HLC Addendum Request

6. Does the Center for Teaching and Learning have evaluation for their activities? If yes, what does the evaluation indicate?

Institutional Response:

Please see the following evidence for evaluation of the Center for Teaching and Learning:

- CTL Annual Report 2021-22
- Student Learning Assistance Data & Feedback: SLA by the Numbers
- CTL Assessment: CRLA Application Draft
- Center for Reading & Learning Association (CRLA) International Tutor Training Program Certification



1,767

Visits

12,810

Contact Hours

8,650.6

295

753

Contact Hours 1172.7

Target population reached (%) 4.7%

Target population reached (%) 13.4%

Totals

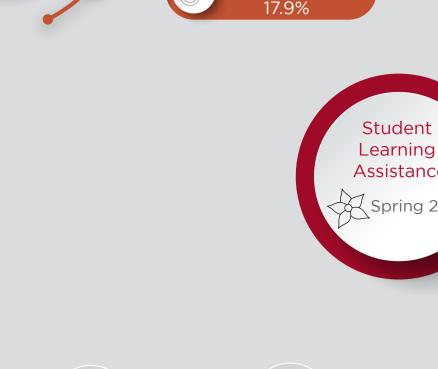
18,094

The 2021-22 academic year was a productive one for the Center for Teaching and Learning, as we continued to support student learning from both sides of the classroom: through direct support to students (undergraduate and graduate) and through programs to support instructors' teaching. We continued to offer face-to-face and remote tutoring, seeing a total of 4,510 undergraduates and 647 graduate student users. We also supported instructors in 1442 online courses and conducted 84 online course reviews. In Spring 2022, CTL helped host a two-day teaching conference that drew over 280 instructors. During this year CTL rebranded itself as one comprehensive center and created a more user-friendly website. We moved Teaching Support and Digital Learning under one Director and hired two Assistant Directors of Teaching Support. Aeron Haynie, Executive Director of CTL

Student Learning Assistance & Graduate Support



reached (%)







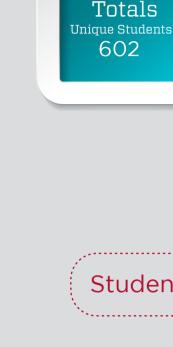
402 Visits 900



Graduate Support Spring 2022

Totals

1,653



GPA

Student Learning

Assistance

Learning Strategies

Workshops

Fall 2021

254

Spring 2022

252

Graduate Support

Group Instruction

Workshops

Fall 2021

14

Spring 2022 14 Summer 2022

3

Totals

Online Classes

Supported

1442

Retention

Graduate

Support

Fall 2021





services.

At 6 years,

services.

students who used our services had GPAs that are between **0.44 and** 0.51 points higher than peers who had not used our

> **AOP Reviews** 40

OCAC Reviews paused to dedicate more resources to support for Canvas Implementation

Totals

Jingjing Wang

Peng Yu

Llewelynn "Welly" Fletcher

Lecturers of the Year

Graduate Support

Group Instruction

Writing Camps

Fall 2021

Spring 2022

Summer 2022

Baseline Reviews 4

 $\odot 3.7$ x more likely to graduate

graduate than their peers who had not used our

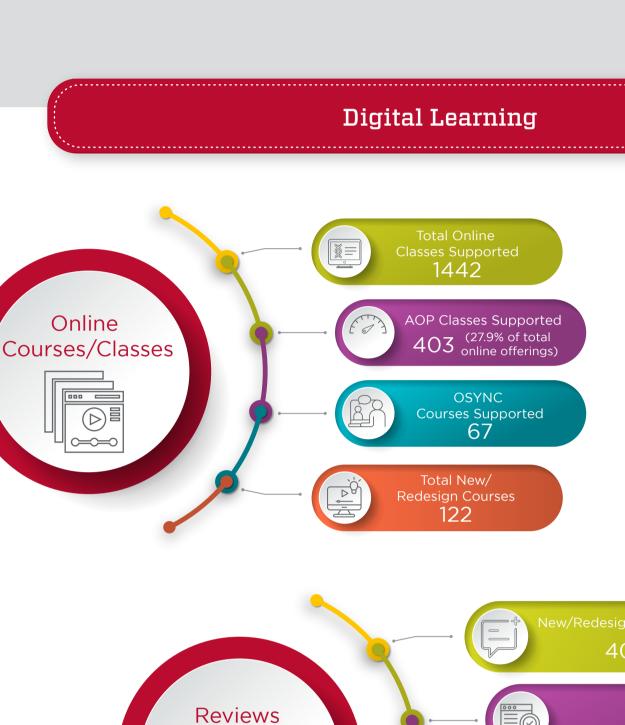
Totals

2,449.7



between **0.59** and 0.68 points

higher.





Totals

Reviews

84



000

Graduate Support

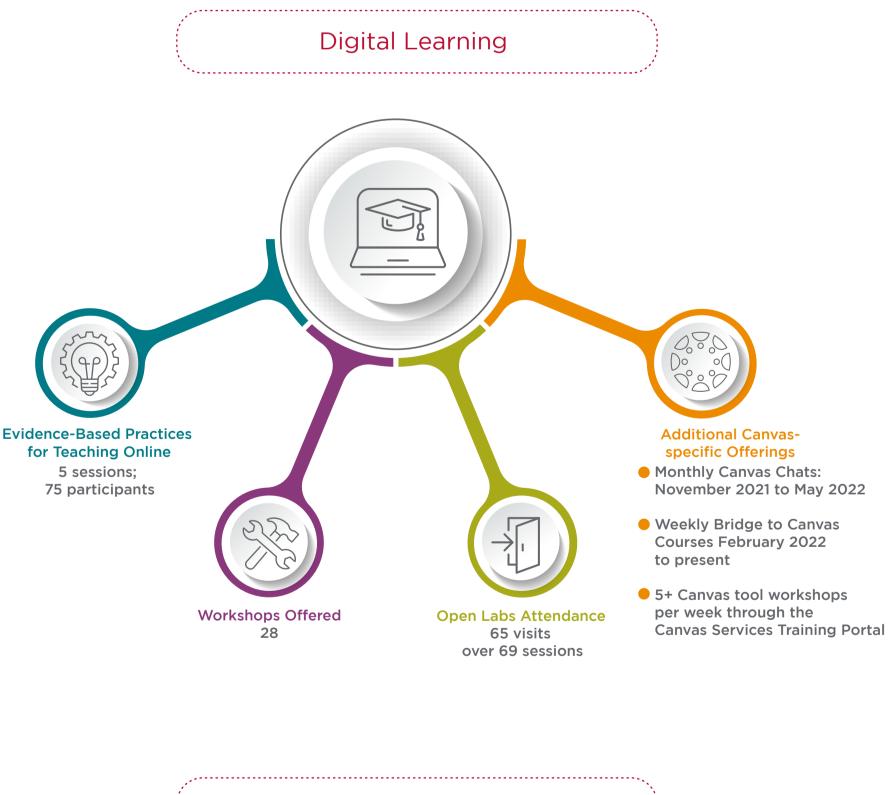
Group Instruction

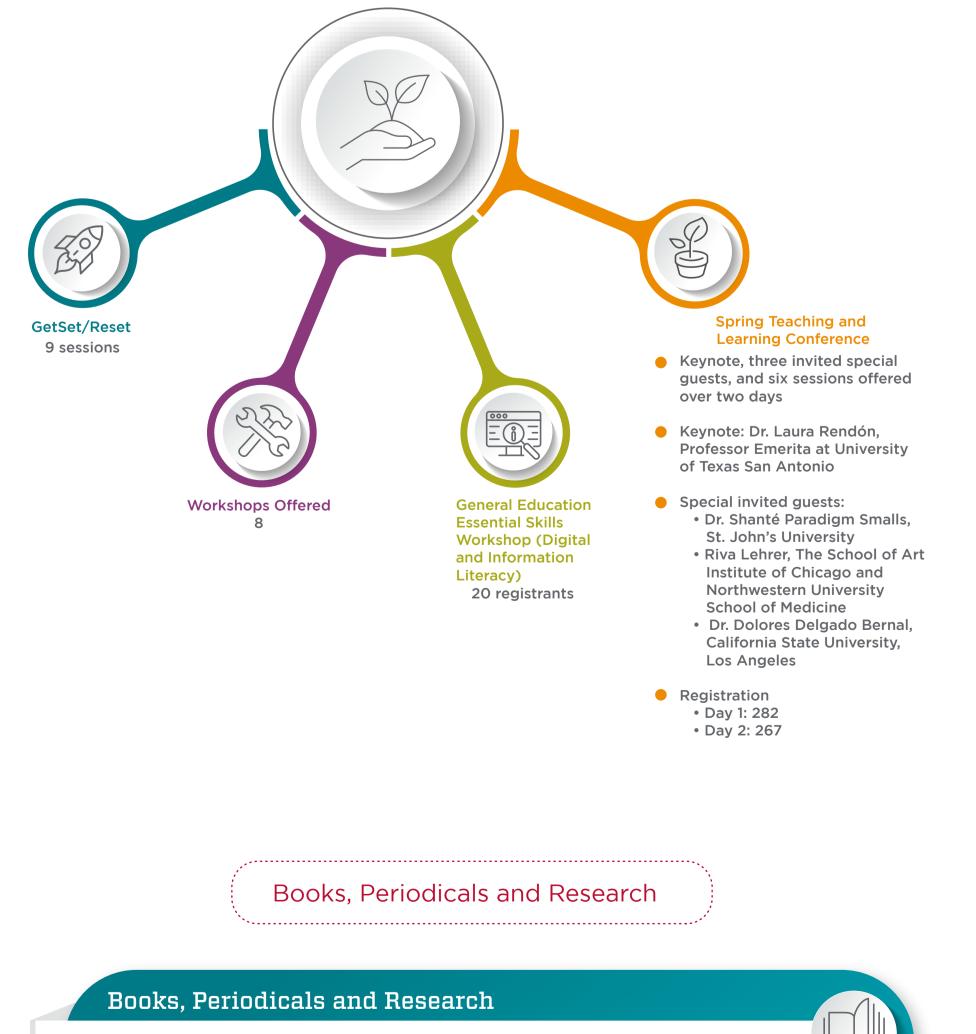
Support Groups

Fall 2021

3 Spring 2022

Summer 2022





Teaching Support

Teaching Support Léa Briere, Instructor for OILS 583 - Graduate Teaching Abdelbaset Haridy, Instructor for OILS 583 - Graduate Teaching Jennifer Pollard, Assistant Director Stephanie Spong, Director

Our People

■ Book Releases: Haynie, A. & Spong, S. (2022). *Teaching Matters: A Guide for Graduate Students*. West Virginia

Articles Published: Gomez, D. R., Swann, W., Willms Wohlwend, M., & Spong, S. (2022). Adapting under pressure: A case study in scaling faculty development for emergency remote teaching. Journal of Computing in Higher Education.

Katie Denton, WLC Student Success Supervisor Camille Guajardo, Supervisor for Administrative Support Kellen Paine, STEM Student Success Supervisor Stephanie Sánchez, Director

Center for Teaching and Learning

Texanna Martin, Senior Business Manager

Jairo Marshal, Student Success Supervisor

Kyle J. Castro, SI LS Student Success Supervisor

Student Learning Assistance

Aeron Haynie, Executive Director

Elizabeth Kerl, DATA Manager

Graduate Support

Student Learning Assistance Student Staff Adler Jaffe, Ilan Al Khazraji, Mustafa Alter, Dara

University Press.

Research:

https://rdcu.be/cQ30H

IRB Approved Studies:

O "Student Experience of Culturally Responsive Teaching Online"

O "Introductory Literature Courses, Instructor Values, and Public Purpose"

Nguyen, Cong Nguyen, Danh Huu O'Brien, Brigid Odom, Dawn Okochi, Takeo

Natalie Kubasek, Instructional Designer Mitch Marty, Instructional Designer Cree Myers, Instructional Designer Jet Saengngoen, Instructional Designer Carol Silverman, Multimedia Development Specialist Stephanie Spong, Director Bill Swann, Instructional Designer Mary Willms Wohlwend, Instructional Media Project Manager Rob Wolf, Instructional Media Project Manager Patel, Prina Patel, Sahil Pavagada Nagananda, Anjan Plake, Zerrick Plese, Cameron Rodriguez, Guillermo Rojas, Bryan Rowe, Cassie Rudden, Melissa Saengngoen, Jet Sances, J. Mitchell Shah, Tasawar Abbas Shukla, Shaswat Shukla, Shaswhat Sierra, Citlalic Simp, Miranda Smith, Ryan Strohl, George

Magdalena Vázquez Dathe, Assistant Director

Marie Browder, Instructional Designer

Megan Hauser, Instructional Designer

Nick Humphries, Instructional Designer Rene Koehler, Instructional Designer

Raquel Gallegos, Administrative Assistant 3 Beth Giebus-Chavez. Instructional Designer

Amanda Holderread Heggen, Instructional Designer

Digital Learning

Kao, Steven Kreth, Joshua Lee, Danica Leray, Van

Alvarado, Marina Anaya, Raquel Anderson, Geneva Angel, Andrew Apodaca, Ashley Archuleta, Autumn Arnett, Angelo Basnet, Dipesh Berenger-Russel, Daniel Bhatt, Shreyanshu Botello Tirado, Jannet Castle, Emily Coates, Alana Cochran, Jessica Cordova, Dominic Covarrubias-Powell, Alyssa Dai, Lili Dawa, Tenzin Dubbelman, Martinus Dunn, Kelly Dvorak, Anjali Esparza Perez, Brenda Fain, Elizabeth Ferreira, Suyana Fielder, Cody Garver, Hannah Ghosh, Moumita

Gillikin, Alexandra Gonzalez, Mariposa Gunn, Jared Johnson, Margaret Nell Jones, Frances Lente, Matthew Jacob Logan, Kara Frankie Long, Joshua Lopez, Brandon Jason Maestas, Michelle Martinez, Lucia Milcevski, Sophia Elli Morosin, Kioshi Moya, Jacob Naher, Samsun Narayanan, Vineet Nayak, Raju

Orndorff, Tristen

Overton, Kathryn

Paez Beltran, Luis

Pareja, Cecilia

Stronsnider, Kristin Marie Sutton, Jaimason Swanberg, Robert Swindle, Adrienne Tafoya, Augustin Gus Tang, Lien Torres, Xavier Vielma, Maria Villela, Joely

Yadav, Pratyush Kumar



DURING 2021–2022, WE SUPPORTED:
4,510 STUDENT USERS
27,229 VISITS
18,094 CONTACT HOURS

STUDENTS WHO USE OUR SERVICES
ARE 3.7X MORE LIKELY TO GRADUATE
WITHIN 6 YEARS & HAVE A .44–.51 PTS.
HIGHER GPA

800+
COURSES
SUPPORTED AT
UNM

175
DIFFERENT
MAJORS AND
PRE-MAJORS





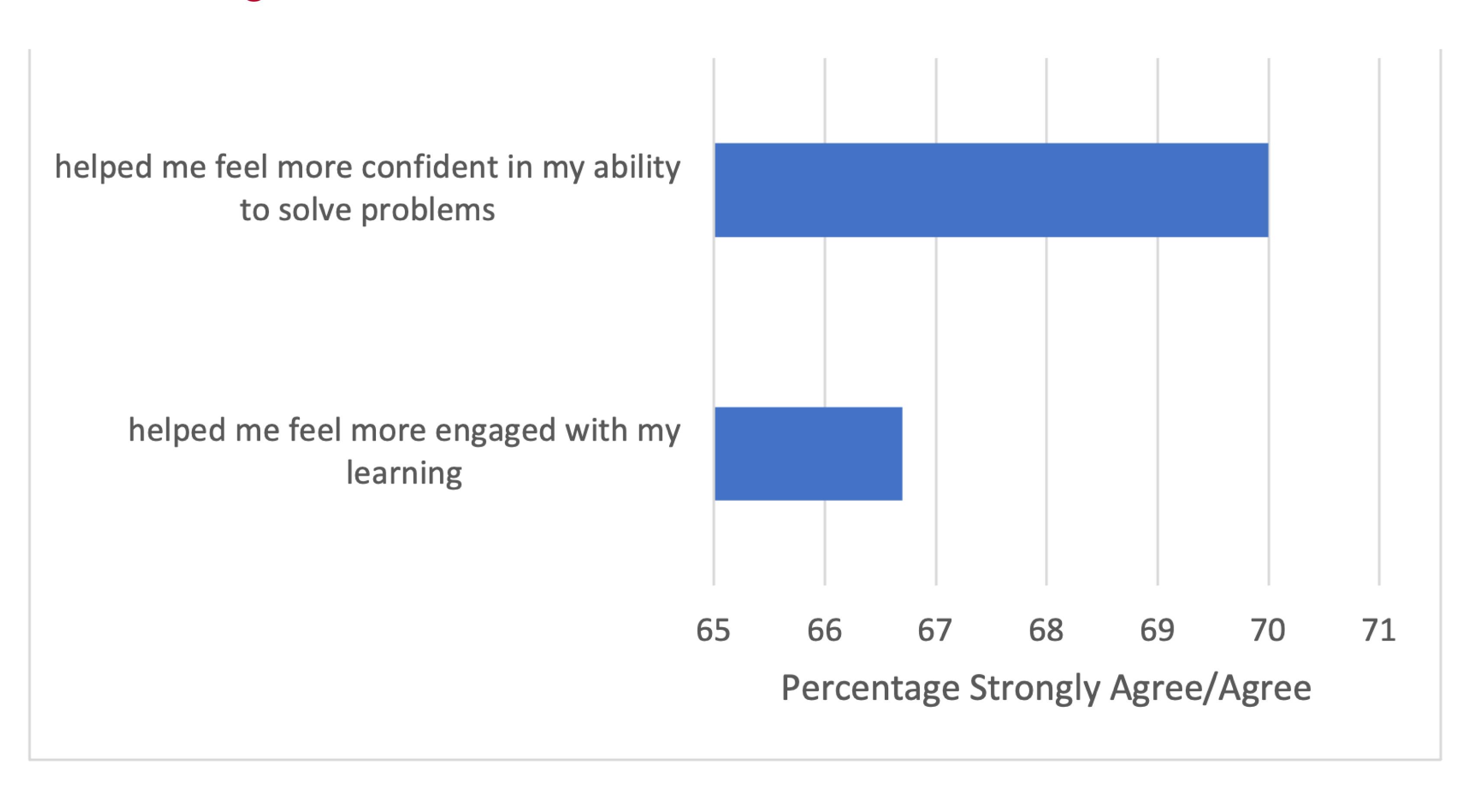
19% OF UNM'S UNDERGRADUATE
POPULATION VISITED OUR CENTER
LAST YEAR

What are students saying?

Because of my Online Learning Assistant...

I felt supported in my coursework	82.6%
I developed a deeper understanding of material.	81.8%
I learned something new.	79%
The quality of my work improved.	77.3%
I was able to work on similar problems on my own.	77.3%
I got more out of class.	77.3%
I felt more comfortable participating in discussions.	68.2%

Working with a tutor...



"Tutors were excellent, supportive, and helpful. I am thrilled to have this service available and have encouraged many other students to use it as well."

Section 1: Program Information

1.1 College/University
University of New Mexico
Albuquerque, NM
United States

- 1.2 Institution Type (*select all that apply*) Public, 4-year college/university, graduate/professional school, HSI
- 1.3 Training Program or Center name (as it should appear on certificate): UNM Center for Teaching and Learning
- 1.4 ITTPC ID number ITTPC-USA-NM-0619.
- 1.5 Type of certification: (number of programs/number of campuses) 1/1
- 1.6 payment
- 1.7 Provide at least two points of contact for this application: [Stephanie-Aeron-Lacey]
- 1.8 Populations Served: Provide the context for which you have designed your program to help reviewers understand your structure better. List any valuable attributes (e.g., first-generation students, students with disabilities, student athletes, pell-eligible, etc.)

The University of New Mexico's main campus is in the largest metropolis in the state, Albuquerque. It is also the only R1 institution in New Mexico, serving 5,392 graduate students and 14,613 undergraduate students. We are a Hispanic Serving Institution with approximately 45% of our student population identifying as Hispanic. Like New Mexico, the University of New Mexico (UNM) is a majority minority institution. Of the over 21,000 students who enrolled in at least one course at UNM during the fall of 2021 or spring 2022 academic semesters, 67.6% identified as either American Indian, Asian, Black, Hispanic, as well as other and multiple ethnicities, while White students compose just 32.3% of the student population.

Though we recognize that binary gender is an archaic social construction, UNM and the federal government continue to constrain this data to these variables. Students who do not identify with either the female or male gender category are statistically captured as female. At UNM, the gender non-conforming and female students make up approximately 58% of the student population, while 42% report their gender as male.

In the last five years, first-generation college student status has become a burgeoning focus for higher education professionals. Though it is collected on the UNM undergraduate application, this is not a required question, nor is it a question asked on the graduate application. We have this data for 56.4% of our student sample. The U.S. federal definition of "first-generation college student" was established in the Higher Education Act of 1965 § 402A(h) and defined as "neither parent has completed a four-year college degree." Of the students who responded, 28.4% of our undergraduate population are first-generation college students, while 39.4% are continuing-generation students.

Within the Center for Teaching and Learning's Student Learning Assistance program, on average, we serve 19% of the student population. During the 2021-2022 academic year, this included 25% of the undergraduate student population and 10% of the graduate students. The majority, 73.5%, of the students we serve identify with minority racial and ethnicity groups and approximately 31.6% are first-generation college students. Within the constraints of our data, 61.5% of the students who use tutoring services at UNM identify as female or gender non-conforming to the binary spectrum.

As a Center, we provide support for students who are non-degree seeking and students enrolled in undergraduate courses through graduate level doctoral candidates. First year students tend to have the greatest use of our services, making up 26.5% of all students served during the 2021-2022 academic year. Undergraduate students in their fourth year and beyond and second year students made up 21.3% and 21.1% respectively of the students we served during the 2021-2022 academic year, followed by third year students at 16.7%.

1.9 Program Structure: Name and Title of person/people responsible for each of the following

Hiring/Selecting tutors: Kyle Castro, Student Success Supervisor for Learning Strategies and Supplemental Instruction; Katie Denton, Student Success Supervisor for Writing and Languages; Jairo Marshall, Student Success Supervisor for Graduate Support; and Kellen Paine, Student Success Supervisor for STEM

Developing and Delivering Training: Kyle Castro, Student Success Supervisor for Learning Strategies and Supplemental Instruction; Katie Denton, Student Success Supervisor for Writing and Languages; Jairo Marshall, Student Success Supervisor for Graduate Support; Kellen Paine, Student Success Supervisor for STEM; and Stephanie Sánchez, Director of Student Learning Assistance at the Center for Teaching and Learning

Evaluating Tutors: Kyle Castro, Student Success Supervisor for Learning Strategies and Supplemental Instruction; Katie Denton, Student Success Supervisor for Writing and Languages; Jairo Marshall, Student Success Supervisor for Graduate Support; and Kellen Paine, Student Success Supervisor for STEM

1.10 Program Objective or Philosophy: list the goals for your tutorial program

The Center for Teaching and Learning (CTL) at UNM is a comprehensive learning center. CTL collaborates with students, instructors, and staff to foster the continued growth of an inclusive community of learners by creating spaces and opportunities for reflection and dialogue around evidence-based and learner-centered approaches to teaching and learning. By embracing a growth mindset, we aim to listen with compassion and meet students and instructors where they are. As a comprehensive team, we strive to create and evolve services that meet the educational needs of all Lobos.

The Center for Teaching and Learning partners with faculty, students, and staff to create equitable learning environments that are inclusive, collaborative, and innovative. We do this by exemplifying our Center's values: fostering student success, promoting service, building cooperation, nurturing growth, enacting equity, creating a sense of belonging, and incorporating compassion in all the work we do Goals for the tutorial program:

Within the Center for Teaching and Learning, Student Learning Assistance believes that learning is more than the acquisition of facts and knowledge; it is a social and emotional process of growth. We engage students in their individual academic journeys by facilitating a compassionate learning environment. We do this by training our student support staff to engage in evidence-based pedagogies and to support student growth by building a relationship that treats the student as a person first to create a positive, memorable learning experience.

To do this, our student staff must have subject expertise, along with tools and skills to engage in interactive tutoring sessions with others. The goals for our tutorial program are:

- To provide student staff with pedagogical, technical, and social-emotional skills to work with a diverse student population
- To facilitate the professional development of student staff

These goals are evaluated through mid-semester evaluations, semester surveys of student staff, weekly meetings with student leadership, and informal check-ins with student staff.

Section 2: Hiring and/or Selection

2.1 Briefly describe the Interview Process: What process do you use to interview your candidates? Why have you chosen this process?

We employ two types of interviews: group interviews and individual interviews. Group interviews are used when we have a large group of candidates for similar open positions. The group interviews focus on candidates' ability to collaborate. This is done through the assignment of a collaborative task to assess how they work in a group dynamic, followed by a round of questions posed to the group by the Student Success Supervisors. Candidates are then invited to individual interviews that focus on questions unique

to individual teams. Individual interviews also include subject expertise assessments, such as a calculus assessment or writing assessment. Individual interviews are designed to assess a candidate's fit as a tutor beyond their ability to provide content support, such as how well they understand the role that our center's values play in education and a holistic approach to student learning. We assess this through questions such as, what are individual barriers to student success at UNM? What do equity and belonging mean to you and how do you envision this in the learning center? How do you employ compassion and empathy in the work that you do? These questions allow us to get a sense of how the prospective tutor understands and shares our values.

In addition to information that is provided in the application, the group and individual interviews allow supervisors to evaluate candidates' ability to work with others, to notice particular traits, such as students who assume leadership roles in the group activity versus those who are more reserved, and the two interviews also allow students to demonstrate their skills and personality in a couple of different settings. As an organization that at times receives a high volume of applications, the group interview allows the supervisors to interact with most applicants who meet hiring requirements rather than determining who receives an individual interview solely based on application materials. For many of the young adults who work at our Center, this may be their first "real" job, and the group interview eases some pressure and provides an opportunity for rapport-building prior to the more demanding individual interview and subject expertise assessment.

- 2.2 Who provides recommendations (select Faculty/Instructor, Staff, Peer, Other)
- 2.3 What is the format for receiving recommendations (select letter, form, verbal, other)
- 2.4 How do you verify letter grade of A/B in content area? (select transcript, other)
- 2.5 If you accept experience equivalent to A/B content area, describe what types of equivalent experience you accept and why: If you do not accept equivalent experience, write N/A in this field

While experience equivalent to A/B content area remains an option, it is not a common practice within our Center. Equivalent experience must be demonstrated through significant work, such as transcripted coursework or academic/professional certifications, or as is the case in languages, if fluency can be determined through a test at the UNM Language Learning Center, one of our campus partners.

2.6 If you have more than one level of training, briefly describe the process used to select tutors for advanced levels of training:

Historically, tutors have been required to attend training and progress through all three levels of training regardless of their preference. Moving forward, training remains required, however, our training schedule will follow a slower pace, with students progressing through Level 1 in fall semester and Level 2 in spring semester. Upon completing Level 2, students will be able to opt into Level 3 training. We have found that not all tutors are interested in the more "evaluative understanding of tutoring as a field and career," and so we want to make Level 3 an option for those students who would like a deeper understanding of the work we do and why we do it. This is not to say tutors at Levels 1 and 2 do not receive a strong understanding of the "why," but rather that not all want a more structured, formal experience.

Section 3 Training Development

3.1 I have read CRLA's Copyright Policy and agree that our program will follow it throughout this certification period.

Primary Contact name:

- 3.2 Copyright compliance: how are copyrighted items managed? (select all that apply)
- 3.3 Permission [for CRLA] to share [parts of this application as an example] (yes/no)
- 3.4 Levels of tutor training program we are seeking certification: (level 1 automatically checked, check level 2 and level 3)

Level 1 Questions

Section 4 Summary of Training (Level 1)

- 4.1 How is your training offered at Level 1? (select series of meetings/sessions)
- 4.2 What amount of time does it generally take a tutor to complete your training program at level 1? (select quarter, 1 semester, 1 year, other)
- 4.3 Generally speaking, how many tutors participate in training at this level? Consider how many tutors attend training as well as how many are typically working toward that requirement at this level (e.g., each training session has approximately 10 people in it, with a total of 30 tutors working toward this) In general, all student staff are required to participate in training at this level. Training sessions are either facilitated at the team level (varies by team; approximately 10-20 students on each team) or within the larger group (~65-70 students). Although the number of tutors at each level varies by semester depending on number of positions that have been filled, approximately one-third to one-half of the students are new hires in fall semesters, while the remaining students are participating in the training as a refresher course. Moving forward, upon completing required training at Levels 1 & 2, tutors can opt into Level 3 training and will only need to attend Levels 1 & 2 training sessions as refreshers or when deemed necessary by their staff supervisor.
- 4.4 Select the topics you use in your training program then list the amount of time you spend on that topic in training. <u>Check All box for topics</u>, <u>enter time per topic</u>
- 4.5 Overview: Upload training overview, course calendar, and/or syllabus, clearly showing how your tutors move through your training program at this level.

Upload** <u>Use 2021-2022 Schedule</u>

Section 5: Sample Topics (Level 1)

5.1 Level 1 Sample Topic 1 – Choose a training topic from the list of ITTPC topics. Tell us about the standards, outcomes, and assessments you use for this topic. For guidance on this section, see CRLA Standards, Outcomes, and Assessments publication:

Level 1 sample topic 1 of 2.

Choose from drop down:

https://unmm.sharepoint.com/:f:/t/ctl/sla/EgKYal0eEqhIp1EPS4WoJT4Bm-

<u>UL5kBms1SSr2L3vAMohQ?e=9jLW4N- Modeling Problem Solving</u>

Which CRLA Standard best aligns with your coverage of this topic? The tutor models and/or instructs their student in a variety of problem-solving techniques suitable to the content area being tutored. Describe your learning outcomes for this session.

- 1. The tutor can identify and select appropriate technique/s from a variety of problem-solving strategies.
- 2. The tutor can explain the steps involved in selecting and using techniques, such that their tutee can effectively implement them when needed.
- 3. The tutor will learn to help tutees select and demonstrate problem solving strategies independently.
- 4. The tutor is able to discern why a particular strategy would or would not be effective given the context of a difficult situation.

Explain the types of assessments used to determine your trainees have met your chosen outcomes.

Assessment Type: Reflection Question

As a group, tutors discuss what was difficult about the challenge and the strategies they used to overcome the hurdles they experienced.

Assessment Type: Application of what was learned in training

The group then discusses how these same strategies can be applied to the work they do and ways in which they can support students when they experience their own struggles.

Upload** Lesson Plan or Detailed Outline

Upload** Training Materials (Scenarios, Teaching Problem Solving Guide)

Upload** Annotated Bibliography

5.2 Level 1 Sample Topic 2 – Choose a training topic from the list of ITTPC topics. Tell us about the standards, outcomes, and assessments you use for this topic. For guidance on this section, see CRLA Standards, Outcomes, and Assessments publication:

Level 1 sample topic 2 of 2.

Choose from drop down:

Active Listening & Responding Which CRLA Standard best aligns with your coverage of this topic?

- 1. The tutor demonstrates active listening and responding skills in the tutoring process, which may include verbal and non-verbal cues.
- 2. The tutor understands the communication contexts for engaging with students in their role (i.e., conversing as a tutor and student employee, rather than as a friend/peer/classmate)

Describe your learning outcomes for this session.

- 1. Identify active listening and responding techniques
- 2. Identify obstacles that distract or impede one's ability to actively listen
- 3. Practice active listening strategies and responses

Explain the types of assessments used to determine your trainees have met your chosen outcomes.

- 1. The tutor defines active listening based on the content of the training and explains when and how to incorporate active listening strategies within a tutoring session.
- 2. Through team-specific scenarios, tutors work in small groups to identify and critique active listening strategies and how they are influenced by different roles and contexts. Tutors then create a list of best practices specific to their teams.

Upload** Lesson Plan or Detailed Outline

Upload** Training Materials (Active Listening Discussion Questions)

Upload** Annotated Bibliography

Level 2 Questions

Section 4 Summary of Training (Level 2)

- 4.6 How is your training offered at Level 2? (select series of meetings/sessions)
- 4.7 What amount of time does it generally take a tutor to complete your training program at level 2? (select quarter, 1 semester, 1 year, other)

4.8

In general, all student staff are required to participate in training at this level upon completion of Level 1. Training sessions are either facilitated at the team level (varies by team; approximately 10-20 students on each team) or within the larger group (~65-70 students). Although the number of tutors at Level 2 varies by semester depending on number of returning tutors, approximately one-quarter of students are working toward Level 2 certification, while the remaining students are participating in the training as a refresher course. Moving forward, upon completing required training at Levels 1 & 2, tutors can opt into Level 3 training and will only need to attend Levels 1 & 2 training sessions as refreshers or when deemed necessary by their staff supervisor.

- 4.9 Select the topics you use in your training program then list the amount of time you spend on that topic in training. Check box for topics, enter time per topic
- 4.10 Overview: Upload training overview, course calendar, and/or syllabus, clearly showing how your tutors move through your training program at this level.

Upload** Use 2021-2022 Schedule

Section 5: Sample Topics (Level 2)

5.3 Level 2 Sample Topic 1 – Choose a training topic from the list of ITTPC topics. Tell us about the standards, outcomes, and assessments you use for this topic. For guidance on this section, see CRLA Standards, Outcomes, and Assessments publication:

Level 2 sample topic 1 of 1.

Choose from drop down:

Memory & Retrieval

Which CRLA Standard best aligns with your coverage of this topic?

The Advanced Tutor understands the processes that humans use to categorize and remember information and promotes the use of effective memorization and retrieval strategies as a basic learning technique. Describe your learning outcomes for this session.

- 1. Peer educators will understand the importance of memory in learning.
- 2. Peer educators will be able to describe different research-based memorization or retrieval strategies.
- 3. Peer educators will practice different memorization and retrieval strategies through a trivia game on advanced study skills.

Explain the types of assessments used to determine your trainees have met your chosen outcomes.

Assessment type: Trivia

1. Identifying and applying memorization strategies through trivia game

Assessment type: post-trivia reflection question and discussion

2. How did you engage with the material differently after you were primed with the memory strategies & knowing that we would be quizzing through trivia?

Upload** Lesson Plan or Detailed outcome

Upload** Training Materials (<u>Learning & Memory</u>, <u>Memory & Learning Script</u>, <u>Learning Memory PP</u>, <u>Cognitive Learning Strategies PP</u>)

Upload** Annotated Bibliography

Level 3 Questions

Section 4 Summary of Training (Level 3)

- 4.11 How is your training offered at Level 3? (select series of meetings/sessions)
- 4.12 What amount of time does it generally take a tutor to complete your training program at level 3? (select quarter, 1 semester, 1 year, other)
- 4.13 In AY 21-22, all student staff were required to participate in training at this level upon successful completion of Levels 1 & 2. Training sessions are either facilitated at the team level (varies by team; approximately 10-20 students on each team) or within the larger group (~65-70 students). Although the number of tutors at each level varies by semester depending on the number of returning tutors, approximately one-third of tutors were working toward Level 3, while the remaining tutors who were already certified Master Tutors were participating in the training as a refresher course. Moving forward, upon completing required training at Levels 1 & 2, tutors can opt into Level 3 training and will only need to attend Levels 1 & 2 training sessions as refreshers or when deemed necessary by their staff supervisor.
- 4.14 Select the topics you use in your training program then list the amount of time you spend on that topic in training. check box for topics, enter time per topic
- 4.15 Overview: Upload training overview, course calendar, and/or syllabus, clearly showing how your tutors move through your training program at this level.

Upload** Use 2021-2022 Schedule

Section 5: Sample Topics (Level 3)

5.3 Level 3 Sample Topic 1 – Choose a training topic from the list of ITTPC topics. Tell us about the standards, outcomes, and assessments you use for this topic. For guidance on this section, see CRLA Standards, Outcomes, and Assessments publication:

Level 3 sample topic 1 of 1.

Professional Communication

Which CRLA Standard best aligns with your coverage of this topic?

The Master Tutor uses a professional demeanor in their communication (in writing and verbally) with peers, colleagues, and professional staff.

Describe your learning outcomes for this session.

- 1. Understand the importance of interacting in a professional manner with campus faculty and staff.
- 2. Identify and explain appropriate & inappropriate ways of engaging with others in a professional setting.
- 3. Demonstrate professional communication skills consistent with those emphasized in training.

Explain the types of assessments used to determine your trainees have met your chosen outcomes. Assessment takes place through facilitated discussion, scenarios with multiple choice responses, and an "office speak" translation activity. Students' responses and discussion to the scenarios as well as their discussion and translation of office phrases allows students to indicate appropriate and inappropriate communicative behaviors and to apply a variety of contexts (settings, people, positions) to their communication.

Upload** Lesson Plan or Detailed outcome

Upload** Training Materials (<u>Professional Communication PP</u>, <u>Professional Communication Activities</u>)
Upload** <u>Annotated Bibliography</u>

Section 6: Training Tracking (All Levels)

6.1 How do you ensure that a tutor accrues at least 10 hours of training at each level you seek certification for:

Training is mandatory for student staff (exceptions are provided for academic and health reasons but must be cleared by the Director). 10 hours of training at each level are built into the mandatory training schedule, which also includes online modules that students must complete in the first week of employment.

6.2 How do you ensure that a tutor has received training on all required ITTPC topics at this level, as selected above?

Required ITTPC topics at each level are selected in advance of the semester to ensure successful completion of mandatory training results in advancement through the levels. Student attendance is carefully tracked, including amount of time spent in each training session, to ensure students receive training.

6.3 What do you do when a tutor misses a training session or topics?

In instances when there is a group of students who have missed topics, such as Basics for Level 1, we schedule and provide make-up training. This most commonly occurs at the start of semesters and for students who have been onboarded later in the year. We have transitioned many topics to online modules so that late-starting students are able to receive the same training. Any trainings missed throughout the semester must be clearly communicated to staff supervisors who then offer a make-up training, facilitated either by the staff supervisor or student leadership for the individual team. Missing training may result in a student not advancing through levels, and this is communicated to them as part of their onboarding. If a student does not make up training, they may not advance as scheduled.

- 6.4 Upload an authentic sample which shows how you track and aggregate training attendance per tutor**
- Per tutor, training tracker and aggregate attendance (Last names redacted on attendance records)
- Non-TIS online training
- Zoom attendance reports (Last names redacted)

Section 7: Experience Tracking (All Levels)

- 7.1 What types of tutoring sessions are offered at your program (select all that apply)
- 7.2 What method do you use to calculate tutors' direct service to students? (select log or system)
- 7.3 Briefly describe the system used to track and aggregate direct service hours per tutor:

TutorTrac is a web-based program that enables tutors to log their tutoring sessions and to schedule and check appointments. Academic support staff are able to access real-time information that allows us to track and aggregate direct service hours because every activity that involves meeting with students is

recorded through this system. For activities that are not recorded in the system, tutors are trained to log start/end times and to submit those logs to the CTL Data team, who is then responsible for adding the information to TutorTrac for reporting purposes.

7.4 Upload sample showing how you track and aggregate direct service hours per tutor:

Upload** Sample of tutor tracking direct service hours per level per tutor (Last names redacted)

Upload** Sample of Aggregate direct service hours per tutor (Last names redacted)

Section 8: Evaluation (All Levels)

8.1 How often do you evaluate your tutors (select all that apply)

8.2 Describe your evaluation process, including how the results are shared with the tutor (Also describe any differences between processes at each level and how the evaluation completion process is tracked for each tutor at each level):

Each semester, tutors have two points of evaluation. The mid-semester evaluation focuses on team level and individual practices, while the end of semester evaluation focuses on organizational improvements and the students' connections to the organization. Tutor evaluations begin mid-semester and are designed to be formative. The process involves self-evaluations, student leadership and staff evaluations of tutors on their teams, and tutor evaluations of their supervisors. In the self-evaluation, tutors reflect on their own performance, position, and overall satisfaction with the program. Following the self-evaluation, staff and/or student leadership staff evaluate tutors on their teams across the following metrics: professionalism, accountability, commitment/passion, communication, teamwork, autonomy, and work ethic. During the mid-semester evaluation, professional staff and student leadership identify strengths and areas for improvement for each tutor and provide feedback through individual meetings with tutors. Midsemester evaluations allow the tutors and their team leadership to adjust their tutoring practice and/or offer additional training, support, and resources for the second half of the semester. At the end of the semester, all student staff are surveyed, which provides feedback to professional staff on overall satisfaction, sense of belonging, areas for improvement, new ideas for training or other practices, and the ways in which our organizational values are or are not enacted. There are no differences between processes at each level. Mid-semester evaluations are tracked via Microsoft Forms and spreadsheets, while end of semester surveys are distributed and tracked through institutional survey software (historically Opinio, currently transitioning to Qualtrics).

8.3 Upload** a sample evaluation:

- Sample mid-semester evaluation (Last name redacted)
- Sample end of semester evaluation questions
- Sample end of semester evaluation response (Last name redacted)

Section 9: Reflection (All levels)

9.1 What has changed since your last certification?

Since our last certification, our Center has undergone several major changes. After merging into a comprehensive learning center with faculty development for online and in-person instructors and learning assistance for both undergraduates and graduate students, we have re-branded as a unified UNM Center for Teaching and Learning, with Student Learning Assistance as our new program name for peer-led services (we were previously known as the Center for Academic Program Support). As a more unified Center, we have a single mission statement and vision, with a clearer overall strategic plan and objectives for our program. During the previous four years, we have also experienced quite a few changes among professional staff, with new staff in the Director position and most tutoring team supervisor positions. The pandemic also had major impacts upon our tutoring experiences and practices. We saw dramatic declines in usage of some areas, such as language tutoring visits, whereas we saw huge increases in our Online Writing Lab. What became apparent with the pandemic is that trends were no longer holding, and we were not as capable of predicting what each semester would bring in terms of subject usage, modality usage, and even number of applicants for open positions. With so much uncertainty, we considered it a time to try new approaches to see what works and what does not. During the AY 21-22, we piloted a new

version of our training program in which tutors would advance through all three levels over the course of Fall and Spring semesters. We found this version of training overwhelming and difficult for trainers and tutors, all of whom felt we were over-training. We have since adopted a slower-paced training plan moving forward that consists of advancing through Level 1 in Fall semester and Level 2 in Spring semester. Training will continue to include both asynchronous training through Canvas and live training on alternating Friday afternoons. Level 3 will remain an option for students who have successfully completed Levels 1 and 2, with student leaders and those interested in learning center careers strongly encouraged to complete Level 3.

9.2 What problems have you experienced? How did you resolve or address those problems?

As described above, two major problems emerged in the past few years. The first being the uncertainty of the pandemic and how it drastically and suddenly changed the processes of our Center. The University of New Mexico was going into Spring Break as the pandemic was just beginning to shut down in-person learning. During that week and the extra week of break that was granted by the institution, we quickly pivoted all our services to online and student staff to remote work. This required intensive training in online best practices, technology, and pedagogy. We were able to rely on our existing Online Learning Center and training for Online Learning Assistants to scale up and make a seamless transition; our Center was open and operating virtually as soon as UNM students returned from Spring Break. Our second problem was with the training program. Although we were proud of how we pivoted at the start of the pandemic and the rallying amongst staff that we experienced, by the following semester, we realized that health and well-being of ourselves and students needed to be a priority. While we incorporated more training on wellness, self-care, and social inequities, we also experienced burnout, lack of work-life balance, and increased responsibility and expectations from the University. As we have discussed and reflected on these issues as an organization overall, we had to acknowledge that overtraining was contributing to our problems. Overtraining ensured that all students met requirements, but it prioritized quantity over quality. Using student feedback and staff retreats as opportunities to identify issues and make concrete changes, we have developed a training program that is focused on quality, on our students' needs, and one that excites us for the coming year. In the new schedule, students will have four hours of online training through Canvas to complete in their first week, followed by one Saturday live training and seven separate live trainings over the next 16 weeks. The new schedule allows us to spend more time developing/modifying training and working with our student leadership, all of whom are Master Tutors, to play a bigger role in the content training of their teams.

9.3 What have been the benefits of certification for your program?

Certification has been instrumental in providing structure and standards for our training program. While it's helpful to report data (number of unique student users, visits, contact hours, etc.) to campus entities, including our Provost, we can refer to our certification to demonstrate that our tutors meet a national standard of excellence that exceeds expectations. Our data show that students who use our services are more likely to graduate at both 4-year and 6-year marks (p<0.001) and have higher GPAs when they graduate (between 0.44 and 0.51 points higher at 6 years and between 0.59 and 0.68 points higher at 4 years). Including our most current data, those who have used our services were 3.7 times more likely to graduate. While many factors influence these data, quality training that develops our tutors as excellent peer educators absolutely contributes to such outcomes. In our most recent Spring 2022 Student Staff survey, 92.3% of tutors who have been with us throughout Fall and Spring training strongly agreed or agreed with the following statement: "CTL has given me the training, resources, and support I need to be effective at my job." Of these tutors, 76.9% strongly agreed/agreed with the statement that "working at CTL has contributed to my professional development." The CRLA certification has created a structured community of practice for students and professional staff to reflect on the work that we do and how we do it.



2/22/2023

Dear Stephanie,

Congratulations! On behalf of the College Reading & Learning Association's (CRLA) International Tutor Training Program Certification (ITTPC) team, we are delighted to inform you that the University of New Mexico Center for Teaching and Learning has been certified for Levels 1,2,3.

Your program certification period begins on October 16, 2023 and ends October 31, 2027. For future reference, your ITTPC ID number is: US-NM-0619. Please include this number in all correspondence with CRLA, as it helps us access your file easily.

Please retain a copy of this letter, your certificate and templates for your records. You will also find the comments from the reviewer team assigned to your application at the end of this message. Many programs find this information and reviewer suggestions to be helpful as they move forward in their certification journey.

We recommend that you maintain a list of the tutors who have completed your certified training program, as individuals will often ask for their certification information long after they have left your institution. To avoid a lapse in your certification and a possible late application fee, your renewal application needs to be submitted prior to the last day of your certification period. We recommend that you submit 90 days prior to your expiration date which allows time for the application review process.

If you wish to add another level to your certified training program, you may do so at any time by completing an *Application for New Certification*. However, the most cost effective and efficient way to do so is to submit your application for the next sequential level(s) of certification at the same time as your renewal of this level.

Once again, congratulations. We look forward to continuing to work with you and your tutor training program in the future.

Best wishes,

Deanna Wroblewski, Certifications Support Specialist Shawn O'Neil, ITTPC Coordinator Roberta Schotka, Certifications Director

Reviewer comments:

Strengths:

I like how tutors are asked to attend level sessions that they might have already attended if it is deemed as necessary by staff supervisors

"Make it Stick: The science of successful learning" is a great resource to use for ideas.

Excellent job on the training tracker.

Concerns:

Program states SI is separate from tutoring, although they do attend much of the same trainings. It is recommended the SI training gets certified through IPTPC and cross trains in the appropriate topics with ITTPC.

Level 1 training was revised to meet standards. Guest facilitators follow CRLA standards and outcomes. Review of previous levels are not just reattending previous trainings. Although it is highly encouraged to spend more time on developing the other topics than reviewing previous ones.

Modeling problem solving lesson plan was clarified.

Authentic evaluation was attached, but needs to be further developed, see below.

Recommendations for continued growth:

Consider developing a more substantive observation form and rubric with specific behaviors that you would like to see that align with the tutoring standards. Other programs have had some success in developing a rubric for their tutoring observations, including specific ones for level 2 and 3.

I noticed a clear respect for copyright as you cited your sources in all the attached documents, but you might consider using more in-text citations to document where specific ideas come from.