Part 1: MISSION

The Learning Assistance Program (LAP) must teach the skills and strategies to help students become independent and active learners and to achieve academic success.

The LAP must incorporate student learning and student development in its mission. The LAP must enhance overall educational experiences. The LAP must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The LAP must operate as an integral part of the institution’s overall mission.

The LAP must collaborate with faculty, staff, and administrators in addressing the learning needs, academic performance, and retention of students.

Models of learning assistance programs vary, but should share the following common goals:

- to make students the central focus of the program
- to assist members of the campus community in achieving their personal potential for learning
- to provide instruction and services that address the cognitive, affective, and sociocultural dimensions of learning
- to introduce students to the expectations of faculty and the culture of higher education
- to help students develop positive attitudes towards learning and confidence in their ability to learn
- to foster personal responsibility and accountability for one’s own learning
- to provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population
- to assist students in transferring skills and strategies they have learned previously to their academic work;
- to provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development
- to support the academic standards and requirements of the institution

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**PART 1. MISSION (Criterion Measures)**

| 1.1 | A program mission and goals statement is in place and is reviewed periodically. for review, reference annual [Unit assessment plan](#) |

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| 1.2 | Student learning, development, and educational experiences are incorporated in the mission statement. |

[View mission statement.](#)
1.3 The mission is consistent with that of the host institution and the CAS standards. Reference annual Unit assessment plan Report: FY 2006-2007” by Gerardo Moreno

1.4 The program functions as an integral part of the host institution’s overall mission. Reference 2006 KELLOGG INSTITUTE PRACTICUM REPORT VII. Results of the Study, Institution Mission Statement p. 7; TLC Mission Statement p. 8

1.5 The program teaches skills and strategies to help students achieve academic success. 2006 KELLOGG INSTITUTE PRACTICUM REPORT Reference VII. Results of the Study, TLC Program Components pages 10 and 11 A. 4 of the AACSU Project Report

1.6 The program collaborates across the university in addressing learning needs, performance and retention of students. A. 6 and Part B of the AACSU Project Report

Part 1: Mission Overview Questions

A. What is the program mission?

Unit Mission: The mission of the Tutoring and Learning Center (TLC) is to help students develop the skills necessary to be successful learners through the creating of a supportive learning environment that fosters intellectual growth. In the supportive environment of the TLC, students work collaboratively to achieve academic success by gaining an understanding of their learning styles and by mastering learning strategies. Our goal is to help underprepared students to prepare, prepared students to advance, and advanced students to excel.

B. How does the mission embrace student learning and development?
The program identifies students who need developmental course work, places them in appropriate courses, and supports them with tutoring, academic counseling, and guidance.

C. In what ways does the program mission complement the mission of the institution?

The Institution mission refers to preparing students for lifelong learning. The unit mission refers to helping students master learning strategies.

Also, in the institutional mission statement, it refers to graduating students with high potential. The unit mission refers to helping advanced students to excel.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The Learning Assistance Program (LAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility,
satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

The LAP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Relevant, Desirable Student Learning and Development Outcomes</th>
<th>Examples of Evidence of Achievement</th>
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<tbody>
<tr>
<td>Intellectual Growth</td>
<td>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td>Independence</td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</td>
</tr>
<tr>
<td>Personal and Educational Goals</td>
<td>Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others</td>
</tr>
<tr>
<td>Enhanced Self-Esteem</td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td>Realistic Self-Appraisal</td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
</tr>
<tr>
<td>Satisfying and Productive Lifestyle</td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
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<tr>
<td>Clarified Values</td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
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<tr>
<td>Healthy Behavior</td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community</td>
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Career choices

Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education.

Leadership Development

Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes.

Healthy Behavior

Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.

Meaningful Interpersonal Relationships

Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect.

Appreciating Diversity

Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society.

Social Responsibility

Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities.

Spiritual Awareness

Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors.

Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

The LAP must promote, either directly or by referral, the affective skills that influence learning such as stress management, test anxiety reduction, assertiveness, power of concentration, and motivation.

The LAP must refer students to appropriate campus and community resources for assistance with personal problems, severe learning disabilities, financial difficulties, and other areas of need that may be outside the purview or beyond the expertise of the learning assistance program.

The scope of the LAP should be determined by the type and level of skills students require. The format utilized for strengthening academic skills may include mandatory credit-bearing developmental courses or non-credit elective workshops.

The scope of programs and services should also be determined by the needs of the student populations the learning assistance program is charged to serve. These can range from special populations (such as culturally and ethnically diverse students, international and English-as-a
second language students, student athletes, returning students, and students with physical and learning disabilities) to the entire student population.

Formal and informal diagnostic procedures should be conducted to identify skills and strategies that the student should develop to achieve the level of proficiency prescribed or required by the institution or known to be necessary for college learning. Assessment results should be shared with the student to formulate recommendations and a plan of instruction.

The LAP should provide instruction and services for the development of reading, mathematics and quantitative reasoning, writing, critical thinking, problem solving, and study skills. Other programs may include: subject-matter tutoring, adjunct instructional programs and supplemental instruction groups, time management programs, freshman seminars, and preparation for graduate and professional school admissions tests and for professional certification requirements.

Modes of delivering learning assistance programs include individual and group instruction and instructional media such as print, video, audio, computers, and skills laboratories. Instruction and programs may be delivered on-site or through distance learning programs.

The LAP should give systematic feedback to students concerning their progress in reaching cognitive and affective goals, teach self feedback methods utilizing self-monitoring strategies, and give students practice in applying and transferring skills and strategies learned in the program to academic tasks across the curriculum.

The LAP should promote an understanding of the learning needs of the student population. Some of the ways in which learning assistance programs should educate the campus community:

- Establishing advisory boards consisting of members from key segments of the campus community
- Holding periodic informational meetings and consulting with staff, faculty, and administrators
- Participating in staff and faculty development and in-service programs on curriculum and instructional approaches that address the development of learning skills, attitudes, and behaviors
- Encouraging the use of learning assistance program resources, materials, instruction and services as integral or adjunct classroom activities
- Conducting in-class workshops that demonstrate the application of learning strategies to the course content
- Disseminating information that describes the programs and services, hours of operation, procedures for registering or scheduling appointments through publications, campus and local media announcements, and informational presentations
- Training and supervising paraprofessionals and pre-professionals to work in such capacities as tutors, peer mentors, and advisors
- Providing jobs, practica, courses, internships, and assistantships for graduate students interested in learning assistance and related careers

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**PART 2. PROGRAM (Criterion Measures)**

| 2.1 | The program promotes student learning and development that is purposeful and holistic. Academic Achievement Plan contract |
|     | **Rating Scale** |
|     | ND 1 2 3 4 NR |

  **This description** from the University Catalog provides a detailed description of TLC services.

| 2.2 | The program has identified student learning and development outcomes that are relevant to its purpose |
|     | **Rating Scale** |
|     | ND 1 2 3 4 NR |

  **This description** of services

  The mission of TLC is to assist the university by providing academic support programs that ensure that students have every opportunity to be successful in college.

  Those programs include tutorials, supplemental instruction, and advising and implementing an Individual Success Plan for students in developmental education. For additional information please see the **AACSU Project** overview.

| 2.3 | The program provides students with opportunities designed to encourage achievement of the identified outcomes. |
|     | **Rating Scale** |
|     | ND 1 2 3 4 NR |

  **Academic Achievement Plan contract**

| 2.4 | The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked |
|     | List student learning and/or developmental outcomes in spaces provided |
|     | **Rating Scale** |
|     | ND 1 2 3 4 NR |

| 2.4.1 | Intellectual Growth |
| Pg 1 Paragraph 1 of “Tutoring and Learning Center Program Description” ; questions 38,44,50,51,57,75 on the College Student Inventory (Form B) |
|     | **Rating Scale** |
|     | ND 1 2 3 4 NR |

| 2.4.2 | Effective Communication |
| Pg 1, paragraph 3 and page 4 paragraph 1 & 2 of “Tutoring and Learning Center Program Description” CSI Questions |
|     | **Rating Scale** |
|     | ND 1 2 3 4 NR |

| 2.4.3 | Enhanced Self-Esteem |
| Paragraph 1 of “Tutoring and Learning Center Program Description” questions 21,2445,46, on the College Student Inventory (Form B) |
|     | **Rating Scale** |
|     | ND 1 2 3 4 NR |

<p>| 2.4.4 | Realistic Self-Appraisal |
| <strong>Rating Scale</strong> |
|     | ND 1 2 3 4 NR |</p>
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<th>Questions 15,16,37,40, 48 on the College Student Inventory (Form B)</th>
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<tr>
<td>2.4.5 Clarified Values</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>The CSI offers extensive identification of values.</td>
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<th>2.4.6 Career Choices</th>
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<td>Pg 3 Paragraph 1 of “Tutoring and Learning Center Program Description”</td>
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<td>questions 29,34,53,55,70, on the College Student Inventory (Form B)</td>
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<th>2.4.8 Healthy Behavior</th>
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<th>2.4.9 Meaningful Interpersonal Relationships</th>
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<th>2.4.10 Independence</th>
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<th>2.4.11 Collaboration</th>
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<tr>
<td>2006 Kellogg Institute Practicum report, pge 19, paragraph 2, line 1</td>
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<th>2.4.12 Social Responsibility</th>
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<th>Satisfying and Productive Lifestyle</th>
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<td>2006 Kellogg Institute Practicum report, pge 17, paragraph 1, line 6</td>
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| 2.4.15 Spiritual Awareness | ND 1 2 3 4 NR |
2.4.16 Personal and Educational Goals

“Tutoring and Learning Center Program Description”, page 3, paragraph 3

2.5 Program offerings are intentional, coherent and based on theories of learning and human development.

“Tutoring and Learning Center Program Description”, page 12, paragraph 1&2

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.

“Tutoring and Learning Center Program Description”, page 13, paragraph 2, line 3

2.7 The program promotes, either directly or by referral

The CSI and student success plan guarantees that these student issues are met.

2.7a stress management

2.7b test anxiety reduction

2.7c assertiveness

2.7d power of concentration

2.7e motivation

2.8 The program provides appropriate referrals to campus and community resources.

Refer to the TLC description

Part 2: Program Overview Questions

A. What are the primary elements of the program?

Tutoring and Academic Support – “A primary focus is the continued success formulas that are assisting first-time, first-year students to be retained at higher rate for those students receiving assistance from the TLC Kellogg Practicum
Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Learning Assistance Program (LAP) leaders within the administrative structure to accomplish stated missions. LAP leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

LAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

LAP leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

LAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.
LAP leaders must promote campus environments that result in multiple opportunities for student learning and development.

LAP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

LAP administrators should:
- participate in institutional planning, policy, procedural, and fiscal decisions that affect learning support for students
- be informed about issues, trends, theories, and methodologies related to student learning and retention;
- represent the learning assistance program on institutional committees
- collaborate with leaders of academic departments and support services in addressing the learning needs and retention of students
- be involved in research, publication, presentations, consultation, and the activities of professional organizations
- communicate with professional constituents in the learning assistance field and related professions

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### PART 3. LEADERSHIP (Criterion Measures)

3.1 The host institution has selected, positioned, and empowered a program leader.

Human resources possess Gerardo Moreno’s Resume, CV and other pertinent documents.

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3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.

PDQ for TLC Director is on file with Human Resources. Contact TAMUCC Human Resources for this information.

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3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.

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3.4 Clearly defined leader accountability expectations are in place.

These expectations are on file with the TAMUCC Human Resources Department.

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3.5 Leader performance is fairly assessed on a regular basis.

**This report outlines policies and procedures for assessment**

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3.6 The leader exercises authority over program resources and uses them effectively.

The **Kellogg report** outlines the duties of the director and specifies how resources are utilized.

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3.7 The program leader:

3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.

The Kellogg report outlines the duties of the director and specifies how resources are utilized. Moreno also bases the programs direction and goals of nearly twenty years of experience in higher education and relies on copious research.

3.7b prescribes and practices appropriate ethical behavior.

Director Gerry Moreno demands high ethical standards from all employees and strives to serve as an example to all.

The Kellogg report outlines the duties of the director and specifies how resources are utilized.

3.7c recruits, selects, supervises, instructs, and coordinates staff members.

The Kellogg report outlines the duties of the director and specifies how resources are utilized.

3.7d manages fiscal, physical, and human resources effectively.

The Kellogg report outlines the duties of the director and specifies how resources are utilized.

3.7e applies effective practices to educational and administrative processes.

The Kellogg report outlines the duties of the director and specifies how resources are utilized.

3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.

The Kellogg report outlines the duties of the director and specifies how resources are utilized.

3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.

The Kellogg report outlines the duties of the director and specifies how resources are utilized.

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

The AACSU outline the director’s efforts to encourage academic collaboration.
with other on campus departments. The Kellogg report outlines the duties of the director and specifies how resources are utilized.

3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities. The Kellogg report outlines the duties of the director and specifies how resources are utilized.

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Gerry Moreno has over 20 years of experience in high education and has been director of the Tutoring and Learning Center since 1994.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

Moreno is given a budget drawn from student fees that allows for the assistance to several thousand students every semester. This coupled with the powers inherent to a direct, goal setting, mission and hiring powers, has allowed for the TLC to grow substantially over the past fourteen years.

C. How are program leaders accountable for their performance?

Leaders are reviewed by their direct supervisors once a year. Please the TAMU system programs and policies section available here. Leadership\33-99-03.pdf

D. What leadership practices best describe program leaders?

Moreno is an astute who leader who believes in listening to all positions from his staff and agreeing to compromise solutions, including those from other departments. Ultimately he has the interests of students and the entire University as his top priority.

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, the Learning Assistance Program (LAP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance
expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. The LAP must provide channels within the organization for regular review of administrative policies and procedures.

The mission and goals of the LAP, the needs and demographics of its clients, and its institutional role should determine where the unit is located in the organizational structure of the institution. Learning assistance programs are frequently organized as units in the academic affairs or the student affairs division. Regardless of where the learning assistance program is organized, it should communicate and collaborate with a network of key units across the institution to assure the coordination of related functions, programs, services, policies, procedures, and to expedite client referrals.

The LAP should have a broadly constituted advisory board to make suggestions, provide information, and give guidance.

The LAP should provide written goals, objectives, and anticipated outcomes for each program and service. Written procedures should exist for collecting, processing, and reporting student assessment and program data.

Regularly scheduled meetings should be held to share information; to coordinate the planning, scheduling, and delivery of programs and services; to identify and discuss potential and actual problems and concerns; and to collaborate on making decisions and solving problems.
Part 4: Organization and Management Overview

Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The program is reviewed regularly but the Southern Accreditation Association and is under regular monitoring from the Associate Vice President of Enrollment Management. In addition, the program is reviewed by the College Reading and Learning Association (CRLA) as well as a review by the Kellogg Institute.

B. What protocols or processes are in place to insure effective management of the program?

See Above.

Part 5: HUMAN RESOURCES

The Learning Assistance Program (LAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, the LAP must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The LAP must strive to improve the professional competence and skills of all personnel it employs.

Staff and faculty who hold a joint appointment with the LAP must be committed to the mission, philosophy, goals, and priorities of the program and must possess the necessary expertise for assigned responsibilities.

LAP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Professional staff should have earned degrees from relevant disciplines such as reading, English, mathematics, student personnel and student development, guidance and counseling, psychology, or education. LAP professionals should be knowledgeable in learning theory and in the instruction, assessment, theory, and the professional standards of practice for their area of specialization and responsibility. In addition, they should understand the unique characteristics and needs of the populations they assist and teach. LAP professional staff should vary and adjust pedagogical approaches according to the learning needs and styles of their students, to the nature of the learning task, and to content of academic disciplines across the curriculum.
LAP professional staff should be competent and experienced in:

- teaching, advising, and counseling students at the college level
- written and oral communication skills
- working in a culturally and academically diverse environment
- consulting, collaborating, and negotiating with staff, faculty and administrators of academic and student affairs units
- designing and implementing instructional strategies and materials and utilizing instructional technologies
- training, supervising, and mentoring paraprofessionals and pre-professionals
- identifying and establishing lines of communication for student referral to other institutional and student support units

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

The LAP should be informed of the policies and procedures to be followed for internships and practica as required by the students' academic departments. The roles and responsibilities of the LAP and those of the academic department should be clearly defined and understood by all involved.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

The LAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Secretarial and technical staff should be updated on changes in programs, services, policies and procedures in order to expedite smooth and efficient assistance to clients. Appropriate staff development opportunities should be available.

Salary levels and fringe benefits for all LAP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The LAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

The LAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

The LAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-
service training programs and participation in professional conferences and workshops.

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**PART 5. HUMAN RESOURCES** (Criterion Measures)

5.1 **The program is staffed adequately with personnel qualified to accomplish its mission.**

The **AACSU Report provides** insight into the qualification of full time staff and their qualifications.

All CV and references are on file with **TAMUCC Human Resources Office**.

5.2 **Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.**

All procedures for current performance evaluations are listed here at the A&M systems site.

5.3 **The program strives to improve the professional competence and skills of all staff members.**

Director Gerry Moreno encourages all staff to participate in employee development workshops and conferences nation. Additionally several full time staff have taken advantage of the University’s **Employee Betterment Program**. Please click here to view an example of workshops and conferences.

5.4 **Staff and faculty members are committed to the priorities of the program and possess the necessary expertise.**

**Kellogg report** outlines the expertise and describes the roles and commitment that each staff member has made. Annual evaluations also further ensure that staff are committed to the unit’s mission.

5.5 **Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.**

Staff’s education and experience are evaluated by both Human Resources and the unit’s administration. **AACSU Report** and the **Kellogg report** provides evidence for this area.

5.6 **Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.**

The TLC currently employs three office workers who are currently enrolled in graduate counseling and psychology programs. The TLC is providing an excellent environment for each to obtain experience in their fields through statistical work and individual counseling. The **AACSU Report** and **Kellogg report** provide evidence for this area.

5.7 **Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.**

Each tutor and student working must attend a bi annual orientation which covers
TLC policies. Each tutor is reviewed mid-semester by their direct supervisor Leticia Villarreal. Villarreal ensures all tutors of her availability and willingness to speak to them whenever an issue arises. The AACSU Report and Kellogg report provide evidence for this area.

5.8 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.

See the TLC website here for tutor descriptions as well as contracts and applications.

5.9 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

The IT manager, Jason DuBose, has completed all TAMS mandated training classes and is knowledgeable on FERPA and TAC 207.9. This is a copy of DuBose’s training transcript.

5.10 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents. Please review this brief report about the TLC’s work and mission which explains these issues.

5.11 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.

This table provides an overview of all pay grades and is comparable to other higher ed institutions in South Texas.

5.12 Hiring and promotion practices are fair, inclusive, and non-discriminatory. These policies can be found here.

5.13 A diverse program staff is in place that provides readily identifiable role models for students.

The TLC currently employs a fulltime staff of five men and one woman who are Latino. The AACSU Report and Kellogg provide evidence for this area.

5.14 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.

PDQ’s for all full time staff are on file with the TAMUC human resources.

5.15 The program has a system for regular staff evaluation.

In accordance with TAMUS policies evaluations are conducted once a year.

5.16 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

See section 5.3

5.17 Staff that hold joint appointments must be committed to the mission of the program and possess the necessary expertise.
Part 5: Human Resources Overview Questions

5.1 What is the strategic plan for staffing the program?
The TLC is in the process of hiring two Retention Specialist to assist with the continued efforts at assisting students succeed at the University.

5.2 In what ways are staff members’ qualifications insured and their performance judged?
See sections 5.4 and 5.8

5.3 In what ways does the program train, supervise, and evaluate staff members?
See section 5.3

Part 6: FINANCIAL RESOURCES

The Learning Assistance Program (LAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

The LAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Prior to implementing a new program or service or to significantly expanding an existing program component, a financial analysis should be performed to determine the financial resources required to support the addition or expansion and the appropriate funds made available.

The LAP budget should support its instructional and student support service functions. Adequate funds should be provided for the following budget categories: staff and student salaries, general office functions, student assessment and instructional activities, data management and program evaluation processes, research staff training and professional development activities, instructional materials and media, and instructional and office computing

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<th>PART 6. FINANCIAL RESOURCES (Criterion Measures)</th>
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<tr>
<td>6.1 The program has adequate funding to accomplish its mission and goals.</td>
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<tr>
<td>This is the operating budget for the University. The TLC's approved budget is including in this list.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Kellogg and the AACSU Report provide a general overview of how the unit's resources are allocated. The majority of this department's budget is geared towards tutoring and retention efforts.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.</td>
<td>ND 1 2 3 4 NR</td>
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The program is reviewed by the TAMUS system on a yearly basis as well as approved inventory or resources.

### Part 6: Financial Resources Overview Questions

6.1 What is the funding strategy for the program?

The TLC generates funds from student fees in enrollment costs. These funds are used to pay peer tutors and for operating costs of the department.

6.2 What evidence exists to confirm fiscal responsibility and cost-effectiveness?

The program is reviewed yearly by the state and has accounted for all of its inventory.

### Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

The Learning Assistance Program (LAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Facilities and equipment should support the instructional, service, and office functions of the learning assistance program. Facility considerations should include flexible space that can be adapted to changes in the delivery of programs, services, and instructional modes; classrooms, labs, resource rooms, media and computer centers, group and one-to-one tutorial space to support instruction; private, sound-proofed areas to support testing, counseling, and other activities that require confidentiality or concentration; adequate and secure storage for equipment, supplies, instructional and testing materials, and confidential records. Attention should be given to environmental conditions that influence learning such as appropriate acoustics, lighting, ventilation, heating and air-conditioning.

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**PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)**

7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.

The TLC has **35 cpu’s and hard drives** excellent condition. Each staff member has their own pc with internet capability and access to the banner student information system.

7.2 Program facilities, technology, and equipment are evaluated regularly.

The IT manager inspects the machines on a monthly basis and is regularly maintained by a part time student employee.

7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.

Each computer is equipped with software for the visually impaired and other handicaps. The network is secured behind the University’s firewall, in addition to this the TLC has taken other safe guards in the form of data encryption and passwords to
ensure the security of students’ private data.

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Equipment is inventoried annually by through the University’s property manager. Click here to see the policy regarding annual state inventory.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

The TLC is in compliance with the American with Disabilities Act, TAC 207.9 and FERPA.

Part 8: LEGAL RESPONSIBILITIES

Learning Assistance Program (LAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

LAP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for LAP staff members as needed to carry out assigned responsibilities.

The institution must inform LAP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Staff development programs should be available to educate learning assistance program staff of these changes.

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Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Due to this department's work with sensitive student issues, staff must be knowledgeable about all state and federal privacy regulations.

B. How are staff members instructed, advised, or assisted with legal concerns?

Staff members receive information about these issues from the university human resources department and the TAMU system.

Part 9: EQUITY and ACCESS

Learning Assistance Program (LAP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The LAP must adhere to the spirit and intent of equal opportunity laws.
LAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, the LAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

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<th>PART 9. EQUITY AND ACCESS (Criterion Measures)</th>
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<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis. The department follows the tenants of the <a href="https://www.eeoc.gov">EEOC</a> and the all policies regarding equity.</td>
<td>ND 1 2 3 4 NR</td>
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<td>9.2 All program facilities and services are accessible to prospective user. The department is in compliance with the Americans with Disabilities Act and provides software and other accommodations for special needs students.</td>
<td>ND 1 2 3 4 NR</td>
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<td>9.3 Program operations and delivery are responsive to the needs of all students and other users. See section 9.2</td>
<td>ND 1 2 3 4 NR</td>
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<td>9.4 All services adhere to the spirit and intent of equal opportunity laws. See section 9.1</td>
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<td>9.5 Program policies and practices do not discriminate against any potential users. See section 9.1</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.6 The program acts to remedy imbalances in student participation and staffing. The TLC strives to provide equity for interested tutors and hires based on skill and experience and recommendations.</td>
<td>ND 1 2 4 3 NR</td>
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<tr>
<td>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area. Currently the TLC does not offer services for distant learners. However, the in Fall of 2009 the University will implement a new online distance-learning product.</td>
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Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

TLC provides services for all of its students and works closely with the disability office to guarantee that students will receive academic assistance. Working closely through referrals and cooperation ensures this goal and remains in compliance with the department’s mission.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

TLC is currently working to reach out to at-risk minority students through the Academic Student Achievement Plan. This plan seeks to help students who come from backgrounds that do not traditionally prepare them for the bureaucratic and academic rigors of higher education. Although this program focuses on minority students, the overall goal of assisting all students remains the primary mission of the department.

When hiring staff and student employees, TLC follows all guidelines of the EEOC and TAMUS rules regarding fair hiring practices. The department prides itself in having a diverse staff and roster of student workers hailing from several different countries and ethnicities.

Part 10: CAMPUS and EXTERNAL RELATIONS

The Learning Assistance Program (LAP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

The learning assistance program should:
- be an integral part of the academic offerings of the institution
- establish communication with academic and student services units
- to encourage the exchange of ideas, knowledge, and expertise
- to provide mutual consultation, as needed, on student cases
- to expedite student referrals to and from the learning assistance program
- to collaborate on programs and services that efficiently and effectively address the needs of students
- have representation on institutional committees relevant to the mission and goals of the program such as committees on retention, orientation, basic skills, learning communities, freshmen seminars, probation review, academic standards and requirements, curriculum design, assessment and placement, and faculty development
- solicit volunteers from the local community to contribute their skills and talents to the services of the learning assistance program
- provide training and consultation to community-based organizations, e.g., literacy associations, corporate training, and school district-based tutorial services

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PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

The TLC offers assistance to the Flour Bluff High School and allowing these...
Part 10: Campus and External Relations Overview

Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Disability Services, Academic Advising & Transition Center, Academic Testing Center and the five colleges.

B. What evidence confirms effective relationships with program constituents?

As the central focus of an early alert program and offering assistance for all the students, the TLC must retain good work relations with many departments on campus. The evidence of these relationships exist in referrals, committee work and other related work.

Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the Learning Assistance Program (LAP) must nurture environments where commonalties and differences among people are recognized and honored.

The LAP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one’s own identity, culture, and heritage, and that of others. The LAP must educate and promote respect about commonalties and differences in their historical and cultural contexts.

The LAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

The program should facilitate student adjustment to the academic culture of the institution by orienting students to the practices, resources, responsibilities and behaviors that contribute to academic success.

The instructional content, materials, and activities of learning assistance programs should provide opportunities to increase awareness and appreciation of the individual and cultural differences of students.

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<th>11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored.</th>
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<td>The TLC follows state and federal EEOC policies regarding race and gender.</td>
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<th>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.</th>
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PART 11. DIVERSITY (Criterion Measures)
The TLC follows state and federal EEOC policies regarding race and gender.

11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.

The TLC follows state and federal EEOC policies regarding race and gender.

11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.

Due to TAMUCC having HSI status, the TLC strives to provide understanding and service to students who hail from first generation Hispanic backgrounds. The AACSU Report and Kellogg reports outline these efforts.

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The TLC strives serves as a model of diversity by hiring employees that represent a variety of races, ethnicities and nationalities. The department has employed a plethora of international students and strives to foster cultural understanding amongst all students.

B. How does the program serve the needs of diverse populations?

The TLC trains student workers on the importance of remaining culturally sensitive to all students and works with departments and faculty who are directly involved with servicing students from different backgrounds.

Part 12: ETHICS

All persons involved in the Learning Assistance Program (LAP) must adhere to the highest principles of ethical behavior. The LAP must develop or adopt and implement appropriate statements of ethical practice. The LAP must publish these statements and ensure their periodic review by relevant constituencies.

LAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

LAP staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

LAP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.
Information and training should be made available regarding conflict of interest policies.

LAP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all LAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

LAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

With the prevalence of student paraprofessional and tutorial staff within learning assistance programs, specific attention should be given to properly orienting and advising student staff about matters of confidentiality. Clear statements should be distributed and reviewed with student staff as to what information is and is not appropriate for student staff to access or to communicate.

LAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

LAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Because LAP staff work with students' academic coursework, they must be knowledgeable of policies related to academic integrity, plagiarism, student code of conduct and other similar policies. All staff members must be cognizant of the implications of these policies.

Statements or claims made about outcomes that can be achieved from participating in learning assistance programs and services must be truthful and realistic.

LAP funds acquired through grants and other non-institutional resources must be managed according to the regulations and guidelines of the funding source and the institution.

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<td>PART 12. ETHICS (Criterion Measures)</td>
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<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. In accordance with TAMU policy all employees are required to complete training regarding ethics and other pertinent issues in the workplace. This transcript demonstrates that all department employees are informed of current ethical policies.</td>
<td>12.2 The program has a written statement of ethical practice that is reviewed</td>
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periodically.

This program’s [ethics policy](#) follows those of the TAMU System.

12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.

The program’s privacy policy can be found [here](#).

12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.

Policies regarding the department’s use of FERPA can be found [here](#).

12.5 Information judged to be of an emergency nature when an individual’s safety or that of others involved is disclose to appropriate authorities.

TLC policy is to contact the appropriate departments, campus police, Counseling Center, or Student affairs, depending on the nature of the situation.

12.6 All staff members comply with the institution’s human subjects research and other policies addressing confidentiality of research data concerning individuals.

12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.

All staff are informed of the [TAMUS policy](#) regarding conflicts of interest.

12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.

Each staff member has participated in [training](#) on hostile work environments.

12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.

Staff with positions concerning are trained in the [TAMUS policy](#) regarding accounting.

12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.

Human resources review all staff qualifications including educational and employment backgrounds.

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.

Staff are [trained](#) and informed regarding reporting unethical behavior.

12.12 Staff members practice ethical behavior in the use of technology.

Staff are [trained](#) regarding ethical use of technology.
12.13 Staff are knowledgeable of policies related to academic integrity, plagiarism, and student code of conduct. 

Staff have thoroughly familiarized themselves with these issues.

12.14 Claims about outcomes from participating in learning assistance programs are truthful and realistic. 

Learning assistance outcomes are reported after exhaustive research and are considered open records available upon request.

12.15 All funds, however gathered, are managed according to institutional policies and procedures. 

Funding is carried out in accordance with TAMUS policies.

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

The TLC adheres to strictly following all policies and procedures regarding ethics and standards.

B. What is the program’s strategy for managing student and staff member confidentiality issues?

The TLC follows all state and federal guidelines regarding privacy and is vigilant to protect this right through technology and simply physical security measure. Additional the department consistently reviews confidentiality policies.

C. How are ethical dilemmas and conflicts of interest managed?

Direct supervisors oversee ethical dilemmas and if necessary referred to Human Resources as are conflicts of interest.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Staff members are required to complete regular trainings that are required by the TAMU system.

Part 13: ASSESSMENT and EVALUATION

The Learning Assistance Program (LAP) must conduct regular assessment and evaluations. The LAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Qualitative methods may include standard evaluation forms, questionnaires, interviews, observations, or case studies.

Quantitative measurements range from data on an individual student's performance to the impact on the campus’ retention rate. Quantitative methods may include follow-up studies on students’ grades in mainstream courses, GPAs, graduation, re-enrollment and retention figures. Comparative data of learning assistance program participants and non-participants is also a measure of program effectiveness. Quantitative measures can include data on the size of the user population, numbers utilizing particular services, number of contact hours, the sources of student referrals to the program, numbers of students who may be on a waiting list or who have requested services not provided by the learning assistance program. Quantitative data should be collected within specific time periods and longitudinally to reveal trends.
The LAP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

The LAP should have the ability to collect and analyze data through its own resources and through access to appropriate data generated by the institution.

Periodic evaluations of the learning assistance program and services may be performed by on-campus experts and outside consultants and disseminated to appropriate administrators.

The LAP should conduct periodic self-assessments, utilizing self-study processes endorsed by professional organizations.

Various means of assessment should be conducted for the purpose of identifying the learning needs of the students and guiding them to appropriate programs and services. Assessment results should be communicated to the student confidentially, honestly, and with sensitivity. Students should be advised directed to appropriate, alternative educational opportunities when there is reasonable cause to believe that students will not be able to meet requirements for academic success.

The LAP should periodically review and revise its goals and services based on evaluation outcomes and based on changes in institutional goals, priorities, and plans. Data that reveals trends or changes in student demographics, characteristics and needs should be utilized for learning assistance program short- and long-term planning.

<table>
<thead>
<tr>
<th>PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)</th>
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<tbody>
<tr>
<td>13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met. Review the Kellogg and AASCU</td>
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<tr>
<td>13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.</td>
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During staff development meetings staff are informed of changes to the program based on evaluations and are commended regarding success.
Part 13: Assessment and Evaluation Overview

Questions

A. What is the grand assessment strategy for the program?

The TLC overall strives to assist all students who are seeking academic assistance. It provides a great opportunity for student workers to hone their academic skills while at the same time providing a positive on campus workplace.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

The Department conducts regular self-evaluations through anonymous questionnaires and regular staff and departmental reviews.

C. How are student learning and development outcomes determined to ensure their level of achievement?

The Department looks at the number of students who utilize the services and then correlates these to overall retention rates and GPA's for the entire university.