faculty should be overseeing learning/tutoring centers, training tutors, and evaluating the learning that occurs in these spaces. In the *2019 Handbook for Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, in the section for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators, there is a note that exempts colleges who do not wish to receive apportionment from having to hire faculty for this role. It is our hope that this note be removed because tutoring and learning centers, like the library, are one of the key sites for learning at community colleges and faculty are absolutely essential (not optional) in these learning spaces. **No one would ever say that teaching faculty are not required in a classroom or in a library. Why would learning assistance and tutoring faculty be any different?**

Authors:

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

- Vandana Gavaskar -- Faculty Director of the Cartwright Learning Center, Santa Barbara City College
- Ray Sanchez -- Faculty Academic Success Centers Coordinator, Madera College
- Manuel Velez -- Ethnic Studies Faculty, San Diego Mesa College
- Tascha Whetzel -- Faculty Learning Disabled Specialist, Mendocino College

The purpose of this paper:

To develop a standards of practice resource as called for in resolution 16.01 from Fall 2019

Proposed completion date:

May 25, 2021 or sooner

1. Is this a new paper, a revision of, or an update to an existing senate paper?

New Paper

2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.

Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators Fall 2019

Resolution Number: 16.01

Contact: Ted Blake

Assigned to : Transfer, Articulation, and Student Services Committee

Category: Library and Learning Resources

Status: Assigned

Whereas, The field of learning assistance has evolved since the last Academic Senate resolutions in 2008 (10.01 F08) [1] and 2011 (10.12 S11) [2] that addressed minimum qualifications and a 2011 article about separating learning assistance and tutoring [3];

Whereas, The minimum qualifications for learning skills coordinators or instructors specify only qualifications for faculty in tutoring or learning assistance offerings collecting apportionment, [4] and any learning assistance and tutoring center constitutes a space comparable to a classroom or library and should be overseen, at least in partnership with staff or administration, by qualified faculty whether or not it is collecting apportionment;

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

Whereas, “Specific standards for” learning assistance and tutoring “have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of” learning skills coordinators or instructors, and tutoring coordinators “in the California community colleges”; [5]

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

MSU

[1] ASCCC Resolution 10.01 F08: Minimum Qualifications for Learning Assistance Coordinators and Instructors

[2] ASCCC Resolution 10.02 S11: Supplemental Learning Assistance and Tutoring centerCoordinator Minimum Qualifications

[3] Sanchez, R. (2011) Separating Learning Assistance and Tutoring. Rostrum. ASCCC.

[4] Minimum Qualifications for Faculty and Administrators in the California CommunityColleges

[5] ASCCC Resolution 16.01 S09: Develop Standards of Practice Paper for LibraryServices

3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?

We have listed in the paper the relevant resolutions over the years that touched on tutoring and learning assistance.

4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes No

• If no, why do you believe the paper is not feasible?

• Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?

Since there has never been a paper on this subject, we feel that it is important to have a resource document that is extensive. A rostrum article would be good for a shorter format, and we would be interested in presenting a breakout session if the executive committee found that to be needed.

• If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?

N/A

5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?

N/A

6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

Please see the outline here: https://docs.google.com/document/d/1o-G1ZdQcMV0StJC7l-E7_VmlfK34jvhiZkNQY3F3TSE/edit?usp=sharing

7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.

We plan to list any relevant historical documents as well as a selective bibliography of resources in Tutoring and Learning Assistance.

8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?

No. However, the Library and Learning Resources Committee will be sending out a yearly survey about tutoring and learning assistance through the Chancellor's office. This could influence any future revisions to the resource.

9. Do you have other information, comments, questions, or concerns?

Thank you for your patience. Because this is a first, I wanted to get input from the other professionals on the writing team as well as our TASSC committee. It is our hope that the ASCCC will support a removal of the note in the minimum qualifications handbook that makes faculty optional in tutoring and learning centers. Also, we hope to clarify our field, a field that currently has no advanced degree associated with it yet is an important position on our campuses. Thank you so much for the opportunity. :)