Thank you for your interest in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to these standards on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached materials in the design and assessment of your programs and for your staff training and development. **These materials may not be duplicated or redistributed for other purposes without permission from CAS.**

These standards and all other standards are available along with information on self-assessment procedures in the most recent edition of the book *CAS Professional Standards for Higher Education.* You are particularly encouraged to examine the learning and developmental outcomes (see [www.cas.edu/learningoutcomes](http://www.cas.edu/learningoutcomes)) in the design and assessment of your programs.

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from [www.cas.edu](http://www.cas.edu) for use in program evaluation.

**CAS MISSION STATEMENT**

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services.

**CAS STANDARDS AND GUIDELINES**

Each set of CAS standards contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “**should**” and “**may.**”

**OVER FORTY YEARS OF PROFESSIONAL SERVICES**

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

**DISCLAIMER**

The standards and guidelines published in *CAS Professional Standards for Higher Education* by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the CAS Self-Assessment Guides (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, make accurate representations to the effect that the designated program or service meets the CAS Standards.

Please direct your questions to the CAS Executive Director ([executive_director@cas.edu](mailto:executive_director@cas.edu)) or 202-862-1400.
LEARNING ASSISTANCE PROGRAMS
CAS Contextual Statement

Learning assistance has been essential to student success and retention since the opening of the first U.S. colleges (Arendale, 2010; Maxwell, 1997). The reading clinics, intensive writing, and study methods laboratories of the 1930s and 1940s and self-help programs, learning modules, and programmed instruction of the 1950s and 1960s formed part of the historical foundation for learning assistance programs (Arendale, 2004, 2010; Carino, 1995; Enright, 1975; Lissner, 1990; Sullivan, 1980). In the U.S., more holistic learning assistance grew out of demographic shifts in student populations in the 1970s, spearheaded in colleges and universities on the West Coast (Christ, 1980; Walker, 1980) and in the Midwest, coupled with a growing national sense of college as a necessary part of a complete education.

In this open-university revolution, which broadened admissions to students who had not traditionally sought or been admitted to academically-oriented postsecondary institutions, learning assistance centers expanded their missions to prevent the open door to college from becoming a revolving door. The growth of academic success programs across the U.S. and Canada into and through the 1980s was consistent with traditional, American ideals of democratic education and equal opportunity. With the passage of the Americans with Disabilities Act in 1990, the last decade of the 20th century saw comprehensive academic support become a standard part of the postsecondary landscape. In the early 21st century, learning assistance has continued to evolve as the 2008 ADA Amendments Act, rapid demographic shifts, global recruitment of students, and developments in cognitive science have resulted in new and unique challenges in designing appropriate postsecondary learning environments (Anderson, 2014). Learning assistance programs help students align their prior educational experiences and assumptions with college expectations and practices in order to enhance students’ academic engagement.

Contemporary learning assistance programs (LAP) facilitate student learning, development, and academic success (Ryan & Glenn, 2004; Stone & Jacobs, 2008) by assisting students in developing appropriate strategies and behaviors to increase learning efficiency (Dansereau, 1985). Students’ particular cognitive, metacognitive, affective, and non-cognitive needs may be addressed through a carefully-designed combination of student support programs, tutoring, and developmental courses in reading, writing, mathematics, and study strategies (Armstrong, Stahl, & Boylan, 2014; Flippo & Caverly, 2009; Hodges, Simpson, & Stahl, 2009). Participation in LAP can also improve student retention (Beal, 1980; Grillo & Leist, 2014; Ryan & Glenn, 2004) and academic engagement. These programs provide the kinds of rewarding interactions that foster student intellectual and social growth and are key to most postsecondary institutional missions (Tinto, 1987, 2004). While LAP may serve targeted populations from first-year to graduate and professional students, comprehensive learning assistance programs serve all students at the institution as well as faculty, staff, administrators, and students in the community (Kerstiens, 1995). LAP uniquely complement classroom and online instruction by encouraging communities of learning on campus, making learning accessible to students, and helping students make the most of their intellectual opportunities (Dvorak & Roessger, 2012). Thus, the mission statements of all LAP should include who is served and how LAP are structured.

LAP usually provide individualized instruction, including tutoring, mentoring, academic coaching, and counseling (Truschel & Reedy, 2009), that accommodates students’ learning preferences, learning goals, and current development. Learning centers may also provide course-based learning assistance (e.g., Supplemental Instruction [SI], Structured Learning Assistance [SLA], Peer Led Team Learning [PLTL]) to help students master content and learn how to learn. Sometimes LAP provide or partner with credit bearing courses (e.g., developmental education, first-year seminars) and non-credit bearing courses and workshops (e.g., tutor and mentor training, general and disciplinary learning strategy workshops). LAP support students in bridge programs and learning communities; in emporium, companion, co-requisite,
and workshop environments; and in accelerated and just-in-time support situations. These programs, and the backgrounds of the individuals who work within them, are intentionally diverse because they are designed and implemented to be consistent with institutional missions as well as educational best practices. Ideally, LAP operate “at the crossroads of academic affairs, student affairs, and enrollment management” (Arendale, 2010, p. 3).

High-quality LAP are characterized by a focus on processes and strategies of learning, intellectual development, and effective assessment of academic performance. These programs respect students’ cultures while acquainting them with the conventions, discourses, and expectations of higher education. LAP also engage faculty, staff, students, and administrators in broader conversations about academic success. To augment professional expertise, LAP professionals often train student and other paraprofessional staff to provide services (e.g., peer tutoring and mentoring, study groups, SI, SLA, PLTL). The learning and development of student staff, as well as student clients, thus become important parts of the mission and create rich, layered learning communities.

LAP have increasingly embraced the need for summative and formative assessment of effectiveness, ranging from the measurement of individual student outcomes to pioneering research in learning and teaching (Norton & Agee, 2014). Programs and learning assistance professionals also enjoy growing partnerships with other institutional departments and external organizations who promote data-informed decision-making processes coupled with research in learning and teaching.

CAS Standards provided the impetus for certification and professional development programs in learning assistance. In 1989, the College Reading and Learning Association (CRLA) initiated International Tutor Training Program Certification to ensure minimum standards for tutor training. Nine years later, CRLA developed International Mentor Training Program Certification. The CRLA Handbook for Training Peer Tutors and Mentors (Agee & Hodges, 2012) provides examples of best practices that meet certification standards. The National Association for Developmental Education (NADE) developed the NADE Self-Evaluation Guides (Clark-Thayer & Putnam Cole, 2009), which provide for a self-study process relevant for developmental coursework programs, tutoring services programs, course-based learning assistance programs, and teaching and learning processes. Firmly grounded in the self-study process from the Guides, NADE accreditation requires programs to incorporate rigorous data analyses in their decision-making processes. All three programs, as well as programs certifying tutors and tutor trainers (ATP, 2015), learning center leadership (NCLCA, 2015), and learning centers of excellence (NCLCA, 2016), are endorsed by the Council of Learning Assistance and Developmental Education Associations (CLADEA), which continues to examine and approve certifications in the field.

The reader is encouraged to recognize that the CAS Learning Assistance Programs standards complement and support other CAS standards. Among others, the CAS standards for TRIO and other educational opportunity programs, Disabilities Service Programs, Academic Advising Programs, Counseling, Orientation Programs, and the upcoming standards for Placement and Testing Services Programs that include components supportive of comprehensive internship offerings in higher education.

REFERENCES


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LEARNING ASSISTANCE PROGRAMS
CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

PART 1. MISSION

1.1 Programs and Services Mission

The mission of Learning Assistance Programs (LAP) must be to provide students with resources and opportunities to develop the learning skills and strategies needed for academic success.

LAP must develop and define its mission.

The LAP mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

The LAP mission must be appropriate for the institution’s students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, LAP must advance its mission.

1.2 Mission Statement

LAP must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

PART 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

Learning Assistance Programs (LAP) must be guided by a set of written goals and objectives that are directly related to the stated mission.

LAP must establish goals that

- ensure students are the central focus of the program
- assist students in achieving their personal potential for learning
- help students develop positive attitudes toward learning and confidence in their ability to learn
- foster students’ personal responsibility and accountability for their own learning
- provide a variety of instructional approaches appropriate to the skill levels and learning styles of students
- introduce students to the academic expectations of the institution, the faculty members, and the culture of higher education
- assist students in applying newly learned skills and strategies to their academic work

support the academic standards and requirements of the institution

The LAP goals must be aligned with institutional priorities and expectations of the functional area.
LAP must regularly develop, review, evaluate, and revise its goals.

LAP must communicate goals and progress toward achievement to appropriate constituents.

2.2 Program Information and Services

LAP must provide relevant information, services, and resources consistent with its mission and goals.

LAP services may include individual and group instruction and/or tutoring, cooperative learning, peer assisted learning, and accelerated learning.

LAP may offer subject-matter tutoring, course-based instructional programs (e.g., Supplemental Instruction), time management programs, college success courses, first-year student seminars, and preparation for graduate and professional school admissions tests and for professional certification requirements.

LAP instruction and services may include stress management, test anxiety reduction, assertiveness, time management, concentration, and motivation.

LAP may provide diagnostic and placement screening of students.

LAP should conduct individual assessment for the purposes of identifying the learning needs of students and guiding them to appropriate programs and services.

**LAP must share the individual student's assessment results with the student to formulate an academic success plan.**

**LAP must communicate assessment results to students confidentially, honestly, and sensitively.**

Where students establish learning goals, LAP should provide feedback concerning progress in reaching those goals.

**LAP must develop and implement strategies for outreach and promotion.**

**LAP must promote campus-wide understanding of how their services support the learning needs of the student population.**

Strategies to promote this understanding may include

- establishing advisory boards consisting of members from key segments of the campus community
- holding periodic informational meetings and consulting with personnel, faculty members, and administrators
- participating in personnel and faculty development and in-service programs on curriculum and instructional approaches that address the development of learning skills, attitudes and behaviors, and the assessment of student learning outcomes
- encouraging the use of program resources, materials, instruction, and services as integral or supplemental classroom activities
- conducting workshops that demonstrate the application of learning strategies to course content
• disseminating information that describes programs and services, hours of operation, and procedures for registering or scheduling appointments
• training and supervising individuals to work in such capacities as tutors, peer mentors, and group leaders (e.g., Supplemental Instruction leaders)
• providing jobs, practica, courses, internships, mentoring, and assistantships for students interested in learning assistance and related careers
• collaborating with other community groups and educational institutions to provide college preparation assistance
• creating a web portal presence to connect/direct students to resources on and off campus

2.3 Program Structure and Framework

LAP must have clearly stated, current, relevant, and documented
• goals and outcomes
• policies and procedures
• responsibilities and performance expectations for personnel
• organizational charts demonstrating clear channels of authority

LAP must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

The mission and goals of LAP, the needs and demographics of their clients, and their institutional role should determine where the unit is located in the organizational structure of the institution. LAP are frequently organized as units in the academic affairs or student affairs division.

The scope, roles, and responsibilities of LAP in relation to allied academic and student affairs departments should be clearly defined.

Regardless of organizational structures, LAP must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

Regardless of where LAP is positioned within the organizational structure, it must communicate and collaborate with a network of key units across the institution to ensure coordination of related functions, programs, services, policies and procedures, and to expedite student referrals.

LAP must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

LAP should collaborate with appropriate members of academic and student affairs departments when providing learning assistance, instruction, and services.

LAP should support faculty and personnel development by providing resources that enhance and support student learning and instruction.

2.4 Program Design

LAP must be intentionally designed to
• achieve predetermined student learning and development outcomes
• incorporate research and theories on student learning, development, and success
• respond to needs of individuals, constituents, and populations with distinct needs
• ensure access for students and designated clients

LAP must deliver services using formats appropriate to the range of diverse student learning needs.

PART 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Learning Assistance Programs (LAP) must contribute to students’ formal education, which includes both curricular and co-curricular experiences.

LAP should be integrated into the academic program of the institution.

LAP must provide holistic instruction and services that address the cognitive, metacognitive, affective, non-cognitive, and sociocultural dimensions of learning.

LAP must contribute to students’ progression and timely completion of educational goals.

LAP should orient students to the practices, resources, responsibilities, and behaviors that contribute to academic success.

LAP must help students and designated clients prepare for their careers and meaningful contributions to society.

LAP must work with the institution to identify relevant and desirable student success outcomes.

LAP must identify relevant and desirable student learning and development outcomes.

Outcomes associated with LAP should reflect improved student learning and performance as a result of LAP interventions.

LAP must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

LAP must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

LAP must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application
• Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

• Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

• Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

• Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

• Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

• Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

LAP must assess the student learning and development outcome domains and dimensions relevant to the functional area.

LAP must provide evidence of the extent to which student learning and development outcomes are achieved.

LAP must provide evidence of the extent to which student success outcomes are achieved.

LAP must use evidence to create strategies for improving student learning, development, and success.

PART 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

Learning Assistance Programs (LAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.
LAP must design assessment plans that incorporate an ongoing cycle of assessment activities.

LAP assessment practices should provide evidence of performance of the program over time, including trend data, to inform ongoing contributions to the goals of the program.

LAP should conduct periodic self-assessments, utilizing self-study processes endorsed by professional organizations. The assessments should examine the quality of services provided as well as the potential impact on student learning over time.

LAP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

4.2 Program Goals, Outcomes, and Objectives

LAP must identify goals, outcomes, and objectives to guide its work.

Quantitative program measures may include data on the size of the user population, numbers utilizing particular services and number of contact hours, sources of student referrals to the program, or numbers of students who may be on a waiting list or who have requested services not provided by the learning assistance program.

LAP should disseminate information about program outcomes to the institutional community.

LAP must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

When collaborating with other departments on assessment activities, these activities must be consistent with the LAP mission and assessment plan.

4.3 Assessment Plan and Process

LAP must structure assessment initiatives using the steps of the assessment cycle:
- set program goals, outcomes, and objectives
- develop and implement assessment plan
- review and interpret findings
- develop a plan for data use, continuous improvement, and reassessment
- implement an improvement plan
- review and monitor changes that have been made

LAP must implement the assessment process with methods that reflect universal design principles.

LAP must employ ethical practices in the assessment process.

LAP must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

LAP must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.
Periodic evaluations of LAP may be performed by on-campus experts and outside consultants. Evaluations should be disseminated to appropriate administrators and constituencies.

4.4 Gathering Evidence

LAP must identify priorities for assessment, including both formative and summative approaches.

LAP must develop assessment practices that are both formal and informal. Established schedules must be developed for formal assessment.

LAP must employ multiple methods and measures of data collection.

Qualitative methods may include evaluation forms, questionnaires, interviews, focus groups, observations, or case studies, with input solicited from faculty members, personnel, and students.

Quantitative methods may include participant and nonparticipant comparison, follow-up studies on students' grades in targeted courses, pre and post gain scores, grade point averages, graduation, re-enrollment, and retention figures.

LAP must develop manageable processes for gathering, interpreting, and evaluating data.

LAP must have the ability to collect and analyze data and have access to appropriate institutional data.

LAP must have access to student information relevant to its work.

LAP must adhere to institutional policies related to data access and management.

LAP must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

LAP must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

LAP must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

LAP must use assessment results to demonstrate student learning, development, and success.

LAP must use assessment results to demonstrate effectiveness and continuous improvement.

LAP must use evidence from assessment activities to inform decision-making and planning for continuous improvement.
LAP should periodically review and revise its services based on the results of program assessment and evaluation outcomes. Data that reveal trends or changes in student demographics, characteristics, needs, and outcomes should be utilized for LAP short- and long-term planning.

LAP must monitor improvements implemented based on assessment results.

LAP must apply results for future planning.

LAP must inform constituents of assessment results and how data have been used for continuous improvement.

*Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities*

**PART 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION**

**5.1 Inclusive and Equitable Educational and Work Environments**

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

LAP must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

**5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion**

LAP must provide equitable access to facilities and resources for all constituents.

LAP must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

LAP must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

**5.3 Advocating for Access, Equity, Diversity, and Inclusion**

LAP must advocate for accessible facilities and resources, and address issues that impede access.

LAP must advocate for inclusion, multiculturalism, and social justice within the institution.

LAP must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

LAP instructional content, materials, and activities should provide opportunities to increase awareness and appreciation of the individual and cultural differences of students, staff, and faculty.
LAP must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

LAP must establish goals for access, equity, diversity, and inclusion.

LAP must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.

LAP must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

LAP must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within LAP must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within LAP must promote respect for commonalities and differences among people within their historical and cultural contexts.

LAP should facilitate student understanding and appreciation of the diverse academic and social cultures of the institution and community.

When educational and/or workplace accommodations are requested, LAP must provide individuals with an interactive process to determine reasonable accommodations.

Guiding Principle: Organization, Leadership, and Human Resources

PART 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

6.1 Leadership

Learning Assistance Programs (LAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

Leaders with organizational authority for LAP must provide management and supervision as well as lead strategic planning and program advancement.

LAP leaders must
  - create a vision for the functional area
  - communicate goals
  - model and expect commitment
  - build teams, coalitions, and alliances
  - influence others to contribute to the effectiveness and success of the unit
  - advance diversity, equity, access and inclusion goals in the workplace
  - incorporate data and information in decision making
  - develop a risk management plan for the organization
  - incorporate sustainable practices in the design of programs, services, and facilities
  - develop and empower new leaders from within the organization
- collaborate with colleagues and departments across the institution
- adhere to organizational constraints

**LAP leaders must advance the functional area by**
- advocating for and actively promoting the functional area's mission and goals
- communicating with constituents about current issues affecting the profession
- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
- advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

**LAP leaders should**
- participate in institutional planning, policy, procedural, and fiscal decisions that affect learning assistance for students
- seek opportunities for additional funding, resources, and facilities, as needed
- represent the program on institutional committees
- collaborate with leaders of academic departments and support services in addressing the learning needs and retention of students
- be involved in research, publication, presentations, consultation, and activities of professional organizations
- communicate with professional colleagues in the learning assistance field and related professions
- promote and advertise their programs and services
- demonstrate the ability to plan, prepare, and oversee budgets that sustain and advance the mission, goals and objectives of the program

**6.2 Management**

**LAP managers must**
- be empowered to demonstrate effective management
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- develop plans for scholarship, leadership, and service to the institution and the profession
- engage diverse perspectives from within and outside the unit to inform decision making

**6.3 Supervision**

**LAP supervisors must**
- incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
- consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
- provide feedback on personnel performance
- identify and resolve workplace conflict
- follow institutional policies for addressing complaints
- provide reports and activity updates to management
• work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
• provide supervision and support so that personnel may complete assigned tasks

6.4 Strategic Planning

LAP leaders, managers, and supervisors must facilitate ongoing strategic planning processes that
• facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
• support ongoing assessment activities that improve student learning, development, and success
• utilize philosophies, principles, and values that guide the work of the functional area
• promote environments that provide opportunities for student learning, development, and success
• develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
• engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
• result in a vision and mission that drive short- and long-term planning
• set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

PART 7. HUMAN RESOURCES

7.1 Staffing and Support

Learning Assistance Programs (LAP) must identify the level of staffing necessary to achieve its mission and goals.

LAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

LAP personnel salaries and fringe benefits should be based upon experience and responsibilities and be commensurate with similar positions.

LAP must have access to technical and support personnel to accomplish its mission.

LAP should have appropriate personnel (e.g., instructional designers and computer technology support personnel) to assist in maintaining up-to-date systems for instruction, record-keeping, and assessment.

Technical and support personnel should be knowledgeable about current programs, services, policies, and procedures in order to expedite smooth and efficient assistance to students.

LAP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.
Personnel who hold a joint appointment in LAP and in another department or program must possess the necessary expertise for assigned responsibilities and be committed to the mission, philosophy, goals, and priorities of the program.

LAP leaders must be knowledgeable about issues, trends, theories, research, and methodologies related to student learning and retention.

LAP professional personnel must be competent in the content areas in which they teach, conduct labs, and/or provide assistance.

LAP professional personnel should be competent and experienced in
- learning theory, instruction and assessment, and the theory and professional standards of practice for their areas of specialization and responsibility
- understanding the unique characteristics and needs of the populations they assist and teach
- demonstrating the ability to adjust pedagogical approaches according to the learning needs and styles of their students, the nature of the learning task, and the content of academic disciplines across the curriculum
- working with college students with different learning styles and abilities
- writing and communicating at a professional level
- working in culturally and academically diverse environments
- consulting, collaborating, and negotiating with personnel, faculty members, and administrators of academic and student affairs units
- designing, implementing, and utilizing instructional strategies, materials, and technologies
- training, supervising, and mentoring paraprofessionals and pre-professionals
- identifying and establishing lines of communication for student referral to other institutional and student support units

7.2 Employment Practices

LAP must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

LAP leaders must
- ensure that all personnel have written position descriptions
- regularly review position descriptions
- maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
- implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

LAP leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within LAP must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.
Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of LAP.

Faculty members assigned to LAP must be informed about the implications for tenure and promotion.

7.3 Personnel Training and Development

LAP personnel must receive training when hired and professional development throughout their employment.

LAP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.

LAP must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

LAP personnel must have access to resources and receive specific training on policies, procedures, and laws related to

- the programs and services they support
- privacy and confidentiality
- student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

LAP professionals must be knowledgeable of the policies and procedures to be followed for internships and practica as required by students' academic departments.

LAP personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

LAP personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

LAP leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in LAP must be enrolled in an appropriate field of study and/or have relevant experience.

Paraprofessionals working in LAP must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
LAP leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

LAP leaders must
- adhere to parameters of paraprofessionals' job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours

PART 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

Learning Assistance Programs (LAP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

LAP must collaborate with faculty, personnel, and administrators in addressing students’ learning needs, academic performance, and persistence to completion.

LAP should serve as a resource and provide consultation within institutional guidelines.

LAP must collaborate with individuals, groups, communities, and organizations to
- establish, maintain, and promote understanding and effective relations
- garner support and resources
- meet the needs of students, designated clients, and other constituents
- achieve program and student outcomes
- engage diverse populations to enrich the educational environment
- disseminate information about programs and services
- solve problems pertinent to the student population, designated clients, or the organization

LAP may solicit, train, and utilize volunteers from the local community to contribute their skills and talents to the services of the program, consistent with program mission and goals.

LAP may provide training and consultation to volunteers and community-based organizations (e.g., literacy associations, corporate training, local school districts).

LAP must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

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

LAP should expedite student referrals to and from the program.

8.2 Communication
LAP must provide relevant information, services, and resources that explain its mission and goals.

LAP must develop and implement strategies for outreach and promotion.

LAP should establish and maintain communication throughout the institution to promote the exchange of knowledge and expertise regarding the program.

LAP promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

LAP must have and follow procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- the use of social media
- contracting with external organizations for delivery of programs and services
- developing relationships with donors
- dissemination of relevant information in a timely manner to all constituents

Guiding Principle: Ethical Considerations

PART 9. ETHICS, LAW, AND POLICY

9.1 Ethical Statements

Learning Assistance Programs (LAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

LAP must have clearly defined and documented ethical statements addressing
- conflicts of interest, or appearance thereof, by personnel in the performance of their work
- management of institutional funds
- acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
- solicitation of gifts, in accordance with institutional advancement reporting policies
- research and assessment with human participants or animal subjects
- confidentiality of research and assessment data
- personnel, student, and other designated clients’ rights and responsibilities
- disclosure of information in student, personnel, and other designated clients’ records

9.2 Ethical Practice

LAP personnel must employ ethical decision making in the performance of their duties.

LAP personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

LAP personnel must be honest, objective, and impartial in their interactions.
LAP must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

LAP must encourage and provide a forum for personnel to address and report unethical behavior.

LAP must address issues surrounding scholarly integrity.

LAP personnel must utilize appropriate means for reporting issues related to academic integrity, plagiarism, code of student conduct, students’ rights and responsibilities, and other similar policies.

LAP personnel must perform duties within the scope of their position, training, expertise, and competence.

LAP personnel must make referrals when issues presented exceed the scope of their position.

9.3 Legal Obligations and Responsibilities

LAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

In accordance with governmental laws, institutional policy, and standards of good professional practice, LAP personnel who are concerned about students’ well-being must ensure that they are referred to appropriate resources.

LAP must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

LAP must not discriminate based upon institutional policies, codes, or governmental laws.

LAP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

9.4 Policies and Procedures

LAP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

LAP must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.

LAP must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

9.5 Communication of Ethical and Legal Obligations
LAP must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

LAP should provide development programs to educate personnel of changing legal obligations and resulting policy and procedural changes.

LAP must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

LAP personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel’s disclosure obligations.

LAP must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

LAP must inform personnel about internal and external governance organizations that affect the functional area.

LAP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

9.6 Addressing Harassment and Hostile Environments

LAP personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

LAP must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

Guiding Principle: Learning-Conducive Structures, Resources, and Systems

PART 10. FINANCIAL RESOURCES

10.1 Funding

Learning Assistance Programs (LAP) must have the funding that is necessary to accomplish its mission and goals.

LAP should have adequate funding for budget categories (e.g., personnel salaries, general office functions, student assessment and instructional activities, data management and program evaluation processes, training and professional development activities, instructional materials and media, and instructional and office technologies and supplies).

LAP must determine with administrative leadership what funding is necessary.

LAP may pursue opportunities for supplemental funding; however, these sources should not be expected to supplant the institutional funding needed to accomplish program mission and goals.

10.2 Financial Planning
In establishing and prioritizing funding resources, LAP must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

LAP must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

LAP financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

10.3 Financial Management

LAP must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

LAP must demonstrate responsible stewardship and use of fiscal resources.

LAP must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

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

LAP must be provided with the institutional and financial resources to assist with professional development of personnel.

LAP procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

PART 11. TECHNOLOGY

11.1 Systems Management

Learning Assistance Programs (LAP) must have current technology to support the achievement of its mission and goals.

LAP must incorporate accessibility features into technology-based programs and services.

LAP must ensure that personnel and constituents have access to training and support for technology use.

LAP must back up data on a cycle established in partnership with the institution's information technology department.
LAP must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

LAP must use technology to enhance the delivery of programs and services for all constituents.

LAP systems should be integrated with institutional systems.

LAP must ensure that technology addresses constituent needs.

LAP may use a variety of instructional media such as print, electronic, and skills laboratories.

LAP instruction and programs may be delivered on campus, online, or in blended formats.

LAP must employ technologies that facilitate user interaction.

LAP must provide secure remote access.

11.3 Compliance and Information Security

LAP must have policies on the appropriate use of technology that are clear and easily accessible.

LAP must comply with governmental codes and laws and with institutional technology policies and procedures.

LAP must ensure that systems for scheduling, record keeping, and delivery of services are secure.

LAP must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

LAP must have updated websites that provide information to all constituents in accessible formats.

LAP must use technology that allows users to communicate sensitive information in a secure format.

LAP must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

LAP must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

PART 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities
Learning Assistance Programs (LAP) facilities must be located in suitable spaces designed to support the functional area’s mission and goals.

LAP functions should be housed in well-lit, heated, cooled, well-ventilated spaces with appropriate acoustics.

LAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

LAP should provide adequate quiet areas for activities that support learning (e.g., testing, where applicable, and other activities requiring concentration).

LAP facilities should include flexible space to accommodate different delivery modes and student needs.

LAP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

LAP must maintain the security of all confidential records, including digital records.

LAP must provide adequate and secure storage for equipment, supplies, instructional and testing materials, and confidential records.

LAP must incorporate universal design principles.

LAP facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

LAP personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

LAP personnel must be able to safeguard the privacy of their work.

12.3 Equipment Acquisition

When acquiring capital equipment, LAP must take into account expenses related to regular maintenance and life cycle costs.

LAP must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

LAP facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

LAP must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

LAP must develop sustainable practices for facilities use.
LAP must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

LAP personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

*General Standards revised in 2018;*
*LAP content developed/revised in 1986, 1996, & 2016*

The LAP Standards and Guidelines should be considered in conjunction with the LAP Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.