

# NADE SELF-EVALUATION GUIDES FOR COURSEWORK, TUTORING SERVICES, & COURSE BASED LEARNING ASSISTANCE

NADE CONFERENCE ATLANTA, GA MARCH 8, 2019

Presenters:

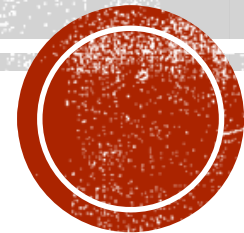
Jen Ferguson, [jferguson@cazenovia.edu](mailto:jferguson@cazenovia.edu)

Karen Patty-Graham, [kpattyg@siue.edu](mailto:kpattyg@siue.edu)

Gwenn Eldridge, [geldridge6@ivytech.edu](mailto:geldridge6@ivytech.edu)

David Arendale, [arend011@umn.edu](mailto:arend011@umn.edu)

Emily Suh, [emily.suh@txstate.edu](mailto:emily.suh@txstate.edu)



# WE REQUEST YOUR INPUT AND HELP

Chapters in the NADE Self-Evaluation Guides:

Chapters	Former Authors	Current Authors	Contact Info
Teaching & Learning	K. Patty-Graham & L. Thompson	Russ Hodges Emily Suh	RussHodges@txstate.edu emily.suh@txstate.edu
Tutoring Services	G. Shaw	Jane Neuburger	janeneuburger@outlook.com
Course-based Learning Assistance (SI, SLA, PLTL, etc.)	D. Arendale	David Arendale	Arendale@umn.edu
Developmental/ Transitional/ Co-requisite <b>Coursework</b>	J. Ferguson & J. Neuburger	Jen Ferguson & Gwenn Eldridge	jferguson@cazenovia.edu geldridge6@ivytech.edu
<b>Editors</b>	L. Putnam-Cole & S. Clark-Thayer	Linda Thompson & Karen Patty-Graham	lthompson@harding.edu kpattyg@siue.edu



# SEVERAL REASONS TO USE THE GUIDES

1. As a “guide on the side” for creating or expanding a program
2. As a “guide on the side” for determining areas to expand or downsize
3. Criterion statements provide you with ideas for annual goals – as well as a structure to thoughtfully evaluate moving toward those goals
4. To provide a non-threatening venue for faculty, staff and tutors to give feedback on things going well and things needing improvement—their voices are included in decision-making
5. To quantify/qualify a program’s value
6. Designed to ease regional accreditation
7. Required for NADE accreditation; supports and expands criteria for NCLCA “Learning Center of Excellence” certification



# GENERAL SCORING AND LAYOUT

(1) Each chapter is broken into parts. (2) Each part lists several criterion statements. (3) Criterion statements are divided into “Essential” items and “Recommended” items. (4) You score your program for each criterion statement, based on this rubric:

1	2	3	4	5	UK	NA
Needs immediate attention	Needs work	Adequate	Good	Outstanding	Unknown	Not applicable

Example:

III.E.3. The Coursework curriculum supports student access, student development, and student learning.



# PROPOSED CHAPTER PARTS, I

## **I. Mission and Goals**

- A. Includes Mission, Student Outcomes, Student Learning Goals
- B. Includes Tutor/Study Leader Outcomes and Learning
- C. Program Goals

## **II. Assessment and Evaluation**

- A. Includes Student and Tutor/Study Leader Outcomes And Learning Goals
- B. Includes Student and Tutor Cognitive and Non-cognitive Outcomes and Goals
- C. Program Outcomes
- D. Data Collection

## **III. Teaching & Learning Environment**

### **A. Physical Environment**

1. Safety
2. Technology.
3. Facilities and Equipment  
Classrooms, Offices, and Learning Spaces (physical and virtual, online, etc.)

### **B. Psychological/Emotional Environment**



# PROPOSED CHAPTER PARTS, II

## **IV. Program Design and Activities**

- A. Scope and Purpose
- B. Structure and Organization
- C. Theoretical Basis

## **V. Content & Delivery of Courses and Services**

- A. Professional Development Plans (Includes tutors directors, professionals)
- B. Training (Syllabus) Design and Learning Objectives
- C. Instructional Materials and Activities
- D. Delivery Systems

## **VI. Institutional Governance & Policy**

- A. Institutional Policies & Support
  1. Presidential/Chancellor Responsibilities to the Program
  2. Vice Presidents', Upper Level Administrators', and Deans' Responsibilities to the Program
- B. Legal Responsibilities
- C. Ethical Responsibilities
- D. Recognition and Credentialing
- E. Guidance/Advisory Groups



# PROPOSED CHAPTER PARTS, III

## **VII. Program Leadership**

- A. Administration & Supervision
- B. Organization
- C. Roles & Responsibilities
  - A. Director
  - B. Director, Faculty, and Support Personnel
  - C. Faculty Roles and Responsibilities
- D. Professional Development and Mentoring

## **VIII. Human Resources**

- A. Hiring Policies and Procedures
  - A. Recommended qualifications
- B. Continuing Employment

Promotional Policies and Procedures

- C. Working Conditions
- D. Orientation, Supervision, and Training

## **IX. Financial Resources**

- A. General Budget Funding
- B. Resources Associated with Instructional Services (in tutoring and CLA, instructional and training costs)
- C. Resources Associated with Administrative/Faculty/Personnel Costs





# PROPOSED CHAPTER PARTS, IV

**X. Technology** *[Note: Authors will try writing them and then disbursing them to appropriate sections or creating new sections.]*

- A. Systems Management (include user engagement issues)
- B. Compliance (includes information security and legal issues)
- C. Policies and Governance
- D. Access
- E. User safety (including cyber-bullying, social media)

## **XI. Opportunity & Inclusion**

- A. Ethics
- B. Access & Opportunity

C. Diversity

D. Inclusion (includes students, tutors, faculty, professionals, paraprofessionals)

## **XII. Collaboration & Communication**

- A. Internal Institutional Communications and Partnerships
- B. External Community Relationships





# ACTIVITY AND FEEDBACK

## **III. Program Design**

A. Scope and Purpose

B. Structure and Organization

C. Theoretical Basis



# THANK YOU FOR COMING!

Please provide your name and email if you'd like to  
continue to participate!

*Thank*

*You*

