COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL
Friday, June 14, 1996
SUMMARY OF MINUTES

Members on-line: Pat Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.
Member absent: Tom Gier, *Past-President*.

The meeting was called to order at approximately 11:00 a.m. EDT.

1. **Agenda approved**
The agenda was approved.

2. **Minutes approved**
The minutes of April 15, 16, 1996 meetings in Kananaskis were approved as amended.

3. **State/Chapter/Region Requests**
The Board approved the expenditure of $500 to the Washington Chapter and $500 to the Wyoming state for their regional conferences.

4. **New Officers**
Valerie Smith Stephens of New Jersey will be the new chair of the Awards and Scholarship Committee. **Susan Brown** of New Mexico will be the new Site Selection Chair. **Helen Baril** and **Elaine Wright** will be the new leaders for the Peer Tutoring Special Interest Group. An ad will be placed in the Newsletter for a new PAL's coordinator.

5. **Membership**
As of June 13, 1996 there were 713 individual members, 39 lifetime members and 16 journal subscriptions, totaling 768.

6. **By-Laws**
Donna Wood and Karen Smith are looking at the by-laws to see if changes need to be made and voted upon during the business meetings in Albuquerque.

7. **National Tutoring Association Conference**
Gladys Melendez-Tate represented CRLA at this conference and has submitted a report.

8. **Council for the Advancement of Standards (CAS) Document**
Georgine Materniak will be forwarding a revised draft to the Board. This will be voted upon by CAS in November.

9. **Fall 1996 Albuquerque Conference**
Current members and those whose membership expired in 1995 will be sent the Call to Conference in mid-August. Calls will also be sent to members of the Midwest College Learning Centres Association (MCLCA), the National Tutoring Association (NTA), NADE (National Association for Developmental Education) conference presenters, National Council of Educational Opportunity Association (NCEOA) members in the west, and those in New Mexico whose CRLA membership has lapsed.

10. **1998 Conference - Salt Lake City**
The 1998 conference will be held in the Salt Lake Hilton Hotel November 1-7, 1998.

11. **Tutor Training Handbook**

Supplies are getting low for this CRLA publication. Tom G. will be consulted as to whether the price should be increased and where future printings might occur.

12. PAL's Activity

The Board looked at a proposed agreement form for future liaisons. There was no move to adopt this form. The Board will wait until a new coordinator has been selected.

The Board discussed the PAL's budget request. Some line items will be increased; others require clarification. There is no provision at this time for speaker gifts in any of our budgets.

13. Journal of College Reading and Learning

Volume 27, No 1 has been mailed to members.

It was recommended that the payment option "Bill me" be removed from the JCRL mailer. Invoicing incurs additional expense and there have been problems with many not honouring their bill.

Jim Bell was approved as Editor of the Journal of College Reading and Learning for the 1996-1997 term.

14. Budgets

The net profit/loss from the Spring 1996 Canadian Symposium is zero, i.e. we broke even. $18,530 will be moved from this account to the operating budget.

The budget for the Albuquerque conference was approved.

The revised operating budget was approved. There was detailed discussion over each budget category, particularly insurance costs and telephone costs.

15. Technology Seminar

Frank Christ has strongly recommended CRLA co-sponsor a proposed summer institute on technology for learning assistance and developmental education personnel with NADE.

16. LAC Task Force Document

Carolyn Smith has submitted the final draft of the report from the Learning Assistance Center Design and Development Task Force.

17. Minnesota NADE

This conference will be held October 24 - 25, 1996. We will look for a local person to represent CRLA at this event.

18. NADE Conference

Vince will be the CRLA representative at the NADE conference in 1997. He will submit the exhibitor's form to them by September 1.

19. National Conference for Research in Developmental Education

Kathy Carpenter will submit an advertisement for the Sacramento conference in the NCRDE program.

20. Journal of Developmental Education

Barbara Calderwood has mailed notices of a subscription discount to CRLA members.

21. Thank you notes

Patricia Mulcahy-Ernt has mailed thank you notes to all CRLA leaders for their year's work.

22. Next Conference Call

The next conference call will be on Thursday, September 12, 1996.

The meeting was adjourned at 1:30 p.m. EDT. The minutes were approved September 12, 1996.

sent out to everyone.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL
Friday, June 14, 1996
MINUTES

Members on-line: Pat Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.
Member absent: Tom Gier, *Past-President*.

The meeting was called to order at approximately 11:00 a.m. EDT.

1. *Approval of Agenda (Attachment A)*	**Vince moved that the agenda with additions be adopted. Seconded by Sandra. PASSED.**
2. *Approval of Minutes*	**Sandra moved that the minutes of the April 15 and 16, 1996 meetings held in Kananaskis be approved as amended. Seconded by Vince. PASSED.**
3. *Updates*	
a) *State/Region/Chapter Budget Requests (Attachments B, C)*	Washington Chapter has requested $500 to help cover expenses for a keynote speaker for their April 1997 conference. Wyoming has requested $500 to help cover expenses for a keynote speaker for their September 1996 conference.

Vince moved that the Board approve the requests from Washington Chapter and Wyoming state for $500 each for their regional conference. Seconded by Sandra. PASSED.

b) *Incoming Chairs Awards and Scholarship Committee (Attachment D)*	**Valerie Smith Stephens** will be the new Chair of the Awards and Scholarship Committee, taking over from Rosanne Cook. Valerie was approved as chair by the Board during a separate telephone vote.

	Site Selection Chair (Attachments E, F)	Susan Deese-Roberts has submitted a letter concluding her term as Site Selection Chair. Susan Brown has applied for this position.

Vince moved that Susan Brown be approved as the new Site Selection Chair. Seconded by Sandra. PASSED.

	Professional Association Liaisons (PALs)	An ad will be put in the newsletter for the position of PAL's coordinator.
	Peer Tutoring SIG	**Helen Baril** and **Elaine Wright** will be the new leaders for this Special Interest Group.
c)	*Membership Report*	As of June 13, there are 713 individual members, 39 lifetime members and 16 journal subscriptions, totalling 768.

Sandra strongly recommended renewal letters be sent on a quarterly basis because this strategy was very successful. Many members wrote "Thank you for reminding me."

d)	*By-Laws*	Rosalind reported that Donna Wood and Karen Smith are working together to have by-law changes ready to be voted on by the membership during the general meeting to be held in Albuquerque.
e)	*National Tutoring Association Conference (Attachment G)*	Gladys Melendez-Tate submitted a letter outlining her activities while representing CRLA at this conference.
f)	*Council for the Advancement of Standards (CAS) Document*	Georgine Materniak will be forwarding to the Board the CAS revisions to be voted on in November 1996.
g)	*Fall 1996 Albuquerque Conference:*	

	Room Reservations	Vince has asked the hotel to adjust the room reservation dates for those who will be attending Board meetings in Albuquerque. Any other changes must be made by the individual.
	Call to Conference	The target date for this to be mailed is the beginning of August, so that members will receive it mid-August. A letter will follow to serve as a reminder.
	Marketing	The plan is to send the call to current members (~750), those with 1995 expiries (~400), MCLCA members (~350), NTA (~200), presenters at NADE, NCEOA members in the west, and those in New Mexico whose CRLA membership has lapsed (~80). It is too late to put an ad in the *Journal of Reading*.

This is a reminder that an advertisement for our conference should be placed in MARCH in the *Journal of Reading*.

	Cancellation Insurance	This will cost $400. This bid will be in effect until September 14. This was briefly discussed and then tabled until the next conference call.
h)	*Salt Lake City 1998 Hotel Contract (Attachment H)*	The contract with the Salt Lake Hilton Hotel was approved. The dates are November 1-7, 1998. This was approved by the Board while in Kananaskis.
i)	*Tutor Training Handbook*	Tom G. reports there are approximately 90 Handbooks left. The Board considered the price of the publication and where the next printing should occur. Sandra recommended the cost be increased to $25 US to cover shipping and handling. Rosalind will discuss both items with Tom.

j)	*PALs form (Attachment I)*	There is a new liaison agreement form proposed. It was decided to wait until the new PALs Coordinator is in place and a liaison is pending before a form can be approved, as agreements are often unique.
	PALs Budget Request (Attachment J)	Vince will get more details on the Speaker Resource Directory before further budget dollars can be allocated. The PALs postage and supplies budget will be increased to $100. There is no provision for speaker gifts in CRLA's budget.
4.	*Old Business*	
a)	*Journal of College Reading and Learning*	JoAnn Carter-Wells has done a good job on the journal. Volume 27, No. 1 is now out.
	JCRL Mailer	Sandra recommended the payment option "Bill me" be removed from the mailer in light of the extra expense and difficulties she has encountered in procuring payment. This was supported by the other Board members.
	New JCRL Editor (Attachments K, L)	We have received the second part of the candidates' applications for Editor, JCRL. Both are of high quality. After discussion, Jim Bell was selected as Editor.

Sandra moved that Jim Bell be Editor of the *Journal of College Reading and Learning* for the 1996-1999 term. Seconded by Vince. PASSED.

Jim is to begin immediately and publish the next issue of the journal.

b)	*Burnison et al proposal*	Pat will respond to Judith Burnison on the proposal submitted. Pat will indicate that CRLA is not ready at this time to make a decision on the services offered by this firm.

c) *Auditor Bids*

Sandra is waiting for one more auditor's bid. This item will be discussed at the next conference call.

d) *Budgets:*

Spring 1996 Canadian Symposium

The moneys ($18,530) from this account will be moved to the operating budget. The account will be closed out by June 30. This year's accounting will show a profit of about $3000 from this symposium. Taken over two years' budgets, the profit/loss would be even, i.e. zero.

Fall 1996 Albuquerque Conference

Some of the details in this budget which were deliberated included exhibitor fees, member vs non-member fees, and the cost of institutes. It was noted that dealing with the exhibitors constituted a great deal of work.

Sandra moved that the Board approve the budget for the Albuquerque conference. Seconded by Rosalind. PASSED.

Operating Budget

There was detailed discussion of the budget categories. Insurance costs will be deliberated during the meetings in Albuquerque. Telephone and teleconference costs may be lower next year.
Vince noted that the money from the Symposium account (~$18,000) coming into the operating account could give a false impression of how ongoing expenses align with projected income.

Vince moved that the operating budget as revised be approved. Seconded by Sandra. PASSED.

5. *Next conference call*

The next meeting via telephone will be Thursday, September 12, 1996.

6. *New Business*

a)	*Technology Seminar (Attachment M)*	Frank Christ has strongly recommended CRLA co-sponsor a proposed summer institute on technology for learning assistance and developmental education personnel with NADE. Pat will follow-up on this.
b)	*LAC Task Force Document (Attachment N)*	Carolyn Smith submitted the final draft of the Learning Assistance Center Design and Development Task Force Report. The Board will look at the document carefully and discuss Carolyn's recommendations during the next conference call.
c)	*Minnesota NADE (MNADE) Fall Conference Exhibit (Attachment O)*	CRLA has been invited to exhibit at the MNADE conference, October 24 and 25. This conflicts with our own conference. Pat will look for someone local who will be able to do this.
d)	*NADE Conference Exhibit (Attachment P)*	Vince will submit this by September 1.
e)	*NCRDE Advertisement*	Kathy Carpenter will submit an advertisement for the NCRDE program.
f)	*JDE Subscription Discounts*	Barbara Calderwood has sent out notices of a subscription discount for the *Journal of Developmental Education* to CRLA members.
g)	*Thank you notes (Attachment Q)*	Pat has mailed thank you notes to all CRLA leaders for their year's work. Sandra commented that the notes look very nice. Good idea, Pat!

Sandra moved adjournment of this meeting at 1:30 p.m. EDT.

These minutes were approved September 12, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL
Friday, June 14, 1996
LIST OF ATTACHMENTS TO MINUTES

A. Tentative Agenda
B. Washington Chapter Request for $500.00
C. Wyoming Chapter Request for $500.00
D. Application for Chair of Awards and Scholarship Committee from Valerie Smith Stephens
E. Susan Deese-Roberts' submission to conclude term as Site Selection Chair
F. Susan Brown's application to become Site Selection Chair
G. Report on the National Tutoring Association (NTA) conference from Gladys Melendez-Tate
H. Contract with the Salt Lake Hilton for the 31st annual conference in 1998
I. Proposed Liaison Agreement Form
J. Budget Request from PAL's (Professional Association Liaison Committee)
K. Second part of application for Editor, JCRL, from Jim Bell
L. Second part of application for Editor, JCRL, from Barbara Lyman (and Emily Payne)
M. Submission from Frank Christ regarding CRLA involvement in proposed summer technology institute for developmental education
N. Draft of Learning Assistance Center Design and Development Task Force Report
O. Application for Exhibit Space at the Minnesota Association for Developmental Education (MNADE) conference October 24, 25, 1996 in Rochester
P. Exhibitor Registration Form for National Association for Developmental Education (NADE) 1997 conference in Denver
Q. Sample thank-you note from Pat Mulcahy-Ernt to CRLA leaders

CRLA BOARD
CONFERENCE CALL MINUTES
JUNE 14, 1996
ATTACHMENT A
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TENTATIVE AGENDA FOR THE CRLA CONFERENCE CALL
FRIDAY, JUNE 14, 1996

1. Approval of the Agenda
2. Approval of the Minutes (April 15-16, 1996)
3. Updates
    a) State/Region/Chapter Budget Requests (Pat)
    b) Incoming Chairs for 1996-99 (Pat)
    c) Membership (Rosalind)
    d) CRLA By Laws (Rosalind)
    e) NTA Conference
    f) Fall 1996 Albuquerque Conference (Vince/Sandra)
        1) Room Requests (Vince)
        2) Program Information/Call to Conference (Vince)
        3) Marketing Plan (Vince)
        4) Cancellation Insurance (Sandra)
4. Old Business
    a) *JCRL* (Board)
        1) Publication of Spring Journal
        2) *JCRL* Information Mailer
        3) Applications for the 1996-99 Editor Positions
    b) Management Services Proposal: Burnison, Martello, & Associates (Pat)
    c) Auditor Bids (Sandra)
    d) Budget (Board)
        1) Canadian Symposium Conference (Sandra)
        2) Albuquerque Conference (Vince)
        3) Operating Account
            (a) New Budget Requests (Sandra)
                (1) PALS
                (2) International Tutor Certification Program
                (3) Others
            (b) Review of the Budget (Board)
    e) Board Goals
5. New Business
    a) Technology Seminar
    b) LAC Document
    c) MNADE Fall Conference Exhibit
    d) NADE Exhibit
    e) NCRDE Advertisement
    f) *JDE* Subscriptions to CRLA Members
    g) Thank-You for the Year's Work
    h) Additions
6. September Conference Call
7. Adjournment

CRLA

CRLA BOARD
CONFERENCE CALL MINUTES
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College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Dr. Patricia Mulcahy-Ernt
School of Education & Human Resources
South hall
University of Bridgeport
Bridgeport, CT 06601

Dear Patricia,

As President of the Washington Chapter of CRLA, I am writing to request $500.00 in support money for our next conference in April 1997. The money will be used to help to pay the speaker's fee. Over the last several years, nationally recognized speakers have become more expensive, both in terms of fees expenses. With Spokane, our conference site for next year, being not on a major air route, transportation for speakers increases our cost. In 1995 our speaker did not request an honorarium, and our conference could pay the costs for transportation, hotel and food. In 1996, Paula Rothenberg was the Keynote and Institute speaker. While we were able to cover costs, she left our budget for the next year very lean. The money offered by the national will ensure that our chapter can continue to have outstanding speakers. If further information is needed, please call me at 509-335-5071 or email at lovrichk@wsu.edu. Thank you for the consideration of this request.

Sincerely yours,

Katherine

Katherine M. Lovrich
President Washington Chapter of CRLA

State/Region Directors and Chapter Presidents Planning Guide/Request Form for 1996-97

(Return form to Dr. Patricia Mulcahy-Ernt by June 1st.)

Name: KATHERINE LOVRICH State/Region: Washington

---

1. Are you planning a state or regional conference during the time period of July 1, 1996 to June 30, 1997?

☒ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

---

2. If yes, when and where will the conference be held?

Spokane, WA

---

3. Would you like a member of the CRLA Board at the Event?

☒ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

---

4. If you answered yes to #3, check the appropriate box/boxes.

☐ to keynote?
☒ to provide welcoming remarks?
☒ to conduct a session?
☒ to help promote CRLA and create visibility?
☐ other: _____

---

5. Do you wish to request funding for this conference?

☒ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

---

6. If yes, please indicate the amount needed (there is a limit of $500 per State/Region) and how the money will be used.

amount of request: $500.00

the money is needed to: help pay the keynoter's expenses

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7. Do you want the display board for your conference?

☐ Yes ☒ No ☐ Not sure yet; will let you know at a later date.

we have a table banner

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8. If you are not holding a conference, would you still like to have the display board to use at another state/regional event or to create visibility at you own school?

☐ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

CRLA BOARD
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State/Region Directors and Chapter Pre
Planning Guide/Request Form for 199

(Return form to Dr. Patricia Mulcahy-Ernt by June 1st.)

Name: Carmen Springer-Davis State/Region: Wyoming

1. Are you planning a state or regional conference during the time period of July 1, 1996 to June 30, 1997?

☑ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

2. If yes, when and where will the conference be held?
Learning Center Articulation Conference
September 26-27, 1996

3. Would you like a member of the CRLA Board at the Event?

☑ Yes ☐ No ☐ Not sure yet; will let you know at a later date.
Past president Dr. Becky Patterson

4. If you answered yes to #3, check the appropriate box/boxes.

- ☐ to keynote?
- ☐ to provide welcoming remarks?
- ☑ to conduct a session?
- ☐ to help promote CRLA and create visibility?
- ☐ other: _____

5. Do you wish to request funding for this conference?

☑ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

6. If yes, please indicate the amount needed (there is a limit of $500 per State/Region) and how the money will be used.

amount of request: $500

the money is needed to: Help defray expenses to have Dr. Becky Patterson give us a workshop on Concentration. We plan to also include the tutors, Casper College faculty and the local school district teachers.

7. Do you want the display board for your conference?

☑ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

8. If you are not holding a conference, would you still like to have the display board to use at another state/regional event or to create visibility at you own school?

☐ Yes ☐ No ☐ Not sure yet; will let you know at a later date.

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LRC
LEARNING RESOURCE CENTERS

Camden Campus
Learning Resource Center
Armitage Hall, Room 231
311 North 5th Street
Camden, NJ 08102
609/225-6442

David Lloyd Kreeger
Learning Resource Center
College Avenue Campus
P.O. Box 5062
New Brunswick, NJ 08903-5062
908/932-1443
FAX: 908/932-1453

Cook/Douglass Campus
Learning Resource Center
Loree Building, Room 124
P.O. Box 270
New Brunswick, NJ 08903-0270
908/932-1660

Livingston Campus
Learning Resource Center
Tillett Hall, Room 111
P.O. Box 5062
New Brunswick, NJ 08903-5062
908/932-0986
908/445-0986 (after 1/6/95)

Newark Campus
Learning Resource Center
Conklin Hall, Room 126
175 University Avenue
Newark, NJ 07102
201/648-5608

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

May 29, 1996

Dr. Patricia Mulcahy-Ernt
School of Education and Human Resources
South Hall
University of Bridgeport
Bridgeport, CT
06601

Dear Dr. Mulcahy-Ernt:

I am writing to apply for the Awards and Scholarship chairperson's position. I have been a member of the College Reading and Learning Association since 1994 and I feel that it is time that I take an active role in the association.

Please send me any application materials or relevant information. I can be reached at the Learning Resource Center between 8:30 a.m. and 5:00 p.m. from Monday to Friday.

Thank you for considering my application. If selected, I will work hard to continue the fine work of the former chairperson.

Sincerely,

Valerie Smith Stephens
Campus Director

CRLA BOARD
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June 5, 1996

To: Patricia Mulcahy-Ernt, President, CRLA

From: Susan Deese-Roberts

Over the past six months or so we've had the opportunity to discuss the end of my term as Site Selection Chairperson. When I was originally appointed, an exact date in 1996 was not determined as a "termination" date. Because of additional job responsibilities and the upcoming annual conference in Albuquerque, I feel that my term as Site Selection Chairperson must end at this time.

I have submitted a budget to Sandra and have prepared files to be transferred to my successor. And, as I mentioned to you earlier, I am available to conduct the next site visit with my successor if that would be desirable. The only lead I have for 1999 is from the Texas group and talks are still tentative. We have a bit of breathing room; hotel contracts are in place for the 1996, 1997 and 1998 conferences.

I deeply appreciate the opportunity to serve the Association in this manner. I've learned a great deal and hope that my experiences will contribute to the success of the next Site Selection Chairperson.

xc: CRLA Board

CENTER FOR LEARNING ASSISTANCE

Box 30001, Department 5278
Las Cruces, New Mexico 88003-8001
Telephone (505) 646-3136

NEW MEXICO STATE UNIVERSITY

CRLA BOARD
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June 7, 1996

Dr. Patricia Mulcahy-Ernt
School of Education & Human Resources
South Hall
University of Bridgeport
Bridgeport, CT 06601

Dear Pat:

I am applying for the position of Site Selection Chairperson for the College Reading and Learning Association. As you know, I am a past Board Member and have participated in the process of selecting a conference hotel. As a member of CRLA for over twenty years, and having missed only two conferences, I have a good idea of the type of setting that we need. I would very much like to serve the organization in this role.

Sincerely,

Susan C. Brown, Ed.D.
Director

Home Phone: (505) 522-4056
Work Phone: (505) 646-3137
Fax: (505) 646-8082
E-Mail: subrown@nmsu.edu

CRLA BOARD
CONFERENCE CALL MINUTES
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LRC
LEARNING RESOURCE CENTERS

David Lloyd Kreeger
Learning Resource Center
College Avenue Campus
P.O. Box 5062
New Brunswick, NJ 08903-5062
908/932-1443
FAX: 908/932-1453

April 24, 1996

Dr. Patricia Mulcahy-Ernt
School of Education and Human Resources
South Hall
University of Bridgeport
Bridgeport, CT 06601

Dear Patricia:

I would like to take this opportunity to thank you and the College Reading and Learning Association officers for inviting me to represent the organization at the 5th Annual National Tutoring Association Conference in Baltimore, MD. It was a well attended conference that covered a number of critical issues in tutoring. Most of the attendees are very familiar with CRLA. Different participants I spoke with were interested in requesting a copy of the Tutor Handbook and they took the application form to apply for it. Many are considering attending the conference in Albuquerque, New Mexico.

During the schedule for the exhibitors, I set up the table about 4:30 pm on Sunday and gave information to the participants until 7:30 pm. On Monday, I made myself accessible to answer any questions the attendees had during breakfast and lunch. On Tuesday I worked at the table during breakfast.

As per your request, I am returning your copy of the Tutor Handbook. Again, thank you for your support and I am looking forward to working with you in the near future. Please don't hesitate to contact me at 908-932-1443 should you have any questions or concerns.

Sincerely,

Gladys E. Melendez-Tate

Gladys E. Melendez-Tate
Coordinator of Tutoring Services

cc: Dr. Karen G. Smith

Cook/Douglass Campus
Learning Resource Center
Loree Building, Room 124
P.O. Box 270
New Brunswick, NJ 08903-0270
908/932-1660

Livingston Campus
Learning Resource Center
Tillett Hall, Room 111
P.O. Box 5062
New Brunswick, NJ 08903-5062
908/445-0986

Camden Campus
Learning Resource Center
Armitage Hall, Room 231
311 North 5th Street
Camden, NJ 08102
609/225-6442

Newark Campus
Learning Resource Center
Conklin Hall, Room 126
175 University Avenue
Newark, NJ 07102
201/648-5608

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

CRLA BOARD
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Salt Lake Hilton

Revised Contract

TODAY'S DATE: April 16, 1996

ORGANIZATION: College Reading & Learning Association

FUNCTION: 31st Annual Conference

CONTACT: Susan Deese-Roberts, PhD, Site Selection Chair
The University of New Mexico
Zimmerman Library, Room 201
Albuquerque, NM 87131-1466
(505) 277-1876 phone / (505) 277-6019 fax

ON SITE: President Elect (name to be advised)
Dr. Grant Richards, Local Arrangements
UVSC
800 West 1200 South
Orem, UT 84058-5999
(801) 222-8000 x 8316

OVERALL DATES: November 1-7, 1998

DAYS:	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
DATES:	11/1	11/2	11/3	11/4	11/5	11/6	11/7	
ROOMS:	6	6	100	150	200	200	150	= 812 Total Rooms

ROOM RATE: $104.00 single/double guaranteed 1998 rate
$120.00 single, $140.00 double Executive Level
$150.00 suites
- 60% two-bedded, 40% one-bedded rooms
- Above rates are non-commissionable plus tax presently 10.72%
- Anyone that stays Sunday, November 8 will get the conference rate

PARTICULARS:
- Room block can be renegotiated without penalty by December 13, 1996 after 1996 history in Albuquerque. 1996 is the first year conference will have been held in the fall as opposed to the Spring.
- One complimentary room per every 50 paid rooms, or one complimentary suite per every 100 paid rooms utilized, awarded on a per night and space available basis.
- Presidential suite complimentary November 3-7 (5 nights) as long as 750 paid rooms are utilized November 3-7 only. If 749 or less are used, $99.00 per night will apply.
- Suite #194 offered at $45.00 per night & used as an office November 1-7 (7 nights).
- 7 complimentary rooms for two nights maximum for Board Meeting 6-9 months prior on a weekend that the hotel is not anticipating filling.
- Maximum of two complimentary room nights for President Elect to come to hotel on nights we do not anticipate filling before program is printed to go over details.
- Convention rates apply November 1-7, 1998.
- Check in time is 3:00pm, check out is 12noon.
- Courtesy van shuttle to and from Salt Lake Int'l. Airport (6am - 12midnight).
- Temporary guest membership to Room at the Top, private club (liquor by the drink), with guest room key.

AS/VJL/acc

150 West 500 South, Salt Lake City, Utah 84101 | Telephone 801-532-3344 Fax 801-531-0705
Reservations 1-800-HILTONS

PAYMENT ARRANGEMENTS:	Individual attendees are responsible for payment of their room, tax and incidentals unless specified in writing. Without a major credit card, guests will be asked to pay by cash or check in advance. Meeting & catering charges to be direct billed upon approval to the College Reading & Learning Association. Application enclosed.
RESERVATION METHOD:	Reservations to be made by reservation cards. 600 provided at no charge by hotel. Additional 600 at cost.
NEGOTIATED RATE CUT OFF DATES:	**October 6, 1998** - Reservations must be accompanied by a first night's deposit via cashier's check, money order, or major credit card number and expiration date.
CONTRACT DUE DATE:	**April 26, 1996** - If the hotel has not received this contract signed by an authorized individual by this date, we reserve the right to release all accommodations and space being held.

Board room needed starting November 2 in the afternoon. Harvest through Market West and the Boardroom will be held all day November 3 & 4. The Autumn room will be needed starting November 4, 1998.

All meeting space on the main, mezzanine, and lower lobby will be held from 8am Thursday, November 5 until 12noon Sunday, November 8, 1998. One year prior to convention, the exact program schedule of events will become the responsibility of the President-Elect, to be coordinated through the Salt Lake Hilton Director of Convention Services, and any space not used will be released.

The following items will be decided by the incoming President who is elected one year prior to the meeting:

-Awards lunch for 250-300 people (alternate day from wrap up banquet)
-Publishers continental breakfast in exhibit area for 200 people on one morning.
-Newcomers reception, light buffet for 150 people
-Wednesday lunch or dinner for 50-100 people (President decides).
-10 special interest meals (15-40 each, breakfast or lunch - could use restaurants)
-Editorial Board lunch for 15 people (fine dining).
-Past Board Members lunch for 15-20 people.
-Lunch with a mentor for 150 people (noisy, needs plenty of space) rounds of 10 with space between tables
-Wrap up banquet, entertainment, no speaker for 200-250 people (themed event).
-Computer room in Autumn meeting room from 8am November 3 to 5pm November 7 (5 days).
-Board meeting Monday afternoon and Tuesday & Wednesday on a 24 hour basis for 6-10 people in board room.
-Exhibits for 3 days in Seasons North & Harvest. 15-25 8ft x 2 1/2ft tables with cloths, chair, and outlet. Modern Display, contact Jed Hansen (801) 579-1118, is who we recommend as the display company.
-General session for 350-600 people theatre style in Three Seasons on 2 separate days.
-Breakout rooms in remainder of rooms not being used by above functions.
-Registration area in Seasons Lobby

Hotel agrees to help make overflow arrangements if block fills.

Currently two wheelchair accessible rooms and two TTD devices are available. Hotel anticipates additional wheelchair accessible rooms by 1998.

Currently all parking at our hotel is free.

AS/VJL/acc/

College Reading & Learning Association
November 1-7, 1998
Revised Contract Page 3 of 3

Daily meeting room rental of $2550.00 on November 3, $2850.00 on November 4, and $5450.00 per day on November 5, 6, 7, & 8 will be waived as long as 750 or more paid rooms are occupied November 3-7, 1998 (5 nights) **only**. Other nights do not count in total.

paid rooms occupied 11/3-7 (5 days)	meeting room rental per day 11/3-8 (6 days)
750 or more	complimentary
749 - 700	$500.00
699 - 600	$1000.00
599 - 550	$1500.00
449 or less	full rental as stated above

I understand that any changes I have made to this agreement must meet the approval of the hotel. The performance of this agreement by either party is subject to acts of God, war, government regulations, disaster, strikes, civil disorder, curtailment of transportation facilities or other emergencies making it inadvisable, illegal, or impossible to provide the facilities or hold the meeting. It is provided that this agreement may be terminated for any one or more of such reasons by written notice from one party to the other.

All of the above information and standard policies and procedures on the reverse of this page with the exceptions as noted have been reviewed and meet with the approval of myself and my constituents and shall meet with the approval of my successors.

NAME Susan Deese-Roberts

TITLE Site Selection Chair

DATE April 16, 1996

NAME Patricia Mulcahy-Ernt

TITLE President

DATE April 19, 1996

JANE LELOUDIS DATE
SENIOR SALES MANAGER

AS/VJL/acc/

SALT LAKE HILTON STANDARD POLICIES

CANCELLATION: The Salt Lake Hilton is holding guest rooms and meeting space as outlined for your exclusive use. Should your group cancel this contract or realize room night pickup below those specified in this agreement, the hotel would experience monetary losses which would be difficult to replace. Should you or your associates decide at any time between the signing of this contract and your meeting dates to cancel the above outlined meeting, there will be a cancellation charge of one (1) night's anticipated revenue on all sleeping rooms requested and blocked for your group during the peak night of the meeting and one (1) peak day's meeting room rental. Release of any reserved rooms does not negate the responsibility of the party signing the contract to meet full room block commitments as described in the cancellation clause of this contract.

CATERING: Attendance guarantees for all food and beverage functions are to be given no later than noon 48 hours in advance. This number will be considered a guarantee not subject to reduction, and charges will be made accordingly. Food may not be brought in or removed from the convention center. A service charge on food and beverage sales and applicable taxes shall be added to your account. Menu prices are established no earlier than 90 days prior to the function. In accordance with the Utah State Liquor Laws, groups must provide their own liquor. If a cash bar is desired please contact our Convention Services Coordinator a minimum of 90 days prior to the function and special arrangements can be made with the Utah State Liquor Control Commission. Purchases of liquor must be on a cash only basis. Conveniently located in our lower lobby is a Utah State Liquor Store.

CHECK IN/OUT TIME: Check in time is 3:00 p.m. Check out time is noon. Guests arriving before 3:00 p.m. will be accommodated as rooms become available. We request that guests attending functions on their day of departure check out by noon. Our Bell Captain can arrange to hold luggage until their departure from the hotel.

CONTRACT REVISIONS: This Contract may occasionally be revised per mutual agreement between the hotel and group accepting the contract. In this event, the revisions must be in writing and will be binding and initialed by both parties.

CONVENTION SERVICES STAFF: Our Convention Services Coordinator is available to assist you and your associates in all planning prior to and during your meeting. Following acceptance of this agreement, our Convention Services Coordinator will contact you and begin the necessary details to ensure a successful meeting.

DAMAGE TO PREMISE: The organization signing this agreement will be responsible to reimburse the hotel for damages related to the hotel facilities used for this meeting by attendees and other persons associated therewith, including outside contractors separately hired. Please allow us to assist you with taping, pinning, tacking, or hanging banners.

DISTURBANCES: Any group making excessive noise either musically or by a sound system may be held responsible for compensating for lost revenue due to such noise. Hotel reserves the right to ask group to vacate.

EXHIBIT AREA: Security in the exhibit area is the responsibility of the group. The Hotel and its employees are not liable for any damage or accident resulting from or connected with the transportation, placing, removal of display or exhibits. The Hotel cannot guarantee exhibitors against loss by theft or otherwise.

SIGN DISPLAYING: Signs displayed outside meeting rooms must be approved by the Hotel Management. Professional signs are available with reasonable notice at a minimal charge.

HOUSE EQUIPMENT: A reasonable amount of meeting equipment: i.e., chairs, tables, podiums, risers, blackboards, etc., will be provided at no charge. Any audio-visual equipment needs are rented through an independent on-site A.V. company. To insure its proper handling, any electrical requirements must be arranged no later than four weeks prior to the meeting date. Our staff can discuss any changes which may apply for special electrical requirements.

MEETING SPACE AND CHARGES: The schedule/function space agenda provided in this contract is for your convenience and outlines your basic program as we understand it. The hotel reserves the right to assign meeting space appropriate to the size and configuration of your group at the time the meeting is held. Final approval must be received from our Convention Services Department before publishing meeting room names. Should revisions to your meeting space needs be requested, these changes will be made on an availability basis only, and therefore cannot be guaranteed. Meeting room charges are outlined in the schedule/function space section in this contract. If there should be any changes in either the anticipated food and beverage activities or group rooms nights, the rental schedule and designated meeting space may be adjusted to correspond with the percentage of actual usage and pickup. Full meeting room rental may be charged in cases where your group decreases 50% or more within 90 days of the scheduled events. The hotel and its employees are not liable for any damage or accident resulting or connected with the transportation, placing, removal or display of exhibits. The hotel cannot guarantee exhibitors against loss by theft or otherwise. Meeting rooms are for times indicated only. If the group remains past this time, additional room rental will be charged. All equipment and supplies not belonging to the Hotel must be removed at the end of the meeting unless prior arrangements have been made. Additional space is subject to availability.

MENU PRICES: Menu prices are established no earlier than 90 days prior to the function.

DIRECT BILLING & PAYMENT: The hotel will accommodate direct billing upon receipt of approved Direct billing Application. The hotel is entitled to reasonable attorney or other legal fees if legal action becomes necessary in the collection of any money owed for services provided by the hotel.

TAX EXEMPTIONS: Signed tax exemption certificates must be filed with us before arrival date.

PAYMENT: A 10% billing charge will be added to all accounts which are to be paid upon departure but are still due. Accounts can be settled at the front desk. Direct billing can be arranged for charges over $1,000 and must be approved at least 60 days in advance. Credit applications are available for this purpose. The hotel is entitled to reasonable attorney or other legal fees if legal action becomes necessary in the collection of

CRLA BOARD
CONFERENCE CALL MINUTES
JUNE 14, 1996
ATTACHMENT I
1 page

College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

LIAISON AGREEMENT
COLLEGE READING AND LEARNING ASSOCIATION

Because associations which share mutual concerns and strive toward similar goals can achieve greater gains through cooperation, the College Reading and Learning Association (CRLA and _____ agree to coordinate their efforts in the following ways.

CHECK ALL ITEMS THAT APPLY.

_____ Designating a liaison.
_____ Providing a shared space on a table at the annual national conference for the distribution of literature.
_____ Providing space in a newsletter for a conference announcement.
_____ Contact, via the liaison, between appropriate committee chairs and/or association members when political concerns arise.
_____ Contact, via the liaison, between appropriate committee chairs and/or association members to work on joint projects.
_____ Other: _____

This agreement will remain in force until either association choose to alter it.

(CRLA Liaison)	(Date)	(_____ Liaison)	(Date)
(CRLA President)	(Date)	(_____ President)	(Date)
(Address)		(Address)	
Phone: (____) _____		Phone: (____) _____	

****

After signing this agreement, each association president should retain 2 copies, one for the association president's file and one for the liaison's file and forward the original to the president of the other association.

THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

3333 University Way
Prince George, B.C.
Canada V2N 4Z9
Tel.: (604) 960-5555
Fax: (604) 960-5794

UNBC

CRLA BOARD
CONFERENCE CALL MINUTES
JUNE 14, 1996
ATTACHMENT K
7 pages

June 4, 1996

CRLA Executive Board
c/o Dr. Patricia Mulcahy-Ernt
School of Education and Human Resources
South Hall, University of Bridgeport
Bridgeport, CT 06601 USA

Dear CRLA Executive Board:

This is the second part of my application for the position of Editor, Journal of College Reading and Learning. The letters of institutional support, which I was unable to obtain in time for the initial application, are attached. The Assistant mentioned in Carol Sigurdson's letter will be hired in large part on his/her ability to act as Executive Editor.

Also attached is a budget based on the current editor's budget, the best printing estimate received (see Hemlock Printers attached), and my view of journal expenses.

Because next year is CRLA's 30th, I believe a retrospective edition of the journal featuring perspectives from key CRLA members of the past and present would be a good idea, and I would consult the Editorial Advisory Board about this possibility. I would also like to conduct a readership survey. Because CRLA membership is so diverse, editors must keep in touch with what the readers actually want. Although surveying readers has its problems, it at least gives some guidance on what kind of articles to publish. If editor, I will meet with the Editorial Advisory Board at Albuquerque this fall and discuss ways to increase the quality and quantity of submissions to the journal.

Sincerely,

J. Bell

Jim Bell

THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

3333 University Way
Prince George, B.C.
Canada V2N 4Z9

Office of the Vice-President (Academic)
Tel.: (604) 960-5610
Fax: (604) 960-5791
Email: poff@unbc.edu

UNBC

May 27, 1996

CRLA Executive Board
c/o Dr. Patricia Mulcahy-Ernt
School of Education and Human Resources
South Hall
University of Bridgeport
Bridgeport, CT
06601 USA

Dear Selection Committee:

I am writing a letter to support Jim Bell's bid to be editor of your scholarly journal. We believe the journal is most appropriate to be edited at our institute at our institution. I also believe that Jim has the commitment and credentials to be a fine editor for your journal.

My understanding is that the financial consequences of having Jim assume the editorship is approximately $2,000.00 per year. This amount would be covered from our Student Services budget.

Sincerely,

Deborah Poff

Deborah Poff
Acting Vice President Academic

DP/wn

THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

3333 University Way
Prince George, B.C.
Canada V2N 4Z9
Tel.: (604) 960-5555
Fax: (604) 960-5794

UNBC

CRLA Executive Board
C/O Dr. Patricia Mulcahy-Ernt
School of Education and Human Resources
South Hall
University of Bridgeport
Bridgeport, CT
06601 USA

Dear Dr. Mulcahy-Ernt,

Please accept this letter of support for the nomination of Dr. Jim Bell for Editor of College Reading and Learning Association Journal.

Dr. Bell will make an excellent Editor as he is an experienced writer and teacher who enjoys his work very much. He is a very through, well organized and a clear thinker.

Dr. Bell works well with people and has demonstrated leadership skills that can be applied to the duties and responsibilities of a Journal Editor. His keen interest in writing, reading and learning skills will be a definite asset in promotion the Journal and obtaining the involvment of the most appropriate people.

To further support his nomination I have approved the transfer of $1000.00 to his appropriation and the hiring of an Assistant for the Learning Skills Centre.

If you have any questions, please do not hesitate to call me.

Sincerely,

Carol Sigurdson

Carol Sigurdson
Director, Student Services
Telephone 604 960 6361

Hemlock

May 15, 1996

UNBC
Learning Skills Centre
3333 University Way
Prince George, B.C.
V2N 4Z9

ATTENTION: Mr. Jim Bell, Coordinator

HEMLOCK
PRINTERS LTD.
7050 BULLER AVENUE
BURNABY
BRITISH COLUMBIA
CANADA V5J 4S4
TEL: 604 438 2456
FAX: 604 439 1692

Dear Mr. Bell,

Thank you for your inquiry in reference to the production of the Journal of College Reading and Learning. Enclosed is our quotation for the printing of each issue of this publication.

Working with Hemlock Printers from Prince George is a very simple process. You can modem the information directly to Hemlock or you can send your disk by overnight courier and we will have it the next morning. Proofs will also be sent to you by overnight courier. I would recommend that you talk to Marion Phillips at UNBC as to how easy it actually is to deal with Hemlock.

With reference to distribution to the USA, we have a working relationship with a mail service in Blaine, Washington that can handle this situation. As well, by Hemlock shipping this portion of the product directly to Blaine, you would save approximately $725.00 on PST and GST.

Should you have any further questions, please contact me toll free and I will be happy to assist you in any way that I can. I look forward to hearing from you in the near future.

Yours truly,
HEMLOCK PRINTERS LTD.

Don Fender
Sales Representative
Direct Line (604) 439-5020
Toll Free 1-800-668-2456

DF/sh

INTEGRITY *in colour*

Hemlock

QUOTATION

May 13, 1996

UNBC - Learning Skills Centre
3333 University Way
Prince George, BC
V2N 4Z9

ATTENTION: JIM BELL

Dear Jim,

We are delighted that you have called on Hemlock to prepare this proposal for your printing requirement. We trust you will consider our proven record of performance in service and quality and select Hemlock to be your partner in producing this project.

HEMLOCK
PRINTERS LTD.
7050 BULLER AVENUE
BURNABY
BRITISH COLUMBIA
CANADA V5J 4S4
TEL: 604 438 2456
FAX: 604 439 1692

OUR REF.#96:5:577 — **JOURNALS - 96PP + COVER, PERFECT BOUND**

Format:	Cover: Lithographed 2 colours 1 side, 1 colour reverse side. Bleed. Text: Lithographed black ink throughout. No bleed.
Page size:	5 1/2" x 8 1/2"
Paper:	Cover: 80 lb. Sundance Cover Text: 60 lb. Offset Book
Customer supplies:	Disk, Desktop Profile attached.
Proofs:	Blueline.
Finishing:	Trim 3 sides.
Packaging:	Standard cartons.
Shipping:	FOB our plant.

QUANTITY	PRICE
1,800	$ 5,471

Conditions of Sale: As stipulated on the reverse of this letter.

The preceding prices are subject to applicable sales taxes and paper availability. Prices are valid for 30 days and are subject to escalation in materials and labour after that date.

We trust the above meets with your approval and thank you for the opportunity of presenting our quotation.

Yours truly,
HEMLOCK PRINTERS LTD.

Don Fender
Sales Representative
Direct Line 439-5020

df/mw

INTEGRITY *in colour*

TERMS AND CONDITIONS OF SALE

QUOTATION A quotation not accepted within thirty (30) days of the date of the quotation is subject to a price review by Hemlock Printers Ltd. (Hemlock).

ORDERS All orders accepted by Hemlock and their representatives cannot be cancelled except upon terms that will compensate Hemlock against loss.

PRODUCTION SCHEDULES Production schedules will be established and adhered to jointly by the customer and Hemlock, provided that neither shall incur any liability or penalty for delays due to state of war, riot, civil disorder, fire, strikes, accidents, action of Government or civil authority and acts of God or other causes beyond the control of the customer or Hemlock.

ALTERATIONS Any variation to the original quotation introduced by the customer is an alteration. Alterations will be charged to the customer at current Hemlock rates, which are available upon request.

OWNERSHIP OF MATERIALS The customer owns all materials provided to Hemlock. The customer owns all final film produced only after the customer's account has been paid in full, even if these materials are stored by Hemlock. Hemlock retains ownership of all materials necessary to convert the customer's materials into a format suitable for offset printing.

INSURANCE Hemlock will maintain fire, extended coverage, vandalism, malicious mischief and sprinkler leakage insurance on all property belonging to the customer, while such property is in Hemlock's possession. Hemlock's liability for lost or damaged customer's property is limited to the replacement value of the raw materials involved.

CUSTOMER-FURNISHED MATERIALS All customer-furnished materials must be manufactured, packed and delivered according to Hemlock's specifications. The customer will compensate Hemlock for any production delays occasioned by deficiencies in customer-furnished materials and/or specifications at current Hemlock rates.

CLIENT SPECIFICATIONS The customer is responsible for the accuracy of the data supplied to Hemlock. It is the customer's obligation to provide Hemlock with all requirements before the job enters production. The customer agrees to pay, at current Hemlock rates, for additional labour and material costs resulting from any incomplete or incorrect information provided to Hemlock.

COPYRIGHT AND TRADEMARK The customer is responsible for ensuring that all materials supplied to Hemlock for reproduction do not violate copyright or trademark restrictions. Hemlock assumes no liability whatsoever for the customer's use or misuse of copyrighted or trademarked materials.

EXPERIMENTAL/PREPARATORY WORK Hemlock will charge the customer, at current Hemlock rates, for the labour and material cost of any experimental/preparatory work performed at the customer's request. The customer owns all experimental/preparatory material produced only after the customer's account has been paid in full.

FONTS The customer may provide any screen or printer fonts Hemlock does not own, for use only on the customer's job, providing that installation of the fonts does not violate laws regulating illegal copying of software. Hemlock will not retain the fonts provided by the customer. The fonts must be resupplied each time they are required for imaging. Hemlock may use supplied printer fonts only on the customer's current job.

COLOUR SEPARATIONS AND TRAPPING If the customer furnishes colour files and orders colour separations of those files, the client is responsible for the result. Any request for Hemlock to check the colour separation or trapping from customer-furnished files and separations constitutes an authorized alteration which will be charged to the customer at current Hemlock rates.

COLOUR PROOFS Because of differences in equipment, paper, inks and other factors involved in colour proofing and production pressroom operations, Hemlock is not responsible for minor colour variations between colour proofs and the completed job.

PROOFING Press proofs will be supplied only to those customers who request one in their specifications, and will be charged to the customer at current Hemlock rates.

The customer has the obligation to:

a) clearly indicate all corrections on the "master proof;"
b) check off the relevant instructions on the proofing tag;
c) sign and date the proofing tag;
d) return the master proof to Hemlock; and
e) if necessary, immediately request revised proofs.

Nothing will be printed unless the customer marks the proofing tag either "O.K." or "O.K. with corrections."

Hemlock is not responsible for any printing errors or losses if:

a) the customer fails to order a press proof;
b) the customer refuses to accept a proof;
c) the customer fails to return a proof with changes;
d) the customer communicates changes verbally; or
e) the work is printed per customer's "O.K." or "O.K. with corrections."

An inspection sheet can be submitted for customer approval, at no additional charge, provided that the customer is available at the press during the time of make-ready. Any changes, corrections or lost press time occasioned by the customer's delay will be charged to the customer at current Hemlock rates.

OVER RUNS OR UNDER RUNS Unless otherwise specified in writing by the customer, acceptable quantity of the printed goods is 10% over or under the ordered quantity. Hemlock will bill the customer for the actual quantity delivered.

DELIVERY Unless otherwise specified, the price quoted is for a single shipment, without storage, FOB the customer's Lower Mainland place of business or FOB Hemlock's shipping platform for out-of-town customers. Price quotations are based on continuous and uninterrupted delivery of the complete order, unless specifications distinctly state otherwise. All delivery and courier charges are to be paid by the customer.

TERMS The customer's account must be paid in full upon delivery (as defined above) of the printed goods unless the customer's application for credit has been previously approved in writing by the management of Hemlock. Claims for defects, damages or shortages must be made by the customer in writing within a period of thirty (30) days after delivery. Failure to make such claim within the stated period shall constitute irrevocable acceptance by the customer of the printed goods. Hemlock's liability shall be limited to the invoiced selling price, paid by the customer to Hemlock, of any defective goods, and shall in no event include special or consequential damages, including profits (or profits lost). As security for payment of any sum due or to become due under terms of any Agreement, Hemlock shall have the right to retain possession of and shall have a lien on all customer property in Hemlock's possession including customer-furnished materials (as defined above in "Customer-Furnished Materials"), work-in-process and finished work. Further, the customer releases Hemlock from any and all suits and causes of action which may arise from such retention of customer's property. The extension of credit or the acceptance of notes, trade acceptances or guarantees of payment shall not affect Hemlock's security interest or lien on the customer's property.

INDEMNIFICATION The customer shall indemnify and hold harmless Hemlock from any and all loss, cost, expense and damages on account of any and all manner of claims, demands, actions and proceedings that may be instituted against Hemlock on grounds alleging that the said printing directly or indirectly violates any copyright or any proprietary right of any person, or that it contains any matter that is libelous or scandalous, or invades any person's right to privacy or other personal rights except to the extent that Hemlock has contributed to the matter. The customer agrees to, at the customer's own expense, promptly defend and continue the defence of any such claim, demand, action or proceeding that may be brought against Hemlock.

Members:

Canadian Printing Industries Association
Association Canadienne de l'Imprimerie

National Association of Printers & Lithographers

Technical Association of the Graphic Arts

Printing Industries of America Inc.

Graphic Arts Technical Foundation

DESKTOP JOB PROFILE WORKSHEET

Hemlock

QUOTATION: #96:5:577
Client: UNBC - Learning Skills Centre
Project: Journals

Platform: Mac
Software Info: Pagemaker
Windows Included:

File Info:

Description	# of Pages	Page Size	Printing PMS	Printing CMYK	Sgle Col	Sgle Col w/APR (low-res)	Sgle Col w/hi-res images	Multi colours	Multi col. w/ APR (low res)	Multi col. w/ hi-res images	Trapping no. of pgs	# of Graphics
Cover O/S	2	5 1/2x8 1/2	x					2				
Cover I/S	1	5 1/2x8 1/2	x		x							
Text	96	5 1/2x8 1/2	x		x							

 # Images/Pages

Hemlock File Preparation:

Provide high-res images
Provide low-res images for APR
Apply colour to page elements
Convert colours (ie.PMS - CMYK)
Create Spot Varnish
Insert Images
Create Scitex Grad. Blends

Easy **Average** **Difficult**

Image Work:

Close cropping
Create shadows
Image manipulation

Proof Required:

Black & White Laser Prints
Iris proofs of assembled digital pages
Final Fuji proofs from assembled film pages

Input:

T	Ref Col	Ref B&W	# of Scans	Size	# of Col

Photo CD	Size	# of Col

Must Indicate Scanning Method Below

System scans without intermediate proofs
(colour correction will be charged extra)

System scans with intermediate proofs
(no charge for one round overall correction)

** Intermediate proofs may be Iris or Fuji depending on workflow **

Additional Info:

Budget 1996-97

		amount
Printing (2 x 1,800 copies)	8,200	11,000
Membership Council of Editors of Learned Journals	30	—
Telephone	100	75
Postage	1,500	500
Supplies support	100	50
Clerical (to extent Assistant contract)	1,000	150
Publicity for Journal & Professional Development for Editor	1,000	—
Total	11,930	min. 255
		12,030

this is in U.S. $ M.

SWT

Department of Educational Administration
and Psychological Services

June 12, 1996

Dr. Patricia Mulcahey-Ernt, President
College Reading and Learning Association
220 West Flat Hill Road
Southbury, CT 06488

Dear Pat:

Enclosed is an estimate of the costs of printing each of two yearly issues of the Journal of *College Reading and Learning*. I am sending this as a follow-up to your suggestion that such an estimate be added to our application package for co-editorship of the journal.

As an examination of the estimate for printing and associated costs will show, it will take about $4000 to prepare and print 1250 copies and about $4250 for 1500 copies. Assuming printing 1500 copies a year, this translates to approximately the following budget:

$8500	to print two issues for the year,
1500	for clerical assistance including bulk mail preparation,
1000	for conference travel to promote journal submissions,
600	for postage costs (two issues),
200	for supplies and copies, and
200	for telephone and fax.
$12,000	Total

Our editorship of the journal would be advantageous to the College Reading and Learning Association for several reasons. To reiterate what we tried to stress in our proposal package previously sent for the Executive Board's consideration, we offer the following combination of in kind resources to this important professional endeavor:

- secretarial services
- a graduate assistant supplied by the department/school
- office space
- the services of graduate students in our master's program in Developmental and Adult Education who would assist with the journal as part of meeting degree practicum requirements, and
- experience in editing national publications.

In addition, our chair and dean will negotiate appropriate release time with us to accommodate our work as editors of a national journal in our field. Moreover, the Office of University Advancement and the Office of Research and Sponsored Programs at Southwest Texas State University are willing to

Southwest Texas State University

601 University Drive San Marcos, Texas 78666-4616
Telephone: 512-245-2575 Fax: 512-245-8345
SWT is a member of the Texas State University System.

assist us in seeking additional monies to support the project, such as for new technologies to facilitate the work of editing the journal. It should also be noted that our University Print Shop has excellent facilities and a dedicated staff able to publish a top quality product at a competitive price, considering apparent publication costs for the journal in recent years.

In brief, we are well-equipped for and fully committed to the production of a high quality national refereed journal in developmental education. We have numerous resources already lined up to support us in this very critical project and, should we be selected as the editors of *JCRL*, other units in the University stand ready to assist us in acquiring yet other tools and resources.

If there is any other information that you believe would assist the Executive Board in its decision, please call me at 512-245-2650 (office) or 512-282-4843 (home) or contact me via e-mail at bl01@al.swt.edu.

Please let us know about the progress of the Board's decision. This would be helpful as we conduct our planning for the coming year.

Sincerely yours,

Barbara G. Lyman

Barbara G. Lyman, Ph.D.
Associate Professor

UNIVERSITY PRINT SHOP
TECHNOLOGY III
SAN MARCOS TEXAS 78666-4616
TELEPHONE: 512-245-2601
FAX 512-245-3637

Estimate No. 448 06/12/96
92
EDUCATION ADMIN./PSY SERVICES Telephone: 3083/2650/2303
Ysabel/Barbara/Emily

Dear Ysabel/Barbara/Emily

This estimate includes all operations and materials to complete the work as specified below based on standard trade customs. If changes are needed we will notify you.

This estimate is valid for 30 days.
Thank you for letting us estimate this job.

Quantities	1,250	1,500	0
Estimate Price	$4,005.60	$4,262.65	$.00
Unit Cost per 1000	$3,204.48	$2,841.77	---

* * * Estimate Specifications * * *

Description..... Journal
Specifications for group # 1

Group description..... Cover
Finished Size..... 8.5 X 5.5
Stock..... Kromecote
Ink Colors Front..... BLACK
PMS SPECIAL MIX

Ink Colors Back..... BLACK
PMS SPECIAL MIX

Specifications for group # 2

Group description..... Text
Finished Size..... 8.5 X 5.5
Stock..... #4 White 70# Book, 25x38
Ink Colors Front..... BLACK

Ink Colors Back..... BLACK

Booklet Folding
Gathering Signatures

Authorized By Date

CRLA BOARD
CONFERENCE CALL MINUTES
JUNE 14, 1996
ATTACHMENT M
1 page

To: mulcahyp@cse.bridgeport.edu
Subject: Re: Summer Technology Symposium
Mime-Version: 1.0

Pat, I am emailing you,the president of CRLA, regarding Gene beckett's posting to LRNASST re an idea that I had and discussed with him for an annual summer institute on technology for learning assistance and dev ed people. What Gene did not say in his post is that I proposed that NADE and CRLA sponsor it as a cooperative venture for their members. I think that it is imperative that CRLA be involved from the beginning and that it be a joint venture. If you agree and can get tentative board approval, would you email Gene, not the LRNASST listserv, and propose such a cooperative venture. If you need someone to head it up for CRLA, I nominate David Caverly (4-6 yr) for CRLA along with Lucy Macdonald (2 yr coll); both are CRLA members, I hope. It is pretty urgent that CRLA jump in early before NADE does it alone.

flchris@primenet.com
Frank L Christ
Emeritus, CSU Long Beach
Visiting Scholar, U of AZ

"The illiterate person is not one who cannot read, but the person who has not learned to learn"
[Freely adapted from Gerjuoy/HRRO]

CRLA BOARD
CONFERENCE CALL MINUTES
JUNE 14, 1996
ATTACHMENT N : 3 parts
i) cover letter
ii) document/report
iii) letter from Karen Smith

UNIVERSITY OF USI SOUTHERN INDIANA

June 11, 1996

Patricia Mulcahy-Ernt
University of Bridgeport
220 West Flat Hill Road
Southbury , CT 06488

Dear Patricia:

Enclosed is the final draft of the Learning Assistance Center Design & Development Task Force Report as well as the recommendation of one member of the task force. I had asked the members to respond by June 1. In addition, I would recommend that CRLA appoint one person to move this forward much as we have the tutor certification program.

Those of us who met at Calgary discussed a number of options for the distribution of this material once it has been refined, e.g, home page, monograph, 3-ring binder, etc. Since deciding the packaging of this material was not our task, we offered only a few suggestions. Note: CAS Standards are included in this draft by permission from Georgine Materniak. I, personnally, do not believe that they belong here. In fact, early in our work, we discussed this as a group and the majority, agreed that it was inappropriate. I would suggest that it be referenced in the bibliography and eliminated from the document.

In addition, I have included the card of a gentleman who attended our presentation in Calgary. He asked for a copy of this document, but I did not believe that I should let it go until the board had received their report. Now that you have the draft, if you wish to send a copy to him, I know he would appreciate it.

This is a beginning, and only a beginning. I wish you every success with the project. It has been an interesting three years. I learned a great deal from this experience. I hope you and the board find it useful.

Sincerely,

Carolyn S. Smith

Carolyn S. Smith, Chair
LAC Design & Development Task Force

Enclosures

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Draft

LEARNING ASSISTANCE CENTER

— Not for Distribution —

DESIGN & DEVELOPMENT

Task Force Report

FORWARD

For a number of years CRLA talked about developing a packet of materials which would explain in detail how to design and develop a learning center. Not only did we visualize a packet that would provide information about designing and developing a center from scratch, we envisioned one which would include information for redesigning and redeveloping an existing center.

In a weak moment in 1993, I agreed to chair the Learning Assistance Center Design and Development Task Force with the able assistance of many people who had vastly more experience in this area than the chair. The following was the charge to the task force:

> Develop a packet of materials that would be available upon request to individuals charged with developing a learning assistance center at their institutions.
>
> The guide should be appropriate for designing a center from scratch and also for redesigning an existing center.
>
> The Task Force focus should be on content. Layout and format will follow, after the Task Force has completed its charge.

The time line suggested a first draft be presented to the Board in 1994 and a final draft in 1995. Needless to say, those dates have come and gone. The chair assumes full responsibility

for the delay. Anyone who have worked long distance on task forces, committees, etc. understands the problems that arise under such circumstances. In an effort to move ahead with our charge, the chair initiated a proposal for the Calgary Symposium and assigned specific tasks and deadlines with the hope that the work could be accomplished by and presented to the Board during the summer of 1996.

Thanks goes to all the members of the task force for all their hard work. Most especially, we offer a special thanks to Georgine Materniak who graciously allowed us to use her guide, Developing a Learning Center From A to Z: Guidelines for Designing a Comprehensive Developmental Education Program in a Post-Secondary Educational Setting*, as the backbone for our packet. Georgine's jump start has made the difference.

The packet within is a compilation of work by a number of dedicated learning assistance center managers and CRLA members. We hope this packet will help those for whom it was intended.

Carolyn S. Smith, Chair
LAC Design & Development Task Force

* Copyright 1980

INTRODUCTION

If you are reading this document, you have probably been asked to design or redesign a learning assistance center. A number of professionals who have been where you are have contributed to this guide in an effort to make your task easier. We hope we have achieved our goal.

Early in the history of learning assistance centers, professionals from varied backgrounds were charged with the dubious honor of designing and developing learning assistance centers when few people knew anything about what they were or how they were put together. The result: learning assistance centers became as diverse as the background of the professionals who designed them. At that time, no one degree led you on a path toward learning center management. We came from writing, reading, mathematics, study skills, special education, and educational psychology just to name a few.

Even today, there isn't a great deal of information available about how to design and/or develop a center. At least two or three times a year, if you are a learning assistance center manager, you will receive a call from someone who is starting a center and wants your advice. It is our hope that this guide will provide you with information that you need to design or redesign your center and, at the same time, alleviate some of the anxiety associated with the task.

1. Rationale for a Center

Whatever our idealized images of "the way students were," those unready or underprepared for certain college classes and other demands of college life have always been with us. Notwithstanding the rhetoric suggesting that the problem is escalating, the attendant reality is that, as in many past decades, about forty percent of the student population at some time in their academic career encounter difficulties threatening their successful learning and degree attainment.

Witnessing this condition is the fact that as early as 150 years ago and continuing through today, we have evidence of procedures and programs employed to identify these students and help them succeed. Earlier examples of these interventions were diverse, isolated, often personal and casual, typically initiated by sensitive faculty, resident hall supervisors, upper-classmen or peers who tutored or formed study groups. Considered low on the academic food chain, these efforts were seldom given official notice in an environment that essentially was geographically and socially insular, resident, communal, and somewhat detached from the stress of work-a-day living.

But shortly after World War II, dramatic shifts in the student population, institutional environment, and socio-economic-political conditions argued for more formalized, centralized, and complete measures of learning support. As need is the forerunner of function, learning centers were initiated and have proliferated during the last forty years.

Students. The enormous number of World War II veterans taking advantage of the GI Bill represented the first wave of nontraditional students exerting stress on institutional resources unready to accommodate a more mature, worldly-wise group of students. Newly entitled and funded to participate in the college experience, many of these students had never previously entertained the notion that a college degree was possible. However, a great proportion of veterans were successful in college, encouraging others considered unready for the rigors of college classes to seek access. Thus, a comparatively elite student population was replaced by a heterogeneous population lacking many of the skills, habits, and attitudes expected by the institution locked in a largely unexamined delivery system.

This new student populace presented unforeseen problems. These students were older and often with family and financial responsibilities which interfered with scheduling classes, finding

study space, meeting deadlines, coping with waiting lines, and attending to academic protocol with which they were unfamiliar. Many were intimidated by heresay tradition warning them of academic rigor. Nor was their anxiety alleviated by faculty. Even the popular press was preoccupied with noting disappointing fluctuations in entering student assessment scores, some observers becoming operatic about declining standards and evangelical about reestablishing them. Given the number and diversity of students coping with these conditions, the need for additional and better learning support services for students was becoming apparent if more than a small percentage of them were to survive.

Institutions. With a student population growing alarmingly, most colleges and universities lacked adequate space. Makeshift classroom accommodations were common: laboratories were overcrowded; and dorm space was virtually non-existent, the latter condition causing the emergence of an essentially a non-resident, commuting student population without the support that communal living and learning had previously presented. To accommodate the growing number of students, less personal large-class instruction became common. As research provided more knowledge and as technology became more sophisticated, the curriculum became richer and course requirements more demanding. As community colleges

proliferated and grew larger and as four-year-schools became multiversities, as larger classes inspired additional objective testing and finally computer grading, and as the problems and complexities that go with size increased, many students became lost in a system that was confusing, impersonal, and without sufficient academic resources that previously were available to and supportive of students who needed help.

Social, Economic, and Political Conditions. Public policy toward access to higher education changed during this period of development. That a student, however disadvantaged socially, culturally or economically, could and even should pursue a college degree became normal expectation. This sentiment was eventually supported by enabling legislation that offered grants and loans to persons deemed as having academic promise but inadequate preparation. Compensatory programs providing financial, personal, and academic support for students qualifying on the basis of minority, racial or ethnic status, economic need, educational disadvantage, or classification as being first generation to attend college became popular. Later, such programs as child care, accommodations for the disabled and learning-disabled were established and even federally mandated. Finally, grants were made available to virtually anyone possessing what was officially

termed "the ability to learn," this avenue to access opened the academic doors to any adult wishing to participate in higher education. These factors gave rise to a new student population of learners that was more challenging, more interesting and more difficult to serve in the typical lecture-classroom-textbook learning environment. Together with the added stresses brought about by the increasing pace and multiplied distractions of everyday living, successful learning became more difficult for all students, not merely those classified as underprepared or otherwise academically different.

The Learning Center

Attempting to fulfill the promise of an egalitarian public policy and the expectations of student clients, an array of offices, agencies, and services ultimately appeared to fulfill the need. These programs were initiated by various departments and housed within student services. Often these services were not readily available to students because they were not immediately visible and seldom were they integrated so that a troubled student could find his way through the bureaucratic maze to take advantage of services. The need for integration became clear.

Even semantically, the title *learning center* pledged to fulfill the integrating requirement. The term *learning* is readily

differentiated from *teaching*, which is associated with pedagogy, an aspect of the learning process not always agreeable to students. Further, learning is perceived as less threatening than teaching because it suggests that learning can take a multitude of forms. Learning also suggests alternatives, and students in trouble seek them. The term *center* also focuses on a key concept. It suggests a tangible, geographically identifiable architectural entity--a destination where one might seek help. Further, centrality suggests a repository of services and/or a connection with them, where a client can consult with another human being, an advocate who would consider a client an opportunity rather than a problem.

Even early-on in the professional literature on learning centers, their form and function were identified

> *1) as a place where the learner gets tutorial help...*
> *2) as a referral agency to other helping agencies such as medical, psychological, financial, and spiritual...*
> *3) as a library of basic study aids in the content fields...*
> *4) as a training facility for paraprofessionals, peer counselors and tutors...*
> *5) as an information clearinghouse to update faculty in latest learning research and methodologies.*
>
> **(Christ, 1971, 35)**

As learning enhancement services and strategies on most campuses multiplied, the need for integration became more pronounced. And the following diagram exhibiting such an integrated model is reproduced for reader's consideration.

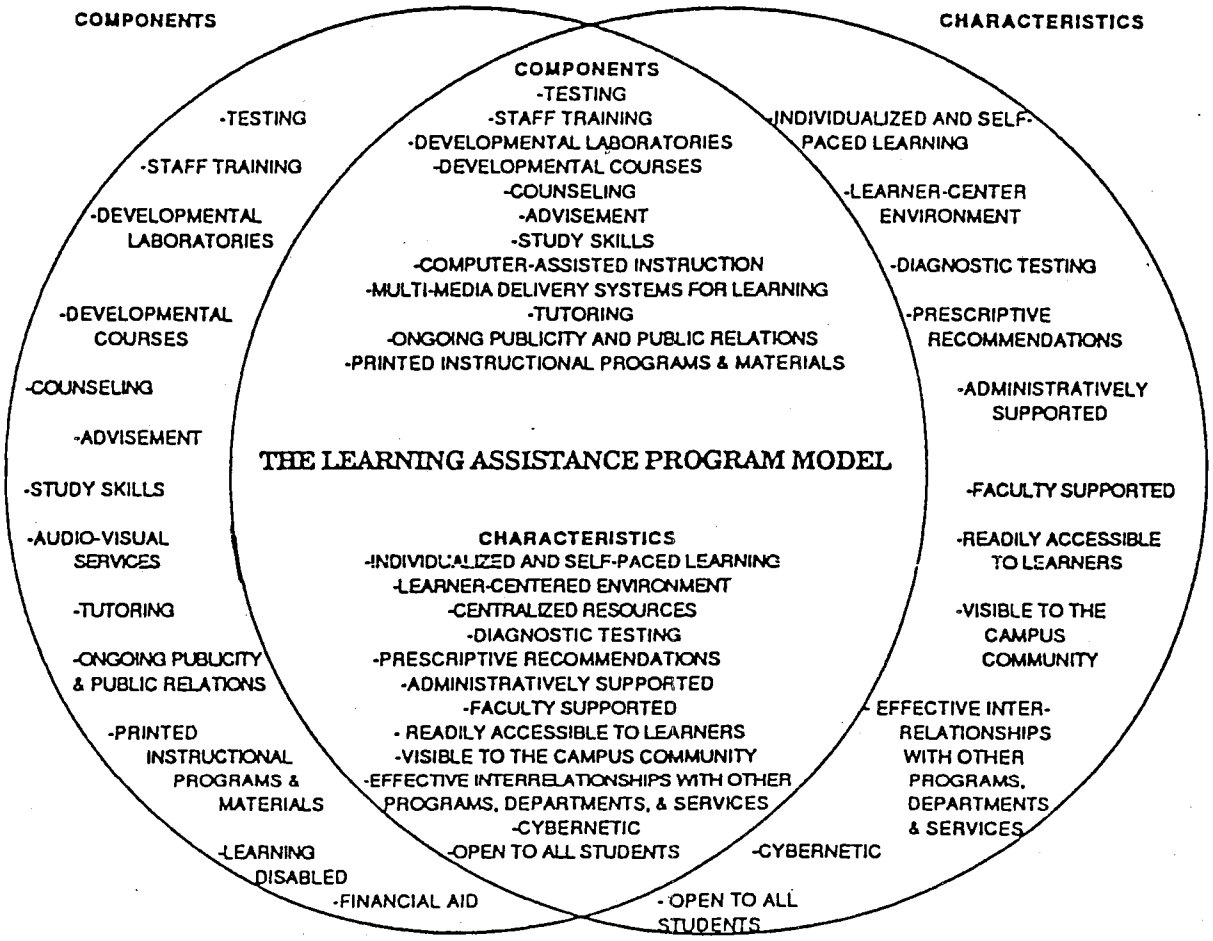

Figure 1. The Learning Assistance Program Model

(Burns, 1991, 184)

REFERENCES:

Burns, Marie-Elaine (1991) *A Study to Formulate a Learning Assistance Model for the California Community College,* Dissertation, Los Angeles, Pepperdine University, Graduate School of Education

Christ, Frank (1971) "Systems for Learning Assistance: Learners, Learning Facilitators, and Learning Centers," *Proceedings of the Western College Reading Association, 5, 312-41*

2. Mission Statement

Learning centers vary in what they do and whom they serve. Because no two learning centers are exactly alike, it is important to determine what the purpose of your learning center is, who your clientele is, and what type of programming you provide. Typically, such information becomes part of your mission statement. A good mission statement helps you clarify the role of your learning center on campus as well as helps the campus better understand your learning center.

Designing a mission statement requires thinking about what you want and how best to make it happen. The process of preparing such a statement often highlights which areas you are confident about and which areas need more consideration. You can avoid writer's block if you keep in mind that most mission statements tend to evolve; start out with a basic statement and build on it as your learning center grows and responds to campus needs.

Here are the key issues to address as you prepare your mission statement:

1. What is the purpose of your learning center?

   Do you want to

   * help all learners?

* provide an opportunity for motivated learners to supplement their classroom learning with multi-media resources?
* improve student retention?
* provide a setting where faculty, staff and students can work together on campus-wide instructional and curricular improvement?

2. Is there a philosophical basis for your learning center that you want to acknowledge?

   Do you believe that

   * your learning center is remedial? developmental? supplemental? exists to enable all learners to make maximum use of the learning environment?
   * all learners have individual needs and should have access to instructional resources to accommodate their various learning styles?
   * all learners benefit from an environment that teaches how to monitor one's progress and to make appropriate adjustments?
   * learner success results from students, staff, and faculty working together toward academic goals?

3. Who are your constituents?

   Is your learning center for

   * students (traditional, nontraditional, ESL, minority, athletes, learners with disabilities, undergraduates, graduates, etc.)?
   * faculty?
   * staff?
   * learners?

4. What programming will you provide?

   Is it important for you to set any parameters about how you will provide services?

   * assessment?
   * credit classes?
   * noncredit classes (workshops, groups)?
   * supplemental instruction?

* individual assistance? (tutoring, counseling)?
* media resources? (computer assisted learning, video instruction, print materials)?

Is it important for you to clarify who will provide the programming and what their roles are?

Does your staff

* support instruction?
* provide individual assistance?
* provide group instruction?

5. What is the relationship of your program to the campus?

How do you fit into the big picture? What is your relationship with

* the institution?
* the college?
* the departments?
* the faculty?
* support units?

Addressing these five issues will give you a good start at designing a mission statement that will both guide and inform you. Once written, keep your statement visible so that you can easily refer to it when difficult choices arise. When preparing for the upcoming year or term, consult it as you set your goals and specific objectives. Let your mission statement help you turn the possibilities for your learning center into a reality on your campus. This can only happen if you view your mission statement as a dynamic document which is open to change and growth vs. a document carved in stone which cannot be amended.

3. Logistics and Location

In this chapter, we will be looking at the development and maintenance of a physical facility designated herein as a learning assistance center. Specifically we will address location, facility planning, security, and decor. Equipment, furnishings, and instruction/learning materials are addressed in Chapter 8--Program Design. Our major reference is "Section II, Facilities and Equipment," of the CAS STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS, FACILITIES REVISION DRAFT, June 27, 1995. (The complete draft has been included in the appendix of this document.)

The logistics and location of a learning assistance center are difficult to separate. ~~Although,~~ Frankly speaking, location may be decided by a higher level of administration long before the overseer of a center enters the picture. The hope here is that location is given serious consideration by upper administration; however, more than likely, those who have lobbied for the center will be told space is available and if they want a center they'd better take it. Most certainly, you should be consulted about location--and logistics--in the redesign of a center, especially if the original center site was selected by the "Take-it-or-Leave-it" scenario. Still, there are no

guarantees that you will be included in the decision in either circumstance.

LOCATION:

Forget the dream about your own building. This isn't a good idea. When selecting a location for a center, think, "CENTER." Logistically speaking, a learning assistance center should be where the action is--near students, preferably near where students study. That's probably why many centers are located within or near the campus library. It's quiet. It sends the message you want sent: you and your staff are serious about study.

Although you want to be close to the student union buildings, avoid space directly connected to them. Yes, students are there, but when they're involved with student government, publications, Greek life, and any of a number of student activities, they are not thinking about academics. This is also true of space in a residence hall. Occasional evening workshops or seminars presented within the halls are an excellent public relations maneuver to draw attention to the services available in the learning assistance center, but should not be considered as a place to house a center.

Whatever space is chosen, the learning assistance center should be visible with ground floor space preferable to a basement or upper story location. Signs indicating the center's name should be easily visible.

If space in the library isn't an option, then look for it in an academic setting. You want a place where chaos will not reign and where serious study can be accomplished.

At the same time, locate in the middle of the campus. If students have to walk ten minutes to get to you, they probably won't do it. Even if your space is within the mainstream of campus, make sure you are visible and accessible. Too many centers have been relegated to a basement location in the oldest building on campus. You know the one--where they hold freshman classes because the tenured professors refuse to teach their upper division courses in them. The same one that the students hung a condemned sign on during Rush Week. It's in the center of the campus because it was the first building on campus. You can tell something about how old it is by the fire escape. Is it on the inside or the outside of the building? Is it a metal fire escape or an enclosed tube that students slide through? If any of this sounds familiar, you should begin lobbying for new space the day you move in.

If this is the initial learning assistance center on your campus, take whatever space is offered, regardless of everything we've told you, but not before you again state your case for desirable space. Now that you have the space, find a computer program with appropriate clip art and drawing capability that will allow you to create a center through many revisions and will allow you to see it in a three-dimensional form. If you have a School of Architecture, ask for assistance both in locating software and in developing a computer design. If that is not available to you, then visit the art department or interior design instructors. Take advantage of this expertise to plan and carry out appropriate designs for the center. Remember, the decor or ambiance of a center should be contemporary, colorful, upbeat, and student-oriented. Consider also acoustics, ventilation, and lighting for each program area. In essence, the design is your welcome mat.

Regardless of the space that you must begin with, make your learning assistance center the hub of academic activity on campus. Learning assistance center directors live by the dream--"If you build it, they will come!"

FACILITY PLANNING:

When planning a new center or remodeling an existing center, get both faculty and student input. Use existing professional literature {see bibliography). Post e-mail messages to colleagues and on listservs like LRNASST, AAHESGIT, and OCC-L, asking for floor plans of existing learning centers. Ask about world wide web sites that may have virtual tours of a campus learning center. Find out where the "model" centers are located and make plans to visit them, so that you can get on-site information. Visits to other centers provide the perfect opportunity to see how location and logistics play out in the daily operation of the program. If the "model" centers are not close by, then try to visit at least three centers before these important decisions are made. If you contemplate using consultants, look first in your district or state educational system before you do an outside search.

Through this contact with learning assistance colleagues, find out what they like about their locations or their facilities and what they don't like. How would they change their locations on campus? their facilities? How would they change their spaces logistically?

Once you're in business, collect the data that document the growth of your program so that you can justify your annual requests for more space in a better location.

4. Management and Staffing

The management and staff of a Learning Assistance Center sets the tone, atmosphere, and success of the program. This chapter focuses on program management and funding options for a learning assistance program and on the selection and preparation of staff members who are dedicated, knowledgeable, committed, and effective in helping students become successful learners. Documenting the services, use, and success of learners from the learning assistance program can provide unrivaled recognition, public relations, and institutional support for the center and its program.

MANAGEMENT:

Purpose: To identify appropriate program management options. To suggest options for developing a proposal to fund a program which meets the students' and the institution's needs

PROGRAM MANAGEMENT OPTIONS:

Organizational Diagram and Reporting Structure

After identifying the rationale, the mission of a learning assistance program, and the staffing needs of a program, it may be appropriate to discuss and present an organization and reporting diagram of the center.

Many centers are funded from student services, instructional services, or within a specific department's budget. Reporting structure and budgets are not required to follow the same lines, though often they do.

Generally speaking, the major source of funding identifies the reporting structure.

MANAGEMENT MODELS: Which One?

Many centers operate on a management-by-crisis method (only when something becomes a crisis is it dealt with). A method to systematically assess needs, establish goals, build teams, monitor progress, and evaluate effectiveness should be used. Three common models include Management by Objective (MBO), Total Quality Management (TQM), and Continuous Quality Improvement (CQI). If no current model exists on your campus, the three mentioned above are all proven, effective, and comprehensive.

If a management model is being pushed at an institution, a pilot which incorporates this method may have a better chance for support and funding.

As other models emerge which focus on basic methods which promote excellence, quality, and customer service, they can validate what is being done well and can easily be incorporated

into a program which already systematically functions as outlined above.

PROGRAM SUPPORTS: Who Buys In?

Another key component in establishing, maintaining, and expanding a learning assistance center program is the multiple levels of support received for the program.

The more individuals, levels, and plans supporting a program, the more likely it is to continue and even expand its services.

People and programs give more support if they feel a part of the process. It is important to have as many people "buy-in" to the program as possible. "Buy-in" happens when someone feels a part of something--either in the development, maintenance, or future directions of that something.

DOCUMENT WITH STATISTICS: Document! Document! Document!

Programs with powerful statistics which document services, level of use, and successes have a stronger chance of receiving funds and support for expansion. A well-documented history of service, use, and success can often stave off or minimize the inevitable budget cuts. Some suggestions follow:

* Report annually the number of students served by the center and their demographics.
* Report any success outcomes, survey results, student evaluations, etc.

* Report faculty and/or student perceptions of the center's program.
* Identify anything else which will illustrate the success of the program.
* Keep statistics so that later the above can be compared to previous terms.

FUNDING:

Purpose: To explore appropriate avenues of funding the center.

Initial funding for a learning assistance program is very often unique to the specific institution. Often initial funding is a pilot within a department or an institution. Frequently, a short-term internal or external grant is used to substantiate need and pilot a new program. It is important to establish program support at all levels possible and integrate multiple funding sources where available from the institution.

Even when successful, programs have been abandoned when funding becomes more constrained. Statistics and documentation of successes and cost effectiveness combined with institutional support from the faculty, administration, programs, and students can help to minimize effects of institutional budget constraints and cuts.

SUGGESTIONS FOR A PROGRAM PROPOSAL: What Works?

A proposal is only as good as the research and planning that goes into the effort. Develop your plan carefully. Below are components that should be included:

* Develop a needs assessment of the most critical components of a learning assistance program which are needed first.
* Develop a plan as to how a learning assistance program can address the most critical institution needs first.
* State anticipated outcomes, how they would be measured and time frame.
* Develop a three-year or five-year plan outlining the growth of the center and programs it will support.
* Strive for a commitment to expansion and identify criteria used to justify that expansion.
* Remember, for a pilot program, the key is to begin small and show success. The program can expand based on need and resources. A smaller program can receive the time and effort to ensure success while future plans are put in place to expand and include other needed or high-interest level programs.

FUNDING SOURCES: Who Pays?

The funding sources can be categorized in one of two ways: external or internal. Let's look at the former first.

EXTERNAL:

* External funding sources include grants from private and corporate foundations, as well as state, federal, and local programs.
* Often government grants have very restrictive policies about the use of money and populations to be served.
* Contact relevant national organizations to find if they provide funding or can recommend funding sources.
* Write to government education offices on the local, state, and federal levels to obtain information about available funding sources.
* Some institutions have a grant office which compile funding sources.
* Contact colleagues in the field who have received grants.
* Grant proposals usually require signatures by deans, presidents, or equivalent key personnel. Make certain they will support a grant effort and find out the procedure to follow.

INTERNAL:

* Internal grants and funds may come from external sources, but often provide the institution with more flexibility on how funds are spent.
* Often internal grants are moneys set aside by the institution to pilot innovative ideas and programs.
* Additional internal funding may be sought to fund an initial proposal or expand an existing one by asking that other areas of an institution provide some funds to support a learning assistance program (key departments served, student government programs). Funds might be requested from the other side of the house (if the program is funded from the instructional dean, ask for some additional funds from the student or administrative deans).

Discuss options of internal vs. external funding with the supervisor, dean, or president. Many institutions offer internal grants or funds for pilot projects. Internal grants are usually easier to obtain with less funding restrictions and constraints. There is often more support to establish a program when internal funding ends than when external funding ends. The decision of continuing a program may be based on success of the pilot.

BUILD IN COST EFFECTIVE METHODS: Use Your Money Wisely!

Another key to continuance or expansion can be the ability to show the cost-effectiveness of your program. Show how money was saved and how much was saved.

SUGGESTIONS:

* Employ students and/or paraprofessionals.
* Compensate these workers through course credit as course work, service learning, internship credits, independent studies, etc.

* Create a job which attracts volunteers. For students, rewards can include the education work experience and a letter of recommendation.
* Spend carefully and efficiently on material resources (preview first and buy only those materials which are appropriate and which provide students with maximum benefit).
* Request that faculty use part of their required office hours or committee work in the learning assistance center tutoring, working with tutors, and/or developing materials to support their students.
* Encourage students in honor societies and clubs to volunteer tutoring as part of their community service activity on campus.
* Use reusable material resources.
* Generate income. There may be ways to generate income for a center. Check institutional policies and guidelines to prevent any problems before proceeding with this. Some possibilities follow:
    * Tuition waiver for courses offered for credit through the center.
    * Small fees for participation in noncredit learning assistance programs
    * Create small learning packets or workshops which may be made available to the general public or high school students.
    * Sponsor fund-raising activities for the center.

STAFFING:

Purpose: To determine staffing needs for a Learning Assistance Center program.
To determine needs for a staff training program.
To determine a staff communication system.

STAFFING NEEDS: Who Works at What?

A.) STAFF POSITIONS

After deciding upon the program and services that will be included within the LAC system, a next consideration should be to look at staff and options needed to support those programs.

The staff should include faculty, managers, support staff, temporary workers, students, and volunteers.

Staff responsibilities may include teaching, coordinating programs or activities, supervising other staff or students, providing study skills workshops or seminars, developing individualized learning packages or plans, tutoring (individually, in pairs, in groups, in labs, or in class), testing, proctoring, grading, evaluating programs, recordkeeping, reporting, giving tours, developing materials, demonstrating resources or software, promoting through public relations, monitoring budget or payroll, scheduling appointments, and may include clerical tasks, e.g., word processing, typing, filing, checking out resources, and maintaining data bases and spreadsheets.

Positions could include full-time and part-time employees, working on-site or remotely by phone, mail, or computer, and may be filled by peers, paraprofessionals, or professionals.

Some part-time staffing needs may be available through

1) Sharing staff with other departments,
2) Having faculty use LAC time as a committee assignment or as part of their required office hours or as part of a teaching load,
3) Using internal or external grants to provide staff, or
4) Developing internships or credit-bearing experiences for students.

B.) QUALIFICATIONS: Who Can Play?

Qualifications can be considered once the type of staff positions needed are determined and may differ depending on the expectations and responsibilities of the staffing positions selected and the amount of training provided.

General qualification considerations include content expertise which can be documented through degrees earned, coursework, grades, and work experience.

In the area of content expertise needed for positions as faculty and management, background should include degrees and should reflect experiences like those listed below:

* Prior experience in working with college students.
* Knowledge of the academic and affective skills needs of the student population to be served.
* Ability to listen and communicate effectively with diverse student populations and other staff in the center and in the institution and to deal with the students' affective and academic problems with patience and understanding and yet know when to be firm.
* Understanding of the institution's policies and procedures
* Good group and one-to-one communication skills.
* Analytical and problem-solving skills.
* Flexibility in adapting skills development techniques to student's needs without forcing students into predetermined skills approach.
* Open to learning about the skills development programs of other professionals in the center and other colleagues in the field and willing to integrate new information and programs and to tailor them to the needs of students using the center.
* Adherence to center and institutional policies and procedures.
* Commitment to the center with quality service to students.
* Responsible.

STAFF TRAINING NEEDS: What Do They Need to Know?

Assess training needs for any of the positions included from the last section. Many learning center programs use professionals or paraprofessionals for certain programs. Well-trained and supervised paraprofessionals can fill many of the staff needs. Paraprofessionals can include graduate and undergraduate interns, retired persons with educational "field" experience, "field" experts volunteering time to give back to the community, certified tutors, and other part-time and full-time employees.

Research into successful programs has identified training as a major factor of success. Often training is "put on the shelf" to be developed later when time and/or money is more available--which never comes to pass. Training should be a major consideration at the beginning of any program and should evolve to meet the continually changing needs of staff in the program. (Maxwell, 1990; Roueche, 1983; Sheets, 1994).

The International Tutor Certification Training Program (ITCP) of the College Reading and Learning Association (CRLA) has been endorsed by regional and national organizations around the world (contact CRLA to become a certified program through ITCP). It requires your program to provide the following information.

A) Tutor program objectives

B) Amount and duration of tutor training--one of the following:
   1) minimum of ten hours of tutor training
   2) A quarter/semester tutor training course
   3) A quarter/semester of tutor training (Non-course work)

C) The modes of training--classroom instruction and/or workshop instruction PLUS any combination of the following:
   1) tutor training videotapes
   2) conferences with tutor training/supervisor
   3) special tutor projects
   4) other

D) The topics/areas covered in training (for the three levels of tutor certification):
(1-Regular, 2-Advanced, and 2-Master)
Fifteen guidelines are offered as topic choices. A minimum of eight of the following topics must be covered from this list:
   1) definition of tutoring and tutoring responsibilities
   2) basic tutoring guidelines
   3) techniques for successfully beginning and ending a tutoring session
   4) some basic tutoring "Do's"
   5) some basic tutoring "Don'ts"
   6) role modeling
   7) setting goals/planning
   8) communication skills
   9) active listening and paraphrasing
   10) referral skills
   11) study skills
   12) critical thinking skills
   13) compliance with the ethics and philosophy of the tutor program
   14) modeling problem solving
   15) other

E) The tutor certification process--CRLA's guidelines for tutor selection:
   1) written approval of a content/skill instructor AND/OR
   2) endorsement of tutor trainer/ supervisor PLUS at least one of the following:
   3) grades of "A" or "B" in the subject being tutored
   4) documented experience equivalent to #3
   5) other

F) The tutor evaluation process (all of the following)
   1) a formal/informal evaluation process in place
   2) formal/informal evaluation occurs on a regular basis
   3) the results of the evaluation process are known to the tutors

Though the training certification program described above focuses on tutoring, many of the topics, e.g., communication skills, problem-solving strategies, learning styles, study skills development resources, and referral skills which may be chosen would be appropriate for other center staff as well, e.g., receptionist, secretary, etc.

Providing training for staff will enhance the consistency and quality of services provided. Certifying tutors as part of an internationally recognized program will greatly enhance the program's credibility with students, staff, and faculty.

Model and foster an awareness of and respect for diverse needs of students and staff by discussing student diversity in terms of special needs (special services), age (differences in needs and expectations of adult reentry/first timers vs.

immediate high school graduates), cultural differences, and learning preferences (learning styles).

Recruitment for potential tutors can be achieved through

* Institutional job services, job postings, financial aid, or other offices
* Referrals by faculty of specific content areas or course tutors (preferably for next semester and for lower level courses)
* Honors programs or clubs
* Counselors, advisors, or reentry program coordinators who could recommend students who completed their struggle and would be good mentors for other struggling students
* Other local educational institutions
* Graduate or internship programs
* Community centers or services
* Newspapers or flyers
* Retirement centers or organizations
* Word of mouth, referral by other tutors

The evaluation process could include one or more of the following tools:

* Initial and/or ongoing evaluation by students
* Individual conferences with staff
* Evaluation by peer and certified tutors
* Evaluation by content area faculty
* Self-evaluation
* Written and/or oral evaluation by supervisor each quarter/semester

STAFF COMMUNICATION SYSTEM: How Do You Talk To Each Other?

After identifying the staff positions and their responsibilities and deciding how to select, train, and evaluate staff, you must decide how to keep them and yourself informed. This section deals with communication systems, supervision needs,

and compensation options which will help maintain a staff who will provide consistent, high quality services for the center.

Certified tutors can become mentors for new tutors and help keep communication lines open while mentoring new tutors in policies, procedures, and techniques for dealing with difficult tutoring experiences. Certified tutors as mentors can also provide extended supervision for an often limited number of professional center staff.

Regular staff meetings can help to keep all staff abreast of changes and continuing expectations. Mailboxes or staff cubbies can provide a place for staff to regularly check in and receive information updates. Foster strong affiliations between full-time and part-time staff. Encourage special efforts to keep part-time staff informed. Electronic mail can be an easy and effective communication tool for center top-down, bottom-up, and peer discussions, announcements, and information updates.

Ongoing anonymous written student evaluations of all staff collected and returned frequently can provide more honest communications to staff and supervisor as it provides insight into students' perceptions of staff performance.

An open-door policy for any staff to talk with supervisors or center administrator can keep communications flowing.

Center events (pot luck, open houses, tours, etc.) inviting center staff, faculty, institution administration, and/or students can help open many levels of communication and increase positive atmosphere in the center.

For many centers, pay is low and limited. Compensation for staff can include rewards aside from any dollars earned. Suggestions for rewards for staff follow:

* Hold a formal award ceremony recognizing staff who have completed a level of tutor certification as part of the institutional award ceremony or as a separate ceremony within the center with institutional administration present.
* Certification might be articulated with other educational institutions as a recognized advantage for students applying for a job, graduate assistantship, or internship.
* Provide credit-bearing training or tutoring experience for tutors.
* Offer to write letters of recommendation highlighting training that the staff received, positive comments from student evaluations on file, and specific knowledge of their attributes and qualifications that would make them an excellent candidate for a specific position.
* Discuss and publicize the type of educational experiences they will gain.
* For volunteers (one or more of the following):
    1) Have a center's plaque made with each volunteer's name inscribed to be placed in the center.
    2) Give recognition in an institution or center award ceremony.
    3) Give each volunteer a certificate of appreciation suitable for framing.
    4) Send a written letter of thanks to each volunteer for the services rendered.
    5) Contact the volunteer services supervisor and sing praises of the volunteers in your center.

Time and money spent on recognition of program staff and participants for their dedication, achievement, time, and efforts will be given back to the program ten times over in public relations by those participants and others they come in contact with.

Maxwell, M. (1990). "Does Tutoring Help: A Look at the Literature." Review of Research in Developmental Education, 7, (4), 1-5.

Roueche, S. D. (1983). "Elements of Program Success: Report of a National Study." New Directions for College Learning Assistance: A New Look at Successful Programs. pp. 3-10. San Francisco, CA: Jossey-Bass.

Sheets, R. A. (1994). "The Effects of Training and Experience on Adult Peer Tutors in Community Colleges." Doctoral Dissertation, Arizona State University, 1-5.

5. Image Development and Public Relations

Getting the word out is as important a planning tool as the actual design of the learning center. What good is the best learning center in the world if no one knows about it?

Living in this technological age makes this job easier than ever before. You have a myriad of mechanisms available to you to tell people about your programs. Still, getting the word out is only part of it. You must also know who you want to tell and why. Students? Naturally. But remember, your audience isn't simply those you serve. It includes those who make referrals to your program and, ultimately, those who make budget decisions that affect your future. So even before you consider how you plan to tell your story, you must identify those populations and individuals on campus who should be kept informed about the learning center, its programs, and activities.

Audiences to be considered

* Students?
* Prospective students and parents?
* Faculty?
* Librarians?
* Student Service Personnel?
* Deans?
* Chairpersons?
* Directors/Coordinators?
* Academic Advisors?
* Counselors?
* Clerical Staff?
* Bookstore Personnel?

Students, of course, are an obvious choice, but so are prospective students and their parents. This is particularly true if your learning center has a tutoring program and especially if it is a free service. Parents find comfort in knowing that help is available in the unlikely event that their children might face academic difficulties. Volunteer yourself or one of your professional staff to make presentations at campus programs designed for prospective students and their parents. Be part of the summer orientation programs on your campus. Talk to whomever will listen.

Naturally, you want to keep the faculty, deans, chairpersons, directors, academic advisors, and counselors informed about your services and the hours of those services so they can make those vital referrals. Equally important are the clerical staff on campus. They probably make as many referrals as the faculty. Students sometimes feel more comfortable asking a secretary where to go for help than they do asking their professor. Be certain to include the clerical staff in your list of those who receive the information that you disseminate so freely about the center's activities.

Early in the planning process, decide how often and what methods should be used to spread the word about the learning center and its programs. Make a list of those who receive information and opposite each name write down the frequency with which you will notify them. Obviously, you won't bombard the Academic Dean like you would the students and faculty. Likewise, you probably won't use the same methods to disseminate the information, so also include the method(s) on this list.

Consider the following options:

* brochures?
* handouts?
* flyers?
* bookmarks?
* catalogues?
* bulletins?
* newsletters?
* radio announcements?
* TV announcements? (Intra-campus video)
* slide-tape presentations?
* brown bag seminars?
* mini-lectures?
* sample presentations?
* tutoring schedules?
* campus newspaper?
* eMail? Internet?
* annual reports?

Consider the following suggestions as ways to disperse information:

* regular column/campus newspaper?
* regular spot/campus radio/TV station?
* program descriptions/college bulletin/catalogues/class schedules?
* announcements in classrooms?
* Student Life bulletin boards?

* literature racks in key spots for brochures, etc.?
* bookmarks in library, checkout at bookstore?
* presentations to special groups, i.e., athletics, minorities, international students, etc.?
* home page on the Internet?
* video presentation?
* campus tours?

Look around you and your campus. Is there an intra-campus video communication system that you can use for announcements? What about eMail? Or the internet? Do you have a special relationship with the library? the bookstore? the cafeteria? Would they let you display your brochures, flyers, etc., in a prominent place? Post flyers on campus and dormitory bulletin boards.

Finally, do not forget those people who make the budget decisions. An annual report can raise your credibility among that group very quickly. In addition, when faculty know your annual report is available, you'll receive telephone calls asking you to send them copies for their research.

An understanding of your campus and the population you serve is crucial to any public relations campaign. If you need assistance for this, seek out those offices that can provide you with a profile: public relations, admissions, registrar, etc. Only when you have a complete understanding of those you serve can you successfully market your program.

For those who might consider an outside marketing consultant, save your money. They're expensive and most campuses don't have that kind of money to spend on public relations. Once you have a feeling for those you will be serving and a picture of the services you will provide, you and your staff will be the best judges on how to get the word out. There are probably enough experts on your campus that you can do it and do it well. Unless you're extremely creative don't insist on designing your own brochures or taping your own video. Use the campus professionals. That's their job. Very often, your ideas can be implemented into a student project for a advertising or television class. Take advantage of these resources.

However you do it. Do it! The learning center should not be a well-kept secret! You should be part of all campus tours as a shining example of a caring campus community.

6. Needs Assessment

In this chapter, let's consider two factors as they relate to program need: the institution and the students. Both play important parts in determining the type of programs to be offered in your learning assistance center.

INSTITUTION:

Begin at the beginning by looking at your institution. Consider what you are: university, four-year college, two-year college, community college, technical college. Are you state funded or privately funded? What is the admission policy of your institution? Is it selective? Or is it open admission? Do you have a special admission program?

If you haven't done so recently, review the mission statement of your institution, so that you fully understand the goals set forth by your institution and how they relate to the community.

Next, ask yourself if the faculty, administration, and staff support the mission statement by actions as well as attitudes. What effect might their support or lack of it have on a learning assistance center? Make a list of both the favorable and unfavorable and weigh the results. If the faculty,

administration, and staff are on the side of a learning assistance center, the chances for success are greater.

Then, look at the students you serve. Is it an eclectic student body? Or do you serve only traditional-age students? Maybe the majority of students served are nontraditionals.

Consider the geographical service area. Is it regional? Do you serve students who live less than fifty miles from campus? Or do you serve the state? the country? Do you have a considerable international program? a disabled student program? Do most of your students live in residence halls or do they commute?

Just as important is the financial assistance situation on your campus. Is there a need for most of the students to work part-time to pay for their education or is their education covered by family or scholarships?

Does your institution attract students from high performance high schools? with SAT/ACT scores in upper ranges?

If not, what percentage of your student body comes to the institution prepared? unprepared? underprepared? Look at the attrition rates and the causes of attrition.

Compare the number of full-time students to the number of part-time students. And, consider the students' family. What is

the family attitude of the students who attend your institution? Do they value higher education?

Now analyze the institution and the student population information to determine where the gaps in services are and what the greatest needs are from this perspective.

STUDENTS:

To be effective a learning assistance center must address not only the academic needs of its clients, but the affective as well. Consider the information you gathered about the student population when you analyzed your institution and, if possible, survey, or at the very least, interview the people on your campus **directly involved** with students about their perception of student needs at your institution:

Individuals to contact may include:

- students
- student leaders
- faculty
- administrators of special populations programs
- academic advisors
- counselors
- librarians
- deans, directors

Based on the results of your survey or interviews, determine what academic and/or affective skills the learning assistance center should develop. Make a list of both categories.

If you like to second-guess yourself, you might make a list of both the academic and affective skills that you believe needed to be developed before you conduct your survey or interviews. Then, compare the two after you have gathered the information from the sources above.

Either way, prioritization is your next task. Begin as if money, staff, and space are not issues. You can then pare down the list as needed based on reality, but if you think about the constraints as you begin this process, you are defeated before you begin.

Take this process one step farther and consider what skills could be considered secondary, then tertiary, and so on until you have determined your initial programs and those you can add at a later date when more funds, more staff, and more space are available.

Although this process, as described above, seems simple enough, it can be the most exasperating. Those professionals who choose this field do so because they enjoy helping people, especially students, and they believe the learning assistance center should provide whatever help students need. Operating under this philosophy makes the process of elimination of services from the initial program, or at any time, a painful

experience. Remind yourself that until now there hadn't been any services. And, maybe next year and each year thereafter, if the initial center is successful, another service can be added. To make that happen, keep your pulse on the students and their needs and serve them to the best of your ability.

7. Program Design

Once matters such as where the learning center will be located, how much space has been allotted, and the size of the budget are settled, it is time to move ahead with the crucial subject of program design. This is where the vision for the center as its own building becomes the reality of some square footage in a basement (usually described by the powers-that-be as "the lower level" and previously devoted to storage) and a limited budget tax the creative flair that those same powers mentioned when they assigned this position to you.

Given the space, the budget, and the staff, which often starts out as one person--you, the process of designing a program which will provide everything originally envisioned begins with prioritization. Consider first the amount of time devoted to this assignment. If this is the only responsibility assigned, you are ahead of the game. If you have other staff, consider yourself extremely fortunate. Now, list all the services originally envisioned, then prioritize them based on need, space, and budget.

Will you deal only with academic concerns? What about the affective skills? Determine the objectives of each program and the approach level. Developmental? Remedial? Based on your

limitations, decide which programs will be included in your learning center.

What academic programs to consider

* reading comprehension?
* speed reading?
* mathematics?
* writing?
* grammar and usage?
* spelling?
* vocabulary?
* study skills?
* goal setting?
* basic skills tutoring?
* content tutoring?
* supplemental instruction?
* English as a Second Language?
* Learning Disability assistance?
* Content matter modules?
* Graduate School test preparation?
* others?_____

Weigh this list carefully with the population you will serve. What approach will you use? Remedial? Developmental? What are the objectives of the service?

What affective programs to consider

* test anxiety?
* stress/relaxation?
* confidence?
* positive self-concept?
* concentration?
* motivation?
* values clarification?
* counseling?
* educational/cultural adjustment for international student?
* assertiveness training?
* anxieties? mathematics? public speaking?
* concerns of nontraditional students?
* others?_____

From the list above, determine which affective skills you will include in your program and the basic objective of each. Will the skills be offered as self-contained programs or will they be integrated into the academic program?

Next, look at the format of the instructional programs in your center. Will they be credit or noncredit or both? Will they be required or voluntary? What about the length of the program? Make these determinations for each program.

The learning center will either be an academic or a student affairs department. If you have a choice, remember that during a budget crisis, academics almost always fare better than student affairs. Of course, another consideration here would be personnel. Would you prefer to report to the Academic Dean or the Student Affairs Dean? This varies from campus-to-campus. Although the budget may be better under academics, if the Academic Dean looks unfavorably upon the learning center concept, you may be better served on the other side.

If you plan to offer credit programs, what procedures must be followed to gain credit-granting status? If the programs are mandatory, what procedures are involved to accomplish this?

Thought should also be given to the length or duration of each skills program. If they are credit-granting, this will be determined for you, but if not, you need to decide the number of sessions, how many per week, how many weeks? Which brings us to format. How will programs be presented?

What methods to consider

* classroom instruction?
* large groups?
* small groups?
* individualized?
* lecture-oriented instruction?
* process-education based instruction?
* discussion sessions?
* workshops?
* seminars?
* computer-assisted instruction?
* audio-visual instruction?
* combination of individual and group instruction?
* email? Internet?
* distance education?

It may be that you will offer one program using a variety of different delivery systems. Be open to new delivery systems, but whatever you decide, always bear in mind the mission of your learning center and the population you serve.

8. Program Materials

This chapter deals with the materials that will be needed in order to deliver the instructional programs of the learning assistance center. Begin your planning with a list or programs or services that will be housed in the center and then make tentative lists of equipment, furnishings, and resource materials that will be used by these programs. It may be helpful to consider the types of materials that are used in other programs. Again, pick the brains of your colleagues. Don't re-invent the wheel! There isn't time and it isn't necessary.

While it isn't widely done, some learning assistance center's provide some materials for students. If this a service you wish to provide, then you need to determine what materials you will provide and what materials you will expect students to provide.

Most learning assistance centers require equipment for their instructional programs. Determine what equipment is available through the media services department on your campus and how accessible it is. If you cannot be guaranteed that you will have access to a particular piece of equipment when you need it due to scarcity of that item, then consider purchasing the equipment and keeping it in the center. However, some of this high-technology

equipment is so expensive that is not cost-effective to purchase, unless you use it most of the time.

Equipment can be classified as either instructional or operational. Instructional equipment would include:

* television/VCR combos
* overhead projectors
* projection screens
* chalkboards
* computers
* printers
* tape recorders
* LCMs
* flip charts
* slide and/or film strip projectors

Operational equipment would include:

* desks
* chairs
* bookcases
* file cabinets
* tables
* chairs
* telephones
* computers
* printers
* storage cabinets
* a typewriter

Next, determine the kinds of instructional materials you will use most frequently in your programs. When planning purchases of instructional and student learning materials, remember to have materials that will meet the needs of all students regardless of their learning styles. This means looking

for materials in the following categories: print, audio, film, video, and software.

Some of the commonly used instructional materials are:

* programmed texts
* work books
* content-specific texts
* skills-specific texts
* center-produced materials
    + handouts
    + brochures
    + packets
    + study guides
* academic texts
* audio-visual materials
    + video tapes
    + overhead transparencies
    + audio cassette tapes
    + slides
    + film strips
* computer materials
    + CD-ROM programs
    + software packages
    + networked programs
    + computer disks
    + computer paper

As painful as it may be, security measures to minimize pilfering of equipment and materials must be a consideration. Also, consider panic beepers and/or cordless telephones when appropriate to safeguard center personnel as well as students using the center.

Depending on the size of your center and the instructional programs you provide, you may have a need for additional facilities in which to conduct classes, workshops, and/or

seminars. Explore the possibility of having one of two classrooms assigned to the learning assistance center each semester. This would provide you a first chance to schedule in that space each semester. In some institutions, after you have scheduled that space, you still are notified if someone else has requested that space for another time. In other words, you still maintain priority scheduling for that space, but if there's no time conflict the space can be used for another program. This system provides an institution with a space-effective program when space is at a premium and provides a viable solution for all concerned.

Whatever budget you are allotted for equipment use it wisely and remember to request new equipment each year. We live in a computer-age. And the fact is that the computer, like the latest encyclopedia, is obsolete before it's unpacked.

9. Balancing Expectations and Resources

As you plan the first or redesign the current learning center, consider your institution as a whole. Take an objective look at what is already provided by the institution. It is important to consider your center within the context of your institution and its resources. What you want to avoid is the unnecessary duplication of services which already serve the institution well. Consider the possibility of using resources already in place on a referral basis by sharing responsibilities or by expanding programs. There is, of course, less danger that this would occur when redesigning a center, but territorialism, which is rampant within some university settings, could raise its ugly head unless you deal with it from the onset.

Here are the key issues to consider with regard to existing academic programming:

1. Are there academic and/or affective programs on your campus that currently offer programs similar to those you anticipate including?

   Do the academic skills programs include

   * credit courses?
   * noncredit courses?
   * math?
   * reading?
   * English/writing?
   * study skills?
   * tutorial programs?
   * academic advising programs?

* supplemental instruction programs?
* ESL?
* disability assistance?

Do the affective programs include

* counseling?
* self-help seminar or programs?
* mentoring programs?
* student services programs?

Here are the key issues to consider regarding currently existing resources:

How would your learning center exist with current resources?

* duplicate existing services?
* can duplication be justified?
* differ from similar programs?
* can duplication for similar, but different programs be justified?
* can you tap into currently existing resources?

Methods for facilitating coordination between your learning center and currently existing resources/programs

* sharing responsibilities?
* referral system?
* support for expansion?

Reasons why facilitating coordination between your learning center and currently existing efforts may not happen

* efforts with other resources in place?
* cross-departmental problems?
* political problems?
* philosophical differences?
* differences in approach or methodology?
* financial constraints?
* personality conflicts?
* time schedule conflicts?

* restrictions due to grant support?
* other?

You want the best possible beginning for your learning center, so learn the art of compromise. If problems or conflicts arise with regard to duplication of services, etc., consider the problem and/or the conflict as well as its remedy. In some cases, there may not be one. If so, drop it. You don't want to risk alienating those who are firmly entrenched within the campus community who are providing services which you can only duplicate. Put the idea in question in your "wish list" file and move ahead with a solid, but unique, program which will service the audience defined without any duplication of services. CAUTION: Keep that "wish-list" file handy. For certain, one thing you can count on in higher education is change. You may not start out with all the programs you want, but you may very well end up with all or most of them once you have proved your worth.

10. Evaluation

The importance of evaluation cannot be over emphasized. Just as word must get out about the learning center, the progress should be closely monitored for effectiveness. Are you fulfilling the mission of the center? Are you serving the needs of the students? The methods used and frequency of their use will depend on the program and the campus, but evaluation must be done on a regular schedule.

Evaluation should provide information about the effectiveness as well as the efficiency of the center and its programs. By monitoring the activities of the center, a determination can easily be made about whether the mission and goals of the learning center are being met. Evaluation through feedback from students, faculty, and staff should be the basis for changes in direction and/or the addition or deletion of programs.

Feedback from the various populations can be achieved through several means, but should ask questions that provide the following information:

* Student's assessment of academic skills improvement
* Student's assessment of affective skills improvement
* Student's assessment of instructional approaches to skills development or remediation
* Student's assessment of instructional materials

* Student's assessment of instructional resources and facilities
* Student's assessment of instructors and/or facilitators
* Student's assessment of the learning center and its separate components
* Student's suggestions and comments

All faculty should provide an evaluation of the programs for which they have responsibility. In addition, they should evaluate the learning center as a whole.

* Faculty's assessment of academic skills improvement
* Faculty's assessment of affective skills improvement
* Faculty's assessment of instructional approaches to skills development and/or remediation
* Faculty's assessment of instructional materials
* Faculty's assessment of instructional resources and facilities
* Faculty's assessment of learning center efficiency
* Faculty's assessment of communications between learning center personnel and instructors
* Faculty's assessment of the effectiveness and appropriateness of methods and materials used with populations served
* Faculty's suggestions and comments
* Faculty's observations of potential problems and possible program changes

As you consider evaluation, please weigh the following issues:

* How will you collect, tabulate, and report the evaluation information?
* Should evaluations be written or oral?
* Should evaluations be anonymous or signed?
* What evaluations will be required by your department head? funding sources?
* What is the nature of information that the learning center will be expected to generate?
* Can the system you propose to set up for internal evaluation provide the kind of information that will be needed for external reports?

* Will data provided by the evaluations offer sufficient information needed to make decisions about future programs, additions/deletions to current programs, and/or assist with goal-setting and long-range planning?

Testing may also be a component of the learning center evaluation system. Basically, there are two types of tests to be considered: diagnostic/prescriptive and progressive.

Whether or not you use testing will depend on the type of learning center you are. If staffing permits diagnostic/ prescriptive programs to determine the student's need to develop or remediate a skill, then you may employ standardized tests, home-grown tests, checklists, student's self-reports or direct observation of student performance of skill. If an instructional program is part of your center, then progressive tests will be used to determine progress throughout the curriculum. Computer-generated tests as well as home-grown exams, checklists, essays, direct observation, presentations, speeches, etc., may be part of the system.

The system of evaluation is not nearly as important as the fact that there must be one. Again, consider your program, your students, and your campus when you design this component of your program.

APPENDIX

DRAFT COPY OF STANDARDS EXPECTED TO BE ADOPTED BY NADE IN 1996.

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COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

NADE CONFERENCE 1996

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This is a draft of the revised Standards and Guidelines for Learning Assistance Programs. It is the first revision since the original document was published by the Council for the Advancement of Standards (CAS) in 1986.

Bold print statements are CAS General Standards that are required to be incorporated into the standards document of each specialty area, in this case, learning assistance programs. General Standards cannot be changed or eliminated. The proposed standards and guidelines for learning assistance programs are in regular print. Standards are "must" statements and guidelines are "should" statements.

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

I. MISSION

The mission of a learning assistance program must be to assist students in developing the skills and strategies to become confident, independent, and active learners. The learning assistance program and services must enable students to meet the challenge of the institution's academic standards, guide students in their adjustment to the college learning environment, and prepare students for a lifetime of self-sufficient learning. The learning assistance program and the faculty, staff, and administrators of the institution must be collaborative partners in formulating an integrated and effective response to the learning needs of the student population.

Models of learning assistance programs vary significantly because the structure and function of a program must be designed to specifically address the unique characteristics of its parent institution. These characteristics include the mission and goals of the institution, the role and purpose of the learning assistance program within the institution, the administrative or academic division under which the program is organized, and the demographics of the student population. Although there are many models and forms of learning assistance programs, collectively, learning assistance programs should share the following common goals which are:

1. to regard learners as the central focus of the learning assistance program;

2. to assist any member of the campus community who strives to achieve the maximum personal potential for learning;

3. to provide instruction and services that promote cognitive, affective, and socio-cultural learning and, thus, address the needs of the whole student;

4. to introduce students to the learning expectations and culture of higher education;

5. to develop in students a positive attitude towards learning and confidence in their ability to learn;

6. to foster personal accountability for learning and teach students to plan, monitor, and evaluate their own learning;

7. to provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population served by the program;

8. to assist students in transferring the skills and strategies they are developing to their academic work across the curriculum;

9. to provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development activities; and

10. to support the academic standards and requirements of the parent institution.

The learning assistance program **must develop, record, disseminate, implement and regularly review its mission and goals. The learning assistance mission statement must be consistent with the mission and goals of the institution and with the standards of this document.** The mission statement must also state the purpose of the program, explain its relationship to the institutional mission and goals, specify the population it is intended to serve, describe its instructional programs and services, and outline the goals the program is to accomplish. The mission statement may also make comparisons of the learning assistance program to programs at similar types of institutions.

II. PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and co-curriculum.

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

Learning assistance programs and services must promote learning and development in students by advancing the cognitive and affective skills, strategies, and processes necessary for achieving academic proficiency and success and for achieving personal learning goals.

Learning assistance programs and services must assess the cognitive and affective skills, strategies, and processes of students.

Formal and informal diagnostic procedures should be conducted to identify skills, strategies and processes which the student should further develop to meet the levels prescribed or required by the institution or which are known to be necessary for college learning.

Assessment results are shared with the student to formulate an appropriate and clear plan of instruction and recommendations that will meet the needs of the student.

The instruction and services of the learning assistance program must encourage students to become independent, successful and confident learners.

The scope of the learning assistance program's instruction and services is determined by its mission and goals which are based on the needs and demographics of its student population and on the institutional role and purpose of the program. Some programs offer basic skills courses for credit; others do not give credit. Some offer voluntary classes; others require basic skills classes.

Some assist specific student populations; others serve the entire student population at all academic and developmental levels.

In general, learning assistance programs should provide instruction and services for the development of reading, mathematics and quantitative reasoning, writing, critical thinking, problem solving, and study skills. Subject matter tutoring, adjunct instructional programs and Supplemental Instruction groups, time management programs, freshman seminars, and preparation for graduate and professional school admissions tests and for relevant professional certification tests may also be offered. Math, reading, writing and computer laboratories can also be part of the instructional and support services of the learning assistance program.

Learning assistance programs and services must encourage **outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem,** metacognitive and learning style awareness, self-monitoring strategies, and the **ability to work independently and collaboratively.**

The program must address, either directly or by referral to appropriate campus resources, the affective needs that influence learning.

Affective needs often include: stress management, test anxiety reduction, assertiveness training, concentration improvement, motivation improvement, **clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, achievement of personal goals** and other topics that have a positive effect on a student's confidence, self-concept, and ability to achieve academically.

The learning assistance program must also modify instruction and services to accommodate the learning needs of students with physical and learning disabilities.

Support for students with disabilities should be provided in collaboration with other programs and services of the institution that are specifically responsible for general accommodations for students with disabilities.

The learning assistance programs and services must promote the transfer of appropriate cognitive and affective skills, strategies, and processes to the student's formal academic learning environment. Systematic feedback must be given to students concerning their progress in reaching cognitive and affective goals.

The feedback system should also encourage students to use self-feedback methods which apply the metacognitive and self-monitoring strategies students are developing. Students should be assisted in practicing the transfer and application of the skills that are learned in the program to academic learning tasks across the curriculum.

The learning assistance program and services must refer students to appropriate campus and community offices for support with personal problems, learning disabilities, financial difficulties and other areas of need outside the purview of the learning assistance program.

Learning assistance programs and services must promote an understanding of the learning needs of the student population and the program's role in supporting the academic

mission of the institution. Staff must share knowledge of how to help students develop appropriate learning skills, attitudes, and behaviors with faculty, staff, and administrators.

The program should be a resource to other members of the campus community who are interested in knowing and learning about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning centers promote this understanding include:

• establishing advisory boards consisting of members from key segments of the campus community;

• holding periodic informational meetings with staff, faculty, and administrators;

• extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning needs of their students;

• participating in staff and faculty development and in-service training programs on curriculum and instructional approaches that address the development of learning skills, behaviors, and attitudes;

• encouraging the use of learning assistance program resources, materials, instruction and services as integral or adjunct classroom activities;

• conducting in-class workshops that demonstrate the application of learning strategies to the course content;

• training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer mentors, and advisors;

• providing jobs, practica, courses, internships, and assistantships for graduate students professionally interested learning assistance and related careers; and

• disseminating information that describes the programs and services, hours of operation, procedures for enrolling or scheduling appointments through college publications (e.g., catalogs, student handbooks, and brochures); through informational presentations to students, staff and faculty members; and through campus and local media announcements.

III. LEADERSHIP

Effective and ethical leadership is essential to the success of learning assistance programs and services. **Institutions must appoint, position and empower learning assistance program administrators within the administrative structure to accomplish stated missions.**

The learning assistance program administrator should have a significant position in the institutional administrative hierarchy to participate in policy, procedural, planning and fiscal decisions of the institution that affect the unit and that affect learning support for students in both academic and student affairs.

The learning assistance program administrator must be selected on the basis of formal education and training, relevant work experience, personal attributes and other professional credentials. Institutions must determine expectations of accountability for learning assistance program administrators and fairly assess their performance.

The administrator of the learning assistance program should be a well-qualified educator who is experienced in the field of learning assistance and who is informed and knowledgeable about the learning needs of students in higher education and how to address those needs. The administrator should demonstrate strong management skills such as the ability to plan, implement, and evaluate a program; to lead and supervise personnel; and to manage fiscal resources.

The learning assistance program administrator should demonstrate leadership in the field through such activities as research, publication, presentations, consultation, and involvement in professional organizations.

Administrators of learning assistance **programs and services must exercise authority over resources for which they are responsible to achieve their respective missions.**

The administrator should control the programs, services, policies, procedures and fiscal resources of the learning assistance program.

Learning assistance program administrators **must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise and develop others in the learning assistance program; manage, plan, budget and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Learning assistance program administrators must address individual, organizational, or environmental conditions that inhibit goal achievement. Learning assistance program administrators must improve programs and services continuously in response to changing needs of students and institutional priorities.**

The learning assistance program administrator is responsible for:

• establishing, and revising as necessary, the learning assistance program mission, goals, and objectives based on knowledge of student needs and demographics and the needs of the institution;

• being informed of issues, trends, theories, and methodologies that enable the learning assistance programs and services to respond dynamically and proactively to student needs and changes in institutional and instructional priorities, policies, and procedures;

• modeling, articulating, and enforcing appropriate ethical behavior expected of program staff and clients;

• recruiting, selecting, hiring, training, supervising, evaluating and, if necessary, terminating staff in accordance with institutional policies and procedures;

• managing program planning, implementation and evaluation;

• facilitating communication with academic and support units to generate collaborative and integrated institutional approaches to fostering the academic success of students;

• representing and articulating the needs and interests of the learning assistance program and its clients on institutional committees; and

• establishing and maintaining effective communication with professional constituents of the learning assistance field and other related professions.

IV. ORGANIZATION AND MANAGEMENT

Learning assistance programs and services must be structured purposefully and managed effectively to achieve stated goals.

Learning assistance programs should be a separate and independent unit within the division to which it reports. The administrator of the learning assistance program should report directly to the chief administrator of its division.

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

To promote effective communication, productive interaction and collaboration across key units of divisions, the learning assistance program should have representation on committees that address topics relevant to the implementation of the mission and goals of the program. Some examples include committees examining retention, orientation, basic skills, learning communities, freshmen seminars, probation review, academic standards and requirements, curriculum design, assessment and placement, and faculty development. The learning assistance program can also promote communication, interaction, and collaboration through a broadly constituted advisory board or by creating a network of consultants or contact persons with key units of the institution.

Evidence of appropriate learning assistance program structure must include current and accessible policies and procedures, written performance expectations for all employees, functional work flow graphics or organizational charts, and service delivery expectations.

The learning assistance program provides written policies and procedures for staff and clients; written job descriptions and expected performance outcomes for all members of the staff including student staff; written goals and objectives for staff development and student employee training components; and written goals, objectives, and anticipated outcomes for each program and service.

Procedures for collecting, processing, and reporting student assessment and program evaluation data are written and distributed to appropriate staff.

Evidence of effective learning assistance program management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems and recognition and reward processes.

Regularly scheduled staff meetings are held to share information; to coordinate the planning, scheduling, and delivery of programs and services; to identify and discuss potential and actual problems and concerns; and to collaborate on decisions and solving problems.

The learning assistance program administrator meets with individual staff members on a periodic basis to exchange ideas, formulate plans, provide feedback, and discuss concerns. The administrator conducts annual performance appraisals according to institutional policies and procedures.

Learning assistance programs and services must provide channels within the organization for regular review of administrative policies and procedures.

The learning assistance program conducts a periodic review and revision of all policies and procedures, job descriptions, program and services objectives, goals, and outcomes. It also identifies the need for further training and additional staff development.

V. HUMAN RESOURCES

Each learning assistance program must be staffed adequately by individuals qualified to accomplish its mission and goals. The size, scope, and role of the staff are determined by the mission of the learning assistance program and the student population it serves. Staff-to-student ratios, therefore, must be based on factors such as:

- the types and extent of programs and services offered;
- the range and level of learning needs of the student population served;
- institutional commitment to special populations of students, such as culturally and ethnically diverse students, international and English-as-a Second language students, student athletes, returning students, and students with physical and learning disabilities;
- institutional priorities and academic requirements for specific disciplines; and
- the number of contact and instructional hours necessary to properly assist students.

Learning assistance programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. If joint appointments are employed to supplement staff, the individuals must be committed to the mission, philosophy, goals, and priorities of the learning assistance program and must possess the necessary expertise for assigned responsibilities.

Adequate time and financial support should be allocated for professional development activities. Staff should be encouraged to conduct research and to publish professional papers that will contribute to the knowledge and practice of the profession. Staff should be encouraged to attend and to present at local, regional, and national conferences, and to participate in work of committees, task forces, and special interest groups.

Professional staff members must hold an earned graduate degree in a field relevant to the learning assistance position description or must possess an appropriate combination of education and experience.

The director should have an earned graduate degree in a relevant discipline and professional experience in learning assistance program design, instruction, evaluation and administration.

Professional staff should have earned degrees from relevant disciplines such as reading, English, mathematics, student personnel and student development, guidance and counseling, psychology, or education. Learning assistance professionals must possess knowledge and expertise in learning theory and in teaching and assessing the particular strategies and content for which they are responsible. In addition, they must be aware of the unique characteristics and needs of the various populations they assist. Learning assistance program professional staff should also be capable of varying and adjusting pedagogical approaches according to the learning needs and styles of their students, to the nature of the learning task, and to content of academic disciplines across the curriculum.

The functions and roles of learning assistance program professional staff are multi-disciplinary and combine the expertise and practices of various fields. Learning assistance professionals should be knowledgeable and appreciative of learning assistance practices beyond their own personal area of specialization.

Courses of study and internship experiences applicable to this multi-disciplinary profession include but are not limited to:

- content-specific coursework that includes theories, strategies, and assessment of reading, writing, and mathematics
- application of learning strategies across the curriculum
- learning disabilities and special education
- design and implementation of workshops in areas such as time management, stress management, and anxiety reduction
- English as a second language
- adult development and adult learning
- history and philosophy of learning assistance
- developmental, cognitive, affective, and socio-cultural theories of learning
- cognitive psychology including cognitive processes, memory, critical thinking and problem solving
- testing, measurement, and evaluation
- research methodology
- organization, administration, and management in higher education
- instructional technology and computer-assisted instruction
- instructional design, development, methodologies
- curriculum design and development
- counseling, guidance, and advising

• group leadership, dynamics, and processes
• human relations training
• state and federal regulations applicable to programs, services, and clients of learning assistance programs.

Learning assistance program professional staff should be competent and experienced in:

• written and oral communication skills;
• working with college and adult learners, faculty, and administrators;
• working in a culturally and academically diverse setting
• collaborating with academic and student affairs units;
• teaching at the college level;
• designing and implementing instructional strategies including collaborative learning, cooperative learning, and reciprocal teaching; and
• training, supervising, and mentoring paraprofessionals and preprofessionals; and
• identifying and establishing lines of communication for student referral to other institutional units.

Other abilities and expertise that are valuable in the execution of the duties of professional staff include: counseling and advising techniques to respond appropriately and holistically to the needs students report; experience in training, supervising, and mentoring paraprofessionals and preprofessionals; and consultation and negotiation skills for interacting and collaborating with colleagues throughout the campus community.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

The learning assistance program should be informed of the policies and procedures to be followed for internships and practica as required by the students' academic departments. The roles and responsibilities of the learning assistance program and those of the academic department are clearly defined and understood by participating staff, faculty, and students.

Learning assistance program student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students and others in need of assistance to qualified professional staff.

Learning assistance program paraprofessional staff can be undergraduate or graduate students. Adequate training and supervision are essential and required. Paraprofessional staff or graduate students may perform professional duties if properly trained and supervised by professional staff.

Professional organizations are valuable resources of information for creating and implementing successful paraprofessional programs within learning assistance programs. The National Association for Developmental Education (NADE) Self-Evaluation Guides can serve as a framework for developing all components of a tutorial program. The tutor training criteria recommended in the Tutor Certification Program Guidelines of the College Reading and Learning

Association (CRLA) is a comprehensive list of training topics and agendas that should be addressed.

The learning assistance program must have secretarial and technical staff adequate to accomplish its mission. Such staff must be technologically proficient to perform activities including reception duties, office equipment operation, records maintenance, and mail handling. The secretarial and technical staff of learning assistance programs must be knowledgeable of and sensitive to the concerns, needs, and characteristics of the program's clients.

Secretarial and technical staff should be updated on changes in programs, services, policies and procedures in order to expedite smooth and efficient assistance to clients. Staff development workshops in assertiveness, effective communication, conflict resolution, and handling confidential information should be available.

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

To reflect the diversity of the student population, to ensure the existence of readily identifiable role models for students and to enrich the campus community, the learning assistance program must intentionally employ a diverse staff.

Affirmative action must occur in hiring and promotion practices as required to ensure diverse staffing profiles.

VI. FINANCIAL RESOURCES

The learning assistance program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

Adequate budget allocations should be provided from regular institutional funds for:

- professional and clerical staff salaries, and where applicable, paraprofessional and preprofessional staff salaries which are commensurate with salaries of equal positions across the institution;

- data management and program evaluation processes;

- purchase and maintenance of office and instructional furnishings, supplies, materials, and equipment including computers and copiers;

- printing and media expenses;

- phone and postage costs;

- institutional memberships in professional organizations;

• subscriptions to professional publications;

• attendance at conferences, workshops, and other activities that contribute to the professional development of learning assistance program staff;

• library of professional materials for staff and tutors;

• on-campus technical support for computer hardware and software maintenance, trouble-shooting, and repair;

• on-site training of learning assistance program personnel in the use and operation of all existing and new equipment, computer hardware and software;

• training to meet newly mandated requirements for services;

When substantial changes occur in the mission, goals, and programs of the learning assistance program resulting in program and service expansion or substantial changes, budget adjustments must occur in the salary and operational financial resources to sustain the program growth or alterations.

Prior to implementing new program additions or expansion, a financial analysis should be performed to determine the amount and availability of financial resources required to support the addition or expansion.

If a program is successful in obtaining non-institutional funding, these funds should not replace regular institutional funding to support salaries and operational budgets of existing core programs and services.

If institutional financial support is decreased resulting in diminished salary and operational budgets, the mission and goals of the learning assistance program must be revised to reflect resulting program alterations.

Decisions on program and service reductions should reflect an analysis of actions that will have the least detrimental impact on altering the mission and goals of the learning assistance program.

VII. FACILITIES AND EQUIPMENT

A learning assistance program must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities for the learning assistance program must occupy a central location that is convenient and accessible to students, faculty, and other clients. The facilities and equipment must support the nature of programs and services that are provided and also the means by which these programs and services are delivered. As changes in the learning assistance program's missions and goals necessitate alterations in programs and services, funds and space must be available for necessary facilities and equipment.

Facilities and equipment should include:

• flexible and adaptable space with the capacity to adjust to changes in the delivery of programs, service, and instruction;

• space design that allows for simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality;

• classrooms, labs, resource rooms, media and computer centers; small group and one-to-one tutorial space;

• private, sound-proofed areas for testing, counseling, and other activities that require confidentiality or intense concentration;

• interview and meeting space;

• adequate office space for professional, preprofessional, paraprofessional, and clerical staff;

• a prominent reception and general information area with comfortable seating;

• appropriate and comfortable acoustics, lighting, ventilation, heating and air-conditioning with easy access to the controls of these systems;

• adequate resource center to house and circulate instructional materials including textbooks, workbooks, filmstrips, audio and video tapes, and computer software;

• adequate technical services and support space to house instructional equipment including audio and video tape players and monitors, projection equipment; calculators; and computers and printers;

• permanent and portable chalk boards, bulletin boards, and projection screens;

• office supplies and equipment for word processing, database management and other forms of computing; duplication and printing; voice and electronic communication;

• furnishings that are attractive, durable, comfortable, and adaptable to support the office, personnel, instructional, and service functions of the program;

• adequate and secure storage for equipment, supplies, instructional and testing materials, office correspondence and confidential records; and

• climate control and sufficient electrical conduits, circuits, wiring, and outlets to support current and future technology.

Sufficient funds should be available to properly maintain facilities and equipment including maintenance agreements and periodic replacement or repair of furniture, equipment, flooring, window covering, and wall surfaces.

Facilities and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, and safety.

The learning assistance program facilities are accessible to physically challenged students. Furnishings, instructional materials and media can be adapted to accommodate physically challenged students and students with learning

disabilities as required by the Americans with Disabilities Act (ADA) and other federal regulations.

VIII. LEGAL RESPONSIBILITIES

Learning assistance program **staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations are: constitutional, federal, and statutory, regulatory, and case law, mandatory laws and orders emanating from federal, state, provincial and local governments and the institution through its policies.**

Learning assistance program **staff members**, including student staff, **must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents.** Learning assistance program policies must be reviewed for potential liability to the program, its staff and its institution and altered accordingly if necessary. **Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.** Policies and emergency procedures for crises management must be available and reviewed. Staff members must have institutional access to legal advice relevant to their duties and responsibilities.

The institution must inform learning assistance program **staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.** The institution must provide staff development programs to educate learning assistance program staff of these changes.

IX. EQUAL OPPORTUNITY, ACCESS AND AFFIRMATIVE ACTION

Learning assistance program **staff members must ensure that services and programs are provided on a fair and equitable basis. Each facility, course, program and service must be accessible** to all populations included in the mission and goals of the learning assistance program. **Hours of operation must be responsive to the needs of all students.** Learning assistance programs and services are modified periodically according to results of assessments and evaluations and to institutional changes in student demographics.

Each learning assistance **program and service must adhere to the spirit and intent of equal opportunity laws.** Individual differences in the learning strengths, needs, and styles of students must be acknowledged and addressed by the learning assistance program.

Learning assistance **programs and services must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.**

Consistent with their mission and goals, learning assistance **programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

X. CAMPUS AND COMMUNITY RELATIONS

Learning assistance programs and services must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

The learning assistance program should:

- be integrated into the academic offerings of the institution;

- establish communication with all key academic and student services units
  - to encourage the exchange of ideas, knowledge, and expertise;
  - to provide mutual consultation, as needed, on student cases;
  - to expedite student referrals to and from the learning assistance program; and
  - to collaborate on programs and services that most efficiently and effectively address the needs of students;

- comply with pertinent academic and other institutional policies and procedures;

- disseminate timely information about current learning assistance programs and services and explain how these programs and services can meet specific needs of students;

- provide information about the unique characteristics and special needs of the learning assistance programs' clientele to the campus and community;

- encourage academic and student service units to work together and share their knowledge and expertise about the needs of students and how to assist them;

- establish a relationship with the local community in order to facilitate the development of learning assistance resources such as volunteers for tutoring and technical support; and

- provide training and consultation to community-based organizations, e.g., literacy associations, corporate training, and school district-based tutorial services.

XI. DIVERSITY

Within the context of each institution's unique mission, multi-dimensional diversity enriches the community and enhances the college experience for all; therefore, learning assistance **programs and services must nurture environments where similarities and differences among people are recognized and honored.**

Learning assistance **programs and services must promote cultural educational experiences that are characterized by open and continuous communication, that**

deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures.

> The instructional content and materials of learning assistance programs should provide opportunities to increase awareness and appreciation of the individual and cultural differences of students. Each student should be encouraged and given the opportunity to participate in the instructional and activities conducted by the learning assistance program. The learning assistance program should also be a conduit for assisting students in understanding and participating in the higher education culture.

Learning assistance **programs and services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.** Learning assistance programs and services must be responsive to the individual learning strengths, needs, and styles of its student population.

XII. ETHICS

All persons involved in the delivery of learning assistance **programs and services to students must adhere to the highest standards of ethical behavior.** Learning assistance **programs and services must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service.** Learning assistance **programs and services must publish these statements and insure their periodic review by all concerned.**

All learning assistance **program staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law.** All staff must receive training in what constitutes confidential information and how properly to obtain, process and record confidential information that is necessary for their specific role within the learning assistance program.

Information disclosed in individual learning assistance **sessions must remain confidential unless written permission to disclose the information is given by the student. However, all learning assistance program staff members must divulge to the appropriate authorities information judged to be of an emergency nature, especially where the safety of the individual or others is involved. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "directory" information or when the information is subpoenaed bylaw.**

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

Learning assistance **programs and services must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All** learning assistance **program staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.**

The central learning assistance goal, meeting the needs of students, is paramount and evident in research projects. Learning assistance program research should be for the purpose of advancing knowledge of how to best develop and foster active, confident and independent learners. In addition, the privacy, protection, and interest of the student should supersede that which is important, significant and beneficial for research purposes.

All learning assistance **program staff members must recognize and avoid personal conflict of interest or the appearance thereof in their transactions with students and others.** All staff members, including student staff, must receive information and training about institutional policies and learning assistance program policies regarding conflict of interest.

Because all learning assistance program staff work with students' academic coursework in providing programs and services, they should be knowledgeable of policies related to academic integrity, plagiarism, student code of conduct and other similar policies . All staff should be cognizant of the implication of these policies for their specific work with students to avoid circumstances that could be construed as contributing to or participating in violations of these policies.

Learning assistance **program staff members must strive to insure the fair, objective and impartial treatment of all persons with whom they deal.** All staff act to advance the status and prestige of the profession and to foster and maintain open communication with all professionals involved in learning assistance. Programs and services must address the individual student's level of development if it is within the parameters of the learning assistance program's mission and goals. Statements or claims made about outcomes that can be achieved from participating in learning assistance programs and services must be truthful and realistic.

Various means of assessment should be conducted for the purpose of identifying the learning needs of the students and guiding them to appropriate programs and services. Assessment results should be communicated confidentially, honestly, and with sensitivity to the student. Students should be advised into appropriate, alternative educational opportunities when there is reasonable cause to believe that students will not be able to meet required guidelines for academic success or when the students' level of need exceeds the purpose and function of the learning assistance program.

Learning assistance program staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile or offensive campus environment. All people with whom learning assistance program staff interact must be treated with dignity and respect.

All learning assistance program staff members must perform their duties within the limits of their training, expertise, and competence. All tutorial and student paraprofessional staff must receive training to recognize appropriate limits of their role and how to proceed in handling situations which exceed their role. **When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

All learning assistance program staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

When handling institutional funds, all learning assistance program staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures. Learning assistance program funds acquired through grants and other non-institutional resources are managed according to the regulations and guidelines of the funding source.

XIII. ASSESSMENT AND EVALUATION

Learning assistance programs and services must undergo regular and systematic qualitative and quantitative evaluations to determine to what degree the stated mission and goals are being met. The learning assistance program must have the ability to collect and analyze data through its own resources and through access to appropriate data generated by the institutional research unit or other relevant campus units.

Although methods of assessment vary, the learning assistance program must employ a sufficient range of qualitative and quantitative measures to insure objectivity and comprehensiveness.

> Qualitative methods may include standard evaluation forms, questionnaires, interviews, observations, or case studies.
>
> Quantitative measurements range from an individual student's performance to the impact on the campus' retention rate. Quantitative methods may include follow-up studies on students' grades in mainstream courses, GPA's, graduation, re-enrollment and retention figures. Comparative data of learning assistance program participants and non-participants is also a measure of program effectiveness. Quantitative measures can include data on the size of the user population, numbers utilizing particular services, number of contact hours, the sources of student referrals to the program, numbers of students who are on the waiting list or who have requested services not provided by the learning assistance program. Quantitative data should be collected within specific time periods and longitudinally to reveal trends.
>
> The learning assistance program utilizes self-study and certification processes endorsed by professional organizations and nationally-recognized standards documents to conduct periodic self-assessment.
>
> Periodic evaluations of the learning assistance program and services should be performed by on-campus experts and outside consultants and disseminated to appropriate administrators.

Data collected must include responses from students, staff, faculty, and administrators or any other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing performance of the learning assistance program and its staff.

> The learning assistance program should periodically review and revise its goals and services based on evaluation outcomes and based on changes in institutional goals, priorities, and plans. Data identifying changes in student demographics, characteristics and needs, and data indicating evolving trends are also required for learning assistance program short- and long-term planning.

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CORRELATION OF LAC REPORT CHAPTERS WITH GUIDELINES PROVIDED BY GEORGINE MATERNIAK

CHAPTER	TITLE	*AUTHOR/CONTRIBUTORS	GUIDELINES
	Introduction	**Carolyn Smith**	
	Forward	**Carolyn Smith**	
1	Rationale for a Center	**Gene Kerstiens**	Chapters I & III
2	Mission Statement	**Joyce Weinsheimer**	None
3	Logistics & Location	**Frank Christ** Carolyn Smith	VI
4	Management & Staffing	**Rick Sheets**	Chapters VII & VIII
5	Image Development & Public Relations	**Carolyn Smith**	Chapter X
6	Needs Assessment	**Carolyn Smith**	Chapters I & II
7	Program Design	**Carolyn Smith**	Chapters IV & V
8	Program Materials	**Carolyn Smith** Frank Christ	Chapter VI
9	Balancing Expectations & Resources	**Joyce Weinsheimer** Carolyn Smith	Chapter III
10	Evaluation	**Carolyn Smith**	Chapter IX
Appendix	Bibliography	**Frank Christ** Martha Maxwell Carolyn Smith	
Organization, Editing, Revisions--Carolyn Smith**			

* First name listed credits primary author. Additional names listed recognize major contributors.

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For pioneering the project

Members of Task Force

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Gene Kerstiens
Martha Maxwell
Lucy MacDonald
Georgine Materniak
Rick Sheets
Karen Smith
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1994- 1996

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To: CSMITH @ UCS
Cc: KGS @ SMTP {kgs@gandalf.rutgers.edu}
From: Karen Smith
Subject: Task Force Report
Date: 6/2/96 Time: 9:46PM

Carolyn,

I've been on vacation but am back and returning to work tomorrow. I wanted to get this off to you quickly, because I should have responded to your letter before I left. I do hope this is not too late.

goes c̄ draft LAC document

I think I would prefer to allow my section to stand as is for the time being, in outline form. Until there is discussion and determination of how the final product will look, I really don't feel like there is much merit in working it all through. I have had feedback from some of the others on the Task Force, notably Martha Maxwell, who felt the outline was very inclusive and thorough. However, when it is finally flushed out into a final chapter or whatever, there may need to be many revisions and/or additions.

If this is going to be a published document, then my recommendation to the Board is to develop specific and detailed chapters. If it is to be provided to all CRLA members (probably a foolish and expensive venture that would be unnecessary and unwanted by a significant number of members) as an open-ended guide, then the document should be far less developed. If the Board decides that it should be a document on the CRLA website, then it must be concise and very specific with references to other sources.

Thanks for your patience and determination, Carolyn, in seeing this project to this point. It was Herculean, to say the least, to attempt to get this group together on a project which was so nebulous. Kudos!

Karen

Karen G. Smith, University Director
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Pat -

See attached. Karen's response arrived after I had finalized the Calgary presentation and was not included. I've included it so that her ideas can be incorporated to the ~~one~~ ones I originally wrote.

C Smith
6/10/96

Karen G. Smith
Draft Outline

Chapter VI
NEEDS ASSESSMENT

The final determination of all parameters of the learning center will be affected and defined by the academic support needs of the student body. We can conduct many forms of needs assessments using a variety of formats in order to plan appropriately for programs which will serve the students effectively. We must realize, however, that conducting needs assessment activities in establishing a program is only a beginning. Actually, ongoing documentation of use and non-use and an analysis of all program evaluations conducted will serve as an important element of continuous needs assessment. Effective learning centers are dynamic, fluid organizations that must be constantly alert to changes in the needs of the student body and the various constituencies and be ready to adapt and modify services accordingly.

Initial needs assessment

- rationale for doing needs assessment
  - guides us in program design
  - determination of staffing needs
  - budgetary requirements
  - facility parameters, and
  - data provides credibility to the center's programs

- old data and institutional research
  - what forms this may take
  - how old is still relevant
  - what institutional research may help, and
  - where we can find local data

- campus trends / national trends
  - what do trends tell us
  - how valid is the use of this information
  - how do we find information on campus trends
  - where can we locate national information. and
  - how we can compare local and national data

- conducting a formal needs assessment
  - what elements and forms can this take
  - which elements are most important and why
  - when is permission necessary and how is permission granted
  - who should be included in a campus needs assessment
  - what will be the cost
  - who will analyze the results, and
  - are resources needed to do this and are they available

- conducting an informal needs assessment
  - when is an informal assessment appropriate and why
  - what forms can it take
  - where are the resources
  - what will be the cost
  - who will analyze the results, and
  - are resources needed to do this and are they available

Analyzing the Results of an Initial Needs Assessment

- measurement of need
  - how much is enough to determine need
  - do values differ according to different "needs"
  - how do priorities get established, and
  - who decides which students or
    - which needs or
    - which programs have greatest priority

- using the results in program design
  - searching for options in meeting needs
  - determining relevance of specific need to specific service
  - is cost a determinant in final program decisions
  - will staffing availability affect program decisions, and
  - evaluating the effectiveness of program decisions

- recognizing a need to reassess
  - possible problems with original assessment
  - involving the learning center staff
  - redesigning the assessment, and
  - how and when to make program modifications

Determining Need for Modifications, Additions, Deletions

- formative program evaluation and ongoing assessment
  - what forms can formative measures take
  - what measures can be helpful
  - how often should measures be implemented
  - how can the data be collected
  - when should it be aggregated
  - how can data be collected, and
  - how we can guarantee student privacy

- kinds of evaluation results
  - program use
  - program effectiveness
  - cost efficiency
  - when is each measure important, and
  - can any factor overrule another

- using the results
  - when should program changes occur
  - how can changes be implemented smoothly, and
  - who should be involved in determination of need for change

Documenting Needs Assessment and Program Decisions

- record keeping
  - the paper trail
  - using an internal database
  - using a mainframe record-keeping system
  - paper and pencil back-up
  - recognizing the significant and insignificant information
  - selection of data to use for documentation
  - preparation of periodic reports and summaries
  - distribution of reports
  - publication of reports

- publicizing programmatic decisions
  - when explanations are necessary
  - how not to be defensive
  - turning a potential negative into a positive
  - celebrating success

ROCHESTER
COMMUNITY
COLLEGE

CRLA BOARD
CONFERENCE CALL MINUTES
JUNE 14, 1996
ATTACHMENT O
2 page 5

April 24, 1996

Ms. Patricia Mulcahy-Ernt
College Reading and Learning Association
South Hall
Bridgeport, CT 06601

Dear Ms. Mulcahy-Ernt:

MNADE (Minnesota Association for Developmental Education), the new energetic chapter of NADE (National Association for Developmental Education), will be holding their annual meeting on October 24 and 25, 1996 in Rochester, Minnesota. We invite you to join the conference and share with us the new materials that your company has to offer in developmental education.

Enclosed is a form to reserve an exhibit table. Please consider this opportunity to meet with developmental educators from both the four and two year colleges in Minnesota.

Thank you very much for your consideration.

Joyce Wood

Joyce Wood
Rochester Community College

jw

enclosure

851 30TH AVENUE SE * ROCHESTER, MINNESOTA 55904-4999 * TELEPHONE (507) 285-7210

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October 24 & 25, 1996 Rochester, MN

Please fill out this form to reserve EXHIBIT tables.

Name of Company: _____

Representative: _____

Address: _____

_____

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Phone: Daytime: _____ Other: _____

Exhibitor Registration Fee:	$ 70.00	_____
Two Tables	$ 100.00	_____
Additional Tables	$ 50.00	_____

Deadline: September 15, 1996

Table Preference will be given on a first come first served basis.

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Joyce Wood
Rochester Community College
HWY 14 East
Rochester, MN 55904-4999
FAX: 507-285-7110
Office: 507-285-7566
E-mail: joyce.wood@roch.edu

Please make check to: Minnesota Association for Developmental Education

---

Your company is invited to purchase advertising space in the official program for the 1996 Annual Fall Conference.

Ad Specifications (camera-ready, black and white copy only), No color ads; deadline September 15th; first come, first served; send check (TO: MNADE) with request; MNADE reserves the right to refuse any ad.

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College
Reading &
Learning
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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Thank You

On behalf of the membership of the College Reading and Learning Association, I would like to thank you for your commitment and dedicated service to our organization throughout the year. Your talents, time, and support are truly appreciated.

Patricia Mulcahy-Ernt

Patricia Mulcahy-Ernt, Ph. D.
CRLA President

CRLA BOARD
CONFERENCE CALL MINUTES
June 14, 1996
ATTACHMENT P
1 page

NADE 97

National Association for Developmental Education
Adam's Mark Hotel
Denver, Colorado
March 5-9, 1997

EXHIBITOR REGISTRATION FORM

Please print/type information as you wish it to appear on booth signage and in publications.

Company Name: _____

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City: _____ State: _____ ZIP: _____

Telephone: ( ) _____ Fax: ( ) _____

Representatives Attending Conference:

(1) _____

(2) _____

(3) _____

Fee is due upon receipt of this registration form. The deadline for returning this completed form is September 1, 1996. Conference confirmation will be mailed after September 1, along with information concerning shipment of brochures and advertising copy. Exhibitor kits will be mailed at a later date.

Please check the option(s) desired (see brochure for details).

Option #1 ($5,000)
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- ½ page ($275)

Option #6 (Literature Distribution)
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- Two brochures/pamphlets ($550)
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Kathy Beggs
Box 14
Pikes Peak Community College
5675 S. Academy Blvd.
Colorado Springs, CO 80906

Developmental Education Climbing to Greater Heights
NADE '97

CRLA Board Meeting
Conference Call
JUNE 14/96
Attachment Q
1 page, 1 card

Thank You

On behalf of the membership of the College Reading and Learning Association, I would like to thank you for your commitment and dedicated service to our organization throughout the year. Your talents, time, and support are truly appreciated.

Patricia Mulcahy-Ernt
Patricia Mulcahy-Ernt, Ph. D.
CRLA President

June 11, 1996

Patricia Mulcahy-Ernt
University of Bridgeport
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Dear Patricia:

Enclosed is the final draft of the Learning Assistance Center Design & Development Task Force Report as well as the recommendation of one member of the task force. I had asked the members to respond by June 1. In addition, I would recommend that CRLA appoint one person to move this forward much as we have the tutor certification program.

Those of us who met at Calgary discussed a number of options for the distribution of this material once it has been refined, e.g, home page, monograph, 3-ring binder, etc. Since deciding the packaging of this material was not our task, we offered only a few suggestions. Note: CAS Standards are included in this draft by permission from Georgine Materniak. I, personnally, do not believe that they belong here. In fact, early in our work, we discussed this as a group and the majority, agreed that it was inappropriate. I would suggest that it be referenced in the bibliography and eliminated from the document.

In addition, I have included the card of a gentleman who attended our presentation in Calgary. He asked for a copy of this document, but I did not believe that I should let it go until the board had received their report. Now that you have the draft, if you wish to send a copy to him, I know he would appreciate it.

This is a beginning, and only a beginning. I wish you every success with the project. It has been an interesting three years. I learned a great deal from this experience. I hope you and the board find it useful.

Sincerely,

Carolyn S. Smith

Carolyn S. Smith, Chair
LAC Design & Development Task Force

Enclosures

8600 University Boulevard • Evansville, Indiana 47712 • 812/464-8600 • FAX 812/464-1960

To: CSMITH @ UCS
Cc: KGS @ SMTP (kgs@gandalf.rutgers.edu)
From: Karen Smith
Subject: Task Force Report
Date: 6/2/96 Time: 9:46PM

Carolyn,

I've been on vacation but am back and returning to work tomorrow. I wanted to get this off to you quickly, because I should have responded to your letter before I left. I do hope this is not too late.

I think I would prefer to allow my section to stand as is for the time being, in outline form. Until there is discussion and determination of how the final product will look, I really don't feel like there is much merit in working it all through. I have had feedback from some of the others on the Task Force, notably Martha Maxwell, who felt the outline was very inclusive and thorough. However, when it is finally flushed out into a final chapter or whatever, there may need to be many revisions and/or additions.

If this is going to be a published document, then my recommendation to the Board is to develop specific and detailed chapters. If it is to be provided to all CRLA members (probably a foolish and expensive venture that would be unnecessary and unwanted by a significant number of members) as an open-ended guide, then the document should be far less developed. If the Board decides that it should be a document on the CRLA website, then it must be concise and very specific with references to other sources.

Thanks for your patience and determination, Carolyn, in seeing this project to this point. It was Herculean, to say the least, to attempt to get this group together on a project which was so nebulous. Kudos!

Karen

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Learning Resource Centers - CAC
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Pat -

See attached. Karen's response arrived after I had finalized the Calgary questionnaire and was not included. I'm included it so that her ideas can be incorporated to the ~~one~~ one I originally wrote.

C Smith
6/10/96

Karen G. Smith
Draft Outline

Chapter VI
NEEDS ASSESSMENT

The final determination of all parameters of the learning center will be affected and defined by the academic support needs of the student body. We can conduct many forms of needs assessments using a variety of formats in order to plan appropriately for programs which will serve the students effectively. We must realize, however, that conducting needs assessment activities in establishing a program is only a beginning. Actually, ongoing documentation of use and non-use and an analysis of all program evaluations conducted will serve as an important element of continuous needs assessment. Effective learning centers are dynamic, fluid organizations that must be constantly alert to changes in the needs of the student body and the various constituencies and be ready to adapt and modify services accordingly.

Initial needs assessment

- rationale for doing needs assessment
  - guides us in program design
  - determination of staffing needs
  - budgetary requirements
  - facility parameters, and
  - data provides credibility to the center's programs

- old data and institutional research
  - what forms this may take
  - how old is still relevant
  - what institutional research may help, and
  - where we can find local data

- campus trends / national trends
  - what do trends tell us
  - how valid is the use of this information
  - how do we find information on campus trends
  - where can we locate national information. and
  - how we can compare local and national data

- conducting a formal needs assessment
  - what elements and forms can this take
  - which elements are most important and why
  - when is permission necessary and how is permission granted
  - who should be included in a campus needs assessment
  - what will be the cost
  - who will analyze the results, and
  - are resources needed to do this and are they available

- conducting an informal needs assessment
  - when is an informal assessment appropriate and why
  - what forms can it take
  - where are the resources
  - what will be the cost
  - who will analyze the results, and
  - are resources needed to do this and are they available

Analyzing the Results of an Initial Needs Assessment

- measurement of need
  - how much is enough to determine need
  - do values differ according to different "needs"
  - how do priorities get established, and
  - who decides which students or
    - which needs or
    - which programs have greatest priority

- using the results in program design
  - searching for options in meeting needs
  - determining relevance of specific need to specific service
  - is cost a determinant in final program decisions
  - will staffing availability affect program decisions, and
  - evaluating the effectiveness of program decisions

- recognizing a need to reassess
  - possible problems with original assessment
  - involving the learning center staff
  - redesigning the assessment, and
  - how and when to make program modifications

Determining Need for Modifications, Additions, Deletions

- formative program evaluation and ongoing assessment
  - what forms can formative measures take
  - what measures can be helpful
  - how often should measures be implemented
  - how can the data be collected
  - when should it be aggregated
  - how can data be collected, and
  - how we can guarantee student privacy

- kinds of evaluation results
  - program use
  - program effectiveness
  - cost efficiency
  - when is each measure important, and
  - can any factor overrule another

- using the results
  - when should program changes occur
  - how can changes be implemented smoothly, and
  - who should be involved in determination of need for change

Documenting Needs Assessment and Program Decisions

- record keeping
  - the paper trail
  - using an internal database
  - using a mainframe record-keeping system
  - paper and pencil back-up
  - recognizing the significant and insignificant information
  - selection of data to use for documentation
  - preparation of periodic reports and summaries
  - distribution of reports
  - publication of reports

- publicizing programmatic decisions
  - when explanations are necessary
  - how not to be defensive
  - turning a potential negative into a positive
  - celebrating success

•LEARNING ASSISTANCE CENTER

FORWARD

For a number of years CRLA talked about developing a packet of materials which would explain in detail how to design and develop a learning center. Not only did we visualize a packet that would provide information about designing and developing a center from scratch, we envisioned one which would include information for redesigning and redeveloping an existing center.

In a weak moment in 1993, I agreed to chair the Learning Assistance Center Design and Development Task Force with the able assistance of many people who had vastly more experience in this area than the chair. The following was the charge to the task force:

> Develop a packet of materials that would be available upon request to individuals charged with developing a learning assistance center at their institutions.
>
> The guide should be appropriate for designing a center from scratch and also for redesigning an existing center.
>
> The Task Force focus should be on content. Layout and format will follow, after the Task Force has completed its charge.

The time line suggested a first draft be presented to the Board in 1994 and a final draft in 1995. Needless to say, those dates have come and gone. The chair assumes full responsibility

for the delay. Anyone who have worked long distance on task forces, committees, etc. understands the problems that arise under such circumstances. In an effort to move ahead with our charge, the chair initiated a proposal for the Calgary Symposium and assigned specific tasks and deadlines with the hope that the work could be accomplished by and presented to the Board during the summer of 1996.

Thanks goes to all the members of the task force for all their hard work. Most especially, we offer a special thanks to Georgine Materniak who graciously allowed us to use her guide, Developing a Learning Center From A to Z: Guidelines for Designing a Comprehensive Developmental Education Program in a Post-Secondary Educational Setting*, as the backbone for our packet. Georgine's jump start has made the difference.

The packet within is a compilation of work by a number of dedicated learning assistance center managers and CRLA members. We hope this packet will help those for whom it was intended.

Carolyn S. Smith, Chair
LAC Design & Development Task Force

* Copyright 1980

INTRODUCTION

If you are reading this document, you have probably been asked to design or redesign a learning assistance center. A number of professionals who have been where you are have contributed to this guide in an effort to make your task easier. We hope we have achieved our goal.

Early in the history of learning assistance centers, professionals from varied backgrounds were charged with the dubious honor of designing and developing learning assistance centers when few people knew anything about what they were or how they were put together. The result: learning assistance centers became as diverse as the background of the professionals who designed them. At that time, no one degree led you on a path toward learning center management. We came from writing, reading, mathematics, study skills, special education, and educational psychology just to name a few.

Even today, there isn't a great deal of information available about how to design and/or develop a center. At least two or three times a year, if you are a learning assistance center manager, you will receive a call from someone who is starting a center and wants your advice. It is our hope that this guide will provide you with information that you need to design or redesign your center and, at the same time, alleviate some of the anxiety associated with the task.

1. Rationale for a Center

Whatever our idealized images of "the way students were," those unready or underprepared for certain college classes and other demands of college life have always been with us. Notwithstanding the rhetoric suggesting that the problem is escalating, the attendant reality is that, as in many past decades, about forty percent of the student population at some time in their academic career encounter difficulties threatening their successful learning and degree attainment.

Witnessing this condition is the fact that as early as 150 years ago and continuing through today, we have evidence of procedures and programs employed to identify these students and help them succeed. Earlier examples of these interventions were diverse, isolated, often personal and casual, typically initiated by sensitive faculty, resident hall supervisors, upper-classmen or peers who tutored or formed study groups. Considered low on the academic food chain, these efforts were seldom given official notice in an environment that essentially was geographically and socially insular, resident, communal, and somewhat detached from the stress of work-a-day living.

But shortly after World War II, dramatic shifts in the student population, institutional environment, and socio-economic-political conditions argued for more formalized, centralized, and complete measures of learning support. As need is the forerunner of function, learning centers were initiated and have proliferated during the last forty years.

Students. The enormous number of World War II veterans taking advantage of the GI Bill represented the first wave of nontraditional students exerting stress on institutional resources unready to accommodate a more mature, worldly-wise group of students. Newly entitled and funded to participate in the college experience, many of these students had never previously entertained the notion that a college degree was possible. However, a great proportion of veterans were successful in college, encouraging others considered unready for the rigors of college classes to seek access. Thus, a comparatively elite student population was replaced by a heterogeneous population lacking many of the skills, habits, and attitudes expected by the institution locked in a largely unexamined delivery system.

This new student populace presented unforeseen problems. These students were older and often with family and financial responsibilities which interfered with scheduling classes, finding

study space, meeting deadlines, coping with waiting lines, and attending to academic protocol with which they were unfamiliar. Many were intimidated by heresay tradition warning them of academic rigor. Nor was their anxiety alleviated by faculty. Even the popular press was preoccupied with noting disappointing fluctuations in entering student assessment scores, some observers becoming operatic about declining standards and evangelical about reestablishing them. Given the number and diversity of students coping with these conditions, the need for additional and better learning support services for students was becoming apparent if more than a small percentage of them were to survive.

Institutions. With a student population growing alarmingly, most colleges and universities lacked adequate space. Makeshift classroom accommodations were common: laboratories were overcrowded; and dorm space was virtually non-existent, the latter condition causing the emergence of an essentially a non-resident, commuting student population without the support that communal living and learning had previously presented. To accommodate the growing number of students, less personal large-class instruction became common. As research provided more knowledge and as technology became more sophisticated, the curriculum became richer and course requirements more demanding. As community colleges

proliferated and grew larger and as four-year-schools became multiversities, as larger classes inspired additional objective testing and finally computer grading, and as the problems and complexities that go with size increased, many students became lost in a system that was confusing, impersonal, and without sufficient academic resources that previously were available to and supportive of students who needed help.

Social, Economic, and Political Conditions. Public policy toward access to higher education changed during this period of development. That a student, however disadvantaged socially, culturally or economically, could and even should pursue a college degree became normal expectation. This sentiment was eventually supported by enabling legislation that offered grants and loans to persons deemed as having academic promise but inadequate preparation. Compensatory programs providing financial, personal, and academic support for students qualifying on the basis of minority, racial or ethnic status, economic need, educational disadvantage, or classification as being first generation to attend college became popular. Later, such programs as child care, accommodations for the disabled and learning-disabled were established and even federally mandated. Finally, grants were made available to virtually anyone possessing what was officially

termed "the ability to learn," this avenue to access opened the academic doors to any adult wishing to participate in higher education. These factors gave rise to a new student population of learners that was more challenging, more interesting and more difficult to serve in the typical lecture-classroom-textbook learning environment. Together with the added stresses brought about by the increasing pace and multiplied distractions of everyday living, successful learning became more difficult for all students, not merely those classified as underprepared or otherwise academically different.

The Learning Center

Attempting to fulfill the promise of an egalitarian public policy and the expectations of student clients, an array of offices, agencies, and services ultimately appeared to fulfill the need. These programs were initiated by various departments and housed within student services. Often these services were not readily available to students because they were not immediately visible and seldom were they integrated so that a troubled student could find his way through the bureaucratic maze to take advantage of services. The need for integration became clear.

Even semantically, the title *learning center* pledged to fulfill the integrating requirement. The term *learning* is readily

differentiated from *teaching*, which is associated with pedagogy, an aspect of the learning process not always agreeable to students. Further, learning is perceived as less threatening than teaching because it suggests that learning can take a multitude of forms. Learning also suggests alternatives, and students in trouble seek them. The term *center* also focuses on a key concept. It suggests a tangible, geographically identifiable architectural entity--a destination where one might seek help. Further, centrality suggests a repository of services and/or a connection with them, where a client can consult with another human being, an advocate who would consider a client an opportunity rather than a problem.

Even early-on in the professional literature on learning centers, their form and function were identified

> 1) *as a place where the learner gets tutorial help...*
> 2) *as a referral agency to other helping agencies such as medical, psychological, financial, and spiritual...*
> 3) *as a library of basic study aids in the content fields...*
> 4) *as a training facility for paraprofessionals, peer counselors and tutors...*
> 5) *as an information clearinghouse to update faculty in latest learning research and methodologies.*
>
> (**Christ, 1971, 35**)

As learning enhancement services and strategies on most campuses multiplied, the need for integration became more pronounced. And the following diagram exhibiting such an integrated model is reproduced for reader's consideration.

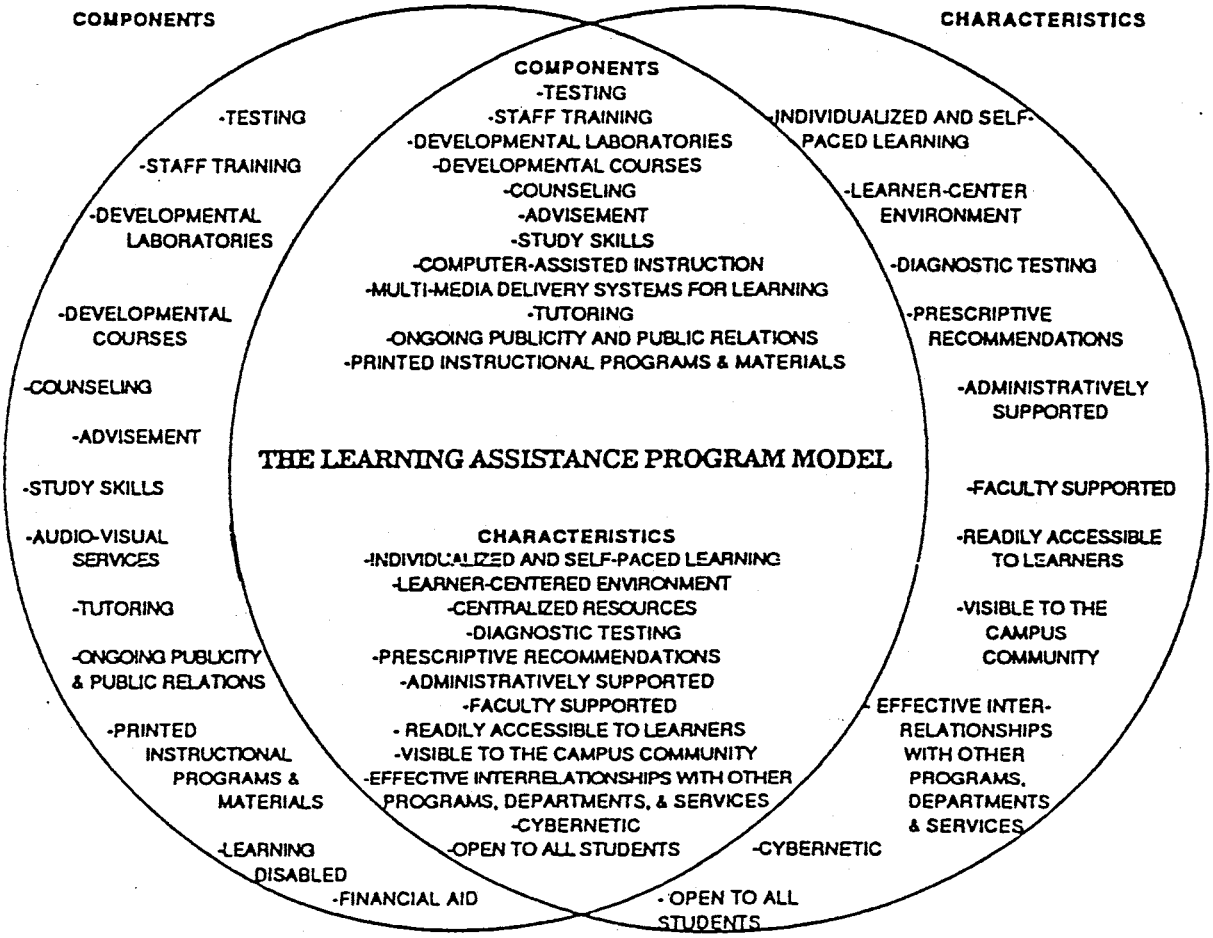

Figure 1. The Learning Assistance Program Model

(Burns, 1991, 184)

REFERENCES:

Burns, Marie-Elaine (1991) *A Study to Formulate a Learning Assistance Model for the California Community College,* Dissertation, Los Angeles, Pepperdine University, Graduate School of Education

Christ, Frank (1971) "Systems for Learning Assistance: Learners, Learning Facilitators, and Learning Centers," *Proceedings of the Western College Reading Association, 5, 312-41*

2. Mission Statement

Learning centers vary in what they do and whom they serve. Because no two learning centers are exactly alike, it is important to determine what the purpose of your learning center is, who your clientele is, and what type of programming you provide. Typically, such information becomes part of your mission statement. A good mission statement helps you clarify the role of your learning center on campus as well as helps the campus better understand your learning center.

Designing a mission statement requires thinking about what you want and how best to make it happen. The process of preparing such a statement often highlights which areas you are confident about and which areas need more consideration. You can avoid writer's block if you keep in mind that most mission statements tend to evolve; start out with a basic statement and build on it as your learning center grows and responds to campus needs.

Here are the key issues to address as you prepare your mission statement:

1. What is the purpose of your learning center?

   Do you want to

   * help all learners?

* provide an opportunity for motivated learners to supplement their classroom learning with multi-media resources?
* improve student retention?
* provide a setting where faculty, staff and students can work together on campus-wide instructional and curricular improvement?

2. Is there a philosophical basis for your learning center that you want to acknowledge?

   Do you believe that

   * your learning center is remedial? developmental? supplemental? exists to enable all learners to make maximum use of the learning environment?
   * all learners have individual needs and should have access to instructional resources to accommodate their various learning styles?
   * all learners benefit from an environment that teaches how to monitor one's progress and to make appropriate adjustments?
   * learner success results from students, staff, and faculty working together toward academic goals?

3. Who are your constituents?

   Is your learning center for

   * students (traditional, nontraditional, ESL, minority, athletes, learners with disabilities, undergraduates, graduates, etc.)?
   * faculty?
   * staff?
   * learners?

4. What programming will you provide?

   Is it important for you to set any parameters about how you will provide services?

   * assessment?
   * credit classes?
   * noncredit classes (workshops, groups)?
   * supplemental instruction?

* individual assistance? (tutoring, counseling)?
* media resources? (computer assisted learning, video instruction, print materials)?

Is it important for you to clarify who will provide the programming and what their roles are?

Does your staff

* support instruction?
* provide individual assistance?
* provide group instruction?

5. What is the relationship of your program to the campus?

How do you fit into the big picture? What is your relationship with

* the institution?
* the college?
* the departments?
* the faculty?
* support units?

Addressing these five issues will give you a good start at designing a mission statement that will both guide and inform you. Once written, keep your statement visible so that you can easily refer to it when difficult choices arise. When preparing for the upcoming year or term, consult it as you set your goals and specific objectives. Let your mission statement help you turn the possibilities for your learning center into a reality on your campus. This can only happen if you view your mission statement as a dynamic document which is open to change and growth vs. a document carved in stone which cannot be amended.

3. Logistics and Location

In this chapter, we will be looking at the development and maintenance of a physical facility designated herein as a learning assistance center. Specifically we will address location, facility planning, security, and decor. Equipment, furnishings, and instruction/learning materials are addressed in Chapter 8--Program Design. Our major reference is "Section II, Facilities and Equipment," of the CAS STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS, FACILITIES REVISION DRAFT, June 27, 1995. (The complete draft has been included in the appendix of this document.)

The logistics and location of a learning assistance center are difficult to separate. Although, frankly speaking, location may be decided by a higher level of administration long before the overseer of a center enters the picture. The hope here is that location is given serious consideration by upper administration; however, more than likely, those who have lobbied for the center will be told space is available and if they want a center they better take it. Most certainly, you should be consulted about location--and logistics--in the redesign of a center, especially if the original center site was selected by the "Take-it-or-Leave-it" scenario. Still, there are no

guarantees that you will be included in the decision in either circumstance.

LOCATION:

Forget the dream about your own building. This isn't a good idea. When selecting a location for a center, think, "CENTER." Logistically speaking, a learning assistance center should be where the action is--near students, preferably near where students study. That's probably why many centers are located within or near the campus library. It's quiet. It sends the message you want sent: you and your staff are serious about study.

Although you want to be close to the student union buildings, avoid space directly connected to them. Yes, students are there, but when they're involved with student government, publications, Greek life, and any of a number of student activities, they are not thinking about academics. This is also true of space in a residence hall. Occasional evening workshops or seminars presented within the halls are an excellent public relations maneuver to draw attention to the services available in the learning assistance center, but should not be considered as a place to house a center.

Whatever space is chosen, the learning assistance center should be visible with ground floor space preferable to a basement or upper story location. Signs indicating the center's name should be easily visible.

If space in the library isn't an option, then look for it in an academic setting. You want a place where chaos will not reign and where serious study can be accomplished.

At the same time, locate in the middle of the campus. If students have to walk ten minutes to get to you, they probably won't do it. Even if your space is within the mainstream of campus, make sure you are visible and accessible. Too many centers have been relegated to a basement location in the oldest building on campus. You know the one--where they hold freshman classes because the tenured professors refuse to teach their upper division courses in them. The same one that the students hung a condemned sign on during Rush Week. It's in the center of the campus because it was the first building on campus. You can tell something about how old it is by the fire escape. Is it on the inside or the outside of the building? Is it a metal fire escape or an enclosed tube that students slide through? If any of this sounds familiar, you should begin lobbying for new space the day you move in.

If this is the initial learning assistance center on your campus, take whatever space is offered, regardless of everything we've told you, but not before you again state your case for desirable space. Now that you have the space, find a computer program with appropriate clip art and drawing capability that will allow you to create a center through many revisions and will allow you to see it in a three-dimensional form. If you have a School of Architecture, ask for assistance both in locating software and in developing a computer design. If that is not available to you, then visit the art department or interior design instructors. Take advantage of this expertise to plan and carry out appropriate designs for the center. Remember, the decor or ambiance of a center should be contemporary, colorful, upbeat, and student-oriented. Consider also acoustics, ventilation, and lighting for each program area. In essence, the design is your welcome mat.

Regardless of the space that you must begin with, make your learning assistance center the hub of academic activity on campus. Learning assistance center directors live by the dream--"If you build it, they will come!"

FACILITY PLANNING:

When planning a new center or remodeling an existing center, get both faculty and student input. Use existing professional literature {see bibliography). Post e-mail messages to colleagues and on listservs like LRNASST, AAHESGIT, and OCC-L, asking for floor plans of existing learning centers. Ask about world wide web sites that may have virtual tours of a campus learning center. Find out where the "model" centers are located and make plans to visit them, so that you can get on-site information. Visits to other centers provide the perfect opportunity to see how location and logistics play out in the daily operation of the program. If the "model" centers are not close by, then try to visit at least three centers before these important decisions are made. If you contemplate using consultants, look first in your district or state educational system before you do an outside search.

Through this contact with learning assistance colleagues, find out what they like about their locations or their facilities and what they don't like. How would they change their locations on campus? their facilities? How would they change their spaces logistically?

Once you're in business, collect the data that document the growth of your program so that you can justify your annual requests for more space in a better location.

4. Management and Staffing

The management and staff of a Learning Assistance Center sets the tone, atmosphere, and success of the program. This chapter focuses on program management and funding options for a learning assistance program and on the selection and preparation of staff members who are dedicated, knowledgeable, committed, and effective in helping students become successful learners. Documenting the services, use, and success of learners from the learning assistance program can provide unrivaled recognition, public relations, and institutional support for the center and its program.

MANAGEMENT:

Purpose: To identify appropriate program management options. To suggest options for developing a proposal to fund a program which meets the students' and the institution's needs

PROGRAM MANAGEMENT OPTIONS:

Organizational Diagram and Reporting Structure

After identifying the rationale, the mission of a learning assistance program, and the staffing needs of a program, it may be appropriate to discuss and present an organization and reporting diagram of the center.

Many centers are funded from student services, instructional services, or within a specific department's budget. Reporting structure and budgets are not required to follow the same lines, though often they do.

Generally speaking, the major source of funding identifies the reporting structure.

MANAGEMENT MODELS: Which One?

Many centers operate on a management-by-crisis method (only when something becomes a crisis is it dealt with). A method to systematically assess needs, establish goals, build teams, monitor progress, and evaluate effectiveness should be used. Three common models include Management by Objective (MBO), Total Quality Management (TQM), and Continuous Quality Improvement (CQI). If no current model exists on your campus, the three mentioned above are all proven, effective, and comprehensive.

If a management model is being pushed at an institution, a pilot which incorporates this method may have a better chance for support and funding.

As other models emerge which focus on basic methods which promote excellence, quality, and customer service, they can validate what is being done well and can easily be incorporated

into a program which already systematically functions as outlined above.

PROGRAM SUPPORTS: Who Buys In?

Another key component in establishing, maintaining, and expanding a learning assistance center program is the multiple levels of support received for the program.

The more individuals, levels, and plans supporting a program, the more likely it is to continue and even expand its services.

People and programs give more support if they feel a part of the process. It is important to have as many people "buy-in" to the program as possible. "Buy-in" happens when someone feels a part of something--either in the development, maintenance, or future directions of that something.

DOCUMENT WITH STATISTICS: Document! Document! Document!

Programs with powerful statistics which document services, level of use, and successes have a stronger chance of receiving funds and support for expansion. A well-documented history of service, use, and success can often stave off or minimize the inevitable budget cuts. Some suggestions follow:

* Report annually the number of students served by the center and their demographics.
* Report any success outcomes, survey results, student evaluations, etc.

* Report faculty and/or student perceptions of the center's program.
* Identify anything else which will illustrate the success of the program.
* Keep statistics so that later the above can be compared to previous terms.

FUNDING:

Purpose: To explore appropriate avenues of funding the center.

Initial funding for a learning assistance program is very often unique to the specific institution. Often initial funding is a pilot within a department or an institution. Frequently, a short-term internal or external grant is used to substantiate need and pilot a new program. It is important to establish program support at all levels possible and integrate multiple funding sources where available from the institution.

Even when successful, programs have been abandoned when funding becomes more constrained. Statistics and documentation of successes and cost effectiveness combined with institutional support from the faculty, administration, programs, and students can help to minimize effects of institutional budget constraints and cuts.

SUGGESTIONS FOR A PROGRAM PROPOSAL: What Works?

A proposal is only as good as the research and planning that goes into the effort. Develop your plan carefully. Below are components that should be included:

* Develop a needs assessment of the most critical components of a learning assistance program which are needed first.
* Develop a plan as to how a learning assistance program can address the most critical institution needs first.
* State anticipated outcomes, how they would be measured and time frame.
* Develop a three-year or five-year plan outlining the growth of the center and programs it will support.
* Strive for a commitment to expansion and identify criteria used to justify that expansion.
* Remember, for a pilot program, the key is to begin small and show success. The program can expand based on need and resources. A smaller program can receive the time and effort to ensure success while future plans are put in place to expand and include other needed or high-interest level programs.

FUNDING SOURCES: Who Pays?

The funding sources can be categorized in one of two ways: external or internal. Let's look at the former first.

EXTERNAL:

* External funding sources include grants from private and corporate foundations, as well as state, federal, and local programs.
* Often government grants have very restrictive policies about the use of money and populations to be served.
* Contact relevant national organizations to find if they provide funding or can recommend funding sources.
* Write to government education offices on the local, state, and federal levels to obtain information about available funding sources.
* Some institutions have a grant office which compile funding sources.
* Contact colleagues in the field who have received grants.
* Grant proposals usually require signatures by deans, presidents, or equivalent key personnel. Make certain they will support a grant effort and find out the procedure to follow.

INTERNAL:

* Internal grants and funds may come from external sources, but often provide the institution with more flexibility on how funds are spent.
* Often internal grants are moneys set aside by the institution to pilot innovative ideas and programs.
* Additional internal funding may be sought to fund an initial proposal or expand an existing one by asking that other areas of an institution provide some funds to support a learning assistance program (key departments served, student government programs). Funds might be requested from the other side of the house (if the program is funded from the instructional dean, ask for some additional funds from the student or administrative deans).

Discuss options of internal vs. external funding with the supervisor, dean, or president. Many institutions offer internal grants or funds for pilot projects. Internal grants are usually easier to obtain with less funding restrictions and constraints. There is often more support to establish a program when internal funding ends than when external funding ends. The decision of continuing a program may be based on success of the pilot.

BUILD IN COST EFFECTIVE METHODS: Use Your Money Wisely!

Another key to continuance or expansion can be the ability to show the cost-effectiveness of your program. Show how money was saved and how much was saved.

SUGGESTIONS:

* Employ students and/or paraprofessionals.
* Compensate these workers through course credit as course work, service learning, internship credits, independent studies, etc.

* Create a job which attracts volunteers. For students, rewards can include the education work experience and a letter of recommendation.
* Spend carefully and efficiently on material resources (preview first and buy only those materials which are appropriate and which provide students with maximum benefit).
* Request that faculty use part of their required office hours or committee work in the learning assistance center tutoring, working with tutors, and/or developing materials to support their students.
* Encourage students in honor societies and clubs to volunteer tutoring as part of their community service activity on campus.
* Use reusable material resources.
* Generate income. There may be ways to generate income for a center. Check institutional policies and guidelines to prevent any problems before proceeding with this. Some possibilities follow:
    * Tuition waiver for courses offered for credit through the center.
    * Small fees for participation in noncredit learning assistance programs
    * Create small learning packets or workshops which may be made available to the general public or high school students.
    * Sponsor fund-raising activities for the center.

STAFFING:

Purpose: To determine staffing needs for a Learning Assistance Center program.
To determine needs for a staff training program.
To determine a staff communication system.

STAFFING NEEDS: Who Works at What?

A.) STAFF POSITIONS

After deciding upon the program and services that will be included within the LAC system, a next consideration should be to look at staff and options needed to support those programs.

The staff should include faculty, managers, support staff, temporary workers, students, and volunteers.

Staff responsibilities may include teaching, coordinating programs or activities, supervising other staff or students, providing study skills workshops or seminars, developing individualized learning packages or plans, tutoring (individually, in pairs, in groups, in labs, or in class), testing, proctoring, grading, evaluating programs, recordkeeping, reporting, giving tours, developing materials, demonstrating resources or software, promoting through public relations, monitoring budget or payroll, scheduling appointments, and may include clerical tasks, e.g., word processing, typing, filing, checking out resources, and maintaining data bases and spreadsheets.

Positions could include full-time and part-time employees, working on-site or remotely by phone, mail, or computer, and may be filled by peers, paraprofessionals, or professionals.

Some part-time staffing needs may be available through

1) Sharing staff with other departments,
2) Having faculty use LAC time as a committee assignment or as part of their required office hours or as part of a teaching load,
3) Using internal or external grants to provide staff, or
4) Developing internships or credit-bearing experiences for students.

B.) QUALIFICATIONS: Who Can Play?

Qualifications can be considered once the type of staff positions needed are determined and may differ depending on the expectations and responsibilities of the staffing positions selected and the amount of training provided.

General qualification considerations include content expertise which can be documented through degrees earned, coursework, grades, and work experience.

In the area of content expertise needed for positions as faculty and management, background should include degrees and should reflect experiences like those listed below:

* Prior experience in working with college students.
* Knowledge of the academic and affective skills needs of the student population to be served.
* Ability to listen and communicate effectively with diverse student populations and other staff in the center and in the institution and to deal with the students' affective and academic problems with patience and understanding and yet know when to be firm.
* Understanding of the institution's policies and procedures
* Good group and one-to-one communication skills.
* Analytical and problem-solving skills.
* Flexibility in adapting skills development techniques to student's needs without forcing students into predetermined skills approach.
* Open to learning about the skills development programs of other professionals in the center and other colleagues in the field and willing to integrate new information and programs and to tailor them to the needs of students using the center.
* Adherence to center and institutional policies and procedures.
* Commitment to the center with quality service to students.
* Responsible.

STAFF TRAINING NEEDS: What Do They Need to Know?

Assess training needs for any of the positions included from the last section. Many learning center programs use professionals or paraprofessionals for certain programs. Well-trained and supervised paraprofessionals can fill many of the staff needs. Paraprofessionals can include graduate and undergraduate interns, retired persons with educational "field" experience, "field" experts volunteering time to give back to the community, certified tutors, and other part-time and full-time employees.

Research into successful programs has identified training as a major factor of success. Often training is "put on the shelf" to be developed later when time and/or money is more available--which never comes to pass. Training should be a major consideration at the beginning of any program and should evolve to meet the continually changing needs of staff in the program. (Maxwell, 1990; Roueche, 1983; Sheets, 1994).

The International Tutor Certification Training Program (ITCP) of the College Reading and Learning Association (CRLA) has been endorsed by regional and national organizations around the world (contact CRLA to become a certified program through ITCP). It requires your program to provide the following information.

A) Tutor program objectives

B) Amount and duration of tutor training--one of the following:
   1) minimum of ten hours of tutor training
   2) A quarter/semester tutor training course
   3) A quarter/semester of tutor training (Non-course work)

C) The modes of training--classroom instruction and/or workshop instruction PLUS any combination of the following:
   1) tutor training videotapes
   2) conferences with tutor training/supervisor
   3) special tutor projects
   4) other

D) The topics/areas covered in training (for the three levels of tutor certification):
(1-Regular, 2-Advanced, and 2-Master)
Fifteen guidelines are offered as topic choices. A minimum of eight of the following topics must be covered from this list:
   1) definition of tutoring and tutoring responsibilities
   2) basic tutoring guidelines
   3) techniques for successfully beginning and ending a tutoring session
   4) some basic tutoring "Do's"
   5) some basic tutoring "Don'ts"
   6) role modeling
   7) setting goals/planning
   8) communication skills
   9) active listening and paraphrasing
   10) referral skills
   11) study skills
   12) critical thinking skills
   13) compliance with the ethics and philosophy of the tutor program
   14) modeling problem solving
   15) other

E) The tutor certification process--CRLA's guidelines for tutor selection:
   1) written approval of a content/skill instructor AND/OR
   2) endorsement of tutor trainer/ supervisor PLUS at least one of the following:
   3) grades of "A" or "B" in the subject being tutored
   4) documented experience equivalent to #3
   5) other

F) The tutor evaluation process (all of the following)
   1) a formal/informal evaluation process in place
   2) formal/informal evaluation occurs on a regular basis
   3) the results of the evaluation process are known to the tutors

Though the training certification program described above focuses on tutoring, many of the topics, e.g., communication skills, problem-solving strategies, learning styles, study skills development resources, and referral skills which may be chosen would be appropriate for other center staff as well, e.g., receptionist, secretary, etc.

Providing training for staff will enhance the consistency and quality of services provided. Certifying tutors as part of an internationally recognized program will greatly enhance the program's credibility with students, staff, and faculty.

Model and foster an awareness of and respect for diverse needs of students and staff by discussing student diversity in terms of special needs (special services), age (differences in needs and expectations of adult reentry/first timers vs.

immediate high school graduates), cultural differences, and learning preferences (learning styles).

Recruitment for potential tutors can be achieved through

* Institutional job services, job postings, financial aid, or other offices
* Referrals by faculty of specific content areas or course tutors (preferably for next semester and for lower level courses)
* Honors programs or clubs
* Counselors, advisors, or reentry program coordinators who could recommend students who completed their struggle and would be good mentors for other struggling students
* Other local educational institutions
* Graduate or internship programs
* Community centers or services
* Newspapers or flyers
* Retirement centers or organizations
* Word of mouth, referral by other tutors

The evaluation process could include one or more of the following tools:

* Initial and/or ongoing evaluation by students
* Individual conferences with staff
* Evaluation by peer and certified tutors
* Evaluation by content area faculty
* Self-evaluation
* Written and/or oral evaluation by supervisor each quarter/semester

STAFF COMMUNICATION SYSTEM: How Do You Talk To Each Other?

After identifying the staff positions and their responsibilities and deciding how to select, train, and evaluate staff, you must decide how to keep them and yourself informed. This section deals with communication systems, supervision needs,

and compensation options which will help maintain a staff who will provide consistent, high quality services for the center.

Certified tutors can become mentors for new tutors and help keep communication lines open while mentoring new tutors in policies, procedures, and techniques for dealing with difficult tutoring experiences. Certified tutors as mentors can also provide extended supervision for an often limited number of professional center staff.

Regular staff meetings can help to keep all staff abreast of changes and continuing expectations. Mailboxes or staff cubbies can provide a place for staff to regularly check in and receive information updates. Foster strong affiliations between full-time and part-time staff. Encourage special efforts to keep part-time staff informed. Electronic mail can be an easy and effective communication tool for center top-down, bottom-up, and peer discussions, announcements, and information updates.

Ongoing anonymous written student evaluations of all staff collected and returned frequently can provide more honest communications to staff and supervisor as it provides insight into students' perceptions of staff performance.

An open-door policy for any staff to talk with supervisors or center administrator can keep communications flowing.

Center events (pot luck, open houses, tours, etc.) inviting center staff, faculty, institution administration, and/or students can help open many levels of communication and increase positive atmosphere in the center.

For many centers, pay is low and limited. Compensation for staff can include rewards aside from any dollars earned. Suggestions for rewards for staff follow:

* Hold a formal award ceremony recognizing staff who have completed a level of tutor certification as part of the institutional award ceremony or as a separate ceremony within the center with institutional administration present.
* Certification might be articulated with other educational institutions as a recognized advantage for students applying for a job, graduate assistantship, or internship.
* Provide credit-bearing training or tutoring experience for tutors.
* Offer to write letters of recommendation highlighting training that the staff received, positive comments from student evaluations on file, and specific knowledge of their attributes and qualifications that would make them an excellent candidate for a specific position.
* Discuss and publicize the type of educational experiences they will gain.
* For volunteers (one or more of the following):
    1) Have a center's plaque made with each volunteer's name inscribed to be placed in the center.
    2) Give recognition in an institution or center award ceremony.
    3) Give each volunteer a certificate of appreciation suitable for framing.
    4) Send a written letter of thanks to each volunteer for the services rendered.
    5) Contact the volunteer services supervisor and sing praises of the volunteers in your center.

Time and money spent on recognition of program staff and participants for their dedication, achievement, time, and efforts will be given back to the program ten times over in public relations by those participants and others they come in contact with.

Maxwell, M. (1990). "Does Tutoring Help: A Look at the Literature." Review of Research in Developmental Education, 7, (4), 1-5.

Roueche, S. D. (1983). "Elements of Program Success: Report of a National Study." New Directions for College Learning Assistance: A New Look at Successful Programs. pp. 3-10. San Francisco, CA: Jossey-Bass.

Sheets, R. A. (1994). "The Effects of Training and Experience on Adult Peer Tutors in Community Colleges." Doctoral Dissertation, Arizona State University, 1-5.

5. Image Development and Public Relations

Getting the word out is as important a planning tool as the actual design of the learning center. What good is the best learning center in the world if no one knows about it?

Living in this technological age makes this job easier than ever before. You have a myriad of mechanisms available to you to tell people about your programs. Still, getting the word out is only part of it. You must also know who you want to tell and why. Students? Naturally. But remember, your audience isn't simply those you serve. It includes those who make referrals to your program and, ultimately, those who make budget decisions that affect your future. So even before you consider how you plan to tell your story, you must identify those populations and individuals on campus who should be kept informed about the learning center, its programs, and activities.

Audiences to be considered

* Students?
* Prospective students and parents?
* Faculty?
* Librarians?
* Student Service Personnel?
* Deans?
* Chairpersons?
* Directors/Coordinators?
* Academic Advisors?
* Counselors?
* Clerical Staff?
* Bookstore Personnel?

Students, of course, are an obvious choice, but so are prospective students and their parents. This is particularly true if your learning center has a tutoring program and especially if it is a free service. Parents find comfort in knowing that help is available in the unlikely event that their children might face academic difficulties. Volunteer yourself or one of your professional staff to make presentations at campus programs designed for prospective students and their parents. Be part of the summer orientation programs on your campus. Talk to whomever will listen.

Naturally, you want to keep the faculty, deans, chairpersons, directors, academic advisors, and counselors informed about your services and the hours of those services so they can make those vital referrals. Equally important are the clerical staff on campus. They probably make as many referrals as the faculty. Students sometimes feel more comfortable asking a secretary where to go for help than they do asking their professor. Be certain to include the clerical staff in your list of those who receive the information that you disseminate so freely about the center's activities.

Early in the planning process, decide how often and what methods should be used to spread the word about the learning center and its programs. Make a list of those who receive information and opposite each name write down the frequency with which you will notify them. Obviously, you won't bombard the Academic Dean like you would the students and faculty. Likewise, you probably won't use the same methods to disseminate the information, so also include the method(s) on this list.

Consider the following options:

* brochures?
* handouts?
* flyers?
* bookmarks?
* catalogues?
* bulletins?
* newsletters?
* radio announcements?
* TV announcements? (Intra-campus video)
* slide-tape presentations?
* brown bag seminars?
* mini-lectures?
* sample presentations?
* tutoring schedules?
* campus newspaper?
* eMail? Internet?
* annual reports?

Consider the following suggestions as ways to disperse information:

* regular column/campus newspaper?
* regular spot/campus radio/TV station?
* program descriptions/college bulletin/catalogues/class schedules?
* announcements in classrooms?
* Student Life bulletin boards?

* literature racks in key spots for brochures, etc.?
* bookmarks in library, checkout at bookstore?
* presentations to special groups, i.e., athletics, minorities, international students, etc.?
* home page on the Internet?
* video presentation?
* campus tours?

Look around you and your campus. Is there an intra-campus video communication system that you can use for announcements? What about eMail? Or the internet? Do you have a special relationship with the library? the bookstore? the cafeteria? Would they let you display your brochures, flyers, etc., in a prominent place? Post flyers on campus and dormitory bulletin boards.

Finally, do not forget those people who make the budget decisions. An annual report can raise your credibility among that group very quickly. In addition, when faculty know your annual report is available, you'll receive telephone calls asking you to send them copies for their research.

An understanding of your campus and the population you serve is crucial to any public relations campaign. If you need assistance for this, seek out those offices that can provide you with a profile: public relations, admissions, registrar, etc. Only when you have a complete understanding of those you serve can you successfully market your program.

For those who might consider an outside marketing consultant, save your money. They're expensive and most campuses don't have that kind of money to spend on public relations. Once you have a feeling for those you will be serving and a picture of the services you will provide, you and your staff will be the best judges on how to get the word out. There are probably enough experts on your campus that you can do it and do it well. Unless you're extremely creative don't insist on designing your own brochures or taping your own video. Use the campus professionals. That's their job. Very often, your ideas can be implemented into a student project for a advertising or television class. Take advantage of these resources.

However you do it. Do it! The learning center should not be a well-kept secret! You should be part of all campus tours as a shining example of a caring campus community.

6. Needs Assessment

In this chapter, let's consider two factors as they relate to program need: the institution and the students. Both play important parts in determining the type of programs to be offered in your learning assistance center.

INSTITUTION:

Begin at the beginning by looking at your institution. Consider what you are: university, four-year college, two-year college, community college, technical college. Are you state funded or privately funded? What is the admission policy of your institution? Is it selective? Or is it open admission? Do you have a special admission program?

If you haven't done so recently, review the mission statement of your institution, so that you fully understand the goals set forth by your institution and how they relate to the community.

Next, ask yourself if the faculty, administration, and staff support the mission statement by actions as well as attitudes. What effect might their support or lack of it have on a learning assistance center? Make a list of both the favorable and unfavorable and weigh the results. If the faculty,

administration, and staff are on the side of a learning assistance center, the chances for success are greater.

Then, look at the students you serve. Is it an eclectic student body? Or do you serve only traditional-age students? Maybe the majority of students served are nontraditionals.

Consider the geographical service area. Is it regional? Do you serve students who live less than fifty miles from campus? Or do you serve the state? the country? Do you have a considerable international program? a disabled student program? Do most of your students live in residence halls or do they commute?

Just as important is the financial assistance situation on your campus. Is there a need for most of the students to work part-time to pay for their education or is their education covered by family or scholarships?

Does your institution attract students from high performance high schools? with SAT/ACT scores in upper ranges?

If not, what percentage of your student body comes to the institution prepared? unprepared? underprepared? Look at the attrition rates and the causes of attrition.

Compare the number of full-time students to the number of part-time students. And, consider the students' family. What is

the family attitude of the students who attend your institution? Do they value higher education?

Now analyze the institution and the student population information to determine where the gaps in services are and what the greatest needs are from this perspective.

STUDENTS:

To be effective a learning assistance center must address not only the academic needs of its clients, but the affective as well. Consider the information you gathered about the student population when you analyzed your institution and, if possible, survey, or at the very least, interview the people on your campus **directly involved** with students about their perception of student needs at your institution:

Individuals to contact may include:

- students
- student leaders
- faculty
- administrators of special populations programs
- academic advisors
- counselors
- librarians
- deans, directors

Based on the results of your survey or interviews, determine what academic and/or affective skills the learning assistance center should develop. Make a list of both categories.

If you like to second-guess yourself, you might make a list of both the academic and affective skills that you believe needed to be developed before you conduct your survey or interviews. Then, compare the two after you have gathered the information from the sources above.

Either way, prioritization is your next task. Begin as if money, staff, and space are not issues. You can then pare down the list as needed based on reality, but if you think about the constraints as you begin this process, you are defeated before you begin.

Take this process one step farther and consider what skills could be considered secondary, then tertiary, and so on until you have determined your initial programs and those you can add at a later date when more funds, more staff, and more space are available.

Although this process, as described above, seems simple enough, it can be the most exasperating. Those professionals who choose this field do so because they enjoy helping people, especially students, and they believe the learning assistance center should provide whatever help students need. Operating under this philosophy makes the process of elimination of services from the initial program, or at any time, a painful

experience. Remind yourself that until now there hadn't been any services. And, maybe next year and each year thereafter, if the initial center is successful, another service can be added. To make that happen, keep your pulse on the students and their needs and serve them to the best of your ability.

7. Program Design

Once matters such as where the learning center will be located, how much space has been allotted, and the size of the budget are settled, it is time to move ahead with the crucial subject of program design. This is where the vision for the center as its own building becomes the reality of some square footage in a basement (usually described by the powers-that-be as "the lower level" and previously devoted to storage) and a limited budget tax the creative flair that those same powers mentioned when they assigned this position to you.

Given the space, the budget, and the staff, which often starts out as one person--you, the process of designing a program which will provide everything originally envisioned begins with prioritization. Consider first the amount of time devoted to this assignment. If this is the only responsibility assigned, you are ahead of the game. If you have other staff, consider yourself extremely fortunate. Now, list all the services originally envisioned, then prioritize them based on need, space, and budget.

Will you deal only with academic concerns? What about the affective skills? Determine the objectives of each program and the approach level. Developmental? Remedial? Based on your

limitations, decide which programs will be included in your learning center.

What academic programs to consider

* reading comprehension?
* speed reading?
* mathematics?
* writing?
* grammar and usage?
* spelling?
* vocabulary?
* study skills?
* goal setting?
* basic skills tutoring?
* content tutoring?
* supplemental instruction?
* English as a Second Language?
* Learning Disability assistance?
* Content matter modules?
* Graduate School test preparation?
* others?_____

Weigh this list carefully with the population you will serve. What approach will you use? Remedial? Developmental? What are the objectives of the service?

What affective programs to consider

* test anxiety?
* stress/relaxation?
* confidence?
* positive self-concept?
* concentration?
* motivation?
* values clarification?
* counseling?
* educational/cultural adjustment for international student?
* assertiveness training?
* anxieties? mathematics? public speaking?
* concerns of nontraditional students?
* others?_____

From the list above, determine which affective skills you will include in your program and the basic objective of each. Will the skills be offered as self-contained programs or will they be integrated into the academic program?

Next, look at the format of the instructional programs in your center. Will they be credit or noncredit or both? Will they be required or voluntary? What about the length of the program? Make these determinations for each program.

The learning center will either be an academic or a student affairs department. If you have a choice, remember that during a budget crisis, academics almost always fare better than student affairs. Of course, another consideration here would be personnel. Would you prefer to report to the Academic Dean or the Student Affairs Dean? This varies from campus-to-campus. Although the budget may be better under academics, if the Academic Dean looks unfavorably upon the learning center concept, you may be better served on the other side.

If you plan to offer credit programs, what procedures must be followed to gain credit-granting status? If the programs are mandatory, what procedures are involved to accomplish this?

Thought should also be given to the length or duration of each skills program. If they are credit-granting, this will be determined for you, but if not, you need to decide the number of sessions, how many per week, how many weeks? Which brings us to format. How will programs be presented?

What methods to consider

* classroom instruction?
* large groups?
* small groups?
* individualized?
* lecture-oriented instruction?
* process-education based instruction?
* discussion sessions?
* workshops?
* seminars?
* computer-assisted instruction?
* audio-visual instruction?
* combination of individual and group instruction?
* email? Internet?
* distance education?

It may be that you will offer one program using a variety of different delivery systems. Be open to new delivery systems, but whatever you decide, always bear in mind the mission of your learning center and the population you serve.

8. Program Materials

This chapter deals with the materials that will be needed in order to deliver the instructional programs of the learning assistance center. Begin your planning with a list or programs or services that will be housed in the center and then make tentative lists of equipment, furnishings, and resource materials that will be used by these programs. It may be helpful to consider the types of materials that are used in other programs. Again, pick the brains of your colleagues. Don't re-invent the wheel! There isn't time and it isn't necessary.

While it isn't widely done, some learning assistance center's provide some materials for students. If this a service you wish to provide, then you need to determine what materials you will provide and what materials you will expect students to provide.

Most learning assistance centers require equipment for their instructional programs. Determine what equipment is available through the media services department on your campus and how accessible it is. If you cannot be guaranteed that you will have access to a particular piece of equipment when you need it due to scarcity of that item, then consider purchasing the equipment and keeping it in the center. However, some of this high-technology

equipment is so expensive that is not cost-effective to purchase, unless you use it most of the time.

Equipment can be classified as either instructional or operational. Instructional equipment would include:

* television/VCR combos
* overhead projectors
* projection screens
* chalkboards
* computers
* printers
* tape recorders
* LCMs
* flip charts
* slide and/or film strip projectors

Operational equipment would include:

* desks
* chairs
* bookcases
* file cabinets
* tables
* chairs
* telephones
* computers
* printers
* storage cabinets
* a typewriter

Next, determine the kinds of instructional materials you will use most frequently in your programs. When planning purchases of instructional and student learning materials, remember to have materials that will meet the needs of all students regardless of their learning styles. This means looking

for materials in the following categories: print, audio, film, video, and software.

Some of the commonly used instructional materials are:

* programmed texts
* work books
* content-specific texts
* skills-specific texts
* center-produced materials
    + handouts
    + brochures
    + packets
    + study guides
* academic texts
* audio-visual materials
    + video tapes
    + overhead transparencies
    + audio cassette tapes
    + slides
    + film strips
* computer materials
    + CD-ROM programs
    + software packages
    + networked programs
    + computer disks
    + computer paper

As painful as it may be, security measures to minimize pilfering of equipment and materials must be a consideration. Also, consider panic beepers and/or cordless telephones when appropriate to safeguard center personnel as well as students using the center.

Depending on the size of your center and the instructional programs you provide, you may have a need for additional facilities in which to conduct classes, workshops, and/or

seminars. Explore the possibility of having one of two classrooms assigned to the learning assistance center each semester. This would provide you a first chance to schedule in that space each semester. In some institutions, after you have scheduled that space, you still are notified if someone else has requested that space for another time. In other words, you still maintain priority scheduling for that space, but if there's no time conflict the space can be used for another program. This system provides an institution with a space-effective program when space is at a premium and provides a viable solution for all concerned.

Whatever budget you are allotted for equipment use it wisely and remember to request new equipment each year. We live in a computer-age. And the fact is that the computer, like the latest encyclopedia, is obsolete before it's unpacked.

9. Balancing Expectations and Resources

As you plan the first or redesign the current learning center, consider your institution as a whole. Take an objective look at what is already provided by the institution. It is important to consider your center within the context of your institution and its resources. What you want to avoid is the unnecessary duplication of services which already serve the institution well. Consider the possibility of using resources already in place on a referral basis by sharing responsibilities or by expanding programs. There is, of course, less danger that this would occur when redesigning a center, but territorialism, which is rampant within some university settings, could raise its ugly head unless you deal with it from the onset.

Here are the key issues to consider with regard to existing academic programming:

1. Are there academic and/or affective programs on your campus that currently offer programs similar to those you anticipate including?

   Do the academic skills programs include

   * credit courses?
   * noncredit courses?
   * math?
   * reading?
   * English/writing?
   * study skills?
   * tutorial programs?
   * academic advising programs?

* supplemental instruction programs?
* ESL?
* disability assistance?

Do the affective programs include

* counseling?
* self-help seminar or programs?
* mentoring programs?
* student services programs?

Here are the key issues to consider regarding currently existing resources:

How would your learning center exist with current resources?

* duplicate existing services?
* can duplication be justified?
* differ from similar programs?
* can duplication for similar, but different programs be justified?
* can you tap into currently existing resources?

Methods for facilitating coordination between your learning center and currently existing resources/programs

* sharing responsibilities?
* referral system?
* support for expansion?

Reasons why facilitating coordination between your learning center and currently existing efforts may not happen

* efforts with other resources in place?
* cross-departmental problems?
* political problems?
* philosophical differences?
* differences in approach or methodology?
* financial constraints?
* personality conflicts?
* time schedule conflicts?

* restrictions due to grant support?
* other?

You want the best possible beginning for your learning center, so learn the art of compromise. If problems or conflicts arise with regard to duplication of services, etc., consider the problem and/or the conflict as well as its remedy. In some cases, there may not be one. If so, drop it. You don't want to risk alienating those who are firmly entrenched within the campus community who are providing services which you can only duplicate. Put the idea in question in your "wish list" file and move ahead with a solid, but unique, program which will service the audience defined without any duplication of services. CAUTION: Keep that "wish-list" file handy. For certain, one thing you can count on in higher education is change. You may not start out with all the programs you want, but you may very well end up with all or most of them once you have proved your worth.

10. Evaluation

The importance of evaluation cannot be over emphasized. Just as word must get out about the learning center, the progress should be closely monitored for effectiveness. Are you fulfilling the mission of the center? Are you serving the needs of the students? The methods used and frequency of their use will depend on the program and the campus, but evaluation must be done on a regular schedule.

Evaluation should provide information about the effectiveness as well as the efficiency of the center and its programs. By monitoring the activities of the center, a determination can easily be made about whether the mission and goals of the learning center are being met. Evaluation through feedback from students, faculty, and staff should be the basis for changes in direction and/or the addition or deletion of programs.

Feedback from the various populations can be achieved through several means, but should ask questions that provide the following information:

* Student's assessment of academic skills improvement
* Student's assessment of affective skills improvement
* Student's assessment of instructional approaches to skills development or remediation
* Student's assessment of instructional materials

* Student's assessment of instructional resources and facilities
* Student's assessment of instructors and/or facilitators
* Student's assessment of the learning center and its separate components
* Student's suggestions and comments

All faculty should provide an evaluation of the programs for which they have responsibility. In addition, they should evaluate the learning center as a whole.

* Faculty's assessment of academic skills improvement
* Faculty's assessment of affective skills improvement
* Faculty's assessment of instructional approaches to skills development and/or remediation
* Faculty's assessment of instructional materials
* Faculty's assessment of instructional resources and facilities
* Faculty's assessment of learning center efficiency
* Faculty's assessment of communications between learning center personnel and instructors
* Faculty's assessment of the effectiveness and appropriateness of methods and materials used with populations served
* Faculty's suggestions and comments
* Faculty's observations of potential problems and possible program changes

As you consider evaluation, please weigh the following issues:

* How will you collect, tabulate, and report the evaluation information?
* Should evaluations be written or oral?
* Should evaluations be anonymous or signed?
* What evaluations will be required by your department head? funding sources?
* What is the nature of information that the learning center will be expected to generate?
* Can the system you propose to set up for internal evaluation provide the kind of information that will be needed for external reports?

* Will data provided by the evaluations offer sufficient information needed to make decisions about future programs, additions/deletions to current programs, and/or assist with goal-setting and long-range planning?

Testing may also be a component of the learning center evaluation system. Basically, there are two types of tests to be considered: diagnostic/prescriptive and progressive.

Whether or not you use testing will depend on the type of learning center you are. If staffing permits diagnostic/ prescriptive programs to determine the student's need to develop or remediate a skill, then you may employ standardized tests, home-grown tests, checklists, student's self-reports or direct observation of student performance of skill. If an instructional program is part of your center, then progressive tests will be used to determine progress throughout the curriculum. Computer-generated tests as well as home-grown exams, checklists, essays, direct observation, presentations, speeches, etc., may be part of the system.

The system of evaluation is not nearly as important as the fact that there must be one. Again, consider your program, your students, and your campus when you design this component of your program.

APPENDIX

DRAFT COPY OF STANDARDS EXPECTED TO BE ADOPTED BY NADE IN 1996.

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COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

NADE CONFERENCE 1996

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This is a draft of the revised Standards and Guidelines for Learning Assistance Programs. It is the first revision since the original document was published by the Council for the Advancement of Standards (CAS) in 1986.

Bold print statements are CAS General Standards that are required to be incorporated into the standards document of each specialty area, in this case, learning assistance programs. General Standards cannot be changed or eliminated. The proposed standards and guidelines for learning assistance programs are in regular print. Standards are "must" statements and guidelines are "should" statements.

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

I. MISSION

The mission of a learning assistance program must be to assist students in developing the skills and strategies to become confident, independent, and active learners. The learning assistance program and services must enable students to meet the challenge of the institution's academic standards, guide students in their adjustment to the college learning environment, and prepare students for a lifetime of self-sufficient learning. The learning assistance program and the faculty, staff, and administrators of the institution must be collaborative partners in formulating an integrated and effective response to the learning needs of the student population.

Models of learning assistance programs vary significantly because the structure and function of a program must be designed to specifically address the unique characteristics of its parent institution. These characteristics include the mission and goals of the institution, the role and purpose of the learning assistance program within the institution, the administrative or academic division under which the program is organized, and the demographics of the student population. Although there are many models and forms of learning assistance programs, collectively, learning assistance programs should share the following common goals which are:

1. to regard learners as the central focus of the learning assistance program;

2. to assist any member of the campus community who strives to achieve the maximum personal potential for learning;

3. to provide instruction and services that promote cognitive, affective, and socio-cultural learning and, thus, address the needs of the whole student;

4. to introduce students to the learning expectations and culture of higher education;

5. to develop in students a positive attitude towards learning and confidence in their ability to learn;

6. to foster personal accountability for learning and teach students to plan, monitor, and evaluate their own learning;

7. to provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population served by the program;

8. to assist students in transferring the skills and strategies they are developing to their academic work across the curriculum;

9. to provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development activities; and

10. to support the academic standards and requirements of the parent institution.

The learning assistance program **must develop, record, disseminate, implement and regularly review its mission and goals. The learning assistance mission statement must be consistent with the mission and goals of the institution and with the standards of this document.** The mission statement must also state the purpose of the program, explain its relationship to the institutional mission and goals, specify the population it is intended to serve, describe its instructional programs and services, and outline the goals the program is to accomplish. The mission statement may also make comparisons of the learning assistance program to programs at similar types of institutions.

II. PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and co-curriculum.

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

Learning assistance programs and services must promote learning and development in students by advancing the cognitive and affective skills, strategies, and processes necessary for achieving academic proficiency and success and for achieving personal learning goals.

Learning assistance programs and services must assess the cognitive and affective skills, strategies, and processes of students.

Formal and informal diagnostic procedures should be conducted to identify skills, strategies and processes which the student should further develop to meet the levels prescribed or required by the institution or which are known to be necessary for college learning.

Assessment results are shared with the student to formulate an appropriate and clear plan of instruction and recommendations that will meet the needs of the student.

The instruction and services of the learning assistance program must encourage students to become independent, successful and confident learners.

The scope of the learning assistance program's instruction and services is determined by its mission and goals which are based on the needs and demographics of its student population and on the institutional role and purpose of the program. Some programs offer basic skills courses for credit; others do not give credit. Some offer voluntary classes; others require basic skills classes.

Some assist specific student populations; others serve the entire student population at all academic and developmental levels.

In general, learning assistance programs should provide instruction and services for the development of reading, mathematics and quantitative reasoning, writing, critical thinking, problem solving, and study skills. Subject matter tutoring, adjunct instructional programs and Supplemental Instruction groups, time management programs, freshman seminars, and preparation for graduate and professional school admissions tests and for relevant professional certification tests may also be offered. Math, reading, writing and computer laboratories can also be part of the instructional and support services of the learning assistance program.

Learning assistance programs and services must encourage **outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem,** metacognitive and learning style awareness, self-monitoring strategies, and the **ability to work independently and collaboratively.**

The program must address, either directly or by referral to appropriate campus resources, the affective needs that influence learning.

Affective needs often include: stress management, test anxiety reduction, assertiveness training, concentration improvement, motivation improvement, **clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, achievement of personal goals** and other topics that have a positive effect on a student's confidence, self-concept, and ability to achieve academically.

The learning assistance program must also modify instruction and services to accommodate the learning needs of students with physical and learning disabilities.

Support for students with disabilities should be provided in collaboration with other programs and services of the institution that are specifically responsible for general accommodations for students with disabilities.

The learning assistance programs and services must promote the transfer of appropriate cognitive and affective skills, strategies, and processes to the student's formal academic learning environment. Systematic feedback must be given to students concerning their progress in reaching cognitive and affective goals.

The feedback system should also encourage students to use self-feedback methods which apply the metacognitive and self-monitoring strategies students are developing. Students should be assisted in practicing the transfer and application of the skills that are learned in the program to academic learning tasks across the curriculum.

The learning assistance program and services must refer students to appropriate campus and community offices for support with personal problems, learning disabilities, financial difficulties and other areas of need outside the purview of the learning assistance program.

Learning assistance programs and services must promote an understanding of the learning needs of the student population and the program's role in supporting the academic

mission of the institution. Staff must share knowledge of how to help students develop appropriate learning skills, attitudes, and behaviors with faculty, staff, and administrators.

The program should be a resource to other members of the campus community who are interested in knowing and learning about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning centers promote this understanding include:

• establishing advisory boards consisting of members from key segments of the campus community;

• holding periodic informational meetings with staff, faculty, and administrators;

• extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning needs of their students;

• participating in staff and faculty development and in-service training programs on curriculum and instructional approaches that address the development of learning skills, behaviors, and attitudes;

• encouraging the use of learning assistance program resources, materials, instruction and services as integral or adjunct classroom activities;

• conducting in-class workshops that demonstrate the application of learning strategies to the course content;

• training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer mentors, and advisors;

• providing jobs, practica, courses, internships, and assistantships for graduate students professionally interested learning assistance and related careers; and

• disseminating information that describes the programs and services, hours of operation, procedures for enrolling or scheduling appointments through college publications (e.g., catalogs, student handbooks, and brochures); through informational presentations to students, staff and faculty members; and through campus and local media announcements.

III. LEADERSHIP

Effective and ethical leadership is essential to the success of learning assistance programs and services. **Institutions must appoint, position and empower learning assistance program administrators within the administrative structure to accomplish stated missions.**

The learning assistance program administrator should have a significant position in the institutional administrative hierarchy to participate in policy, procedural, planning and fiscal decisions of the institution that affect the unit and that affect learning support for students in both academic and student affairs.

The learning assistance program administrator must be selected on the basis of formal education and training, relevant work experience, personal attributes and other professional credentials. Institutions must determine expectations of accountability for learning assistance program administrators and fairly assess their performance.

The administrator of the learning assistance program should be a well-qualified educator who is experienced in the field of learning assistance and who is informed and knowledgeable about the learning needs of students in higher education and how to address those needs. The administrator should demonstrate strong management skills such as the ability to plan, implement, and evaluate a program; to lead and supervise personnel; and to manage fiscal resources.

The learning assistance program administrator should demonstrate leadership in the field through such activities as research, publication, presentations, consultation, and involvement in professional organizations.

Administrators of learning assistance **programs and services must exercise authority over resources for which they are responsible to achieve their respective missions.**

The administrator should control the programs, services, policies, procedures and fiscal resources of the learning assistance program.

Learning assistance program administrators **must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise and develop others in the learning assistance program; manage, plan, budget and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Learning assistance program administrators must address individual, organizational, or environmental conditions that inhibit goal achievement. Learning assistance program administrators must improve programs and services continuously in response to changing needs of students and institutional priorities.**

The learning assistance program administrator is responsible for:

• establishing, and revising as necessary, the learning assistance program mission, goals, and objectives based on knowledge of student needs and demographics and the needs of the institution;

• being informed of issues, trends, theories, and methodologies that enable the learning assistance programs and services to respond dynamically and proactively to student needs and changes in institutional and instructional priorities, policies, and procedures;

• modeling, articulating, and enforcing appropriate ethical behavior expected of program staff and clients;

• recruiting, selecting, hiring, training, supervising, evaluating and, if necessary, terminating staff in accordance with institutional policies and procedures;

• managing program planning, implementation and evaluation;

• facilitating communication with academic and support units to generate collaborative and integrated institutional approaches to fostering the academic success of students;

• representing and articulating the needs and interests of the learning assistance program and its clients on institutional committees; and

• establishing and maintaining effective communication with professional constituents of the learning assistance field and other related professions.

IV. ORGANIZATION AND MANAGEMENT

Learning assistance programs and services must be structured purposefully and managed effectively to achieve stated goals.

Learning assistance programs should be a separate and independent unit within the division to which it reports. The administrator of the learning assistance program should report directly to the chief administrator of its division.

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

To promote effective communication, productive interaction and collaboration across key units of divisions, the learning assistance program should have representation on committees that address topics relevant to the implementation of the mission and goals of the program. Some examples include committees examining retention, orientation, basic skills, learning communities, freshmen seminars, probation review, academic standards and requirements, curriculum design, assessment and placement, and faculty development. The learning assistance program can also promote communication, interaction, and collaboration through a broadly constituted advisory board or by creating a network of consultants or contact persons with key units of the institution.

Evidence of appropriate learning assistance program structure must include current and accessible policies and procedures, written performance expectations for all employees, functional work flow graphics or organizational charts, and service delivery expectations.

The learning assistance program provides written policies and procedures for staff and clients; written job descriptions and expected performance outcomes for all members of the staff including student staff; written goals and objectives for staff development and student employee training components; and written goals, objectives, and anticipated outcomes for each program and service.

Procedures for collecting, processing, and reporting student assessment and program evaluation data are written and distributed to appropriate staff.

Evidence of effective learning assistance program management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems and recognition and reward processes.

Regularly scheduled staff meetings are held to share information; to coordinate the planning, scheduling, and delivery of programs and services; to identify and discuss potential and actual problems and concerns; and to collaborate on decisions and solving problems.

The learning assistance program administrator meets with individual staff members on a periodic basis to exchange ideas, formulate plans, provide feedback, and discuss concerns. The administrator conducts annual performance appraisals according to institutional policies and procedures.

Learning assistance programs and services must provide channels within the organization for regular review of administrative policies and procedures.

The learning assistance program conducts a periodic review and revision of all policies and procedures, job descriptions, program and services objectives, goals, and outcomes. It also identifies the need for further training and additional staff development.

V. HUMAN RESOURCES

Each learning assistance program must be staffed adequately by individuals qualified to accomplish its mission and goals. The size, scope, and role of the staff are determined by the mission of the learning assistance program and the student population it serves. Staff-to-student ratios, therefore, must be based on factors such as:

- the types and extent of programs and services offered;
- the range and level of learning needs of the student population served;
- institutional commitment to special populations of students, such as culturally and ethnically diverse students, international and English-as-a Second language students, student athletes, returning students, and students with physical and learning disabilities;
- institutional priorities and academic requirements for specific disciplines; and
- the number of contact and instructional hours necessary to properly assist students.

Learning assistance programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. If joint appointments are employed to supplement staff, the individuals must be committed to the mission, philosophy, goals, and priorities of the learning assistance program and must possess the necessary expertise for assigned responsibilities.

Adequate time and financial support should be allocated for professional development activities. Staff should be encouraged to conduct research and to publish professional papers that will contribute to the knowledge and practice of the profession. Staff should be encouraged to attend and to present at local, regional, and national conferences, and to participate in work of committees, task forces, and special interest groups.

Professional staff members must hold an earned graduate degree in a field relevant to the learning assistance position description or must possess an appropriate combination of education and experience.

The director should have an earned graduate degree in a relevant discipline and professional experience in learning assistance program design, instruction, evaluation and administration.

Professional staff should have earned degrees from relevant disciplines such as reading, English, mathematics, student personnel and student development, guidance and counseling, psychology, or education. Learning assistance professionals must possess knowledge and expertise in learning theory and in teaching and assessing the particular strategies and content for which they are responsible. In addition, they must be aware of the unique characteristics and needs of the various populations they assist. Learning assistance program professional staff should also be capable of varying and adjusting pedagogical approaches according to the learning needs and styles of their students, to the nature of the learning task, and to content of academic disciplines across the curriculum.

The functions and roles of learning assistance program professional staff are multi-disciplinary and combine the expertise and practices of various fields. Learning assistance professionals should be knowledgeable and appreciative of learning assistance practices beyond their own personal area of specialization.

Courses of study and internship experiences applicable to this multi-disciplinary profession include but are not limited to:

- content-specific coursework that includes theories, strategies, and assessment of reading, writing, and mathematics
- application of learning strategies across the curriculum
- learning disabilities and special education
- design and implementation of workshops in areas such as time management, stress management, and anxiety reduction
- English as a second language
- adult development and adult learning
- history and philosophy of learning assistance
- developmental, cognitive, affective, and socio-cultural theories of learning
- cognitive psychology including cognitive processes, memory, critical thinking and problem solving
- testing, measurement, and evaluation
- research methodology
- organization, administration, and management in higher education
- instructional technology and computer-assisted instruction
- instructional design, development, methodologies
- curriculum design and development
- counseling, guidance, and advising

• group leadership, dynamics, and processes
• human relations training
• state and federal regulations applicable to programs, services, and clients of learning assistance programs.

Learning assistance program professional staff should be competent and experienced in:

• written and oral communication skills;
• working with college and adult learners, faculty, and administrators;
• working in a culturally and academically diverse setting
• collaborating with academic and student affairs units;
• teaching at the college level;
• designing and implementing instructional strategies including collaborative learning, cooperative learning, and reciprocal teaching; and
• training, supervising, and mentoring paraprofessionals and preprofessionals; and
• identifying and establishing lines of communication for student referral to other institutional units.

Other abilities and expertise that are valuable in the execution of the duties of professional staff include: counseling and advising techniques to respond appropriately and holistically to the needs students report; experience in training, supervising, and mentoring paraprofessionals and preprofessionals; and consultation and negotiation skills for interacting and collaborating with colleagues throughout the campus community.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

The learning assistance program should be informed of the policies and procedures to be followed for internships and practica as required by the students' academic departments. The roles and responsibilities of the learning assistance program and those of the academic department are clearly defined and understood by participating staff, faculty, and students.

Learning assistance program student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students and others in need of assistance to qualified professional staff.

Learning assistance program paraprofessional staff can be undergraduate or graduate students. Adequate training and supervision are essential and required. Paraprofessional staff or graduate students may perform professional duties if properly trained and supervised by professional staff.

Professional organizations are valuable resources of information for creating and implementing successful paraprofessional programs within learning assistance programs. The National Association for Developmental Education (NADE) Self-Evaluation Guides can serve as a framework for developing all components of a tutorial program. The tutor training criteria recommended in the Tutor Certification Program Guidelines of the College Reading and Learning

Association (CRLA) is a comprehensive list of training topics and agendas that should be addressed.

The learning assistance program must have secretarial and technical staff adequate to accomplish its mission. Such staff must be technologically proficient to perform activities including reception duties, office equipment operation, records maintenance, and mail handling. The secretarial and technical staff of learning assistance programs must be knowledgeable of and sensitive to the concerns, needs, and characteristics of the program's clients.

Secretarial and technical staff should be updated on changes in programs, services, policies and procedures in order to expedite smooth and efficient assistance to clients. Staff development workshops in assertiveness, effective communication, conflict resolution, and handling confidential information should be available.

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

To reflect the diversity of the student population, to ensure the existence of readily identifiable role models for students and to enrich the campus community, the learning assistance program must intentionally employ a diverse staff.

Affirmative action must occur in hiring and promotion practices as required to ensure diverse staffing profiles.

VI. FINANCIAL RESOURCES

The learning assistance program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

Adequate budget allocations should be provided from regular institutional funds for:

- professional and clerical staff salaries, and where applicable, paraprofessional and preprofessional staff salaries which are commensurate with salaries of equal positions across the institution;

- data management and program evaluation processes;

- purchase and maintenance of office and instructional furnishings, supplies, materials, and equipment including computers and copiers;

- printing and media expenses;

- phone and postage costs;

- institutional memberships in professional organizations;

• subscriptions to professional publications;

• attendance at conferences, workshops, and other activities that contribute to the professional development of learning assistance program staff;

• library of professional materials for staff and tutors;

• on-campus technical support for computer hardware and software maintenance, trouble-shooting, and repair;

• on-site training of learning assistance program personnel in the use and operation of all existing and new equipment, computer hardware and software;

• training to meet newly mandated requirements for services;

When substantial changes occur in the mission, goals, and programs of the learning assistance program resulting in program and service expansion or substantial changes, budget adjustments must occur in the salary and operational financial resources to sustain the program growth or alterations.

Prior to implementing new program additions or expansion, a financial analysis should be performed to determine the amount and availability of financial resources required to support the addition or expansion.

If a program is successful in obtaining non-institutional funding, these funds should not replace regular institutional funding to support salaries and operational budgets of existing core programs and services.

If institutional financial support is decreased resulting in diminished salary and operational budgets, the mission and goals of the learning assistance program must be revised to reflect resulting program alterations.

Decisions on program and service reductions should reflect an analysis of actions that will have the least detrimental impact on altering the mission and goals of the learning assistance program.

VII. FACILITIES AND EQUIPMENT

A learning assistance program must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities for the learning assistance program must occupy a central location that is convenient and accessible to students, faculty, and other clients. The facilities and equipment must support the nature of programs and services that are provided and also the means by which these programs and services are delivered. As changes in the learning assistance program's missions and goals necessitate alterations in programs and services, funds and space must be available for necessary facilities and equipment.

Facilities and equipment should include:

- flexible and adaptable space with the capacity to adjust to changes in the delivery of programs, service, and instruction;

- space design that allows for simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality;

- classrooms, labs, resource rooms, media and computer centers; small group and one-to-one tutorial space;

- private, sound-proofed areas for testing, counseling, and other activities that require confidentiality or intense concentration;

- interview and meeting space;

- adequate office space for professional, preprofessional, paraprofessional, and clerical staff;

- a prominent reception and general information area with comfortable seating;

- appropriate and comfortable acoustics, lighting, ventilation, heating and air-conditioning with easy access to the controls of these systems;

- adequate resource center to house and circulate instructional materials including textbooks, workbooks, filmstrips, audio and video tapes, and computer software;

- adequate technical services and support space to house instructional equipment including audio and video tape players and monitors, projection equipment; calculators; and computers and printers;

- permanent and portable chalk boards, bulletin boards, and projection screens;

- office supplies and equipment for word processing, database management and other forms of computing; duplication and printing; voice and electronic communication;

- furnishings that are attractive, durable, comfortable, and adaptable to support the office, personnel, instructional, and service functions of the program;

- adequate and secure storage for equipment, supplies, instructional and testing materials, office correspondence and confidential records; and

- climate control and sufficient electrical conduits, circuits, wiring, and outlets to support current and future technology.

Sufficient funds should be available to properly maintain facilities and equipment including maintenance agreements and periodic replacement or repair of furniture, equipment, flooring, window covering, and wall surfaces.

Facilities and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, and safety.

The learning assistance program facilities are accessible to physically challenged students. Furnishings, instructional materials and media can be adapted to accommodate physically challenged students and students with learning

disabilities as required by the Americans with Disabilities Act (ADA) and other federal regulations.

VIII. LEGAL RESPONSIBILITIES

Learning assistance program **staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations are: constitutional, federal, and statutory, regulatory, and case law, mandatory laws and orders emanating from federal, state, provincial and local governments and the institution through its policies.**

Learning assistance program **staff members**, including student staff, **must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents.** Learning assistance program policies must be reviewed for potential liability to the program, its staff and its institution and altered accordingly if necessary. **Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.** Policies and emergency procedures for crises management must be available and reviewed. Staff members must have institutional access to legal advice relevant to their duties and responsibilities.

The institution must inform learning assistance program **staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.** The institution must provide staff development programs to educate learning assistance program staff of these changes.

IX. EQUAL OPPORTUNITY, ACCESS AND AFFIRMATIVE ACTION

Learning assistance program **staff members must ensure that services and programs are provided on a fair and equitable basis. Each facility, course, program and service must be accessible** to all populations included in the mission and goals of the learning assistance program. **Hours of operation must be responsive to the needs of all students.** Learning assistance programs and services are modified periodically according to results of assessments and evaluations and to institutional changes in student demographics.

Each learning assistance **program and service must adhere to the spirit and intent of equal opportunity laws.** Individual differences in the learning strengths, needs, and styles of students must be acknowledged and addressed by the learning assistance program.

Learning assistance **programs and services must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.**

Consistent with their mission and goals, learning assistance **programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

X. CAMPUS AND COMMUNITY RELATIONS

Learning assistance programs and services must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

The learning assistance program should:

- be integrated into the academic offerings of the institution;

- establish communication with all key academic and student services units
  - to encourage the exchange of ideas, knowledge, and expertise;
  - to provide mutual consultation, as needed, on student cases;
  - to expedite student referrals to and from the learning assistance program; and
  - to collaborate on programs and services that most efficiently and effectively address the needs of students;

- comply with pertinent academic and other institutional policies and procedures;

- disseminate timely information about current learning assistance programs and services and explain how these programs and services can meet specific needs of students;

- provide information about the unique characteristics and special needs of the learning assistance programs' clientele to the campus and community;

- encourage academic and student service units to work together and share their knowledge and expertise about the needs of students and how to assist them;

- establish a relationship with the local community in order to facilitate the development of learning assistance resources such as volunteers for tutoring and technical support; and

- provide training and consultation to community-based organizations, e.g., literacy associations, corporate training, and school district-based tutorial services.

XI. DIVERSITY

Within the context of each institution's unique mission, multi-dimensional diversity enriches the community and enhances the college experience for all; therefore, learning assistance **programs and services must nurture environments where similarities and differences among people are recognized and honored.**

Learning assistance **programs and services must promote cultural educational experiences that are characterized by open and continuous communication, that**

deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures.

> The instructional content and materials of learning assistance programs should provide opportunities to increase awareness and appreciation of the individual and cultural differences of students. Each student should be encouraged and given the opportunity to participate in the instructional and activities conducted by the learning assistance program. The learning assistance program should also be a conduit for assisting students in understanding and participating in the higher education culture.

Learning assistance programs and services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures. Learning assistance programs and services must be responsive to the individual learning strengths, needs, and styles of its student population.

XII. ETHICS

All persons involved in the delivery of learning assistance programs and services to students must adhere to the highest standards of ethical behavior. Learning assistance programs and services must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service. Learning assistance programs and services must publish these statements and insure their periodic review by all concerned.

All learning assistance program staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law. All staff must receive training in what constitutes confidential information and how properly to obtain, process and record confidential information that is necessary for their specific role within the learning assistance program.

Information disclosed in individual learning assistance sessions must remain confidential unless written permission to disclose the information is given by the student. However, all learning assistance program staff members must divulge to the appropriate authorities information judged to be of an emergency nature, especially where the safety of the individual or others is involved. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "directory" information or when the information is subpoenaed bylaw.

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

Learning assistance programs and services must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All learning assistance program staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.

The central learning assistance goal, meeting the needs of students, is paramount and evident in research projects. Learning assistance program research should be for the purpose of advancing knowledge of how to best develop and foster active, confident and independent learners. In addition, the privacy, protection, and interest of the student should supersede that which is important, significant and beneficial for research purposes.

All learning assistance **program staff members must recognize and avoid personal conflict of interest or the appearance thereof in their transactions with students and others.** All staff members, including student staff, must receive information and training about institutional policies and learning assistance program policies regarding conflict of interest.

Because all learning assistance program staff work with students' academic coursework in providing programs and services, they should be knowledgeable of policies related to academic integrity, plagiarism, student code of conduct and other similar policies . All staff should be cognizant of the implication of these policies for their specific work with students to avoid circumstances that could be construed as contributing to or participating in violations of these policies.

Learning assistance **program staff members must strive to insure the fair, objective and impartial treatment of all persons with whom they deal.** All staff act to advance the status and prestige of the profession and to foster and maintain open communication with all professionals involved in learning assistance. Programs and services must address the individual student's level of development if it is within the parameters of the learning assistance program's mission and goals. Statements or claims made about outcomes that can be achieved from participating in learning assistance programs and services must be truthful and realistic.

Various means of assessment should be conducted for the purpose of identifying the learning needs of the students and guiding them to appropriate programs and services. Assessment results should be communicated confidentially, honestly, and with sensitivity to the student. Students should be advised into appropriate, alternative educational opportunities when there is reasonable cause to believe that students will not be able to meet required guidelines for academic success or when the students' level of need exceeds the purpose and function of the learning assistance program.

Learning assistance program staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile or offensive campus environment. All people with whom learning assistance program staff interact must be treated with dignity and respect.

All learning assistance program staff members must perform their duties within the limits of their training, expertise, and competence. All tutorial and student paraprofessional staff must receive training to recognize appropriate limits of their role and how to proceed in handling situations which exceed their role. **When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

All learning assistance program staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

When handling institutional funds, all learning assistance program staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures. Learning assistance program funds acquired through grants and other non-institutional resources are managed according to the regulations and guidelines of the funding source.

XIII. ASSESSMENT AND EVALUATION

Learning assistance programs and services must undergo regular and systematic qualitative and quantitative evaluations to determine to what degree the stated mission and goals are being met. The learning assistance program must have the ability to collect and analyze data through its own resources and through access to appropriate data generated by the institutional research unit or other relevant campus units.

Although methods of assessment vary, the learning assistance program must employ a sufficient range of qualitative and quantitative measures to insure objectivity and comprehensiveness.

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

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

The learning assistance program utilizes self-study and certification processes endorsed by professional organizations and nationally-recognized standards documents to conduct periodic self-assessment.

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

Data collected must include responses from students, staff, faculty, and administrators or any other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing performance of the learning assistance program and its staff.

The learning assistance program should periodically review and revise its goals and services based on evaluation outcomes and based on changes in institutional goals, priorities, and plans. Data identifying changes in student demographics, characteristics and needs, and data indicating evolving trends are also required for learning assistance program short- and long-term planning.

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CORRELATION OF LAC REPORT CHAPTERS WITH GUIDELINES PROVIDED BY GEORGINE MATERNIAK

CHAPTER	TITLE	*AUTHOR/CONTRIBUTORS	GUIDELINES
	Introduction	**Carolyn Smith**	
	Forward	**Carolyn Smith**	
1	Rationale for a Center	**Gene Kerstiens**	Chapters I & III
2	Mission Statement	**Joyce Weinsheimer**	None
3	Logistics & Location	**Frank Christ** Carolyn Smith	VI
4	Management & Staffing	**Rick Sheets**	Chapters VII & VIII
5	Image Development & Public Relations	**Carolyn Smith**	Chapter X
6	Needs Assessment	**Carolyn Smith**	Chapters I & II
7	Program Design	**Carolyn Smith**	Chapters IV & V
8	Program Materials	**Carolyn Smith** Frank Christ	Chapter VI
9	Balancing Expectations & Resources	**Joyce Weinsheimer** Carolyn Smith	Chapter III
10	Evaluation	**Carolyn Smith**	Chapter IX
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