

2018

# Obtaining CRLA Level Three International Tutor Certification

Meredith Garrett  
*Gardner-Webb University*

Follow this and additional works at: [https://digitalcommons.gardner-webb.edu/education\\_etd](https://digitalcommons.gardner-webb.edu/education_etd)



Part of the [Education Commons](#)

---

## Recommended Citation

Garrett, Meredith, "Obtaining CRLA Level Three International Tutor Certification" (2018). *Education Dissertations and Projects*. 208.  
[https://digitalcommons.gardner-webb.edu/education\\_etd/208](https://digitalcommons.gardner-webb.edu/education_etd/208)

This Project is brought to you for free and open access by the School of Education at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in Education Dissertations and Projects by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please see [Copyright and Publishing Info](#).

# **Consultancy Project Executive Summary**

Organization: Gardner-Webb University School of Education

Project Title: Obtaining CRLA Level Three International Tutor Certification

Candidate: Meredith Garrett

Consultancy Coach: Dr. Jeff Hamilton

Defense Date: July 12, 2018

Authorized by: Dr. Doug Bryan (Associate Provost of Student Success at Gardner-Webb University)

**Amendment History**

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
1	June 1, 2018	Initial version.
2	June, 1 2018	Change 1
3	June, 18 2018	Change 2

### **Abstract**

Obtaining CRLA Level Three International Tutor Certification. Garrett, Meredith, 2018: Consultancy Project, Gardner-Webb University, Digital Commons.

This summary outlines the process of obtaining level three international tutor certification through the College Reading and Learning Association (CRLA) at Gardner-Webb University. The Learning Enrichment and Assistance Program (LEAP) provides peer tutoring for undergraduate students and is associated with the University division of student success. CRLA is an international tutoring certification program in which college tutoring centers can apply for level one, two, and/or three certification to learn and apply best tutoring practices. To achieve level one tutor certification, the tutoring center must ensure the individual tutor completes a total of 10 hours of CRLA approved tutoring training as well as 25 hours of documented tutoring sessions. To achieve level two certification, the tutoring center must ensure the individual tutor completes a total of 20 hours of CRLA approved tutoring training as well as 50 hours of documented tutoring sessions. To achieve level three certification, the tutoring center must ensure the individual tutor completes a total of 30 hours of CRLA tutor training as well as 75 hours of documented tutoring sessions.

*Key Words:* CRLA (College Reading and Learning Association), LEAP (Learning Enrichment and Assistance Program), Level Three Certification, Peer Tutoring

## Table of Contents

- 1 Introduction
    - 1.1 Project Purpose
    - 1.2 Associated Documents
    - 1.3 Project Plan Maintenance
  - 2 Project Scope
    - 2.1 Outline of Partnering Organization's Objectives
      - 2.1.1 Objectives
      - 2.1.2 Success Criteria
      - 2.1.3 Risks
    - 2.2 Outline of Student's Objectives
      - 2.2.1 Objectives
      - 2.2.2 Success Criteria
      - 2.2.3 Risks
    - 2.3 Definitive Scope Statement
  - 3 Deliverables
    - 3.1 To Partnering Organization
    - 3.2 From Student
  - 4 Project Approach
    - 4.1 Project Lifecycle Processes
    - 4.2 Project Management Processes
    - 4.3 Project Support Processes
    - 4.4 Organization
      - 4.4.1 Project Team
      - 4.4.2 Mapping Between <Organization> and Student
  - 5 Communications Plan
  - 6 Work Plan
    - 6.1 Work Breakdown Structure
    - 6.2 Resources
  - 7 Milestones
  - 8 Metrics and Results
  - 9 Risks, Constraints, Assumptions
    - 9.1 Risks
    - 9.2 Constraints
    - 9.3 Assumptions
  - 10 Financial Plan
  - 11 Quality Assurance Plan
- Appendix

## 1 Introduction

Considering the ever-changing academic demands, student needs, and high percentage of college failure rates our nation's educational institutions are currently experiencing, higher education institutions are challenged with an opportunity to help craft and support purposeful student academic success programs which can help students: exercise academic and social innovation, apply self-directed learning techniques, appreciate various student development theories as they relate to each student's academic journey, and practice necessary critical-thinking skills. By attempting to instill these invaluable skills within our student body, students have a better chance of developing a true sense of purpose as they experience a greater level of positive academic and self-concept. As an advocate and a contributor to higher education, I envisioned myself helping my former institution, Gardner-Webb University, construct a peer tutoring center that is staffed with internationally certified peer tutors who are highly trained to assist underprepared and/or struggling college students.

While numerous student support services are needed to help support the underprepared or transitioning college student, one necessary academic student support service for students is tutoring services, which are traditionally offered in higher education settings. Gardner-Webb University is a private, liberal arts, Baptist-affiliated, institution. Our traditional undergraduate student enrollment is approximately 1,500 students. Gardner-Webb's student to faculty ratio is 13:1, so the typical class setting is very personal and intimate. To help further explain the environment and culture of Gardner-Webb University, I have included a copy of Gardner-Webb University's institutional mission statement, which states,

Gardner-Webb University, a private, Christian, Baptist-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.

Some aspects that attracted me to Gardner-Webb University include the institution's mission to provide a strong curriculum in liberal arts, foster meaningful intellectual thought and critical analysis, and inspire a love of learning. Personally, I would argue, these specific dynamics are some of the most critical forces in helping students achieve personal and academic success.

In order to help actualize the mission of Gardner-Webb University, I have created a vision statement and a mission statement as well as a statement of goals to help

demonstrate the Learning Enrichment and Assistance Program's (LEAP) dedication to our institutional mission and, most importantly, our commitment to supporting student success. By creating this vision, mission, and statement of goals, it is my hope that LEAP will have a strong foundation which will help guide the program toward its overall purpose.

### **1.1 Project Purpose**

As the former Director of LEAP (Peer Tutoring) at Gardner-Webb University, I regularly encountered and dealt with a vast array of student issues surrounding academic underpreparedness which seems to encompass a large population of Gardner-Webb University college students. Before leaving my position at GWU, LEAP at Gardner-Webb University was staffed with 18 student/peer tutors. These tutors helped students who identified a need for tutoring assistance with basic course concepts and college study skills. When I began my position as LEAP Director, approximately 4 years ago, I observed the need for an inclusive, calculated, and holistic peer tutoring training program to help equip GWU tutors and tutees with the tools they needed to actualize academic success and ultimately matriculation.

According to Radcliffe and Bos (2013), "Trends among adolescents continue to be discouraging in terms of career and college readiness based on National Assessment of Educational Progress (NAEP) achievement reports and high school graduation rate data" (p.13). College underpreparedness is not new issue for higher education institutions. Sheets (1994) stated,

Under preparedness for college is not a new phenomenon in higher education in the United States, and many administrators and even academic support professionals may be unaware that the need for tutoring has existed through the history of our educational institutions. (p.21)

To further support my concern for a comprehensive plan for strategic student support through tutoring services, Maxwell (1997) noted, "even the elite schools considered their students to be ill prepared for college; in 1907, over half the students enrolled in Harvard, Yale, Princeton, and Columbia had failed to meet college entrance requirements" (p.14). I worked for an institution that formally accepts and enrolls what some may label as "underprepared college students." If, indeed, Gardner-Webb University is choosing to identify a population of their students as "underprepared" and the institution accepts these students for enrollment, it is imperative the institution provide a variety of intentional support services/programs to help these students matriculate as well as develop academically and personally.

Gaertner and McClarty (2015) stated,

It is unfortunate that the first diagnosis of college readiness most students will receive—cumulative GPAs and SAT or ACT scores—arrive toward

the end of eleventh grade. At this point, there is little time for students to correct course, catch up, and graduate ready for life after high school. Moreover, grades and test scores are measures of academic achievement; they are generally not designed to capture other characteristics such as motivation, behavior, and social engagement that may be integral to later-life [success]. (p.18)

As a result of internationally certifying LEAP at Gardner-Webb University, tutors and tutees are now exposed to best tutoring practices which are proven to sustain student success.

## **1.2 Associated Documents**

There are no associated documents.

## **1.3 Project Plan Maintenance**

The project was completed 1 year earlier than expected. The only major change that occurred was my decision to resign from Gardner-Webb University in November 2018. At that point, the College Readiness and Learning Association (CRLA) application for level three certification was pending approval. After communicating with Gardner-Webb University about the status of the application, I was informed the application was approved for CRLA level three international certification. I am unsure as to how/if Gardner-Webb University will continue to implement training sessions for current peer tutors.

## **2 Project Scope**

Obtain level three international tutoring certification through CRLA in 3 years. The start day of the project was August 2015.

### **2.1 Outline of Partnering Organization's Objectives**

#### **2.1.1 Objectives**

1. Create and implement level one CRLA peer tutoring training at Gardner-Webb University by December 2016.
2. Create and implement level two CRLA peer tutoring training at Gardner-Webb University by August 2017.
3. Create, implement, and obtain level three CRLA Peer Tutor Certification at Gardner-Webb University by August 2018.

#### **2.1.2 Success Criteria**

Success of this project was evaluated in terms of receiving approval of Gardner-Webb University's application for level three international tutor certification from the CRLA.



### **2.1.3 Risks**

Very few risks were associated with achieving CRLA level three international tutor certification. When considering the risks at stake, I recognized the tutoring center is not dependent on CRLA certification to thrive; however, I am certain the quality of tutoring services would be greatly comprised if CRLA certification was not achieved. If LEAP was unable to obtain CRLA certification, LEAP could consider other tutoring training programs in hopes of ensuring quality services.

#### **Anticipated Risks**

1. Internal risk – Application for CRLA certification is not approved.
  - a. Quality of tutoring services will be comprised or delayed.
  - b. Tutors may not learning and applying best tutoring practices.
2. Internal risk – CRLA training is not utilized by tutors.
3. Internal risk – Delivery of CRLA training is poor.
4. External risk – Funding for certification or recertification is compromised or extracted.

## Risk Assessment Tool

IMPACT	LIKELIHOOD
<b>Insignificant</b> –insignificant impact on operations, reputation, or financial condition	<b>Low-</b> very unlikely to happen in the near future; and no immediate action needed
<b>Mild-</b> minimal impact on operations, reputation, or financial condition	<b>Low-Medium-</b> unlikely to happen in near future; minimal action needed
<b>Moderate-</b> could delay operations, effect short-term programs, require moderate management effort, may draw publicity	<b>Medium-</b> likely to occur and actions should be taken to reduce or control the risk
<b>Significant-</b> significant effect on long-term programs, significant financial loss, negative publicity	<b>Medium-High-</b> more than likely to occur and management should begin to mitigate
<b>Catastrophic-</b> long-term, serious effects on operations, need financial support, compromise reputation	<b>High-</b> high probability the risk will occur; immediate action plans required

Figure 1. Risk Assessment Tool Definitions Adapted from (risk.oregonstate.edu).

## Risk Assessment Analysis

Risk	Impact	Likelihood
CRLA application not approved	Moderate (Medium)	Low-Medium
CRLA certification not utilized by tutors	Significant (High)	Low-Medium
Poor delivery of CRLA material	Significant (High)	Low
Funding for CRLA certification is compromised or extracted	Significant (High)	Low

Figure 2. Risk Assessment Analysis.

## 2.2 Outline of Student's Objectives

### 2.2.1 Objectives

- GWU tutors – new and veteran peer tutors will undergo official training procedures as outlined in CRLA Handbook for Training Peer Tutors and Mentors.
- Tutors will receive appropriate level of tutor certification based on training completion.
- All tutors will be required to obtain level three certification (participate in a total of 30 hours of tutor training) upon hiring.

### 2.2.2 Success Criteria

Success was measured based on tutor certification approval received from CRLA (it was approved). In addition, a pre/posttest questionnaire was created for LEAP tutors that compared tutor time management skills before after CRLA level one tutor training on time management. The chi-square test for independence was applied to a research project regarding tutoring session time management of CRLA level one trained tutors as well as untrained tutors (**see supported document for full report**). The two variables used for the chi-square for independence test were CRLA level one trained tutors and untrained tutors. Surveys were voluntarily given to tutees of trained and untrained tutors, and tutees were asked about how well their tutor managed their session time. Survey data were organized, and the chi-square test statistic was calculated to determine if the two variables were independent or dependent from each other. Chi-square test results revealed a dependent relationship between the variables.

### 2.2.3 Risks

Risk	Plan	Resources Needed
CRLA application not approved	<ol style="list-style-type: none"> <li>1. Receive and apply feedback from CRLA certification support staff</li> <li>2. Re-apply for certification</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Ensure budget allots for re-application fee</li> </ol>
CRLA certification not utilized by tutors	<ol style="list-style-type: none"> <li>1. Create tutor observation rubric and evaluate tutor during sessions for CRLA practices</li> <li>2. Provide immediate feedback for tutors who do not meet CRLA guidelines.</li> <li>3. Document and determine if tutor will be considered for re-hire.</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Tutor observation rubric</li> </ol>
Poor delivery of CRLA training material	<ol style="list-style-type: none"> <li>1. Provide tutors with the opportunity to submit a written reflection on each training session.</li> <li>2. Consider suggestions from reflection to enhance training sessions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Use the square, circle, triangle reflection tool</li> <li>3. Use alternate training modalities</li> </ol>
Funding for CRLA certification is compromised or extracted	<ol style="list-style-type: none"> <li>1. Advocate for funds. This could be done by requesting funds from Student Success, or other departments, be transferred to LEAP budget to provide funds needed for certification.</li> <li>2. Create a “home-grown” tutor training program</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Write a proposal advocating that funds be reallocated to LEAP budget for CRLA certification.</li> <li>3. Utilize online tutor training resources, contact other Universities for training information, utilize library resources (books) for tutor training purposes.</li> </ol>

Figure 3. Risk Mitigation Plan.

### 2.3 Definitive Scope Statement

Upon successful creation and implementation of CRLA level three training. The training curriculum was approved for level-three international tutor certification.

### 3 Deliverables

#### 3.1 To Partnering Organization

1. GWU Faculty – enhanced tutoring efforts may reduce the time students are spending with professors asking specific course related questions.
2. GWU Tutees – students who are tutored by trained tutors will have exposure to holistic and intentional tutoring training which may increase their academic confidence and college retention.
3. GWU Office of Retention – due to the intentionality of the tutoring program, the Office of Retention may experience lower student attrition rates due to enhanced academic support offered through the tutoring certification process.
4. GWU First-Year Program – all new students will be informed of LEAP’s services to students which will contribute to the program’s mission to student success.
5. GWU Enrollment Management – tutoring certification may be used as a potential recruitment tool for new incoming students or parents.
6. Academic Advising Team – can refer students to the tutoring center for academic assistance.

#### 3.2 From Student

- Tutors will feel more confident when facilitating tutoring sessions.
- Tutors can use tutor certification at other institutions (if transferring).
- Tutors can put certification on their resume.
- Tutors will receive a pay increase for each level of certification obtained.

### 4 Project Approach

#### 4.1 Project Lifecycle Processes

	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
<b>Planning</b>	Began creating CRLA level one training curriculum	Complete CRLA level one curriculum creation  Create Spring 2017 training agenda	Implement CRLA level one training (January 13, 2017)  Create CRLA level two training curriculum (August 1, 2017)	Implement CRLA level one and CRLA level two training session (August 22, and August 23, 2017)  Create CRLA level three curriculum	Implement CRLA level 1, 2, and 3 training sessions (January 8 and 9, 2018)  Apply for CLRA level three certification (January 15, 2018)	Received notification of CRLA level three approval (December 2018)

				(December 5, 2017)		
--	--	--	--	-----------------------	--	--

*Figure 4.* Project Planning Timeline.

#### **4.2 Project Management Processes**

The project was managed by following recommended CRLA guidelines for creating and implementing tutor training. During new tutor orientation, there was a prescribed agenda for implementation of face-to-face tutor training. Some of the tutor training was completed in a created Blackboard course where tutors would watch a PowerPoint video on the training material and answer questions to ensure understanding of training concepts. Completion of online tutor training modules was monitored by grading each completed module. The tutor had to earn a 100% on the module to receive credit for the training. Each fall and spring semester, tutor training was divided into level one, level two, or level three training modules. The training was similar to a “conference” style training. These data were collected on an excel spreadsheet and were submitted on the tutor certification application.

<b>Agenda</b>	<b>Mode(s) of Delivery</b>	<b>CRLA Requirement Met</b>
8:30-9:15- About LEAP	Face-to-face, PowerPoint	
9:30-10:30- Define Tutoring	Face-to-face, PowerPoint, and discussion	Define Tutoring- <b>Level 1</b>
<b>Break</b>		
10:45- 11:45- Tutor Do's and Don'ts	Face-to-face, PowerPoint, and discussion	Tutor Do's and Don'ts- <b>Level 1</b>
<b>Lunch Break (Lunch provided)</b>		
12:00- 1:00- Tips for Successfully Ending and Beginning a Tutoring Session	Face-to-face, PowerPoint, and discussion	Tips for Beginning and Ending a Tutoring Session- <b>Level 1</b>
1:15- 2:15- Study Skills	Face-to-face, PowerPoint, and discussion	Study Skills- <b>Level 1</b>
<b>Break</b>		
2:30- 3:30- Adult Learners and Learning Styles	Face-to-face, PowerPoint, and discussion	Adult Learners and Learning Styles- <b>Level 1</b>
<b>Break</b>		
3:45- 4:45- Assertiveness and Handling Difficult Students	Face-to-face, PowerPoint, and discussion	Assertiveness and Handling Difficult Students- <b>Level 1</b>

Figure 5. Example of CRLA training agenda.

### 4.3 Project Support Processes

At the end of each semester, tutors would complete a face-to-face performance evaluation in which CRLA training was discussed. If the tutor did not complete the required training components, the tutor was not hired back for the next semester (**see supported documents for tutor performance evaluation**).

## 4.4 Organization

	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
<b>Planning</b>	Began creating CRLA level one training curriculum	Complete CRLA level one curriculum creation  Create Spring 2017 training agenda	Implement CRLA level one training (January 13, 2017)  Create CRLA level two training curriculum (August 1, 2017)	Implement CRLA level one and CRLA level two training session (August 22, and August 23, 2017)  Create CRLA level three curriculum (December 5, 2017)	Implement CRLA level 1, 2, and 3 training sessions (January 8 and 9, 2018)  Apply for CLRA level three certification (January 15, 2018)	Received notification of CRLA level three approval (December 2018)

Figure 6. Organization Phases.

### 4.4.1 Project Team

1. GWU Tutors – new and veteran peer tutors will undergo official training procedures as outlined in CRLA Handbook for Training Peer Tutors and Mentors.
2. GWU Associate Provost and Provosts Office – will be made aware of certification levels that are achieved during the certification process.
3. GWU Faculty – enhanced tutoring efforts may reduce the time students are spending with professors asking specific course related questions.
4. GWU Tutees – students who are tutored by trained tutors will have exposure to holistic and intentional tutoring training which may increase their academic confidence and college retention.
5. GWU Payroll – currently, tutors are paid \$8.25 an hour, with each level of certification they receive (up to level three certification) the tutor will receive a \$1.00 pay increase. This will create new tutor payment processes when hiring and rehiring new tutors.
6. GWU Office of Retention – due to the intentionality of the tutoring program, the Office of Retention may experience lower student attrition rates due to enhanced academic support offered through the tutoring certification process.
7. GWU First-Year Program – all new students will be informed of LEAP’s services to students which will contribute to the programs mission to student success.



8. GWU Enrollment Management – tutoring certification may be used as a potential recruitment tool for new incoming students or parents.
9. Academic Advising Team – can refer students to the tutoring center for academic assistance.

#### 4.4.2 Mapping Between Organization and Student



Figure 7. Mapping the Organization.

## 5 Communications Plan

### Internal Communication Plan

	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<b>Communication Plan Efforts</b> <ul style="list-style-type: none"> <li>● <b>Emails</b></li> <li>● <b>Monthly peer tutor meetings</b></li> </ul>	<p>Let tutors know about curriculum creation to anticipate training dates</p> <p>Let Dr. Doug Bryan and Dr. Ben Leslie about progress</p>	<p>Remind tutors about upcoming training via email and in meetings (throughout semester)</p> <p>Provide tutors with training schedule and agenda (November 20, 2016)</p> <p>Let Dr. Doug Bryan and Dr. Ben Leslie about progress</p>	<p>Remind tutors to complete CRLA level one training requirements (throughout semester)</p> <p>Remind tutors about upcoming CRLA level 1 and level 2 training and give agenda (April 20, 2017)</p> <p>Let Dr. Doug Bryan and Dr. Ben Leslie about progress</p>	<p>Remind tutors to complete CRLA level one and level two training requirements (throughout semester)</p> <p>Remind tutors about upcoming CRLA Level 1, 2, and 3 training events and give agenda by November 20, 2017)</p> <p>Let Dr. Doug Bryan and Dr. Ben Leslie about progress</p>	<p>Remind tutors to complete CRLA level one, level two, and level three training requirements (throughout the semester)</p> <p>Remind tutors about upcoming CRLA Level 1, 2, and 3 training events and give agenda</p> <p>Let Dr. Doug Bryan and Dr. Ben Leslie about progress</p>

Figure 8. Internal Communication Plan.

## External Communication Plan

	<b>Fall 2018</b>
<b>Communication Plan Efforts</b>	<p><i>Announce level three CRLA certification (all to be completed after certification is finally approved (application for approval to be submitted January 15, 2018))</i></p> <ol style="list-style-type: none"> <li>1. Post CRLA level three certification on LEAP Facebook page</li> <li>2. Post CRLA level three certification on LEAP webpage</li> <li>3. Post CRLA level three certification on LEAP Twitter page</li> <li>4. Inform WebbWords at GWU about CRLA level three certification</li> <li>5. Inform GWU Social Media about CRLA level three certification</li> <li>6. Add CRLA level three certification logo to LEAP brochures</li> <li>7. Put CRLA level three certification certificate in LEAP lab (door and inside lab)</li> <li>8. Order CRLA certification graduation apparel for LEAP tutors</li> <li>9. Give LEAP tutors appropriate CRLA level certification certificates</li> <li>10. Add CRLA certification to business cards</li> </ol>

Figure 9. External Communication Plan

## 6. Work Plan

<b>Work Plan</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Fall 2017</b>
	Began creating CRLA level one training curriculum	<p>Complete CRLA level one curriculum creation</p> <p>Create Spring 2017 training agenda</p>	<p>Implement CRLA level one training (January 13, 2017)</p> <p>Create CRLA level two training curriculum (August 1, 2017)</p>	<p>Implement CRLA level one and CRLA level two training session (August 22, and August 23, 2017)</p> <p>Create CRLA level three curriculum and apply for CRLA level three Certification (submit payment request for \$350 application fee/certification on October 31, 2017)</p> <p>Wait for application/certification approval (up to 6 months)</p>

Figure 10. Work Plan

## 6.1 Work Breakdown Structure

See Appendix for Work Breakdown Structure

## 7. Milestones

	Spring 2016	Fall 2016	Spring 2017	Fall 2017
<b>Planning</b>	Began creating CRLA level one training curriculum	<p><b>Complete CRLA level one curriculum creation</b></p> <p>Create Spring 2017 training agenda</p>	<p><b>Implement CRLA level one training (January 13,2017)</b></p> <p>Create CRLA level two and level three training curriculum (July 2017)</p> <p>Apply for CRLA level three certification (August 1, 2017)</p>	<p><b>Implement CRLA level one and CRLA level two training session</b> (August 22, and August 23, 2017)</p> <p>Received approval of level three certification application (December 2017)</p> <p>Program now under management of Jessica Herndon- Director of LEAP</p>

Figure 11. Milestones

## 8. Metrics and Results

### *Examining Tutoring Session Time Management with CRLA Level One Trained and Untrained Tutors: Using Chi-Square Test of Independence.*

This paper discussed the uses, methodology, and implications of using a chi-square test for independence when examining statistical data. The chi-square test for independence was applied to a research project regarding tutoring session time management of CRLA level one trained tutors as well as untrained tutors. The two variables used for the chi-square for independence test were CRLA level one trained tutors and untrained tutors. Surveys were voluntarily given to tutees of trained and untrained tutors, and tutees were asked about how well their tutor managed their session time. Survey data was organized and the chi-square test statistic was calculated to determine if the two variables were independent or dependent from each other. Chi-square test results revealed a dependent relationship between the variables.

Due to the depth of the training topics, I decided to focus on one specific element of the training. I focused my research on exploring how “well” tutors manage their session time with their tutees. In order to determine how “well” tutors were managing their tutoring session times with their tutees, I collected data from a tutee survey that asked the tutee if their tutor managed their session time productively. This Likert scale survey is offered to tutees each time they complete a tutoring session with a tutor. The tutee can answer the question referring to how their session time was managed by selecting one of five answers on the survey. The available answers to select are: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).

Prior to the fall 2016 semester, there were no LEAP tutors who had received formal training regarding how to productively manage the time spent during their tutoring sessions. Before tutoring began during the fall 2017 semester, all LEAP tutors received 6 hours of face-to-face CRLA training. The training included specific CRLA elements that taught tutors how to productively manage their tutoring session times. Based on these two variables (populations), I decided to isolate data from each population (both variables) to explore the potential impact/relationship the training had how tutors managed their tutoring session time.

Survey data containing the question about how session time was managed was isolated for the tutees who received tutoring assistance from untrained tutors (spring 2016) and for tutees who received tutoring assistance from trained tutors (fall 2017).

Because I was interested in finding out if the two specific variables (trained tutors vs. untrained tutors) were independent from each other, I consulted with Dr. Jeff Hamilton to determine the most appropriate statistical test to explore the relationship between these variables. After consulting with Dr. Hamilton, we determined the most fitting test for the project would be to use the chi-square test for independence.

To begin my test for independence, I needed to determine and state my null hypothesis and my alternative hypothesis. My null hypothesis ( $H_0$ ) stated there was no difference between session time management survey responses between trained and untrained tutors. My alternative hypothesis ( $H_a$ ) stated there was a difference between session time management survey responses between trained and untrained tutors.

After determining my null and alternative hypothesis, I gathered and organized my data starting with observed frequencies for my non-treatment group (untrained tutors) and my treatment group (trained tutors).

	SA	A	N	D	SD	Total
<b>Non-Treatment</b>	85	27	6	0	1	119
<b>Treatment</b>	92	10	1	0	0	103
<b>Total</b>	177	37	7	0	1	222

Table 1. Observed frequencies of survey responses. Trained (treatment) and untrained (non-treatment) tutors.

After collecting my observed frequencies, I calculated my expected frequency values for both populations. The expected frequency was calculated for each cell by taking the row total and multiplying it by the column total and dividing it by the grand total of all cells.

<b>Non-Treatment</b>	<b>Observed</b>	<b>Expected</b>
	85	94.878
	27	19.833
	6	3.752
	0	0.000
	1	0.536
<b>Treatment</b>	<b>Observed</b>	<b>Expected</b>
	92	82.122
	10	17.167
	1	3.248
	0	0.000
	0	0.464

Table 2. Observed and expected frequencies of survey responses. Trained (treatment) untrained (non-treatment) group.

If the treatment and non-treatment group were two independent variables, I could expect there to be little difference between the observed and expected frequencies; however, if the observed and expected difference between the variables are significant, I could expect the variables to be considered dependent.

The next step I took was to determine the level of significance ( $\alpha$ ). I used the standard level of significance, 0.05. I then determined my degrees of freedom  $(r-1) \times (c-1)$  which equaled  $(2-1) \times (5-1)=4$ . Next, I determined my critical value by using the universal chi-square critical value table. With 4 degrees of freedom and a  $0.05\alpha$ , my critical value was 9.488. After determining my critical value, I determined my rejection region, meaning if my chi-square value was greater than 9.488, I could reject my null hypothesis; and if my obtained chi-square value was less than 9.488, I would accept my null hypothesis.

My next step was to calculate the test statistic. This was done by following the chi-square test of independence formula:

<b>O-E</b>	<b>(O-E)<sup>2</sup></b>	<b>(O-E)<sup>2</sup>/E</b>
-9.878	97.582	1.028499444
7.167	51.361	2.589635854
2.248	5.052	1.346489947
0.000	0.000	0
0.464	0.215	0.401582255
<b>O-E</b>	<b>(O-E)<sup>2</sup></b>	<b>(O-E)<sup>2</sup>/E</b>
9.878	97.582	1.188266348
-7.167	51.361	2.991909385
-2.248	5.052	1
0.000	0.000	0
-0.464	0.215	0
	<b>Chi-Square (<math>X^2</math>)=</b>	<b>10.54638323</b>

Table 3. Calculating chi-square test statistic value.

Next, I made the decision to reject my null and accept my alternative hypothesis because my obtained chi-square value exceeded by critical value of 9.488. My obtained chi-square value was 10.55.

In conclusion, I am happy to accept my alternative hypothesis, in that there was difference in survey responses regarding how session time was managed between tutors who were trained and tutors who were not trained; however, I cannot accurately claim that the reason for the difference is a direct result of tutor training. Before I began this study, I searched extensively to find empirical data supporting the effectiveness of CRLA training. Unfortunately, I never yielded any results from my search. I am proud to have conducted this study, as I now have an empirical answer to a sought question.

## 9 Risks, Constraints, Assumptions

### 9.1 Risks

While preparing this risk assessment, I detected few risks associated with my consultancy project. When considering the risks at stake, I recognized the tutoring center is not dependent on CRLA certification to thrive; however, I am certain the quality of tutoring services would be greatly comprised if CRLA certification was not achieved. If LEAP was unable to obtain CRLA certification, LEAP could consider other tutoring training programs in hopes of ensuring quality services. **Anticipated Risks**

1. Internal risk – Application for CRLA certification is not approved.
  - a. Quality of tutoring services will be comprised.
  - b. Tutors may not be in line with best tutoring practices.
2. Internal risk – CRLA training is not utilized by tutors.
3. Internal risk – Delivery of CRLA training is poor.
4. External risk – Funding for certification or recertification is compromised or extracted.

### Risk Assessment Tool

IMPACT	LIKELIHOOD
<b>Insignificant</b> –insignificant impact on operations, reputation, or financial condition	<b>Low-</b> very unlikely to happen in the near future; and no immediate action needed
<b>Mild-</b> minimal impact on operations, reputation, or financial condition	<b>Low-Medium-</b> unlikely to happen in near future; minimal action needed
<b>Moderate-</b> could delay operations, affect short-term programs, require moderate management effort, may draw publicity	<b>Medium-</b> likely to occur and actions should be taken to reduce or control the risk
<b>Significant-</b> significant effect on long-term programs, significant financial loss, negative publicity	<b>Medium-High-</b> more than likely to occur and management should begin to mitigate
<b>Catastrophic-</b> long-term, serious effects on operations, need financial support, compromise reputation	<b>High-</b> high probability the risk will occur; Immediate action plans required

Figure 12. Risk Assessment Tool.



### Risk Assessment Analysis

<b>Risk</b>	<b>Impact</b>	<b>Likelihood</b>
CRLA application not approved	Moderate (Medium)	Low-Medium
CRLA certification not utilized by tutors	Significant (High)	Low-Medium
Poor delivery of CRLA material	Significant (High)	Low
Funding for CRLA certification is compromised or extracted	Significant (High)	Low

Figure 13. Risk Assessment Analysis

### Managing the Risks- Mitigation Plan

<b>Risk</b>	<b>Plan</b>	<b>Resources Needed</b>
CRLA application not approved	<ol style="list-style-type: none"> <li>1. Receive and apply feedback from CRLA certification support staff</li> <li>2. Re-apply for certification</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Ensure budget allots for re-application fee</li> </ol>
CRLA certification not utilized by tutors	<ol style="list-style-type: none"> <li>1. Create tutor observation rubric and evaluate tutor during sessions for CRLA practices</li> <li>2. Provide immediate feedback for tutors who do not meet CRLA guidelines.</li> <li>3. Document and determine if tutor will be considered for re-hire.</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Tutor observation rubric</li> </ol>
Poor delivery of CRLA training material	<ol style="list-style-type: none"> <li>1. Provide tutors with the opportunity to submit a written reflection on each training session.</li> <li>2. Consider suggestions from reflection to enhance training sessions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Use the square, circle, triangle reflection tool</li> <li>3. Use alternate training modalities</li> </ol>
Funding for CRLA certification is compromised or extracted	<ol style="list-style-type: none"> <li>1. Advocate for funds. This could be done by requesting funds from Student Success, or other departments, be transferred to LEAP budget to provide</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Write a proposal advocating that funds be reallocated to LEAP budget for CRLA certification.</li> </ol>

	funds needed for certification. 2. Create a “home-grown” tutor training program	3. Utilize online tutor training resources, contact other Universities for training information, utilize library resources (books) for tutor training purposes.
--	--	---

Figure 14. Mitigation Plan

## 9.2 Constraints

1. GWU must achieve level three certification in order to align its tutoring services with best tutoring practices.
2. GWU will use the CRLA international tutor certification program (as opposed to other tutor certification programs) to certify the GWU tutoring center.
3. The GWU tutoring center will be CRLA certified by August 2018.

Based on the identified restraints and constrictions, if GWU does not align the tutoring center with best tutoring practices, students in need of tutoring assistance will not be working with a professionally trained tutor, which could negatively impact GWU retention rates. Should GWU decide not to certify the tutoring center through CRLA, the National Tutoring Association Certification Program should be considered. If the tutoring center at GWU is not CRLA certified by August of 2018, the tutoring center director should construct a plan to ensure the program is certified by August of 2019.

## 9.3 Assumptions

1. In addition to subject/academic content expertise, tutors need professional development/training to align with best tutoring practices.
2. CRLA provides institutions with up-to-date, formal, and peer-reviewed requirements needed to create a reputable and holistic tutoring program.
3. Tutoring attributes to student success at Gardner-Webb University.
4. Tutoring is valued at Gardner-Webb University.
5. Gardner-Webb University will continue to fund and provide tutoring services.
6. When LEAP applies for CRLA level three certification, the application will be approved.

### Validation of Assumptions:

1. There are various national and international tutoring organizations (CRLA, National Tutoring Association) that are currently and historically providing higher education institutions with the opportunity to understand and adhere to best tutoring practices. These organizations are staffed with experts in the

tutoring community. This demonstrates the global awareness of holistic tutoring methods.

2. CRLA has been certifying tutoring programs since 1989, and over 1,000 institutions have CRLA certified tutoring centers. Based on the outstanding reputation and longevity of this program, university tutoring centers can remain confident in the organizations credibility and expertise.
3. Based on retention data collected through LEAP, retention rates of students who attend tutoring sessions at GWU are higher than the average GWU student retention rate. This data shows the positive impact tutoring can have on student success.
4. Gardner-Webb has provided a tutoring program for GWU students for over 10 years, demonstrating the program value.
5. As of May 2017, the tutoring program at GWU is still adequately funded and available to students. The budget for the tutoring program has increased, not decreased, over time.
6. The LEAP director is following all CRLA recommendations regarding application requirements found on the CRLA webpage. In addition, the LEAP director has contacted CRLA representatives to ensure LEAP is meeting CRLA application criteria. This helps the director plan and prepare for any possible discrepancies with the created CRLA curriculum.

## 10. Financial Plan

### Expense Estimate

Based on key assumptions, LEAP assumed we would have adequate funding to apply for CRLA certification. LEAP (tutoring program) at GWU was adequately funded to pay the application fee of \$350 for the 2017-2018 academic year. Below, you will find a table that includes the anticipated application expenses of becoming and remaining a CRLA certified tutoring center for 9 years:

Spring 2018	Spring 2019	Spring 2022	Spring 2027	Total Expense from Spring 2018 to Spring 2027
Apply for level three certification	Reapply for level three certification	Reapply for level three certification	Reapply for level three certification every 5 years	\$155.56 per year for 9 years)
\$350	\$350	\$350	\$350	\$1,400

Figure 15. Nine Year Certification Expenses

## 11. Quality Assurance Plan

<b>Define Goals:</b>	Create CRLA level one, two, and three tutor training curriculum and apply for CRLA level three certification.			
<b>Plan, Measure, and Allocate Resources:</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Fall 2017</b>
	Began creating CRLA level one training curriculum	Complete CRLA level one curriculum creation  Create Spring 2017 training agenda	Implement CRLA level one training (January 13, 2017)  Create CRLA level two training curriculum (August 1, 2017)	Implement CRLA level one and CRLA level two training session (August 22 and August 23, 2017)  Create CRLA level three curriculum and apply for CRLA level three Certification (submit payment request for \$350 application fee/certification on October 31, 2017)  Wait for application/certification approval (up to 6 months)
<b>Implement, Evaluate, and Analyze Achievement:</b>	Resigned from GWU as Director of LEAP on November 2, 2017; however, my goal to apply for CRLA level three certification was completed. While I will not get to see if the center will actually become certified, I have successfully completed the CRLA level three application which provides GWU with everything they need to certify and train tutors according to CRLA level three requirements. While I would have liked to see the center become certified, I had to do what was best for me personally, and that was to resign from GWU. I am very proud and satisfied with the work I put into this process, and I am 100% confident that GWU's tutoring center and students will greatly benefit from the work I have put into this project.			
<b>Feedback:</b>	Based on CRLA specific requirements, I am certain the feedback received will be positive.  At this point, I need to work with my Consultancy Project Advisor, Jeff Hamilton, regarding how to move forward with the feedback process. Perhaps, I will still contact my former boss (Dr. Doug Bryan) to assist with the level three certification process in order to help the center achieve certification.			
<b>Report:</b>	I am proud to report the CRLA level three application was submitted with all the created curriculum.			

Figure 16. Quality Assurance Plan.

## References

- Barr, L. T. (2012). Cross-cultural communication. In Agee, K & Hodges, R. (Eds.), *Handbook for training peer tutors and peer mentors* (p. 122-124). Mason, OH: Cengage.
- Coulillard, E. K., & Higbee, J. L. (2012). Applying recent student development theories to tutoring and mentoring. In Agee, K. & Hodges, R. (2012) (Eds), *CRLA handbook for training peer tutors and mentors*. Mason, OH: Cengage.
- Ens, A. H. (2012). Communicating across cultures. In Agee, K. & Hodges, R. (Eds.), *Handbook for training peer tutors and peer mentors* (p. 117-120). Mason, OH: Cengage.
- Franke, T. M., Ho, T., & Christie, C. A. (2012). The chi-square test: Often used and more often misinterpreted. *American Journal of Evaluation*, 33(3), 448-458.
- Gaertner, M. N., & McClarty, K. L. (2015). Performance, perseverance, and the full picture of college readiness. *Educational Measurement: Issues and Practice*, 34(2), 20-33. doi:10.1111/emip.12066
- Grove, G. T. (n.d). Pocket guide to probing questions. Retrieved from [http://schoolreforminitiative.org/doc/probing\\_questions\\_guide.pdf](http://schoolreforminitiative.org/doc/probing_questions_guide.pdf)
- Hofstede, G. (1996). *Cultures and organizations, software of the mind: Intercultural cooperation and its importance for survival*. New York: McGraw-Hill.
- Holschuch, J. P. (2012). Understanding the role of epistemological beliefs in student learning. In Agee, K. & Hodges, R. (2012) (Eds), *CRLA handbook for training peer tutors and mentors*. Mason, OH: Cengage.
- Key, J. P. (1997). Research design in occupational education: Module s7-chi square. Retrieved from <https://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage28.htm>
- Larson, L. S., & Schotka, R. T. (2012). Tutoring Do's and Don'ts. In Agee, K. & Hodges, R. (2012) (Eds), *CRLA handbook for training peer tutors and mentors*. Mason, OH: Cengage.
- Larson, R., & Farber, E. (2012). *Elementary statistics: Picturing the world*. Boston: Pearson Prentice Hall.
- Maxwell, M. (1997). *Improving student learning skills: A new edition*. Clearwater, FL: H&H.

- McHugh, M. L. (2013). The chi-square test of independence. *Biochemia Medica*, 23(2), 143-149. Nonparametric between subjects test for nominal data: Chi-square (2013). Retrieved from: <http://jungminded.weebly.com/statistics/non-parametric-between-subjects-test-for-nominal-data-chi-square>
- Mulkey, A. (2012). Scaffolding understandings of students identifying as LGBTQ. In Agee, K. & Hodges, R. (Eds.), *Handbook for training peer tutors and peer mentors* (p. 229-231). Mason, OH: Cengage.
- Nielsen, J. A., Zielinski, B. A., Ferguson, M. A., Lainhart, J. E., & Anderson, J. S. (2018). An evaluation of the left-brain vs. right brain hypothesis with resting state functional connectivity magnetic resonance imaging. *PLOS One*; 2013. Retrieved from <https://www.verywell.com/left-brain-vs-right-brain-2795005>
- Overgaard, S. M. (2015). Examining the computation of the chi-square statistical test. Retrieved from <http://bok.ahima.org/doc?oid=301495#.WPY1h4jyvIU>
- Radcliffe, R. A., & Bos, B. (2013). Strategies to prepare middle school and high school students for college and career readiness. *The Clearing House*, 86(4), 136. Retrieved from <http://search.proquest.com/docview/1367697801>
- Rochlin, M. (2005). Heterosexual questionnaire. Retrieved from [file:///C:/Users/mpgarrett/OneDrive%20-%20Gardner-Webb%20University/LEAP/Director%20of%20LEAP%20Training%20Information/CRLA/CRLA%20Certification%202/Cultural%20Awareness%2003/Heterosexual\\_Questionnaire.pdf](file:///C:/Users/mpgarrett/OneDrive%20-%20Gardner-Webb%20University/LEAP/Director%20of%20LEAP%20Training%20Information/CRLA/CRLA%20Certification%202/Cultural%20Awareness%2003/Heterosexual_Questionnaire.pdf)
- Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Smilkstien, R. (2012). The brain's natural learning process. In Agee, K. & Hodges, R. (Eds.), *Handbook for training peer tutors and peer mentors* (p. 43-45). Mason, OH: Cengage.
- Wright, R. R. (2012). What everyone needs to know about sex: Gendered communication styles. In Agee, K. & Hodges, R. (Eds.), *Handbook for training peer tutors and mentors* (p. 141-143). Mason, OH: Cengage.
- Weinstein, C. E., Acee, T. W., Jung, J., Krause, J. M., Dacy, B. S., Leach, J. K. (2012). Strategic learning: helping students become more active participants in their learning. In Agee, K. & Hodges, R. (Eds.), *Handbook for training peer tutors and peer mentors* (p. 30-32). Mason, OH: Cengage.

## Appendix

### Work Breakdown Schedule

#### CRLA Level One Training Curriculum Outcomes and Assessments

Below you will find information regarding the curriculum created by LEAP Director, Meredith Garrett, concerning the following tutor training topics which were covered to complete CRLA level one certification requirements. Six of the ten hours of CRLA recommended training took place on January 13<sup>th</sup>, 2017 during an all-day new tutor orientation. The orientation training started at 8:00 am and ended at 5:00 pm. Breaks and lunch were provided. The training conducted as interactive/group/lecture/discussion based training.

The remaining four hours of CRLA recommended level-one training modules were made available to LEAP tutors via online format. At the conclusion of each online training module, the tutor had to complete a corresponding online quiz and earn a grade of 100% to complete the module.

## **1.CRLA Level One (Tutor Responsibilities) and About LEAP**

### **Length of Training: 1 hour**

**Standard:** tutor understands LEAP's purpose (vision, mission, goals), how to make a tutoring appointment, CRLA training requirements, hiring/rehiring process, payroll process, emergency preparedness plan, and organizational structure

**Outcome:** during tutoring sessions, tutors will adhere to LEAP vision, mission, and goals. In addition, tutors will understand the CRLA training requirements they are to fulfill each semester, the process for hiring and rehiring tutors, how to access their payroll information and submit accurate payroll records. Lastly, the tutor will understand the organizational structure as it relates to interaction with key stakeholders.

**Training Details and Tutor Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, and group discussion. Via PowerPoint presentation, the LEAP Director conducted a face-to-face training session that included the following dynamics (in sequential order): about the LEAP Director (personal/background info given), LEAP vision, mission, goals are discussed and LEAP webpage is shown, LEAP organization chart/structure is presented (showing who LEAP Director reports to, who the tutors report to, and how LEAP is housed in the academic setting ), how to make a tutoring appointment, CRLA training requirements (discussed and shown handbook), re-hiring process (discussed and referred to handbook- tutors must be re-hired each semester), tutor evaluation process (tutee evaluations of tutors, end-of-semester evaluation requirements, and Director observations of tutors are discussed), and payroll operating system and responsibilities, and the tutors are given the LEAP handbook. Additional topics in the LEAP handbook are discussed and questions are accepted. After the training. LEAP Director covered emergency preparedness during the session by reviewing campus emergency plan. After the training session, tutors are given a quiz on the information covered and errors in answers are corrected during training session.

## **2.CRLA Level One Required Topic- Definition of Tutoring**

### **Length of Training: 1 hour**

**Standard:** tutors are exposed to various definitions of tutoring, and tutor is made aware of LEAP's definition of tutoring. Tutors will explore positive tutor characteristics, learn about the differences between teaching and tutoring, and learn about the benefits of receiving, and providing tutoring services.

**Outcome:** tutor will be able to articulate his/her own definition of tutoring, apply LEAP's definition of tutoring, and express the benefits of receiving and administering tutoring.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational



handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director conducted a face-to-face training session on defining tutoring. During this training, tutors were asked to define tutoring, determine the purpose of tutoring, list the benefits of tutoring, list the benefits of tutoring a student, list who benefits at GWU from having tutoring services (5 minute activity). Answers are passed in, and the director makes a chart on whiteboard with responses. The LEAP Director then showed a video regarding tutoring definitions. Differences found in tutoring definitions are presented. Tutors are asked to speak about the differences in tutoring definitions. LEAP's definition of tutoring is presented. Tutors are asked to describe the differences between tutoring and teaching. The difference between tutoring and teaching is discussed. The purpose of tutoring is discussed as a group, the benefits of a tutee receiving tutoring are discussed, the tutor benefits of tutoring are discussed, benefits of providing tutoring at GWU are discussed (helps faculty, student success, provides jobs, etc). Positive tutor qualities are discussed, "tutors are not....," is discussed (not instructors, homework machines, etc).

### **3.CRLA Level One Required Topic- Tutor Do's and Don'ts)**

#### **Length of Training: 1 hour**

**Standard:** tutors understand expected tutor behaviors and practices (appropriate and inappropriate behaviors), NTA tutoring ethics, and other basic tutoring do's and don'ts.

**Outcome:** as a result of this training module, tutors will demonstrate expected tutor behaviors and meet their job requirements and follow centers policies and procedures.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, NTA tutor code of ethics, and group discussion.

Via PowerPoint presentation, the LEAP Director began the session with a YouTube video showing improper tutoring techniques (tutor don'ts) used in a tutoring session. The tutors were asked to take note of the poor tutoring techniques used by the tutor in the video. The director facilitates a group discussion on the poor techniques used. The tutors then watch the positive tutor interactions (tutor do's) video and discuss positive techniques used in the video. The tutors are then asked to get in groups of two and make a list of tutor do's and don'ts regarding the following topics: tutee confidentiality, ethical behavior, and communication. The LEAP Director then provides tutees with a list of general tutor do's and don'ts. Next, the LEAP Director goes over the tutor performance log (documentation system for inappropriate tutor behavior), and NTA code of ethics (see LEAP handbook). The LEAP director has two experienced tutors talk about their personal tutoring do's and don'ts. During each tutor's semester observation, the LEAP Director ensures tutor follow basic do's as outline in training. Corrections and praise are made during observation meeting with LEAP Director.

### **CRLA Level One Required Topic- Beginning and Ending a Tutoring Session**

#### **Length of Training: 1 hour**

**4.Standard:** tutors understand proper techniques for beginning and ending a tutoring session.

**Outcome:** as a result of completing this training module, the tutor will be able to incorporate all the necessary elements for beginning and ending a tutoring session which include providing excellent customer service, applying a structured tutoring strategy, providing constructive criticism and encouragement, identifying tutee goals and needs, summarizing session, and setting up new tutoring appointments.

**Training Details and Assessment:** The LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director conducted a face-to-face training discussing 12 step tutoring cycle that can be applied when conducting a tutoring session. Step 1- greeting and climate ( general customer service tips), step 2 (identify tutee needs), step 3- break task into parts, step 4- identify thought processes that underlie task (here the director show a video on Bloom’s Taxonomy, and tutors are given a handout on Bloom’s and tutors are asked to provide examples of how this could be applied during a tutoring session), step 5-set the agenda for the session, step 6- addressing the task, step 7- have student summarize task, step 8- student summarizes underlying process, step 9- confirmation of summary, step 10- what’s next, step 11- set up next appointment, step 12- proper closing, and tutor evaluation. At the end of the session, tutors pair up and conduct a “mock tutoring sessions” (applying the learned strategies) the Director assists tutors during this process.

### **5.CRLA Level One Required Topic- Basic Study Skills and Setting Goals**

#### **Length of Training: 2 hours**

**Standard:** tutors are exposed to various study techniques which can be applied during tutoring sessions to enhance the tutoring session.

**Outcome:** as a result of completing this training module, the tutor should be able to articulate and model various study skills into his/her tutoring session.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, NTA tutor code of ethics, and group discussion. Via PowerPoint presentation, the LEAP Director conducted a face-to-face training discussing the following topics: basic study tips, time management strategies, goal setting strategies, reading strategies, test taking strategies, and note taking strategies. At the beginning of the presentation, tutors are asked to take 5 minutes and write down their most effective techniques for each of the above listed area. A video on

study tips is shown and tips are discussed with group. The next activity was designed to help tutors think about goal setting. In this activity, tutors are asked to take 15 minutes to draw a road map of their life from high school graduation to 5 years after college. The tutors then discuss with another tutee their road map and discuss how goals were set. Tutors are then introduced to the SMART goal method and tutors are asked to discuss how their road map matched up with the SMART goal model. Next, tutors focus on academic balance. They are given an academic balance worksheet to complete. Results of their worksheet are discussed and tutors have this resource available to use in the lab with any of their tutees. Next, the tutor has a reading activity to complete based on a set reading strategy. Reflection and discussion follows. Tutors then watch videos on note taking strategies and test taking strategies and discussion follows. During tutor observations, the Director takes note as to if tutor incorporates effective study strategies during the session such as: time management, organization, note-taking strategies, goal setting, and test taking tips.

## **6.CRLA Level One Required Topic- Tutoring Adult Learners**

### **Length of Training: 1 hour**

**Standard:** tutors are exposed to learning and social needs of adult tutees.

**Outcome:** as a result of training, the tutor is able to incorporate adult learning strategies into the tutoring session.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director conducted opened up the training with an activity where the tutors sat with a partner and listed perceived adult learner needs and concerns and ways to address these areas. The director then discussed the difference in andragogy and pedagogy. Smarthinking (online tutoring for adult learners) is presented to tutors as an option for adult tutoring sessions). A discussion took place between the differences in traditional student learners and adult student learners. The director then introduced Knowles Adult Learning Theory and Mezirow's Transformational Learning Theory. Seasoned tutors then discussed their experiences with new tutors regarding working with adult learners. At the end of the training session, tutors compared and contrasted the differences in learning styles and needs between adult learners and traditional learners. Tutors are given adult learner tutoring scenarios (what would you do if an adult tutee tells you they have a hard time getting to the GWU campus based on their busy schedule and other adult tutoring scenarios are used from CRLA handbook (p. 225)) tutors are asked to present solutions).

### **7.CRLA Level One Required Topic- Difficult Tutoring Situations**

#### **Length of Training: 1 hour**

**Standard:** tutors are provided with strategies to deal with various difficult tutoring situations.

**Outcome:** as a result of the training, the tutor is able to recognize various difficult tutoring scenarios and call upon learned strategies to deal with difficult tutoring situations.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director conducted a face-to-face training where tutors were split into pairs with specific tutoring scenarios that includes: disruptive tutees, tutee blocking, tutee confusion, tutee miracle-seeking, tutee over-enthusiasm, tutee resisting, tutee passivity, tutee evasion. The tutor pairs had to explain the scenario and come up with suggestions as to how to deal with tutees in these situations. After tutor suggestions were made, the Director went through the CRLA recommendations regarding how to deal with these situations.

### **8.CRLA Level One Required Topic- Learning Theories**

#### **Length of Training: 1 hour**

**Standard:** tutors are exposed to various learning theories.

**Outcome:** as a result of this training, tutors are able to identify how student beliefs in learning and their developmental phases affect student learning, which can be directly applied to how the tutor structures the tutoring session.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with a online training module which covered the following topics: epistemological beliefs in learning, certainty of knowledge, simplicity of knowledge, nature of authority, speed of learning, source of ability, Chickering's Seven Vectors of College Development. At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **9.CRLA Level One Required Topic- Learning Styles**

#### **Length of Training: 1 hour**

**Standard:** tutors are exposed to conflicting theories supporting and dismissing learning styles in student learning.

**Outcome:** as a result of this training, the tutor can choose to apply learning style preference strategies to the tutoring session. In addition, the tutor is aware of the various factors that affect student learning, which can be directly applied to the tutoring session.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, Ted Talks, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with an online training module discussing the following types of learning preferences, cognitive, affective, physiological factors in learnings, and VARK (adding there is no empirical data proving understanding learning styles is actually effective in student learning). At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **10.CRLA Level One Required Topic- Communication Styles/Preferences**

#### **Length of Training: 1 hour**

**Standard:** tutors are exposed to various student communication preferences and styles in order to enhance tutor/tutee relationship.

**Outcome:** as a result of this training, the tutor can successfully incorporate positive communication techniques in to his/her tutoring session to help develop a professional rapport with his/her tutee.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with an online training module discussing the following topics: nonverbal communication cues, developing rapport, using empowering language, linguistic indicators, destructive communication patterns, assistive language, manipulative language, facilitative language, empathy, language of certainty, and language of possibility. At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **11.CRLA Level One Required Topic- Critical Thinking Skills**

#### **Length of Training: 1 hour**

**Standard:** tutors will explore the elements of critical thinking needed for student learning.

**Outcome:** as a result of training, the tutor apply critical thinking strategies and encourage critical thinking in his/her tutoring sessions to embed student learning.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with an online training module discussing the following topics: definitions of critical thinking, applications of critical thinking, examples of critical thinking, importance of critical thinking, using the internet in academics/application of critical thinking, and critical thinking strategies for reading. At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **CRLA Level Two Training Curriculum Outcomes and Assessments**

Below you will find information regarding the curriculum created by LEAP Director, Meredith Garrett, regarding the following tutor training topics which were created to complete CRLA level two certification requirements. Six of the ten hours of CRLA recommended training will take place on August 22<sup>nd</sup>, 2017 during an all-day tutor orientation. The orientation training will start at 10:00 am and end at 5:00 pm. Breaks and lunch will be provided. The training will be conducted interactive group lecture/discussion based training.

The remaining four hours of CRLA recommended level two training modules will be made available to LEAP tutors via online format. At the conclusion of each online training module, the tutor will need to complete a corresponding online quiz and earn a grade of 100% to complete the module.

Because these training sessions have not been conducted yet- the language, activities, and content of the below agenda may be changed.

#### **1. CRLA Level Two- Using Probing Questions**

##### **Length of Training: 1 hour**

**Standard:** tutors understand the purpose of using probing questions to help students become self-directed (critical thinkers).

**Outcome:** as a result of this training, the tutor will apply probing question strategies during the tutoring session.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation. Via PowerPoint presentation- the LEAP Director conducted a face-to-face training session that began with a recommended video found in the CRLA handbook (clip from *Rosencrantz and Guildenstern are Dead*). The Director discussed the idea of using questions to answer questions to introduce the idea of probing questions. Next, the Director gave a brief definition of probing questions and non-probing questions. After this, the tutors were asked to provide examples of probing questions by writing them on the board. Next, the Director explained the handbook's examples of probing questions. After this, the Director provided tutors with an activity recommended in the CRLA handbook where the tutors change the selected non-probing questions into probing questions. The tutors then share

their created probing questions with the rest of the tutors. Last, the tutors are invited to play in the probing question game where they sit in a circle and answer questions with questions (the winner of the game gets a prize). Discussion regarding the difficulty in answering questions with questions will be conducted and compared to tutoring scenarios. The Director also provided the tutors with a handout containing probing and non-probing questions that can be referred to during tutoring sessions.

## **2.CRLA Level Two- Brain Dominance**

### **Length of Training- 1 hour**

**Standard:** tutors will learn about the brain’s natural learning process. In addition, they will learn about the conflicting views of brain dominance theory. They will then explore the possible uses of right and left brain techniques that can be applied in the tutoring session.

**Outcome:** as a result of this training, the tutor will be able to select or recommend specific tutoring activities based on knowledge of brain learning (right/left brain) preferences.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, YouTube videos, Left and Right Brain Dominance Handout. Via PowerPoint presentation- the LEAP Director conducted a face-to-face training session. The Director opened the training session discussing how the brain learns. The Director explained everyone is a natural –born learn (unless they have a severe brain disability or dysfunction). The Director went through the six principles of learning with the tutors (Smilkstein, 2012). The Director then showed a video on dendrites and neurons synapses, and the importance of re-stimulation of learning information is introduced to the tutor. The Director then helped the tutor understand that they are working with tutees to help them create a neural network of foundational information in the brain. The Director emphasized the importance of re-stimulation of information (which may call for various tutoring appointments). Tutors were then asked to think of something they learned outside of school. They were then asked to write down how they got from not knowing how to do it to being good at it. The Director then asked them, what happened at the beginning of learning the “new thing.” The Director documented what they said. The Director then asked, what happened next to help you learn to do it?, this was documented on the board. The Director continued to ask questions until there were no stages left. The director compared the number of stages tutors had to the 6 stage learning process. The Director then guided the tutors through the 6 phases of natural human learning found in Smilkstein (2012): motivation, beginning practice, advanced practice, refinement, and mastery. Tutors were given a strategy to apply during a tutoring session: ask your tutee to complete a self-assessment when they are learning something new-

- Ask the tutee to write down 1-2-3-4-5-6 on notepaper or the whiteboard
- Ask the tutee about his or her current level of understanding

- If the tutee marks a level 1, the student is letting you know they need to work on the most fundamental level of knowledge
- You can also compare this to Bloom's Taxonomy Learning Levels

A review of Bloom's taxonomy was completed. Next, the Director went over the Brain Dominance theory. A YouTube video was shown on the theory. Next, the tutors took a Brain Dominance test. A discussion took place on their scores. Left and right brain learner preferences were also discussed. Tutors were asked to have tutees take the inventory during sessions and apply their learning preferences to the session.

### **3. CRLA Level Two- Cultural Awareness and Intercultural Communications**

#### **Length of Training- 1.5 hours**

**Standard:** tutors will explore the definition of culture and learn about cultural sensitivity. Tutors will be introduced to collectivistic and individualist culture norms, discuss variants in cultural communication, and discuss strategies for effectively communicating with tutees from different cultures.

**Outcome:** as a result of this training, tutors will practice cultural sensitivity during tutoring sessions as they recognize the impact culture sensitivity has on tutoring relationships and success.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, online resources, PowerPoint presentation, YouTube videos. During the presentation the LEAP Director showed tutors a video discussing how culture can be defined. Next, the director had tutors split into groups of two to discuss "their culture." After the tutors identified their own cultural norms, tutors used the classroom whiteboard to write down terms associated with their culture. The Director then asked the tutors how these cultural norms could affect their own tutoring session. The director then added additional cultural dynamics to the list. The Director then asked how these cultural norms could affect a tutoring session. A list of cultural differences to consider when tutoring students was presented. Next, a video discussing differences between collectivistic and individualistic cultures was shown. A list of tutoring tips was presented regarding working with students from collectivistic and individualistic cultures. A list of cultural faux pas was presented to students. The director then discussed differences in sex-gendered communication styles found in the CRLA training handbook.

### **4. CRLA Level Two- Tutoring LGBTQ Students (Diversity)**

#### **Length of Training- 1 hour**

**Standard:** tutors will be exposed to the social and learning needs of the LGBTQ community. Tutors will be exposed to techniques used to support social and learning needs of the LGBTQ community.



**Outcome:** tutors will develop a keen awareness of the social and learning needs of LGBTQ students and apply learned techniques to tutoring sessions.

**Tutoring Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, online resources, PowerPoint presentation, YouTube videos. The director began the session by ensuring the training room would be a safe space, and that all tutors should be respectful of diverse beliefs and backgrounds presented in the training. Next, the director discussed safety statistics on college campuses as it related LGBTQ hate crimes and suicide. The director then discussed all on-campus support GWU offered LGBTQ students. The director showed a YouTube video “Ask Me” which showed several LGBTQ students discussing what they wanted their friends and professors to know about them as LGBTQ students. A video reflection was offered to tutors. Tutors then then completed a self- assessment which asked them: what they would do if someone came out to them as LGBTQ, how would you feel if your child came out as LGBTQ, have you ever laughed or made fun of a LGBTQ person, have you ever stood up for an LGBTQ person, etc. A group activity was conducted, this activity was found in the CRLA handbook. During the activity, tutors were split into pairs and they discussed several LGBTQ tutoring scenarios. They had to come up with ways to deal with these scenarios.

## **5. CRLA Level Two- Tutoring Student Athletes (Diversity)**

### **Length of Training- 30 minutes**

**Standard:** tutors will be exposed to the unique social and academic pressures student-athletes face, as well as the NCAA rules that govern what tutors can and cannot say/do with student-athletes.

**Outcome:** student develop a greater appreciation and awareness of student-athlete concerns, and apply learned strategies while adhering to NCAA rules during tutoring sessions.

**Training Details and Assessment:** Gardner-Webb University’s NCAA Compliance Director, Lauren Connolly, presented on NCAA regulations as it related to student-athletes, as well as how to better understand the specific needs of student athletes. During this time, she spoke of common challenges athletes face (regarding managing time). She spoke about debunking student- athlete stereotypes, (for example, not all athletes have full-rides scholarships, and some have no scholarships). She then covered what tutors should NOT do during a tutoring session as it relates to the NCAA regulations, which include: provide any other benefit to a student-athlete that is not available to other students, type papers or other class work for student-athletes at no cost to the student-athlete, provide cost-free or reduced-rate copying services for student-athletes, complete course assignments for student-athletes, provide student-athletes the use of credit cards for personal use, provide the student-athlete with the use of an automobile, assist a student-athlete with the payment of his or her bills, parking tickets, complete course work for a prospective student-athlete.

## **6. CRLA Level Two- Tutoring Students with Disabilities (Diversity)**

### **Length of Training- 1 hour**

**Standard:** tutors will be made aware of GWU’s Disability Center and the services they provide our students. Tutors will learn about physical and mental disabilities and specific strategies to use with students who have disabilities.

**Outcome:** tutors will apply learned strategies during a tutoring session while working with students who have disabilities. In addition, the tutors will teach students how to use the Read and Write Gold software program.

**Training Details and Assessment:** a representative from the NOEL (Center for Disability Resources) presented on this topic. During this time, she discussed the different types of disabilities that can be documented through our Center for Disability Services. She opened up the session by talking about what a “disability” can be defined as. She discussed visual, auditory, learning, and physical disabilities. For deaf and hard of hearing students, she discussed specific ways to improve communication such as: facing the student directly when talking, tapping or waving to get a student’s attention, do not feel the need to speak slower, use visual aids to support what you say, conduct sessions in a quiet area, etc. For blind or low vision students the following tips were presented: meet in the same location each session, use big/bold letters when writing, consider using colored paper and pens, describe pictures and illustrations in detail, and avoid petting service dogs. Next, she discussed students on the Autism spectrum, she provided tutors with the following tips: tutor students in a quiet space, address abnormal behavior, allow time for oddities. We then discuss students with ADD or ADHD. The following suggestions were made: ensure the area is distraction free, have a structured session, information can be divided into smaller units, may need help organizing and managing study time. Lastly, we trained the tutors to use a literacy, dyslexia, accessibility software, Read and Write Gold.

## **7. Identifying and Using Resources**

### **Length of Training: 1 hour**

**Standard:** tutors are reminded of the various academic and non-academic student support services provided on-campus in order to ensure proper referrals to facilitate student wellness and success.

**Outcome:** tutors will be able to refer students to appropriate departments/representatives when faced with an issue requiring their assistance.

**Training Details and Assessment:** during this presentation, the LEAP Director had four different student-support departments speak about how their department serves GWU students. In addition, each department provided key indicators/example scenarios as to when to refer a tutee to their department. Each department spent 10-15 minutes discussing their departments’ services. Departments included: Academic Support

Services (including Retention), Counseling Services, Office of Christian Life and Services, and the Office of International Students. Academic Advising and Retention spoke about students who indicate they want a different major or are considering transferring and when to refer. Counseling Services presented the distressed student tree that provided information as to when to refer a student to counseling services. The Office of Christian Life and Services discussed when a student experiences a significant loss or indicates they have a spiritual concern and when to refer. The Office of International Students spoke about specific International Student needs/concerns and when to refer. After the presentations, the LEAP Director gave tutors a matching exercise to help tutors determine which department/representative matched the listed tutee need. Answers were reviewed and corrected with a partner.

### **8. Tutoring Specific Skill Areas or Subject Areas**

#### **Length of Training: 1 hour**

**Standard:** tutors are exposed to content-specific tutoring tips and learning strategies.

**Outcome:** tutors will apply content-specific tutoring strategies during the tutoring session.

**Training Details and Assessment:** the LEAP Director looked at the four most requested courses for tutoring during the fall and spring semesters, and invited faculty to come and discuss content-specific study strategies for each subject/course. The subjects/courses included: Math (Statistics, Calculus, Finite Math, Pre-Calculus, and Basic Math), Science (General Biology, Human Biology, Anatomy and Physiology, Microbiology, and General Chemistry), and Spanish. Faculty members from the Math, Science, and World Language Departments came to speak to the tutors regarding subject/course-specific tips. During tutor observations, the LEAP Director will assess the subject/course being tutored to see if tutor is using recommended subject/content area strategies. If the tutor needs assistance with a subject/course-specific concept- the tutor is encouraged to meet with a faculty member to discuss/clarify their concerns.

*For the remaining two hours of CRLA level two certification, tutors could pick from two of the four level one topics*

### **CRLA Level One Required Topic- Learning Theories**

#### **Length of Training: 1 hour**

**Standard:** tutors are exposed to various learning theories.

**Outcome:** as a result of this training, tutors are able to identify how student beliefs in learning and their developmental phases affect student learning, which can be directly applied to how the tutor structures the tutoring session.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with an online training module which covered the following topics: epistemological beliefs in learning, certainty of knowledge, simplicity of knowledge, nature of authority, speed of learning, source of ability, Chickering's Seven Vectors of College Development. At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **CRLA Level One Required Topic- Learning Styles**

#### **Length of Training: 1 hour**

**Standard:** tutors are exposed to conflicting theories supporting and dismissing learning styles in student learning.

**Outcome:** as a result of this training, the tutor can choose to apply learning style preference strategies to the tutoring session. In addition, the tutor is aware of the various factors that affect student learning, which can be directly applied to the tutoring session

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, Ted Talks, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with an online training module discussing the following types of learning preferences, cognitive, affective, physiological factors in learnings, and VARK (adding there is no empirical data proving understanding learning styles is actually effective in student learning). At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **CRLA Level One Required Topic- Communication Styles/Preferences**

#### **Length of Training: 1 hour**

**Standard:** tutors are exposed to various student communication preferences and styles in order to enhance tutor/tutee relationship.

**Outcome:** as a result of this training, the tutor can successfully incorporate positive communication techniques in to his/her tutoring session to help develop a professional rapport with his/her tutee.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with an online training module discussing the following topics: nonverbal communication cues, developing

rapport, using empowering language, linguistic indicators, destructive communication patterns, assistive language, manipulative language, facilitative language, empathy, language of certainty, and language of possibility. At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **CRLA Level One Required Topic- Critical Thinking Skills**

#### **Length of Training: 1 hour**

**Standard:** tutors will explore the elements of critical thinking needed for student learning.

**Outcome:** as a result of training, the tutor apply critical thinking strategies and encourage critical thinking in his/her tutoring sessions to embed student learning.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation, LEAP informational handbook, end-of-semester evaluation, YouTube videos, and group discussion. Via PowerPoint presentation, the LEAP Director provided tutors with an online training module discussing the following topics: definitions of critical thinking, applications of critical thinking, examples of critical thinking, importance of critical thinking, using the internet in academics/application of critical thinking, and critical thinking strategies for reading. At the end of the module, the tutor took a test on the learned material. He/she had to earn a 100% on the test to get paid for the hour of online training.

### **CRLA Level Three Training Curriculum Outcomes and Assessments**

Because these training sessions have not be conducted yet- the language, activities, and content of the below agenda may be changed.

#### **1. CRLA Level Three- Strategic and Self-Regulated Learning**

##### **Length of Training: 1 hour**

**Standard:** tutor is familiar with strategic learning model (skill, will, self-regulation) and self-regulated learning techniques.

**Outcome:** tutor promotes and applies self-regulation learning techniques during a tutoring session.

**Training Details and Assessment:** the LEAP Director used the following tools for assessment: CRLA training handbook, PowerPoint presentation. Via PowerPoint presentation- the LEAP Director conducted a face-to-face training session. The session started out by asking tutors what strategic learning is (provide examples) and why is strategic learning important. We then discussed strategic learning, its importance, elements that influence it, and provided examples of strategic learning. The tutors were then asked to define skill, will, and self- regulation. Next, the LEAP Director defined

skill, and gave examples of cognitive learning strategies associated with skill. Will was defined and examples of different levels of will were provided to tutors. Next, the LEAP Director defined self-regulation and provided examples of techniques to use with students who need to learn how to self-regulate their learning. The LEAP Director then showed a brief video regarding self-regulation. Next, Weinstein's Model of Strategic Learning was discussed. At the end of the session, each tutor wrote an essay discussing skill, will, and self-regulation. They then shared their essays with others in the group.

## **2. CRLA Level Three- The Role of Learning Centers in Higher Education (curriculum not yet created)**

### **Length of Training: 3 hours**

***Standard:*** tutors will understand the various issues Higher Education tutoring centers face (which courses to offer tutoring for, finding appropriate tutors, etc). Tutors will understand the components needed to provide a successful tutoring center.

***Outcome:*** tutors will complete research, document, and submit a paper 2-4 page regarding the necessary components of running a successful tutoring center. In addition, the tutor will complete an assessment of LEAP's tutoring center and determine if the current structure is appropriate for the students LEAP serves. The tutor will present their findings and provide recommendations for the LEAP center.

***Training Details and Assessment:*** rubric will be created for paper. Tutor will be given a total of three hours to complete research and write paper.

## **5. CRLA Level Three- Training and Supervising Other Tutors**

### **Length of Training: 3 hours**

***Standard:*** the tutor has completed level one, level two, and part of level 3 training requirements and has accrued a minimum of 50 tutoring hours. The tutor understands LEAP's policies and procedures and models all appropriate LEAP expectations.

***Outcome:*** tutor will be able to professionally supervise other tutors in the absence of LEAP Director.

***Training Details and Assessment:*** the tutor will create training materials, create training activities, and training guidelines. The tutor will deliver select level 1 and level 2 training topics. The tutor will help the LEAP director track tutoring and training hours and assist the LEAP Director as needed.

## **6. CRLA Level Three- Group Management Skills**

### **Length of Training: 3 hours**

***Standard:*** the tutor will learn about effective tutor recruiting, interviewing, selecting, hiring, managing, and leading strategies.

**Outcome:** tutor will assist LEAP Director in the recruiting, interviewing, selecting, hiring, managing, and leading strategies.

**Training Details and Assessment:** tutor will be able to create and manage a tutoring team and help conduct monthly peer tutoring meetings. The tutor will demonstrate effective leadership skills with the tutoring team.

## **6.2 Resources**

- CRLA Training Handbook
- CRLA Staff for consulting
- PowerPoint presentations
- LEAP Informational Handbook
- Tutor end-of-semester evaluations
- YouTube videos
- Tutor feedback
- Attended a CRLA tutor training conference in St. Louis to learn about best practices for creating and implementing training.