

AN ABSTRACT OF THE THESIS OF

David A. Bezayiff for the degree of Doctor of
Philosophy in College Student Services Administration
presented on October 20, 1992

Title: Recommendations For Preparing College And
University Learning Assistance Professionals Developed
From A Descriptive Study Of Practitioners In Public
Postsecondary Institutions In California.

Abstract Approved *Redacted for Privacy*_____

This study examined the education and preparation of 220 full-time learning assistance professionals in California's public Community College, State University, and University of California systems. The purpose of the study was to describe selected characteristics of the professionals and to assess their implications for future training programs. The results were reported in percents of responses, and analysis revealed considerable uniformity among the respondents despite the differences among the three public systems of higher education. The results of the study also suggested the importance of a uniform curriculum being established to prepare future learning assistance professionals for the field. Based upon the information generated by the results of the study, and a review of the literature, guidelines were developed

that consisted of competencies and activities that should be included in a program designed to educate and train full-time learning assistance professionals at the Master's degree level. Recommendations were included in the study.

**Recommendations For Preparing College And University
Learning Assistance Professionals Developed From A
Descriptive Study Of Practitioners In Public
Postsecondary Institutions In
California**

By

David A. Bezayiff

A THESIS

Submitted to

Oregon State University

**in partial fulfillment of
the requirements for the
degree of**

Doctor of Philosophy

Completed October 20, 1992

Commencement June 1993

APPROVED:

Redacted for Privacy

Professor of Education

Redacted for Privacy

Director, School of Education

Redacted for Privacy

Dean of Graduate School

Date Thesis is presented October 20, 1992

Typed by David A. Bezayiff for David A. Bezayiff

ACKNOWLEDGMENT

I would like to thank Professor Charles Carpenter for his advice and support throughout this study. His patience, scholarship, and attention to detail will always be appreciated. I would also like to express my appreciation to the members of my doctoral committee, Dr. Jo Anne Trow, Dr. Dan Dunham, Dr. John "Sam" Keltner, and Dr. John Drexler for their insights and suggestions. My appreciation also to Bette Baldis, Dr. John Cagle, Quang Ngo, Carole Snee, and the staff of the Learning Resource Center at California State University, Fresno for their assistance. My children, Nathan and Emily, are also to be thanked for being so patient during the writing of this study. To my wife, AnnMarie, a special thank you is in order. She, more than anyone else, was responsible for this study being completed. Her encouragement never wavered.

TABLE OF CONTENTS

	Page
I. THE COLLEGE AND UNIVERSITY LEARNING CENTER	1
Statement of the Research Problem	9
Significance of the Study	10
Unit of Analysis	11
Definition of Terms	11
Chapter Summary	14
II. REVIEW OF LITERATURE	15
General Overviews of Learning Assistance Centers	16
General Overview Summary	21
Historical Literature	22
Summary of Historical Literature	25
Program Services Literature	26
Summary of Program Services Literature	28
Preparing Professionals for Learning Assistance Centers: A Brief Review of the Subject: 1970-1991	28
Training Programs: 1971-1980	30
Summary of Training Programs: 1971-1980	37
Training Programs: 1980-1990	39
Summary of Training Programs: 1980-1990	51
Training Programs: 1990 to Present	53

Summary of Training Programs: 1990 to Present	54
Chapter Summary	55
III. RESEARCH DESIGN OF THE STUDY	58
Development of the Survey Instrument	59
Distribution and Collection of the Survey	62
Reporting the Data	63
Interpretation of the Data	64
Chapter Summary	66
IV. REPORTING THE DATA OF THE STUDY	67
Description of System	
Sample Characteristics:	67
Services Provided by the Professionals Sampled	67
Position, Years of Experience, Age, Gender, Ethnicity, Term of Contract, Tenure Status, Membership in Professional Organization	69
Educational Information	79
Attitudes Towards Training, Professional Development, and Preparation for Learning Assistance Work	82
Pre-Service Training Topics	86
On-Going Training Topics	88
In-Service Training Topics	89
Five Areas Needed for Additional Training	90
Three Areas That Best and Least Prepared Professionals	92
Additional Selected Responses	95

Recommendations for Future Education and Training of Learning Assistance Professionals	104
Chapter Summary: System Sample Characteristics	106
V. SUMMARY, INTERPRETATION OF THE DATA, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY	107
Summary of the Study	107
College and University Learning Assistance Centers	107
Review of Literature	109
Research Design of the Study	110
Summary of System Sample Characteristics	110
Interpretation of Study Results	114
Current Method for Preparing Professionals	120
Council for the Advancement of Standards and Guidelines Recommendations for Educating and Training Learning Assistance Professionals	121
Proposed Pre-Professional Education and Training Guidelines for Future College and University Learning Assistance Professionals	122
Conclusions of the Study	125
Recommendations for Further Study	127
BIBLIOGRAPHY	129
APPENDICES	
Appendix A: Schematic Diagram of Proposed Pre-Professional Education and Training Guidelines for Future College and University Learning Assistance Professionals	138

Appendix B: A Survey of Full-Time Learning Assistance Professionals in California's Public Community Colleges, State University, and the University of California	141
Appendix C: Cover Letter Accompanying Survey Instrument	154
Appendix D: Follow-Up Letter to Respondents	156

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Percent of respondent program services offered in learning assistance programs	68
2. Respondents attitudes toward maintenance of level of service	69
3. Percent of respondents holding various positions	70
4. Percent of respondents reporting number of years of experience in cuurent position	71
5. Percent of respondents reporting various age categories	72
6. Percent of respondents who were female or male	73
7. Percent of respondents reporting ethnicity	74
8. Percent of respondents reporting various salary levels	75
9. Percent of respondents reporting various terms of contracts	76
10. Percent of respondents reporting tenure status	77
11. Percent of respondents holding membership in various professional organizations focusing on learning assistance	78
12. Percent of respondents reporting highest academic degree	79
13. Percent of respondents reporting various academic majors	80
14. Percent of nine areas included in total graduate program	82

<u>Figure</u>	<u>Page</u>
15. Percent of respondents level of agreement, disagreement, or uncertainty regarding adequacy of undergraduate preparation for learning assistance center employment	84
16. Percent of respondents level of agreement, disagreement, or uncertainty regarding adequacy of graduate preparation for learning assistance center employment	85
17. Percent of respondents reporting level of agreement, disagreement, or uncertainty regarding uniform preparation curriculum for future professionals	86
18. Percent of respondents selection of most important pre-service training activity	87
19. Percent of respondents selection of most important on-going training activity	88
20. Percent of respondents selection of most important in-service training activity	89
21. Percent of respondents attitude toward frequency of staff training	90
22. Percent of respondents selection of five most important training topics	92
23. Percent of respondents selection of three areas that best prepared them for learning assistance center work	93
24. Percent of respondents selection of three areas that least prepared them for learning assistance center work	94
25. Attitude of respondents with respect to elements that contribute to positive work environment	95
26. Percent of respondents familiar with learning assistance program mission statement	96

Figure**Page**

27.	Percent of respondents who read the council for advancement of standards and guidelines for learning assistance programs	97
28.	Percent of respondents attitude toward attending workshop on council for advancement of standards and guidelines for learning assistance programs	98
29.	Percent of respondents attitude toward attending workshop on historical development of learning assistance programs	99
30.	Respondent attitudes toward explaining program mission, evaluating program, and discussing history of programs	100
31.	Percent of respondent attitudes toward adequacy of learning assistance program to meet increased number of students needing program services	101
32.	Percent of respondents identifying reasons for not being able to meet projected increases of students	102
33.	Percent of respondents attitude toward their program's publicity	104

Recommendations For Preparing College And University
Learning Assistance Professionals Developed From A
Descriptive Study Of Practitioners In Public
Postsecondary Institutions In
California

CHAPTER I

THE COLLEGE AND UNIVERSITY LEARNING ASSISTANCE CENTER

The proliferation of college and university learning assistance centers in American institutions of higher learning was impressive, if not phenomenal. In a survey of 2,713 institutions of higher education conducted in 1979, the results demonstrated that between 1974 and 1979 the number of campus learning assistance centers had doubled (Sullivan, 1980) and by the 1980's it was estimated that there were nearly 13,000 postsecondary education professionals involved with providing learning assistance services to students (Boylan, 1982a).

According to Maxwell (1980), among the several factors that combined to foster the growth of learning assistance center programs in the 1970's were the admission of increasingly greater numbers of academically underprepared students, the impact of federal and state programs that encouraged the growth of academic support services, and concerns about retention rates of students.

The emerging learning centers shared several common characteristics. They were funded through a combination of sources that frequently included federal grant monies; they

provided a variety of services that consisted of diagnostic testing, study skills instruction, and tutoring in content areas; they were usually designated as the campus learning center, learning assistance center, or learning resource center; and finally, the programs were initially administered by the division of student affairs or an academic department, most often Counseling, English, Psychology, or Mathematics.

The rapid development of learning centers led Sullivan (1980) to conclude that a "movement" was taking place in higher education because "Campus after campus decided it needed a unit, program, or facility specifically designed to help students develop or refine those learning skills requisite for academic success" (p. 1).

Maxwell (1980), however, contended the programs had been implemented casually, and without careful planning. Roueche and Snow (1977) thought the programs combined the atmosphere of a "medical clinic, a mechanic's shop, and a coffee house" (p. 124).

The growth of the learning assistance centers was not accompanied without problems. From their initial development there was, for example, discussion about their mission, scope, and function, (Peterson, 1975; Cross, 1976; Dempsey, 1978; Roueche and Snow, 1977; Maxwell, 1980a; and others).

There was also the question of what the programs should be called. By 1975, Enright had identified fifteen different

names for the programs. There were repeated attempts to define, "a learning center." Christ (1971), who had first used the term, thought learning center programs functioned "primarily to enable students to learn more in less time with greater ease and confidence; offering tutorial help, study aids in content areas and referrals to other agencies, serving as a testing ground for innovative machines, materials and programs" (p. 35). Coda-Messerle (1979) thought a learning center was "primarily characterized as a facility where the most effective resources are matched to the diagnosed needs of a student" (p. 2); Peterson (1975) thought learning centers were an "amalgamation of four services: library, audiovisual services, nontraditional learning activities (including tutoring), and instructional development service" (p. 9); and Sullivan (1980) thought learning centers consisted of some or all of the following elements: "instructional resources; instructional media; learning skills development, tutoring and instructional development" (p. 1).

Collaborative efforts to define learning centers were offered by professional associations whose membership were affiliated with learning centers. The Committee on Learning Skills Centers (1976), sponsored in part by the Conference on College Composition and Communication, defined the learning center as "a special location where students can come--or be sent--for special instruction not usually

included in 'regular' college classes" (p. 4); and, the New England Association of Academic Support Personnel (1977) described learning centers as "places of various sizes, where students can find personnel (professionals and trained peers) and materials (of varying degrees and sophistication) to help them with specific problems" (p. 1).

But perhaps no issue was more important than how program staffing was accomplished. Enright and Kerstiens (1980) provided a brief historical review of the issue of staffing and noted that "there is no consistency in the qualifications or credentials of the academic preparation, training, and disciplinary residence for the director of a learning center" (pp.14-15); Roueche and Snow (1977) believed some directors gained their position by default; Moore (1976) thought the programs were havens for marginal employees; and Christ (1972) initially thought that degrees were not necessary for learning assistance staff.

Matthews (1981, p. 3) also reviewed the process by which professionals entered the learning assistance field during their first decade and provided a succinct summary of the process:

Entry into the field has been haphazard at best. It has not been atypical for the management of a small center to have been "handed" to a faculty member or administrator who essentially had never heard of the concept of a learning assistance center before taking charge of one. . . . A professional in the field of learning assistance was defined pragmatically--as a person who somehow got into the field and stayed.

Moreover, argued Matthews, (1981) ". . . it is time to design and implement training specifically for learning specialists at the college and university level. We are far behind other areas of student development and personnel in doing this . . ." (p. 5).

Nor was Matthews alone in her call for professional development. Earlier, in the mid-1970s, Heard (1976) had urged learning center staffs to consider that, "We must set and adhere to professional standards and limits. We owe it to ourselves--and certainly to others--to begin such a self-analysis" (p. 8). Other learning assistance professionals, among them Whyte (1980), Matthews (1981), Boylan (1982b), Castelli and Johnson (1984), and Lissner (1990), had underscored similar sentiments.

In the past, only three colleges or universities reportedly offered a Master's degree graduate program that included coursework related to learning assistance. These institutions were Appalachian State University in North Carolina; Grambling State in Louisiana and National Louis University in Illinois. A fourth university, the University of Arizona, was currently reviewing a proposed doctoral program in learning assistance.

If, as it has been suggested, the importance of learning assistance centers in college and universities will continue to increase, attention should to be given to the

preparation of the professional staff who will provide the services. Gardner (1988, p. 31) for example, whose research for the past several years was focused on in-coming freshman, offered the following prediction:

I believe that in spite of all the current clamor for excellence, raising standards, etc., with its attendant implications for reducing access of students, professionals like yourself are going to have more students to teach in the 1990's not less.

A similar sentiment was made by Williams (1990), who also predicted that "More importantly, learning assistance programs will have a key role in higher education in the twenty-first century because the numbers of non-traditional college students will increase" (p. 22).

Given such assessments, developing a model for pre-professional training for future learning assistance professionals remains an important issue for the field. Who, in fact, were the professionals currently working in learning assistance programs? What was their professional preparation, education, training, and experience? What were their attitudes about their education and training? What did they think best prepared them for their position? What did they think least prepared them for their position? Did they believe there should be a uniform curricula to prepare future professionals? What should have been included in pre-service, on-going, and in-service training programs? What were some factors that contributed to a positive work environment in a learning assistance center? What skills did

they think were necessary for learning assistance staff to possess? What were their attitudes about the role and function of learning centers for the coming decades?

Growing interest in the field of learning assistance suggested the significance of these questions. This interest, for example, occurred in the development of professional standards for the field. The Council for Advancement of Standards (1987), an organization comprised of twenty-one national professional associations affiliated with higher education, published the Standards and Guidelines for Learning Assistance Programs. These Standards and Guidelines had been the result of a six year long process of review and suggestions by learning assistance professionals. The following year, in 1988, the theme of a national conference on issues in learning assistance was "Towards a Sense of Professionalism."

Such examples suggested that among learning assistance professionals, there was a growing interest and concern about the preparation of professional staff. Such interest also suggested a move, however slight, from the traditional body of literature associated with the nature of learning assistance programs to one that included more attention to staff related issues.

From the earliest inception of the programs in the early 1970's, primary attention in the literature associated with learning assistance centers was overwhelmingly

concerned with descriptions about programs and services. So concentrated was this effort that Matthews (1981) noted:

Yet, if one searches through journal articles and conference preceedings over the past several years in the field of learning assistance, one is left with the impression that program descriptions predominate (p. 15).

The preponderance of the descriptions focused on the location and square footage of the physical features of the program, title of program, number of staff, administrative assignment of the program, funding sources, number of students served, hours of operation, types of services provided to students, and to a lesser extent, evaluation methods.

Attention to the staff who provided the services was, in most instances, limited to the title, highest degree and academic field, and years of experience of the program administrator.

When staff other than the program administrator was described, it was done so in the most general of terms. Maxwell (1980), for example, described learning center staff in the following ways, "Most learning centers have few full-time professional staff members. On the average, they employ a director and one or two learning specialists and rely on student help" (p. 119). Overall, program descriptions emphasized the services provided and most frequently excluded the service providers, and consequently,

descriptions of the professional preparation of learning center staff remained at best, limited.

Statement of the Research Problem

Therefore, the research problem of this study was to: (1) examine the services the professionals provided in their programs; (2) provide a description of full-time learning assistance professionals who currently worked in California's postsecondary institutions of public higher education; (3) examine their education, training, and experience; (4), determine the implications of their education, training, experience, and attitudes in terms of developing a model preparation program for learning center professionals.

To undertake this investigation, five questions were developed to reflect the nature of the research problem of the study:

1. What types of services were provided by the professionals?
2. What were selected characteristics of the full-time learning assistance professionals who worked in California's public Community College, State University, and the University of California systems?
3. What was their education, training, and experience?

4. What were their responses on selected learning assistance center topics related to work environment, mission, function, future of program, and recommendations for training future professionals?
5. What were the implications of their education, training, experience, and attitudes about their work environment for preparing professionals in the field?

In 1987, the Council for the Advancement of Standards for Student Services/Development Programs had published guidelines for learning centers. Nonetheless, while recognizing the importance of defining common goals and philosophies for the profession, some practitioners in the field noted that the effort did not go far enough and the guidelines "did not describe how we attempt to meet those goals, express our common philosophy, or who we, as professionals, are" (Lissner, 1989, p. 2).

Significance of the Study

The significance of the study was first, it focused attention on the education and training preparation of learning assistance professionals. Second, it provided a framework for assessing what had been occurring in the area of preparation. Third, it provided the basis for a preparation model that had implications for the education

and training of future learning assistance professionals. Matthews (1981) brought attention to the importance of preparation and its implications for learning assistance professionals by noting that:

This is not to say that on-the-job training should not occur; it does and always will, as a part of the inevitable adjustment and orientation that any person undergoes as a result of a change in vocational roles. But it does mean that the expected adjustment time for a new employee in learning assistance becomes unduly attenuated (p. 6).

Unit of Analysis

The unit of analysis for the study were the full-time learning assistance professionals who worked in the programs in California's public Community College, California State University, and the University of California's systems.

California's learning assistance professionals and its three systems of public postsecondary higher education were selected as the unit of analysis because they have had a longstanding and vigorous record of learning assistance center programs.

Definition of Terms

The following defined terms were used consistently throughout the study:

(1) Learning Assistance Center:

The campus program designated by the college or university to provide remedial, developmental, or on-going academic

assistance to students through a variety of techniques and methods, such as tutoring.

(2) Learning Assistance Center Professional:

Staff members such as program administrators, coordinators, math, reading, and writing, and specialists, counselors, or other instructional related employees, engaged in full-time employment in a learning assistance center. (This does not include clerical, paraprofessional, student assistant, or volunteers).

(3) Characteristics of the Full-Time Learning Assistance Professional:

(3a) Personal: position, years of experience, age, gender, ethnicity, salary, term of contract, tenured, on tenure track, membership in a professional association affiliated with learning assistance, and the name of the professional organization;

(3b) Educational: highest degree held, academic discipline, degree in progress, pre-service training topics, on-going training topics, in-service training topics, five areas needed for additional training, three areas that best prepared them for work in a learning assistance program, and three areas that least prepared them for work in a learning assistance program;

(3c) Programmatic: positive work environment, mission of program, written statement of program mission, historical development of Learning Assistance Center programs, Council

for the Advancement of Standards and Guidelines for Learning Assistance Centers, program publicity, frequency of staff training, areas professionals could do best, future needs of programs, and recommendations for the education and training of future learning assistance professionals.

(4) Training:

(4a) In-service training: short-term training sessions;

(4b) On-going service training: continuous training sessions;

(5) University of California:

A public four year state university system identified as the University of California. This nine campus system granted Bachelors, Masters, and Doctoral degrees in a wide range of academic disciplines with a greater emphasis upon faculty research;

(5) California State University:

A public four year state university system commonly referred to as the California State University. This twenty campus system granted both Bachelors and Master's degrees in a wide range of academic disciplines. The emphasis in this system was on teaching;

(6) Community College:

A two year public institution of higher education that granted an Associate of Arts or Associate of Science degree. California had one-hundred-and-seven community colleges.

Chapter Summary

This chapter reviewed the development of learning assistance center programs in United States institutions of higher education and provided a general background of the purposes of learning assistance programs. The research problem of the study was introduced by noting that although the services of learning assistance center programs had been examined by previous researchers, little investigation had been conducted about the professional staff who provided the services.

The aim of the study was intended as an exploration of specific aspects related to the education, training, and work related attitudes of learning assistance professionals. Moreover, the study intended to develop a model preparation program based on a composite description of full-time learning assistance professionals in California's public postsecondary institutions of higher education.

CHAPTER II

REVIEW OF LITERATURE

The literature that pertained to learning assistance centers was mostly a blend of writing that came from several related academic fields. Prominent among these academic fields were remedial and developmental education, the history of higher education, the philosophy of higher education, and reading.

In part, this multi-discipline mix was due to the fact that programs were staffed by professionals who came from a variety of academic disciplines and, in part, because the "centers represent a blend of instructional resources, instructional media, learning skills development, and tutoring and instructional development" (Burnham, 1983, p. 33). To a lesser degree, the blending was also due to learning assistance professionals focusing their attention on the services of their programs and not, as Boylan (1981) has contended, on their own professional development and growth. As a result there was a body of literature that discussed learning assistance centers from several perspectives.

Basically, there were four areas of literature that have developed in the field of learning assistance. The first area was a discussion of learning assistance centers in general; the second area was grounded in the historical

background and development of learning assistance programs; the third area was a description of program services; and, the fourth area focused on the literature associated with the preparation of professionals in the field of learning assistance.

The following discussion of the literature of these four areas, began first with those works that provided general discussions about learning assistance programs.

General Overviews of Learning Assistance Centers

The single most prominent work that provided a general overview of learning assistance and learning assistance centers was Maxwell's (1980) Improving Student Learning Skills. In this work, Maxwell first reviewed the history of remedial and developmental education in institutions of higher education in the United States. Next, methods for organizing successful learning assistance and tutorial programs, evaluating programs, and solving special skills problems were discussed. A third part of the work included a listing of available resources for learning assistance professionals.

For a decade, Maxwell's work served as the handbook for learning assistance programs. However, the attention Maxwell devoted to professional learning assistance staff was mostly limited to a discussion of desirable characteristics of the program administrator.

A second overview of learning assistance was contained in a twelve volume collection, New Directions for College Learning Assistance. These works were published between 1980 and 1983, and each edition contained several articles about a learning assistance topic. Of particular importance was the one that considered the topic, Staff Development for Learning Support Programs (Christ and Coda-Messerle, 1981).

In this volume several articles discussed various aspects of this subject. In "Becoming Professional in College Level Learning Assistance," Matthews suggested a curriculum for the education and training of learning assistance professionals. Written as a formative proposal, Matthews called for an instructional program that consisted of four areas: education, psychology, research and evaluation, and application. Additionally, a speciality area such as adult education was suggested for both masters and doctoral level students. Still another area, management, was also suggested for doctoral students.

In "The Training of Learning Assistance Practitioners," Garcia (1981) discussed the training program that was being conducted for learning assistance professionals at California State University, Long Beach. The week-long program consisted of forty different activities that were intended to provide both a theoretical framework for learning assistance programs and an opportunity to apply the concepts.

The article by Maxwell (1981), "An Annual Institute for Directors and Staff of College Learning Centers," discussed the elements of a week long training institute she helped to develop under the sponsorship of the University of California, Berkeley. Begun in 1976, the Institute was designed to offer training to new administrators, experienced administrators, and learning specialists wanting to improve their ability to teach basic skills.

For new administrators, emphasis was placed upon ways to begin a program; for experienced administrators, methods for refining program services were given attention; and for learning specialists, information was provided about new teaching strategies and methods. A similar article, by Spann and Boylan (1981) discussed the developmental education training program at Appalachian State University. The program at Appalachian State University, unlike the program offered by Maxwell, offered a graduate degree in developmental education, and the summer training program was a month long.

A third publication, Issues in College Learning Centers (1983-1990) contained summaries of presentations delivered at a national conference on college learning centers. Sponsored by the University of Long Island, Brooklyn Campus since 1978, the annual conferences have had yearly themes and the theme of the 1988 conference was "Towards A Sense of Professionalism."

Another publication that provided a periodic overview of learning assistance center programs was the Journal of College Reading and Learning. Originally, this journal was published as the Proceedings of the Western College Reading Association (1970-1983). The journal included several of the presentations made at the annual conferences of the College Reading and Learning Association (formerly the Western College Reading Association, 1967-1983; and the Western College Reading and Learning Association, 1983-1989). The presentations are mostly descriptions about services provided by programs, but discussions about diagnostic methods and program evaluation techniques were also included.

In addition there was an assortment of other descriptions related to computer-assisted instruction, instructional methods, critical thinking strategies, and reading improvement methods.

The work by Martin (1977), The Learning Center: A Comprehensive Model for Colleges and Universities provided a broad overview on the various aspects of implementing a learning assistance program. So too, did the work by Peterson (1975) The Learning Center.

Sullivan's (1979) Guide to Learning Centers in Higher Education provided a comprehensive listing of learning assistance programs throughout institutions of higher

education in the United States and its Territories, as well as Canada.

A more recent work, Handbook of Developmental Education by Hashway (1990), included a chapter by Lissner, "The Learning Center from 1829 to the Year 2000 and Beyond," that discussed the historical development of learning assistance programs and offered a model for a comprehensive learning assistance center.

Drawn from information on past and existing learning assistance centers, Lissner's model attempted to integrate both institutional services and student skills and needs.

Professsional staff who work in such a center should, according to Lissner (1990), ". . . have competencies in learning theory, educational (or psychological) research, human relations and learning disabilities. Depending on the exact composition of the center the professional staff should possess skills in assessment and diagnosis" (p. 150).

Also included in the work by Hashway (1990) were two other chapters that discussed in general terms, the implementation of learning assistance programs. These chapters are entitled, "College Learning Assistance Centers: Places for Learning" (White and Schnuth), and "College Learning Assistance Centers: Spaces for Learning" (White, Kyzar, and Lane). Both chapters were similar in content and essentially called attention to the physical needs of a

learning assistance center, and also its services and staffing needs.

Although not specifically written about learning assistance programs, several works that addressed issues in higher education from the 1970s onward contained some measure of discussion about learning assistance centers.

Again, the close integration between remedial and developmental programs and learning assistance centers, as well as changing student populations and attempts to provide services and support to them, accounted for the inclusion of learning assistance centers in the works.

Among these related sources were: Catching Up: Remedial Education (Roueche and Kirk, 1973); The Impact of Special Services Programs in Higher Education for "Disadvantaged" Students (Davis, et. al., 1975); Learning Skills Centers: A CCCC Report (1976); Beyond the Open Door (Cross, 1976); Accent on Learning (Cross, 1976); and Roueche and Snow, Overcoming Learning Problems (1977); and, The Perpetual Dream: Reform and Experiment in the American College (Grant and Riesman, 1978).

General Overview Summary

The general overview of works about learning assistance centers contained only a small number of applicable works. Lissner (1990, p. 139) reported that the average learning assistance center today was only a little over thirteen years old. With the exception of Maxwell's work (1980), and

more recently that by Hashway (1990), there have not been additional comprehensive works about learning assistance center programs. Discussion about related learning assistance centers has taken place in professional journals, most notably the Journal of College Reading and Learning, Journal of Developmental Education, and The National Reading Conference Yearbook. Almost invariably, however, discussions in these journals have focused on diagnosis and treatment of specific types of learning disabilities, or methods for improving reading, writing, mathematics, science, study habits and study skills, and ways to improve program operations and evaluation methods.

The related sources of literature, while not discussing at length learning assistance programs, nonetheless helped to chronicle the development of the programs in institutions of higher education.

Historical Literature

There were several works that chronicled the historical development of learning assistance centers. Enright (1975) traced the origins of learning assistance programs to the early twentieth century. In "College Learning Skills: Frontierland Origins of the Learning Assistance Center,"

Enright identified five distinct phases that marked the growth of the programs.

The first phase occurred between 1916 and 1940. This was the period when clinical methods of diagnosis and prescription were applied to college reading programs. The second phase followed in the decade between 1940 and 1950. This was a period marked by much disenchantment with remedial and developmental programs in higher education. The third phase, between 1950 and 1960, was a decade of renewed emphasis upon college reading and study skills courses. The fourth period was the decade between 1960 and 1970. In this period instructional technology, increased tutorial services, and the influx of an increased number of non-traditional students in higher education helped to establish the rationale for the learning assistance programs that would be implemented in the fifth phase, the period between 1970 and 1980, when the full fledged adoption of the programs occurred.

In a work previously cited, Maxwell's (1980) Improving Student Learning Skills, considerable attention was devoted to tracing the history of remedial and developmental education in the United States. Using as a basis for this discussion Brubacher and Rudy's (1976) Higher Education in Transition; A History of American Colleges and Universities, 1636-1976, Maxwell drew attention to the early debates over remedial and developmental education in higher education

throughout the latter half of the nineteenth century, and contended that dissatisfaction with the academic preparation of entering college freshman during this period eventually led to the development of college preparatory courses near the turn of the century.

Another work that traced the historical development of learning assistance programs was the work by Dempsey (1985). In "An Update on the Organization and Administration of Learning Assistance Programs in U.S. Senior Institutions of Higher Education," Dempsey believed there were four stages of development. According to Dempsey, the first stage occurred between 1830 and 1875. During this period, Dempsey contended, rudimentary courses were regularly offered by colleges and universities. The second stage in Dempsey's history took place between 1876 and 1915. This was a period of transition and conflict between American and European educational philosophies. The third stage, 1916 to 1959, was the period when reading and study skills courses, despite some criticisms, nonetheless gained a firm foothold in higher education. The fourth stage, beginning in 1960, marked the widespread adoption of learning assistance programs throughout higher education.

In a subsequent article by Enright and Kerstiens (1980), "The Learning Center: Toward an Expanded Role," the historical development of the programs were traced even further, to the 1850's, a period also marked by

dissatisfaction with student academic abilities. In "Growth and Influence of the Learning Center Movement" by Sullivan (1980), the rapid development of the programs from their infancy in the late 1960's and early 1970's was documented. In "The Growth of the Learning Assistance Movement," Boylan (1982a) traced the origin of the term "learning center" and noted the term was generally credited to Christ, who first referred to it in print in 1971.

In "The Learning Center from 1829 to the Year 2000 and Beyond" Lissner (1990), provided a more recent synthesis of previous works that discussed the historical development of the programs. Drawing upon a brief article by Brier (1984), "Bridging the Academic Preparation Gap: An Historical View" and the work by Maxwell (1980), Lissner suggested that possibly the earliest concern about student preparation began with the publication of the Yale Report of 1828, a document that called for the end of accepting academically underprepared students.

A brief synopsis of the history of learning assistance centers, particularly the period beginning in 1970, was also offered by White and Schnuth (1990) in "College Learning Assistance Centers: Places for Learning."

Summary of Historical Literature

The historical literature about the development of learning assistance centers, clearly demonstrated that

learning assistance centers were inextricably linked to the evolution of remedial and developmental programs in American colleges and universities.

Although the term "learning center" did not appear in print until 1971, there was no mistaking that for nearly a century and-a-half, American institutions of higher education have been wrestling with the issues of remediation and developmental education, and the learning assistance center is the current outcome in that debate.

Program Services Literature

The most comprehensive collection of literature associated with learning assistance centers was found within the category of program services literature. In this category, program services were briefly described or summarized.

Prior to the actual development of learning assistance centers, descriptions of reading laboratories, learning laboratories, study skills, and other eventual learning assistance services appeared in such publications as Audiovisual Instruction, Education, Journal of Higher Education, Junior College Journal, Journal of Experimental Learning, School and Society, Journal of Educational Research, Journal of Developmental Reading, Journal of Educational Psychology, and the National Reading Conference Yearbook. In addition, professional association newsletters

also occasionally included brief articles about learning assistance related services.

Following the development of learning assistance centers in institutions of higher education, the professional organizations that grew out of this development began to create and formalize their own publications. Most notable among these organizations was the Western College Reading Association.

During the first several years of publication, this organization's journal, often cited as Proceedings, included between twenty and forty brief articles. These articles, with the exception of the conference keynote address, were basically summaries of the presentations given at the annual meeting of the organization.

In 1977 and 1978, however, the presentations in the journal were divided into the following categories: Keynote Address, Investigations, Program Descriptions, Program Prescriptions, and Reactions and Interactions. With only slight modifications in the intervening years, a Reviews section was added and the Reactions and Interactions section was deleted, the journal basically continued to reprint conference presentations that described program services.

By 1985, however, the previous categories were entirely deleted (with the exception of a new one, Computers), and the number of articles appearing in the publication were reduced to between ten and twenty per issue. The keynote

address, however, continued to be included a regular part of the conference proceedings.

Several hundred articles included in the Western College Association's Proceedings constituted a significant portion of the literature. With few exceptions these articles were descriptions of services offered by programs, methodological approaches to areas such as program evaluation or diagnosis and assessment, and other activities that learning assistance centers conducted or practiced.

Partial attention to program services offered by learning assistance centers also appeared in other publications, most notably the Journal of Developmental Education, the Annual Yearbook of the National Reading Conference, and Issues in College Learning Centers.

Summary of Program Services Literature

This literature provided examples of the several services offered by learning assistance centers. The bulk of this literature had generally appeared in the published proceedings of national conferences on learning assistance or reading.

Preparing Professionals for Learning Assistance Careers: A Brief Review of the Subject: 1970-1991

The fourth area of literature was concerned with the preparation of professionals for a learning assistance career. From the inception of learning assistance programs

this has been perhaps the single most dominant subject in the field. Other areas, most notably program evaluation, program services, and program funding, have also had considerable attention devoted to them, but the issue of how to go about preparing professionals, has been a longstanding subject in the field; so much so, that it warranted a separate discussion in the literature review.

From the onset of the use of the term, "learning center," it was apparent that some method would have to be developed that provided for the education and training of learning assistance professionals. As early as 1972, Christ called attention to the potential problem of not having an adequate means for preparing learning assistance professionals, and he voiced this concern with the following statement:

the demand for trained personnel and the difficulty in finding them is a common problem shared by most college administrators who seek to initiate or maintain a learning assistance facility or program. Concurrently, the frustration in searching for a meaningful training program is a real problem for prospective college learning assistance practitioners (p. 181).

Nearly a decade later, however, little progress had been made in establishing a clear method for educating and training college learning assistance professionals. Maxwell (1980), for example, concluded, "College learning specialists, unlike college counselors and other college personnel workers, rarely have formal training or graduate study directly related to their positions" (p.119).

In the 1980s, interest in the manner by which professionals gained education and training for learning assistance received increasing attention: first, with a discussion of appropriate graduate preparation on both the masters and doctoral level; second, with the publication of standards and guidelines for learning assistance programs and professionals in the programs; and third, with at least one national conference of learning assistance professionals being devoted to the issue of professionalism and preparation for the field.

Finally, the 1990s and its accompanying predictions of increased importance of learning assistance professionals in institutions of higher education reinforced the need for providing meaningful training programs for future learning assistance professionals. The following discussion will chronicle the period between 1970 and 1991 to delineate more specifically the importance of the issue.

Training Programs: 1971-1980

In July, 1971, Frank L.Christ conducted a workshop for nine graduate students at the University of California, Los Angeles who had expressed an interest in becoming learning center practitioners at two-and four-year colleges. In that formative training program, fifteen three hour sessions covered the following topics: (a) responsive listening; (b) notetaking about the workshop activities; (c) workshop

demonstrations; (d) diagnosis; (e) individual information processing; (f) discussion; (g) laboratory experiences drill and skill practice; (h) comparative analysis; (i) field trips to four college learning centers; (j) group work; (k) program solving; (l) projects; (m) resource persons; and (n) evaluation.

Still concerned about the paucity of training programs, which Christ (1971) had also expressed in an article, "System's for Learning Assistance: Learners, Learning Facilitators, and Learning Centers," an intern training program in learning assistance at California State University, Long Beach was established in 1973.

Fujitaki (1974) discussed the training program in an article, "CSULB Intern Training in Learning Assistance" and offered a description of its essential elements. Graduate students pursuing a Master of Science degree in Counseling spent eight hours weekly for six weeks in the Learning Assistance Support System program; participants who came from other colleges and universities gained their training in an intensive forty-hour one week program. The training program was competency based and included the completion of forty different tasks.

These tasks were grouped into the following categories: (a) touring existing learning assistance centers; (b) reading assigned articles and books; (c) taking part in routine activities of the learning assistance center; (d)

meeting with campus administrators and learning assistance center staff; and (e) submitting a report and critique of the training program (pp. 83-89).

In sum, the training program developed by Christ was, according to Fujitaki (p. 84) based on "participants processing information on the rationale, operations, and procedures of a Learning Assistance Support System and experiencing personal learning skills development through diagnostic and prescriptive exercises and materials."

Although there was a recognizable need for the training of learning assistance professionals, early surveys on learning assistance programs did not address the issue. For example, Devirian (1974) conducted a "Survey of Functions of Learning Programs in California's Two- and Four-Year Public Colleges and Universities" that consisted of a 25-item questionnaire. The survey was distributed to 131 Deans of Students. The survey examined existing programs and their services, eligible users, location of the program, number of full-and part-time staff, hours of operation, numbers of persons served monthly, method of referrals, and whether or not course credit was offered. The study did not, however, explore such factors as "administrative and staffing background and experience" (p. 68).

A considerably larger study was also undertaken by Devirian, Enright, and Smith in 1975. In that study, "A Survey of Learning Programs in U.S. Institutions of Higher

Education," 2,783 institutions were sampled. A total of 1,258 institutions responded to the 70-item questionnaire that investigated six categories: administration, budget, staffing, services, facilities, and materials. The category of staffing was concerned with the academic field of the degrees and differences between institutions and degrees. Thus, for example, the results of the study indicated that learning assistance center staffs at two-year institutions mostly had degrees in English, while the staffs at four-year institutions mostly had degrees in educational psychology or counseling.

Although such surveys did not devote much attention to the issue of staff training and education, other professionals in learning assistance had begun to examine that area. Maxwell (1980) reported that in June, 1975, directors of learning assistance centers and tutor coordinators from the nine campuses of the University of California met in Santa Barbara to discuss personnel classifications and to develop guidelines for learning specialists (pp. 120-121).

Training institutes were also being formed to provide training for learning assistance personnel. One of the most prominent institutes, the Institute for College Learning Center Directors and Staff, sponsored by the University of California at Berkeley was begun in 1976 under the leadership of Maxwell.

The staff training offered at that Institute generally focused on the following topics: operations of a learning assistance program, descriptions of materials used in the programs, field trips to other college and university learning assistance centers, interviews with program staff, network activities, and attendance at workshops that addressed topics such as computer-assisted instruction, program evaluation, and the training of tutors and other paraprofessionals.

Regional associations, among them the New England Association of Academic Support Personnel, the Western North Carolina Consortium for Developmental Education, and the Regional Association of East Bay Colleges and Universities Basic Skills Committee in northern California were also formed during this period to disseminate information about learning centers and to provide a measure of staff training opportunities.

Such training occurred in workshops, and was generally limited to methods for improving teaching strategies, ways to develop professional contacts, methods to publicize the learning center, and how to establish a learning center on a campus.

The issue surrounding the nature of learning assistance center staffing continued, however, to be of paramount importance. Heard (1976) in the keynote address before the Western College Reading Association, addressed this

important issue by stating, "The obvious corollary of our need to define the scope of learning centers is our obligation to define the professional identities of those who staff them" (p. 7).

But defining the identity of the practitioners was difficult because of the way learning center professionals entered the field. Again, Heard (1976) underscored the complexity of the training and staffing issue by describing the existing circumstances:

Many of us have tried to keep up by staffing with bright, student-oriented "amateurs" from related fields; or by sending interested faculty back to summer workshops and other quick training sessions. We've had to hope that catch-as-catch-can training would suffice . . . (p. 8).

In the same year, 1976, two other associations began to become actively involved with the issue of preparing learning center staffs. The first, the American College Personnel Association, formed a Commission on Learning Centers in Higher Education. The Commission's task was to investigate and establish appropriate standards and guidelines for learning center practitioners. The second organization, the National Association of Developmental Educators (formerly the National Association for Remedial/Developmental Studies in Postsecondary Education), stressed the importance of learning center personnel within its membership (Boylan, 1982a). Both of these organizations would, as did the Western College Reading Association, continue to discuss and call attention to the issue of

improving the method of educating and training learning center practitioners.

Christ (1977) continued to stress that personnel "is the single most critical resource for the development, implementation, maintenance, improvement, and expansion of learning assistance programs and services" (p. 80), and Garcia (1978) provided additional insights into the philosophy that was guiding the training program at California State University, Long Beach. In "A Multi-Media Training Program for Practitioners of the SR/SE," Garcia summarized the program accordingly:

Professionalism on the part of the skills practitioners requires more than the sincere desire to assist students with their learning skills: the practitioner must be rigorously trained to administer, diagnose, prescribe, and follow through with student needs. Such professionalism can be facilitated through a training program which is multi-media, and includes mathemagenic and cybernetic components, and is systematic and rigorous, and yet makes allowances for human interaction (p. 132).

In 1978, a survey was conducted by the Chancellor's Office of the California State University. The survey, "Learning Centers in the California State University and Colleges: State of the Art," was distributed to the nineteen campuses in the system. The 40-item questionnaire investigated the following areas: year the program was established, administration, other similar programs on the campus, facility, services and clients, materials, evaluation, and success of the program. Only one question, however, was marginally concerned with staff, and the

responses to the item were so varied that analysis was not attempted (p. 14).

Despite the continued attention given to the importance of devising ways to educate and train learning assistance professionals, the last national survey of the decade on learning assistance centers did not explore this issue. This last study conducted by Sullivan (1979) surveyed 2,713 institutions of higher education in the United States, its possessions and territories, and Canada. The intent of the study was threefold: (a) generate communication among existing programs; (b) serve as a reference guide for institutions planning to implement a learning assistance center; and (c) serve as a resource for explaining the level of academic support that is available at a particular college or university.

The survey did much to document the the growth of the learning assistance movement. However valuable the survey was for establishing the demographics of colleges and universities that had learning assistance programs, it provided no information about the education and training of the professional staff affiliated with the programs.

Summary of Training Programs: 1971-1980

Between 1970 and 1980, there were very few training programs available for learning center practitioners. The

bulk of the training was, stated simply, gained while working on the job. Even so, however, there were some attempts to rectify the problem. As early as 1971, California State University, Long Beach began offering a one week training program for learning center staff; Maxwell began the Institute for Learning Center Directors and Staff at the University of California, Berkeley in 1976; and in 1979 the Kellogg Institute at Appalachian State University was established.

Moreover, there were a number of regional or local associations that also attempted to address the problem of preparation for learning assistance professionals, or ways to provide on-going training for existing learning center staffs. Among these organizations were the New England Association of Academic Support Personnel, the Western North Carolina Consortium for Developmental Education, and the East Bay Colleges and Universities Basic Skills Committee in northern California.

If there was a single, overriding concern during this decade about the preparation of learning assistance staff, it was the recognition that something must be done to improve the training of staff. But there was apparently little, if any, consensus among full-time learning center professionals on how this could be accomplished.

Although the problem of preparing staff was recognized throughout this decade, learning assistance staff followed

essentially the same model, which was learning while on the job or gaining insights through attendance at conferences or meetings that discussed learning assistance center programs and services.

Finally, the surveys that were conducted on learning assistance programs paid little attention to the education and training of the professionals. The surveys were mostly concerned with examining the origins of the programs, their administrative structure, numbers of clients and services provided, fiscal support, and titles of programs.

Training Programs: 1980-1990

The decade of the 1980's began with the belief that there existed a sizeable number of future learning center practitioners in need of training. Whyte (1980), for example, maintained that "The need for well-educated personnel with specialization in academic assistance is so great that universities could easily fill graduate programs" (p. 41). Equally important, in the early 1980's there was a continued concern for the on-going training of existing learning center staff, as well as an increase in attention given to other staffing and personnel issues. Boyle (1980), for example, conducted a doctoral study of one-hundred-seventy-seven learning skills centers in institutions of higher education in the United States. The study, "A Descriptive Survey of Learning Skills Centers in Selected

Institutions of Higher Education in the United States," examined six areas: (a) institutional background information; (b) personnel served; (c) services; (d) facilities; (e) staff; and (f) budget. The study found that administrators in charge of the programs were usually called "directors," and that in addition to administrative duties, directors also taught in a classroom or through an individualized instructional program, and conducted workshops and seminars. The majority of the directors held a Master's degree in an assortment of academic fields.

Walvekar (1981) noted that participants at annual meetings of the Western College Reading Association's "Evaluation Institutes," held in 1979 and 1980, developed a chart that could be used as a guideline for conducting program evaluations. Under the category of personnel, nine areas were identified: (a) ongoing training; (b) communication skills; (c) interpersonal skills; (d) professional development; (e) interaction with faculty/staff; (f) interaction with other in-house staff; (g) impact on students; (h) delivery techniques/style; and (i) time management (pp. 156-157).

Even more significant was the recognition that the training and preparation model of the previous decade was in need of change. In an important work that addressed the issue of training, Matthews (1981) described both the process by which self-professionalization could occur, and

a curriculum that could be developed to train learning center practitioners.

First, self-professionalization involved a stage of self-assessment. In this stage, an individual learning center's services were compared to seven services common to most learning centers. These services were: (a) academic skills programs; (b) affective learning programs; (c) diagnosis and prescription of special problems; (d) individualized instructional programs; (e) use of paraprofessionals; and (f) outreach and consultation, and administration and management. Learning assistance professionals could then measure their training and experience against the various services to determine the areas in which one was already knowledgeable. In sum, this stage consisted of an inventory of individual skills and knowledge with respect to each of the seven services.

Stage two for self-professionalization consisted of developing resources, both on an immediate level and on a long term level, through contacts with other practitioners, journal articles, books, conferences, workshops and institutes, courses or internships, and other means.

Matthews emphasized, however, that self-professionalization is "something that should be done on an interim basis over the next decade, but during this time, graduate curricula should be developed so that the body of knowledge will be acquired before entering the field" (p. 6).

The curricula Matthews envisioned consisted of four content areas and one speciality area for a master's level program; and five content areas and one speciality area for doctoral level programs. Matthews' recommendations for educating and training learning assistance professionals consisted of the following areas:

1. Education: Administration of higher education, processes of education, history of learning centers, the place of learning centers in higher education, and instructional methods.
2. Psychology: A wide base of knowledge in basic humanistic principles, adolescent and adult developmental psychology, and training in basic learning theory, cognitive processes, diagnostic skills in test construction, administration, and interpretation, and counseling skills.
3. Research and Evaluation: Research design, interpreting results, research skills, and evaluation methodology.
4. Application: Moving from theory to practice. Two practica for master's level and two practica and an internship for a doctoral level program.

For doctoral level work Matthews also recommended study in the area of management. A speciality area was recommended for both levels of study.

5. Management: Courses from the field of management, primarily for doctoral level students.
6. A Speciality: Begin speciality training during graduate training. It is also suggested that at least one minor in an area such as reading, math, writing, science, special education, or computer-assisted instruction be added (pp. 13-17).

Even after the recommendations by Matthews were published, Boylan (1982) concluded that if he were to list a single failure "which is most characteristic of learning center personnel, it is that they do not put enough time into their own personal and professional growth or into the growth and development of their field" (p. 1).

The attention that was given to learning assistance staff within the learning assistance literature was sometimes included in the research of several related fields. As reported by Gruenberg (1983), a "National Survey of College Basic Skills Programs" commissioned by the Council for the Advancement of Experiential Learning was distributed to 300 colleges and universities. The intent of the survey was to "obtain information on organization, skills emphasis, placement and exit criteria, staff training and professional development, program evaluation, effective teacher qualities and interplay between the skills program with other college staff" (p. 5). Gruenberg further reported that the staff training and development topics most frequently checked by respondents concerned ways "to work with the student as a whole person, not just merely as an intellectual" (p. 16).

The call to place increasing emphasis on the development of the learning assistance field as a profession was being expanded. Other voices broadened the concerns of Christ, Matthews, and Boylan. Castelli and

Johnson (1984) urged learning center personnel to take into account the notion that programs and personnel were " . . . entering a new stage of development for Learning Centers. We need to review our goals and change our programs, policies, personnel, and budgets to fit the realities of the 80's" (p. 31).

But even as Castelli, Johnson, Boylan, and others were urging learning center professionals to focus attention on their profession and professional development, a mechanism had been set into place to establish standards and guidelines for the field.

Under the leadership of two organizations, the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA), representatives from other interested national associations were invited to a meeting in Alexandria, Virginia in 1979. As a result of the meeting, the Council for the Advancement of Standards (CAS) was formed in 1980 for the purpose of "developing written professional standards, disseminating those standards to the profession at large, and aiding in the implementation of the standards" (ACPA Developments, 1986, p.1).

After a period of six years, the Council for the Advancement of Standards (CAS) and the ACPA Commission XVI, Learning Centers in Higher Education, produced an important draft document (1986), "CAS Standards and Guidelines for

Learning Assistance Programs." Throughout this period, drafts of the document were circulated to members of the learning center profession and their comments and suggestions were incorporated into to the preliminary document. The document was again revised in 1987 and then published in the Journal of Developmental Education the same year.

The CAS Standards were organized into thirteen sections. These sections were: (a) mission; (b) program; (c) leadership and management; (d) organization and administration; (e) human resources; (f) funding; (g) facilities; (h) legal issues; (i) equal opportunity; (j) access; (k) affirmative action; (l) campus and community relations; (m) multi-cultural; (n) ethics; and (o) evaluation.

There were several purposes for the Standards and Guidelines. Materniak and Williams (1987), in their discussion of the Guidelines, noted that they were intended to: help in the design of a new program or the expansion of an existing one; identify staff development activities; aid in the conduct of self-studies; assist in the evaluation of programs, services, goals, and ways to establish priorities; and serve as a reference for creating support and justifying requests for program improvements or changes (p. 12).

The area of "human resources" specifically addressed topics related to staff preparation and staff development,

and the assessment criteria for this area included preprofessional, paraprofessional, and professional staff. The following was a description of the Standards and Guidelines that were germane to the professional category:

1. (Recommendation (5.2)). All professional learning assistance staff members are qualified for their position on the basis of relevant graduate education or an appropriate combination of education and experience.
2. (Recommendation (5.3)). The director of the learning assistance program is qualified beyond the level of staff members to be supervised.
3. (Recommendation 5.4). Members of the learning assistance support staff are qualified by education and experience.
4. (Recommendation 5.17). The learning assistance program provides adequate and appropriate professional development opportunities for staff members including inservice education and support to attend professional development activities.
5. (Recommendation (5.18)). Professional learning assistance program staff members are proficient in learning skills, interpersonal skills, and treatment of learning disabilities.
6. (Recommendation 5.19). All professional staff members in the program are proficient in communication, diagnosis, assessment, organizational, planning, and evaluation skills.
7. (Recommendation 5.20). Professional staff members in the learning assistance program are knowledgeable in regard to learning theory.
8. (Recommendation 5.23). All faculty and staff who hold joint appointments in the learning assistance program are committed to the philosophy, objectives, and priorities of the program.
9. (Recommendation 5.24). All faculty and staff members who hold joint appointments have qualifications in their learning assistance program responsibilities (pp. 7-8).

Corresponding with the development of the Guidelines, Dempsey (1986) conducted a national survey of learning assistance programs in senior institutions of higher education. The survey was titled, "A Descriptive Study of the Organization and Administration of Learning Assistance Programs in U.S. Senior Institutions of Higher Education."

Dempsey examined nine areas of learning assistance programs: (a) institutional information; (b) program demographics; (c) program information-budget; (d) program information-goals; (e) program information-administrator; (f) program information-staff; (g) program information-services; (h) program information-clients; and (i) program information-evaluation.

Dempsey's study demonstrated that nearly one-half of the respondents held either Doctorates or Master's degrees, the academic majors were mostly in Education, English, Reading, and Counseling-Psychology. The frequency of staff training occurred mostly on a semester, yearly, or on-going basis. In the area of staff training, it was suggested that, "Ideally, if colleges provided training, it should combine classroom theory with laboratory experience under the supervision of learning assistance specialist in a campus learning center" (p. 50).

Inspired, in part, by the publication of the CAS Standards and Guidelines, and also as an outcome of the Tenth National Conference of College Learning Centers, May,

1988, whose theme was "Towards a Sense of Professionalism," another national survey on learning assistance centers was undertaken.

The survey, conducted by Lissner (1988), was titled "A Questionnaire on the Format, Staffing, and Services of College Learning Assistance Programs." The survey was distributed to 3,406 accredited institutions of higher education. An additional 77 surveys were sent to colleges and universities outside the United States. However, the latter institutions were subsequently dropped from the sample. After other pre-analysis decisions were made, a total of 436 (13.0%) institutions were included in the final analysis.

The thirty-item questionnaire asked for information about institutional characteristics, mathematics and English course requirements, the kinds of assessments that were provided, and if remedial or developmental courses were offered. Another section of the survey investigated learning center characteristics: (a) the number of years of operation on the campus; (b) title of program; (c) title of administrator; (d) funding sources; (e) services provided; and (f) student populations served. A third section of the survey also examined the program administrator in terms of degrees held, years of experience, and approximate salary range. Additional responses were solicited about what had transpired in the program during the past five years, what

was expected to occur in the next five years, and what was the most critical issue facing the program.

The study found that the majority of the institutions (66%) were aware of the CAS Standards and Guidelines. The type of institution, size and region did not affect awareness of the Guidelines. Of those institutions that reported awareness of the CAS Standards, 42% were using them for program evaluation, 38% were using them for program planning, 11% were using them to enhance their professional image on campus, and 9% reported using them for other reasons or for unspecified use.

Further results from the study substantiated the continued growth of learning center programs. As much as 34% of the institutions reported substantial growth over the previous five years and an additional 34% reported at least moderate growth. Some 27% of the institutions predicted substantial growth during the next five years and 38% predicted moderate growth. The most critical issue faced by the programs was funding, reported by 58% of the institutions, followed by expansion of professional staff, 31% (pp. 82-95).

A portion of Lissner's study also examined administrative, instructional, and counseling staff in terms of highest degree held, areas of academic degrees, minimum required degrees, average years of experience in the academic field for employees in this category, and

the approximate salary range and primary duties for each of the responding categories.

The studies by Dempsey (1986) and Lissner (1988), however, still focused most of their attention primarily on the services provided by learning assistance centers and those who used the programs, instead of the preparation and training of the service providers.

At the Tenth National Conference of College Learning Centers, held at the Brooklyn Campus of Long Island University in New York, in May, 1988, participants discussed the issue of professionalism among learning center staff. The discussions revealed a variety of programs and the diversity of educational backgrounds among staff.

A survey of the College Reading and Learning Association (formerly Western College and Learning Association) was conducted. It was the first time that the membership of the organization had been surveyed. The study, conducted by Deese (1989), examined several aspects of the membership in the following areas: (a) geographic region; (b) gender and age; (c) educational level and major; (d) years of membership; (e) type of institution and type of program; (f) length of employment in the profession; (g) time spent in instruction and administration; (h) administrative location of the program; (i) part-time and full-time employment and salary; (j) membership in related professional organizations; and lastly, (k)

textbook selection. Several other questions were included that related to member services, annual conference costs, conference activities, conference sites and dates, appropriateness of the name of the organization, and annual membership costs (pp. 1-7).

Deese's study achieved a return rate of 41%, or 274 surveys returned. The study found that sixty percent of the respondents possessed either a Master's of Arts or Science degree and thirty percent possessed either a Doctorate of Philosophy or Doctorate of Education. Although published results of the survey did not indicate the number of full-time learning assistance staff who were respondents, the study underscored the increased interest in the composition of professionals affiliated with learning assistance, remedial and developmental education programs.

Summary of Training Programs: 1980-1990

Between 1980 and 1990 there was a renewed interest in developing training programs to prepare future practitioners or to provide on-going training for those already in the field. As the literature revealed, some learning center professionals believed there existed a large number of future learning center professionals in need of training. Then too, attention was beginning to be devoted to the professional staff through more recent surveys, a marked

change from the surveys of the previous decade that examined learning centers.

Most significantly, however, it was in the early 1980's that the previous model of "hands-on" training came into question. A program suggested by Matthews (1981) for training professionals encompassed four core areas. These areas were: education, psychology, research and evaluation, and application. A speciality area was also recommended for both master's and doctoral levels; in addition, a management area was also suggested for doctoral level study.

Professional organizations formed commissions to develop standards and guidelines for learning centers, the most notable being the publication of the Council for the Advancement of Standards for Developmental Programs in 1986 and a revised version, in 1987. Yet the interest in the preparation and training of learning center professionals still remained primarily focused on program administrators and to a lesser degree, other learning center staff.

Despite this, the decade concluded with at least one national conference being devoted to the issue of professionalism in the field. Moreover, the several surveys published during the 1980s included several questions about professionals who staffed the programs. The surveys by Boyle (1980), Dempsey (1986), Lissner (1988), and Deese (1989) constituted a marked departure from surveys of the previous decade that had devoted little attention to issues related

to staff education and training. Clearly, the charge to the profession to examine itself as a profession and to adopt standards for preparing professionals had gained increased attention and was beginning to become more pronounced.

Training Programs: 1990 to Present

The discussions of the previous decade that called for more attention to be devoted to the preparation of learning center professionals continued into the 1990s. Basic elements of preparation programs were becoming more clearly identified in the publications that appeared. These elements included a strong foundation in core education theories and their application, human relation skills and interpersonal communication skills, multiculturalism, grant writing techniques, and experience in a learning assistance center as a graduate student.

White and Schnuth (1990) added that "Preservice training of professional personnel will be accomplished by using centers as sites for internships for graduate students interested in the broad field of learning assistance" (p. 170). Furthermore, the suggestion that graduate students interested in learning centers should have a place for training available to them seemed to underscore the importance of creating graduate level or certificated programs for future professionals. If anything, the emphasis upon examining the education and training of

learning assistance professionals was a healthy sign that the area would continue to receive attention. Moreover, the continued interest in developing education and training programs suggested that the primary problem confronting the field in the 1990s might be one of reconciling the traditional methods of the past previous two decades with the recommended methods of the CAS Standards and Guidelines that were published in 1987.

Summary of Training Programs: 1990 to Present

Essential training elements have been identified, and a model appeared to be emerging that called for a combination of on-site training and experience, combined with specific graduate coursework in academic disciplines appropriate for learning assistance programs.

Chapter Summary

This chapter examined the four areas of literature associated with the field of learning assistance. These four areas were: (a) general overviews of learning assistance centers; (b) the historical development of learning assistance centers; (c) descriptions of program services; and (d) training programs for preparing professionals for learning assistance.

The general overview of literature was mostly confined to a small number of works, most notably Maxwell's Improving

Student Learning Skills, Journal of College Reading and Learning, Journal of Developmental Education, Issues in College Learning, and New Directions for College Learning Assistance.

The historical literature discussed the development of learning assistance centers in United States institutions of higher education. According to this area of literature, learning assistance centers had their beginnings in study skills programs in the 1830s, and throughout successive decades could trace their development to college preparatory programs in the late 1880s, reading programs throughout the twentieth century, and remedial and developmental efforts during the same period.

The eventual rise of the learning center, however, was also tied to the great influx of non-traditional students to colleges and universities that began in the late 1960s.

The third area of literature, and also the most prominent, consisted almost entirely of descriptions of program services. The fourth, and final area of literature discussed the various efforts to prepare professionals for the field of learning assistance during the past two decades: 1970-1980, 1980-1990, and the period from 1990 until the present. The literature brought attention to earlier training methods that largely relied upon "on-the-job" experience. Learning center professionals, it was learned, frequently came to the field vicariously, without

formal training or understanding of the field of learning centers.

Between 1970 and 1980, practitioners recognized the dimensions of the problem but the rapid growth of the field outstripped their ability to establish preparatory programs. As a result, the learning center professional frequently relied upon only week-long training institutes or conferences to supplement on-the-job preparation for the field.

By 1980, this method was recognized as being inadequate and professionals were urged to address the issue of staff preparation and training for learning assistance professionals. A few proposals for the training of learning center professionals were published, but it was not until the publication of the CAS Standards and Guidelines in 1987 that clear, professional standards for the field were developed.

At the beginning of 1990, the emphasis continued on improving the method of preparing learning assistance professionals through strong foundations in core educational theories, interpersonal and communication skills, diagnosis and assessment, issues related to campus diversity, and experience in a learning assistance program.

In conclusion, the chapter provided essential background information about the development of learning assistance centers, and the manner by which learning

assistance professionals were educated and trained for the field.

CHAPTER III

RESEARCH DESIGN OF THE STUDY

The purpose of the study was to investigate the following five research questions: (1) What types of services were provided by the professionals? (2) What were selected characteristics of the full-time learning assistance professionals who worked in California's public Community College, State University, and the University of California's systems? (3) What was their education, training, and experience? (4) What were their responses to selected questions on learning assistance center topics related to work environment, mission, function, future of program, and recommendations for training future professionals; and, (5) What were the implications of their education, training, experience, and attitudes about their work environment for preparing professionals in the field?

The research design of the study involved the following five parts. First, a survey instrument was developed and tested. Second, the survey was distributed and collected. Third, the results of the survey were reported. Fourth, the interpretation of the results of the study was conducted. The fifth part consisted of a summary of the study, conclusions of the study, and recommendations for further research.

Development of the Survey Instrument

The development of the survey instrument used for this study involved several steps. First, several surveys (Devirian, 1974; Devirian, Enright, and Smith 1975; Chancellor's Office of the California State University, 1979; Boyle, 1980; Dempsey, 1986; Lissner, 1988; and Deese, 1989), were reviewed to determine what kinds of questions about staff education and training had been previously investigated.

Second, relevant publications were read to add insight into the types of questions that would be appropriate for the purposes of this particular study. These publications were: Annual Proceedings of the Western College Reading Association, Western College Reading and Learning Association, and Journal of College Reading and Learning, 1970-1990; Journal of Developmental Education, 1980-1990; Annual Yearbook of the National Reading Conference, 1970-1990; Issues in College Learning Centers, 1981-1990; and New Directions for College Learning Assistance, 1980-1983.

In addition, the recommendations for professional requirements in terms of education and staff development from the Council for the Advancement of Standards for Learning Assistance Centers were reviewed. From the several publications about learning assistance programs a list of

topics was compiled for consideration in the development of the survey instrument.

These topics were grouped into manageable categories. The first category was education, and this area included academic majors, degrees, teaching experience, pre-service activities, in-service activities, on-going activities, additional professional development activities, and frequency of staff training. The second category was human relation skills, and this area included interpersonal skills, oral and written communication skills, multicultural awareness, and counseling methods. A third category was program services and functions, and included in this area were: (a) content tutoring, (b) study skills assistance, (c) remedial and developmental mathematics, reading, and writing, (d) English as a Second Language, (e) math anxiety strategies, (f) diagnostic assessment, (g) academic advising, (h) speed reading, (i) in-service programs, (j) library skills assistance, and (k) career counseling. A fourth category was other professional activities, and included in this area were affiliation with professional organizations, research and publications, conference attendance and presentations, and visits to other learning assistance centers. The fifth category was personnel information, and included in this area were age, ethnicity, salary, type of contract, tenure status, years of experience, and gender.

From these several categories, a seventy-five item survey was constructed. The number of items was reduced to fifty items after a closer examination revealed that some of the original questions were ambiguous, not applicable to the study, unclear, duplicative, or redundant.

The fifty remaining questions were then distributed to various faculty on the California State University, Fresno campus who had expertise in survey construction. These faculty were from the School of Education, and the Departments of Speech Communication and Sociology. After further discussions with these faculty the questions were reduced to thirty-six. Following this, the questions were refined still further by the doctoral advisor and, in November of 1990, a pilot study was conducted.

Participants in the pilot study were five staff members in the Learning Resource Center at California State University, Fresno; the Coordinator of the Learning Center at Fresno Community College; a reading specialist affiliated with the Learning Center at Yuba Community College; and a member of the Learning Assistance Subcommittee at California State University, Fresno.

The purpose of the pilot study was to assess the survey for appropriateness, readability, clarity, types of questions, order of questions, length of instrument, amount of time required to complete the survey, and the directions accompanying the survey.

After responses had been received from the pilot study, the survey was refined once more and recommended changes were adopted. In January, 1991, final discussions occurred with the doctoral advisor and the survey was approved for administration.

Distribution and Collection of the Survey

Commencing in the latter part of January, 1991, and continuing into mid-April, 1991, learning assistance directors in California's Community College, State University, and the University of California systems were contacted by telephone to determine the number of surveys that should be sent to each program.

The method of directly telephoning each campus, although time consuming, proved especially helpful in that it clarified which staff members should complete the survey. Based upon the contact made with each campus, it was determined that 407 full-time professional staff members were eligible to complete the survey.

During the period between the end of January and mid-April, 1991, surveys were distributed to the colleges and universities with the three systems of public higher education in California. In the last two weeks of April, 1991, follow-up telephone calls or letters were sent to directors to encourage their staffs to complete and return the survey. By May 15, the final day established for the

return of the surveys, 220 (54%) of the surveys that had been sent to learning assistance programs had been returned.

Reporting the Data

The results of the study were reported by using the combined percentage of the sampled systems. This reporting method was used because preliminary investigation of the data suggested there were so few dissimilarities among the three systems that it was more appropriate to treat them as one system for purposes of analysis.

The data were reported in the following order beginning first with the services provided by the professionals and their respective programs. The next data reported were position, years of experience, age, gender, ethnicity, salary, tenure status, and membership in a professional organizations that focused on learning assistance programs. Attention was then devoted to reporting educational information in terms of highest degree, academic major, continuing education at the undergraduate or graduate level, adequacy of undergraduate or graduate preparation for position, graduate level education topics, attitude toward a uniform curricula being established to prepare learning assistance professionals, attitudes about pre-service, on-going, and in-service training topics for learning assistance professionals, areas for further professional development, and areas that best or least prepared the

professionals for learning assistance work. Another area that was reported was concerned with additional selected attitudes of the professionals regarding familiarity with the mission of their program, mission statement of their program, and the CAS Standards and Guidelines.

Reported also were attitudes about work environment, frequency of staff training, pertinent workshops related to learning assistance, program publicity, future of program, and two items that respondents believed they could present best. Finally, the written recommendations submitted by the respondents for the education and training of learning assistance professionals were reported.

Interpretation of the Data

The data from the survey were interpreted by comparing them to: (1) the preparation method that consisted of on-the-job training and professional conferences and workshops; (2) the recommended education and training guidelines suggested by the Council of Advancement for Standards and Guidelines that pertained to the qualifications, standards, education, and training of full-time learning assistance professionals; and (3) through analysis of the combined percentage results and content analysis for written comments made by respondents.

The method of preparing learning assistance professionals that dominated the field since the programs

were first developed in the 1970s was characterized as follows: professionals appeared to enter the field almost haphazardly; little formal training was available to learning assistance professionals other than week long institutes and relevant conferences and workshops; training was mostly gained through on-the-job experiences; and, there were few professional standards for the field in the areas of preparation and training.

In response to the concern about this longstanding method of preparation, the Council for the Advancement of Standards (1987) made specific recommendations for both the preparation and continued training of learning assistance professionals that could be characterized as follows: (a) professionals were qualified for their position on the basis of relevant graduate education or combination of education and experience; (b) program directors should be qualified beyond the level of supervised staff; (c) adequate and appropriate professional development opportunities should be provided to staff; (d) professional staff were proficient in learning skills, interpersonal skills, and treatment of learning disabilities; (e) professional staff were proficient in communication, diagnosis, assessment, organizational, planning, and evaluation skills; (f) professionals were knowledgeable in regard to learning theory; and, (g) professionals were committed to the philosophy and aims of learning assistance programs.

Chapter Summary

This chapter described the research design of the study. The research design consisted of five parts that involved the following steps: (a) design and testing of the survey instrument; (b) distribution and collection of the survey; (c) reporting the data; (d) interpretation of the data; and (e) summary of the study, interpretation of data, conclusions of the study, and recommendations for further research.

CHAPTER IV

REPORTING THE DATA OF THE STUDY

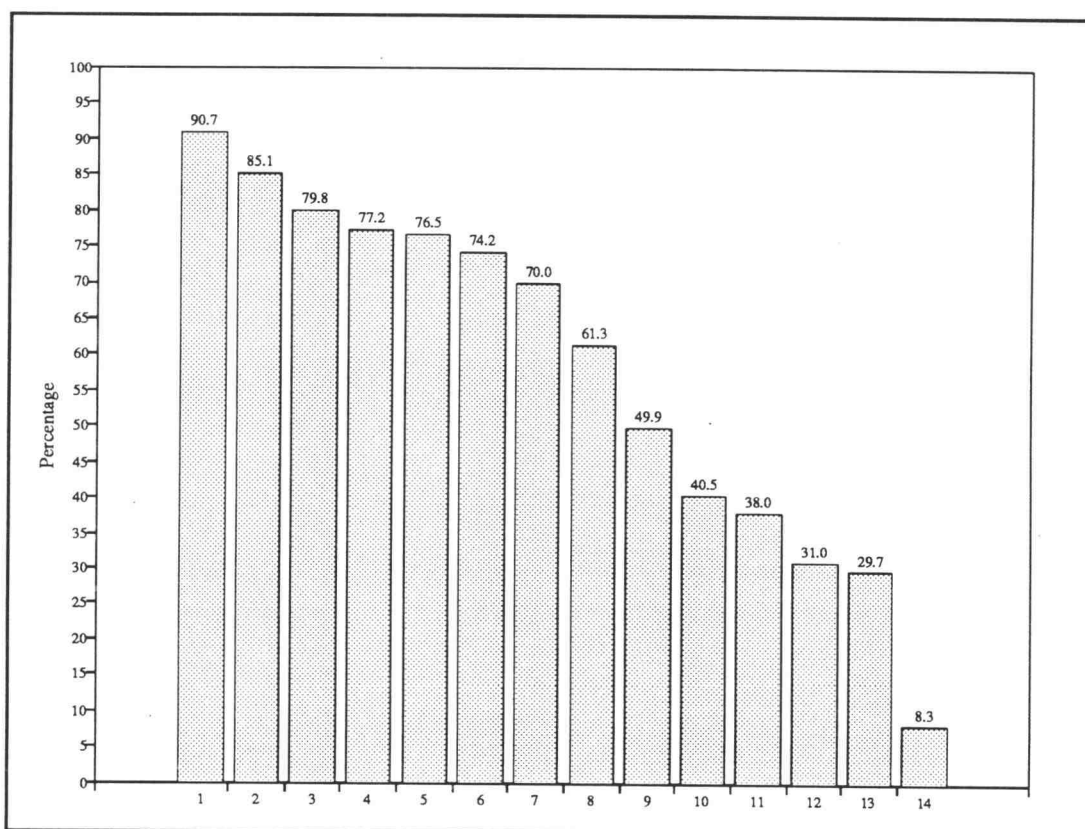
A total of 407 surveys were distributed to full-time learning assistance professionals who worked in California's public Community College, State University, and University of California systems in 1991. Data were collected from 220 surveys for a return rate of fifty-four percent. The three systems comprise 136 institutions. Ten campuses, however, did not have learning assistance programs. Therefore, of the remaining 126 institutions, data from 91 campuses (72%) were represented in the study.

Description of System Sample Characteristics

Services Provided by the Professionals Sampled

Fourteen categories were developed to reflect those services commonly offered by learning assistance programs. These services were: (a) content area tutoring, (b) academic advising, (c) study skills, (d) remedial and developmental mathematics, (e) remedial and developmental reading, (f) remedial and developmental writing, (g) career counseling, (h) English as a Second Language, (i) test-taking skills, (j) library skills assistance, (k) speed reading, (l) mathematics anxiety strategies, (m) in-service programs for faculty and staff, and (n) diagnostic assessment.

As Figure 1 demonstrates, the services ranged from content tutoring (90.7%) to career counseling (8.3%).



Key: (1) Content tutoring	(8) Math anxiety strategies
(2) Study skills	(9) Diagnostic assessment
(3) Test taking skills	(10) Academic advising
(4) Remed/dev writing	(11) Speed reading
(5) Remed/dev math	(12) In-service programs
(6) Remed/dev reading	(13) Library skills
(7) ESL	(14) Career counseling

Figure 1

Percent of Respondent Program Services Offered
in Learning Assistance Programs

Not only, however, were there a wide and consistent range of services offered by the programs in the three systems, but nearly two-thirds of the respondents believed

that the services should be increased (60.1%), as Figure 2 reveals.

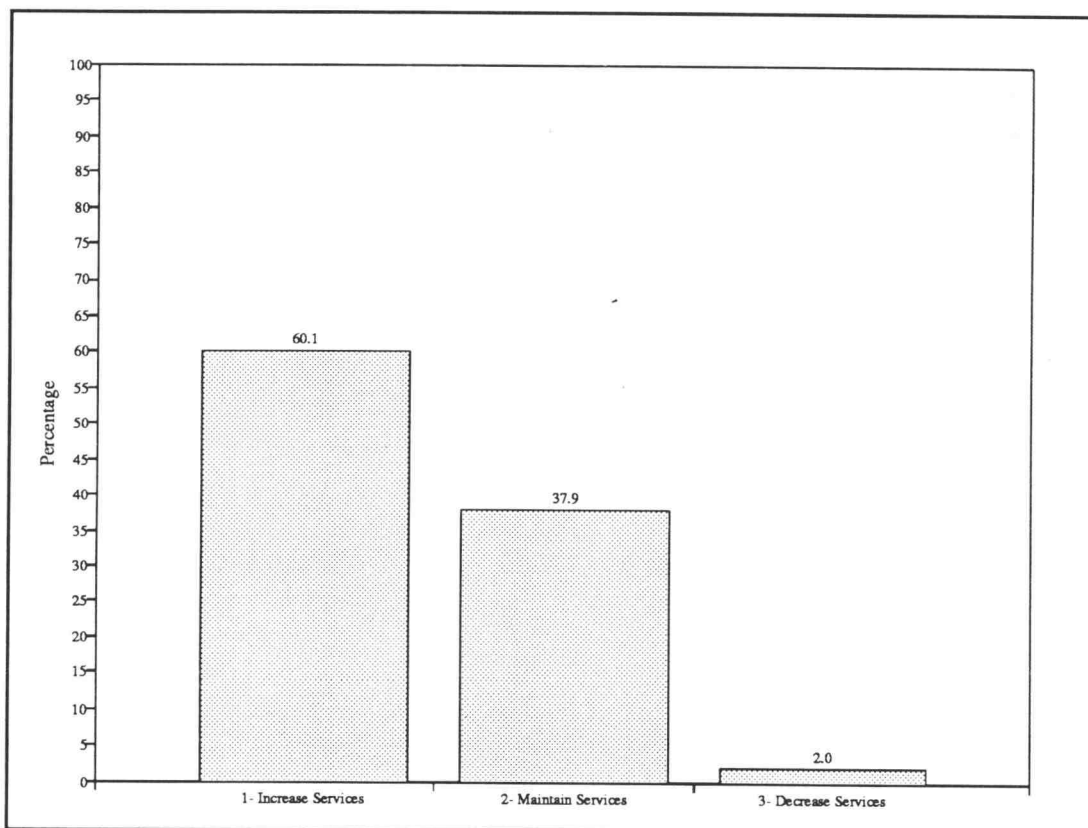


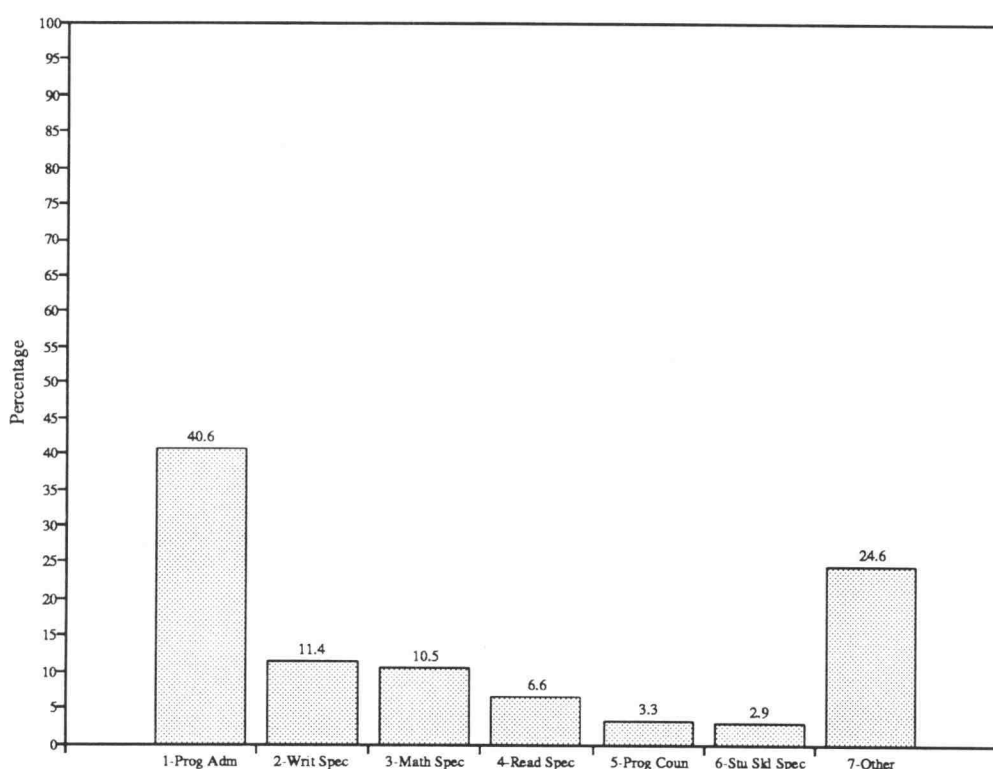
Figure 2

Respondents Attitudes Toward Maintenance
of Level of Service

Position, Years of Experience, Age, Gender,
Ethnicity, Salary, Term of Contract, Tenure Status,
Membership in Professional Organization

As Figure 3 demonstrates, 40.6% of the full-time learning assistance professionals in California's public institutions of higher education were primarily program administrators. The category of "other" position accounted

for the next highest percentage of responses, (24.6%) and a wide range of position titles, learning center specialist, basic skills specialist, program specialist, to cite some examples, were identified.



Key: (1) Program Administrator (2) Writing Specialist
 (3) Mathematics Specialist (4) Reading Specialist
 (5) Program Counselor (6) Study Skills Specialist
 (7) Other

Figure 3

Percent of Respondents Holding Various Positions

In Figure 4, the responses indicated that there was considerable uniformity across the "years of

experience" categories, with only a slightly higher increase in the four to nine years range.

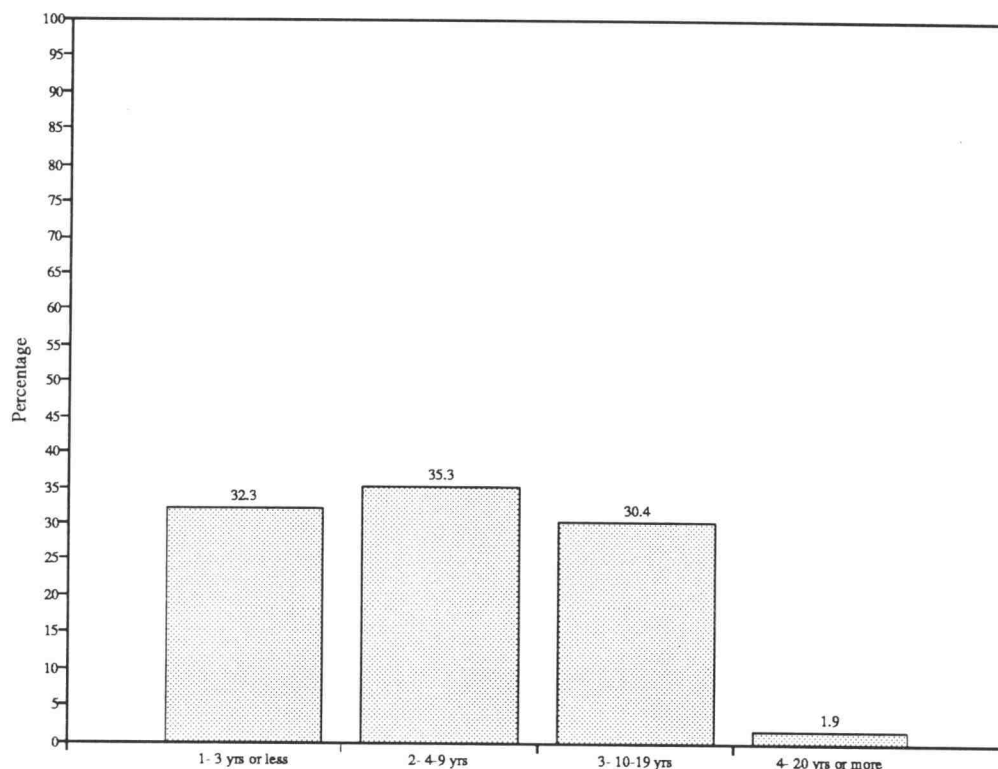


Figure 4

Percent of Respondents Reporting Number of Years of Experience in Current Position

In the age category, a greater concentration falling in the 40-49 years group was reported (43.8%) than with the other age categories. As the following Figure 5 demonstrates, however, there is a somewhat similar distribution between the "30-39" (20.9%) and "over 50" (25.0%) age categories. A smaller percentage (10.3%)

of the respondents reported being in the "under 30" category.

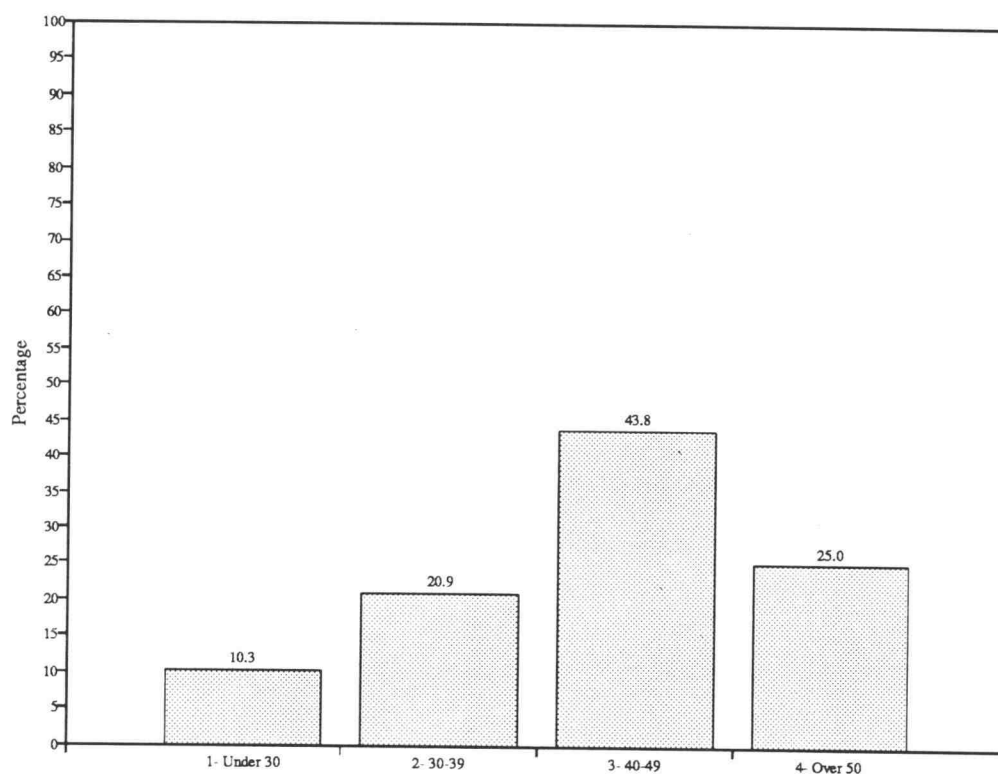


Figure 5

Percent of Respondents Reporting
Various Age Categories

The results also demonstrated that there were more females than males who worked as full-time learning assistance professionals. As the following Figure 6 reveals, females (64%) clearly accounted for the full-time positions by nearly a two-to-one margin over their male (36%) counterparts.

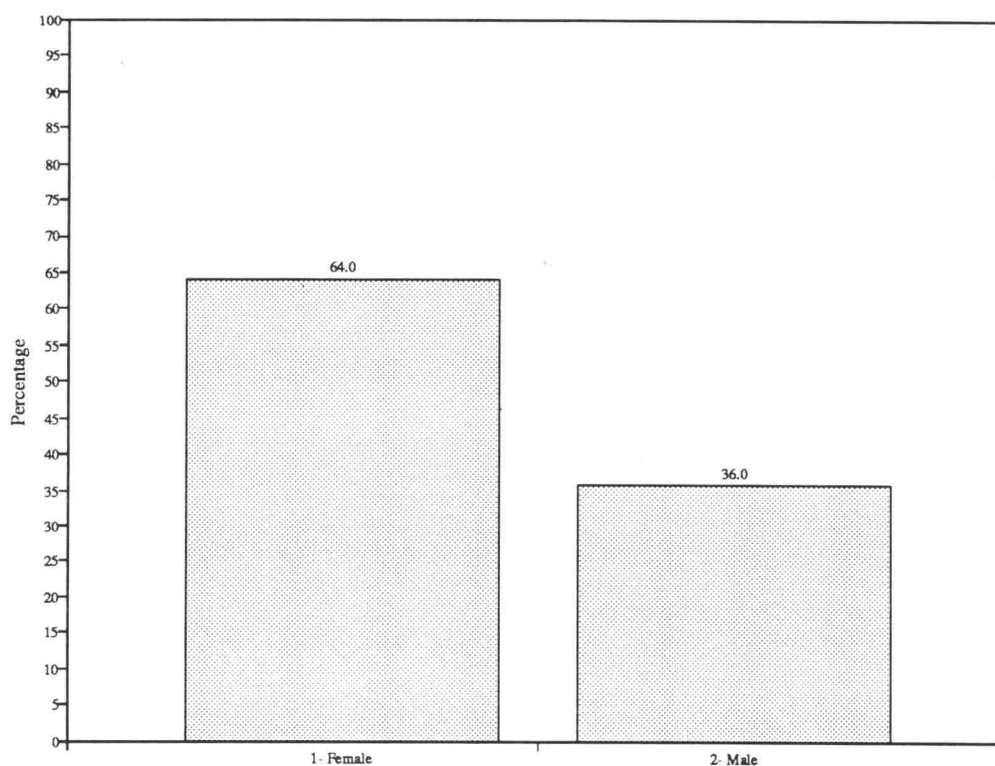


Figure 6

Percent of Respondents Who Were
Female or Male

The data further revealed that 68.6% of the females are program administrators, in contrast to 31.4% of the males who reported being program administrators.

Not only, however, were there more females than males, but the results demonstrates that the preponderance of full-time professionals are Caucasian (74.7%). In Figure 7, data are also reported for the remaining 25.2% that is

distributed over other ethnic categories. A small number of respondents, .1%, did not respond to the question.

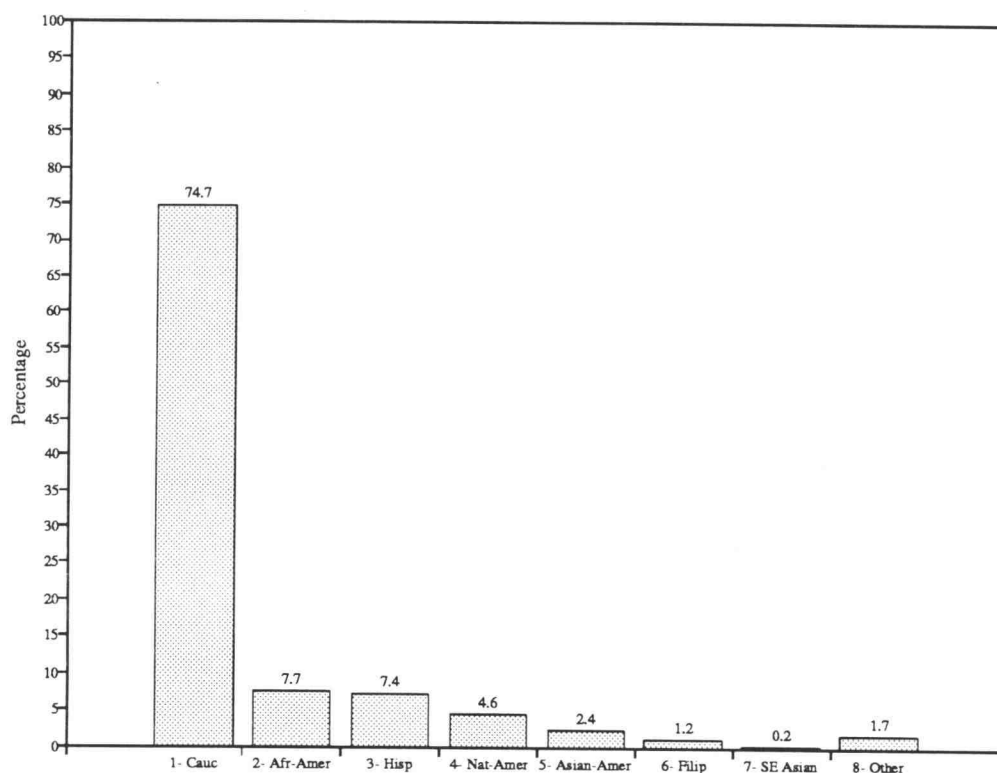


Figure 7

Percent of Respondents Reporting
Ethnicity

The study also examined the various salary categories, terms of contract, and tenure status of the full-time professionals. The findings of the study reveals that the predominant salary range, as seen in the following Figure 8, is that over one-half (54.1%) of the respondents reported an annual salary between thirty and forty-seven

thousand dollars per year. Less than twenty percent of the respondents, however, reported a salary in excess of forty-eight thousand dollars or more per year.

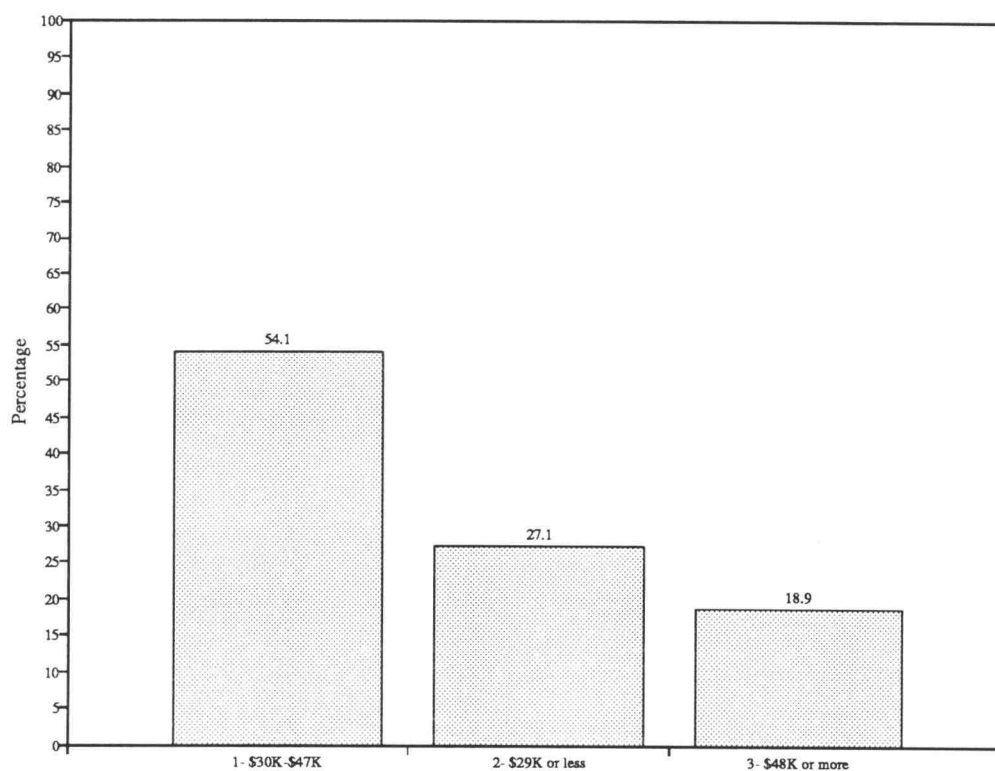


Figure 8

Percent of Respondents Reporting Various Salary Levels

The study reveals that 76.8% of the professionals are either on ten or twelve month contracts, and the remainder are on eleven, nine, or other contractual period. There was not, however, much of a difference between the percentages reported for the ten and twelve month terms of contract, and

Figure 9 brings attention to the slightly higher (39.3%) number reporting a ten month contract than those reporting a twelve month contract (37.5%).

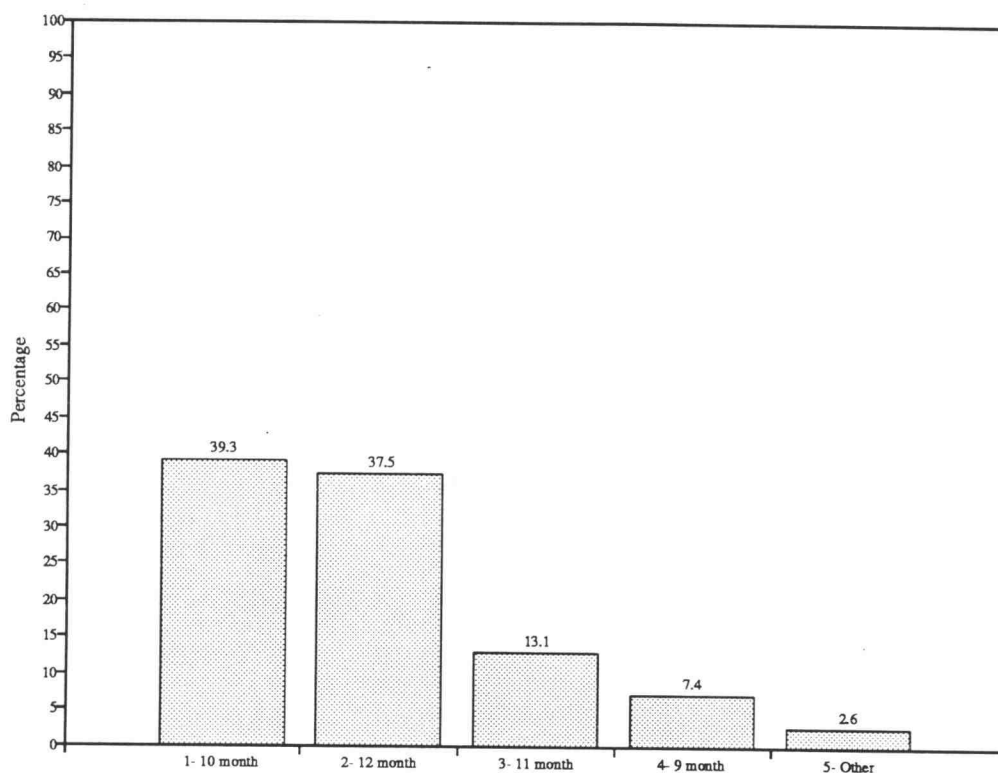


Figure 9

Percent of Respondents Reporting Various
Terms of Contracts

As Figure 10 demonstrates, most of the respondents (96.1%) reported not being tenured. A total of 3.9%, however, reported that they were tenured. The respondents listed several academic departments where tenure was held, but the most frequently listed departments were Adult

Education, English, History, Linguistics, Mathematics, Psychology, and Reading, where tenure was held.

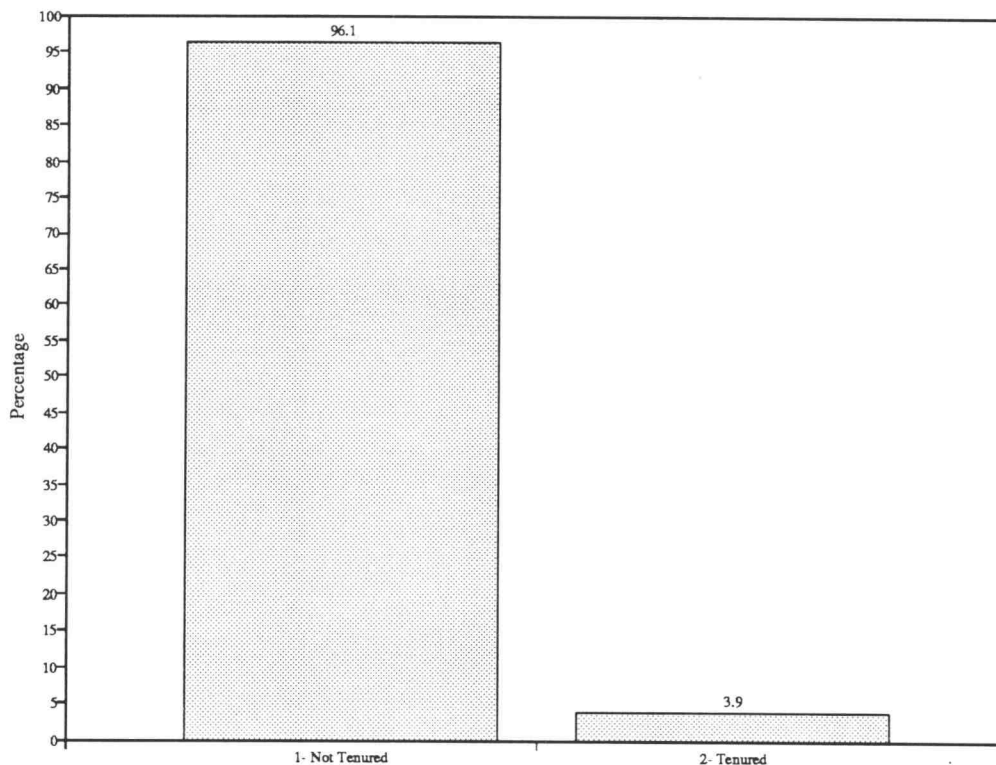
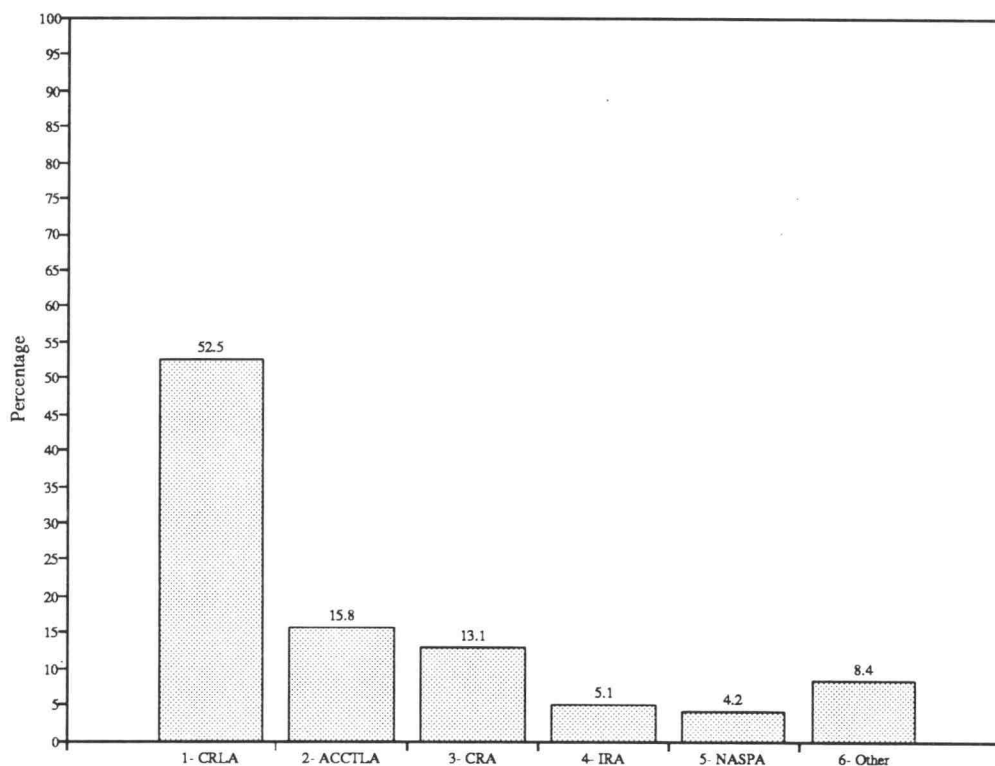


Figure 10

Percent of Respondents Reporting
Tenure Status

Membership in a professional organization focusing on learning assistance programs was indicated by 53.6% of the respondents, while 44.1% indicated no membership in such an organization. A small number of respondents (2.3%), made no response to the question. As Figure 11 demonstrates, the highest percentage (52.5%) of respondents indicated

membership in the College Reading and Learning Association. The next highest membership was in the Association for California College Tutorial and Learning Assistance (15.8%).



Key: (1) College Learning and Reading Assoc.
(2) Assoc. for Calif. College Tutorial and Learning Assistance
(3) Calif. Reading Assoc.
(4) International Reading Assoc.
(5) Nat'l Assoc. of Student Personnel Adm.
(6) Other

Figure 11

Percent of Respondents Holding Membership in
Various Professional Organizations
Focusing on Learning Assistance

Educational Information

Several areas related to highest academic degrees, majors, and continuing work towards another degree were examined. Figure 12 readily demonstrates that professionals mostly held a Master's degree (56.4%).

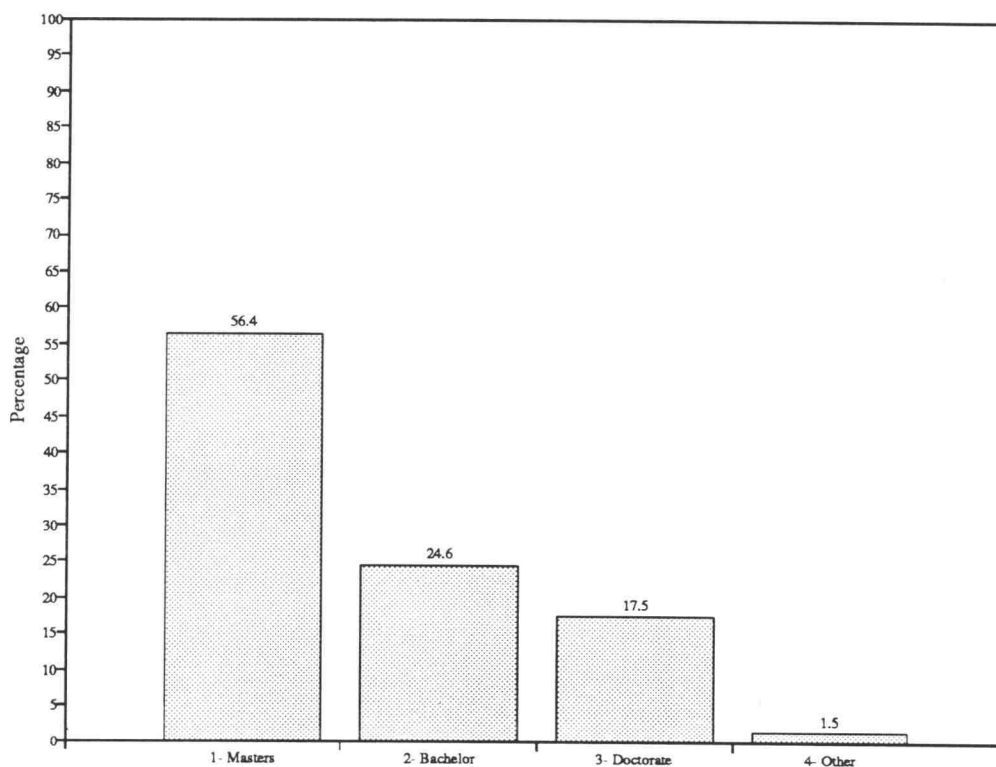
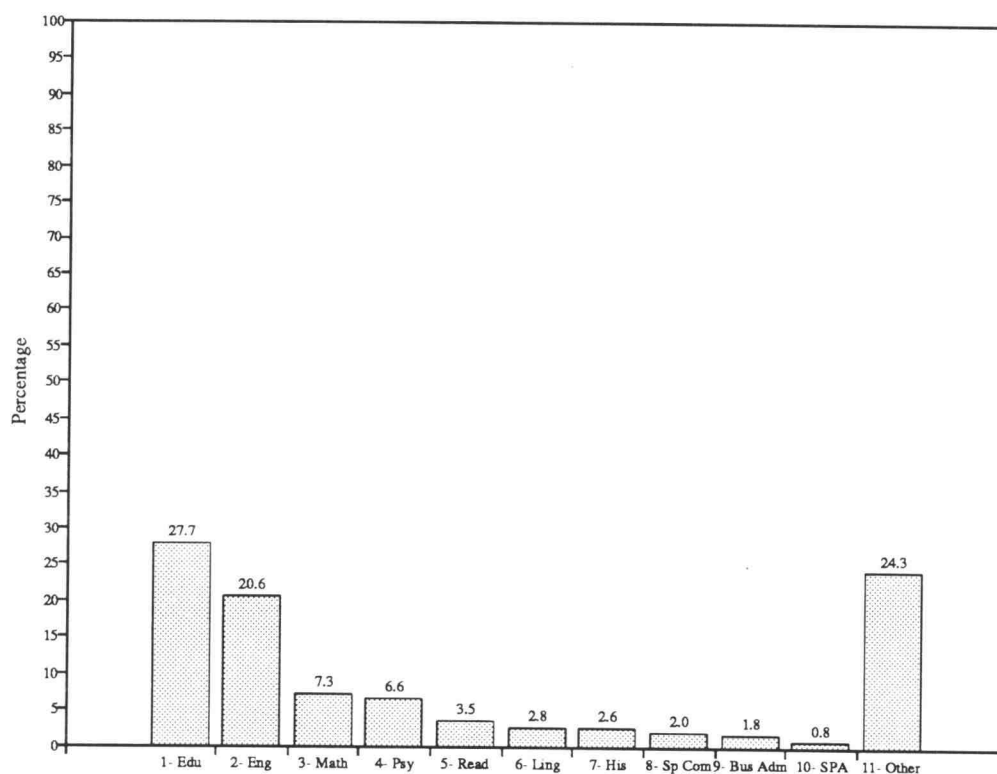


Figure 12

Percent of Respondents Reporting
Highest Academic Degree

For the category of advanced academic major, Figure 13 reveals that 27.7% of the respondents majored in Education. Although the remaining majors were distributed across a

spectrum of other academic disciplines traditionally associated with learning assistance programs, 24.3% of the respondents still identified other academic disciplines.



Key: (1) Education (7) History
 (2) English (8) Speech Communication
 (3) Mathematics (9) Business Administration
 (4) Psychology (10) Student Personnel Adm.
 (5) Reading (11) Other
 (6) Linguistics

Figure 13

Percent of Respondents Reporting Various Academic Majors

A related question asking how many of the respondents were currently working towards another degree revealed that

77.7% were not working toward another degree. Of the 18.6% who indicated they were working toward another degree, only a small number indicated it was at the Master's degree level. The degree programs listed were in Business Administration, English, Psychology, and Mathematics or science. A total of 3.7% made no response to the question.

Respondents were asked to estimate the percent of their graduate education for nine topics. The nine topics were: (1) learning theory, (2) oral-written communication skills, (3) human relation skills, (4) diagnosis and assessment, (5) administration and program management, (6) program evaluation, (7) grant writing, (8) computer-assisted instructional methods, and (9) personal counseling methods.

These topics had been developed after an extensive review of the literature associated with learning assistance had been conducted, by recommendations made by professionals in learning assistance, and from comments that were generated by the pilot study and testing of the survey instrument. Three categories of responses were created, and respondents selected from "less than 25%," "25-50%," or "more than 50%."

As seen in Figure 14, respondents (74.8%) reported having "less than 25%" of their graduate preparation in the nine topic areas.

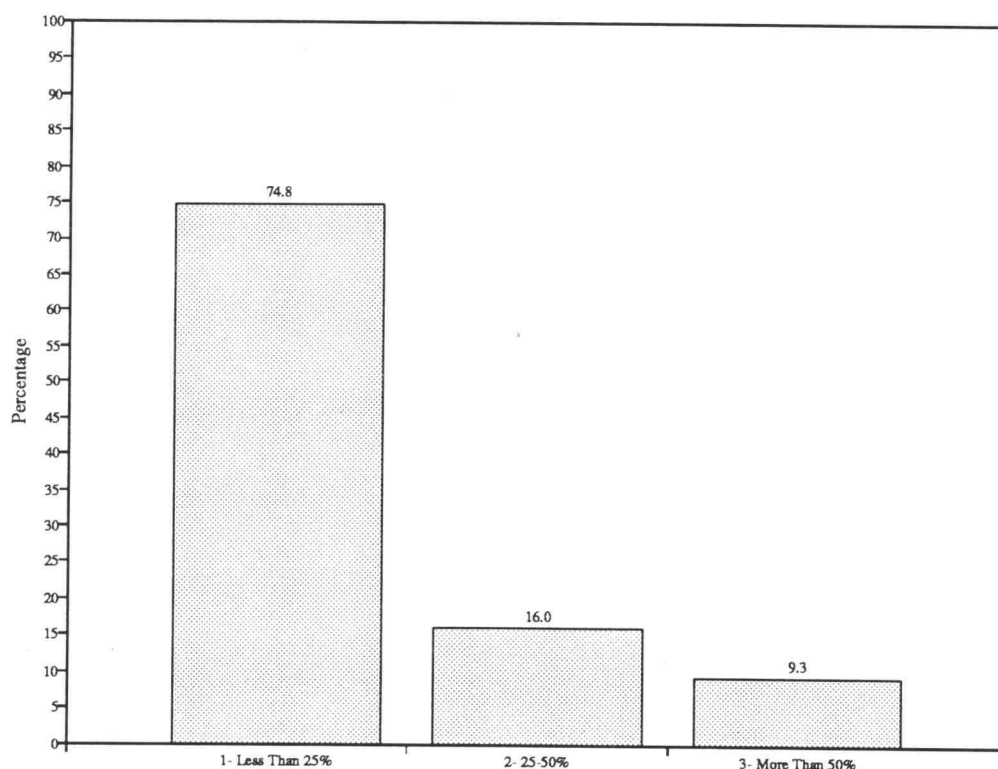


Figure 14

Percent of Nine Areas Included in Total Graduate Program

Attitudes Towards Training, Professional Development, and Preparation for Learning Assistance Work

Several additional areas were also examined that were related to the education and training of the full-time professionals. First, respondents were asked about the adequacy of their undergraduate or graduate preparation for

employment as learning assistance professionals, and whether they believed a uniform curriculum should be created for the education and training of future professionals.

Second, respondents were asked to select the most important topic for pre-service training, on-going training, and in-service training. In a related question, respondents were also asked to select the frequency that staff training should occur. In a third area, respondents were asked to identify the five most important areas that they needed additional training in to improve themselves professionally.

Finally, respondents were also asked to identify three areas that best prepared them for learning assistance work, and three areas that least prepared them for learning assistance work.

As seen in Figure 15, the sum of the agree and strongly agree categories, and the disagree and strongly disagree categories indicated a slightly higher level (41.8%) of disagreement among respondents regarding the adequacy of their undergraduate curriculum as preparation for learning assistance employment. The data also demonstrates that 18.6% of the full-time professionals were uncertain about the adequacy of their undergraduate preparation for learning assistance employment.

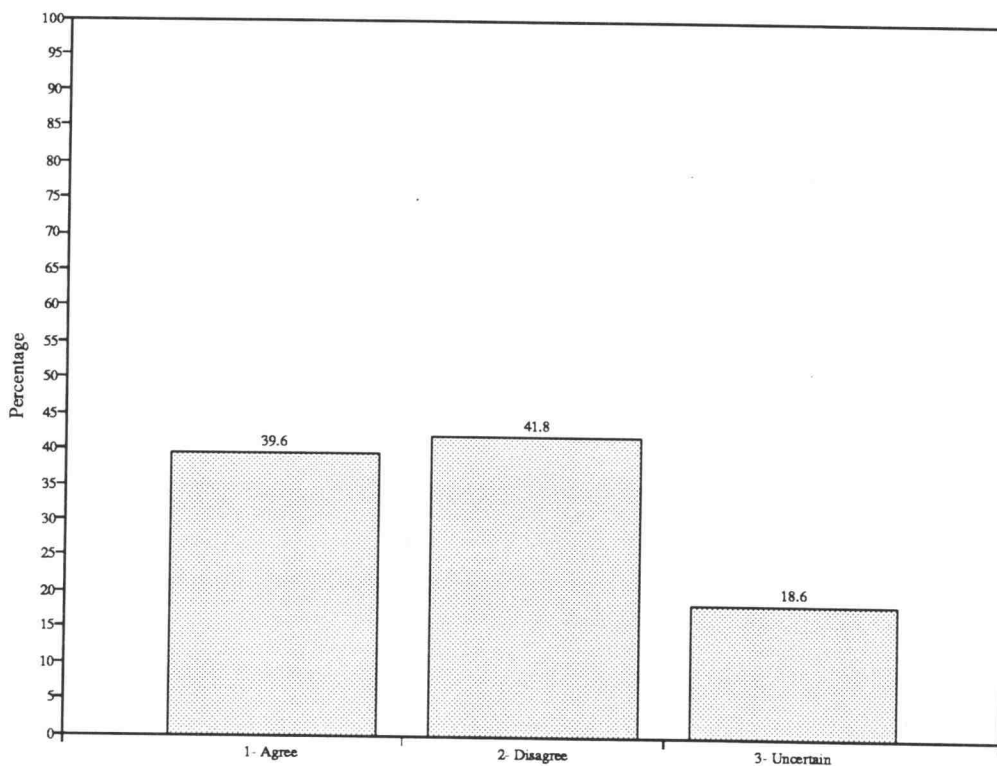


Figure 15

Percent of Respondents Level of Agreement,
Disagreement, or Uncertainty Regarding
Adequacy of Undergraduate
Preparation for Learning
Assistance Center
Employment

As seen in Figure 16, a sum of the agree and strongly agree categories, and the disagree and strongly disagree categories, showed increased agreement (60.8%) among respondents regarding the adequacy of their graduate curriculum as preparation for learning.

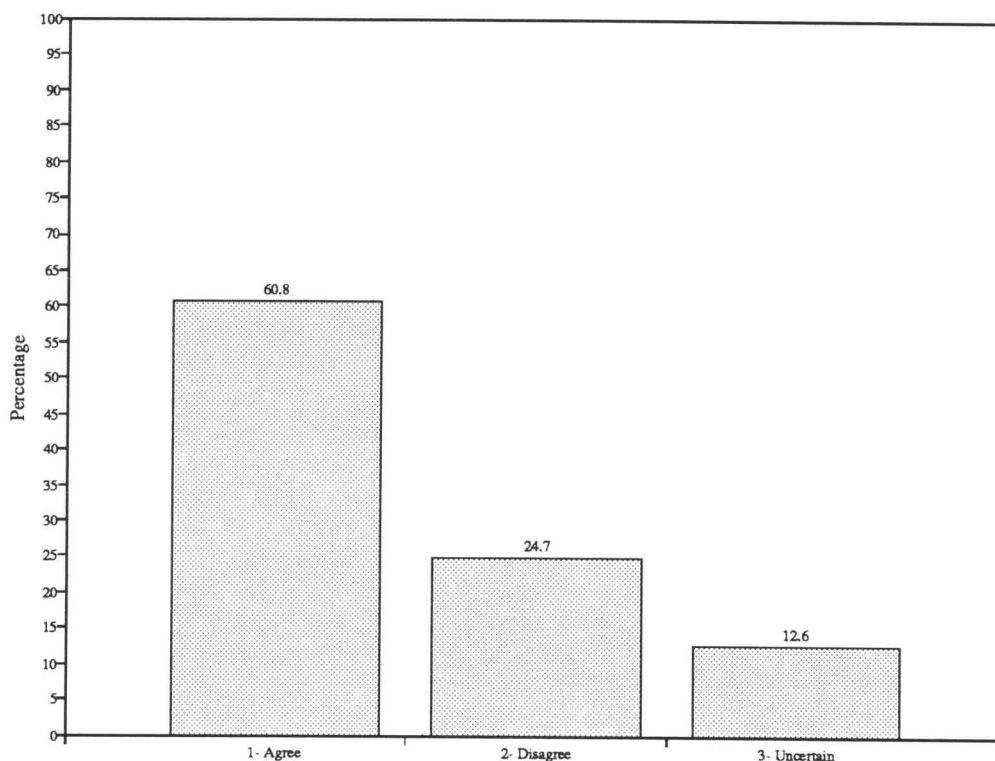


Figure 16

Percent of Respondents Level of Agreement,
Disagreement, or Uncertainty Regarding
Adequacy of Graduate Preparation
for Learning Assistance
Center Employment

Figure 17 shows the results to the question of whether a uniform curriculum should be implemented to educate and train future learning assistance professionals. The sum of the agree and strongly agree categories (45%) was higher than the sum of the disagree and strongly disagree categories (29.2%). However, as Figure 17 also demonstrates,

fully one-quarter of the respondents (25.7%) remained uncertain about this question.

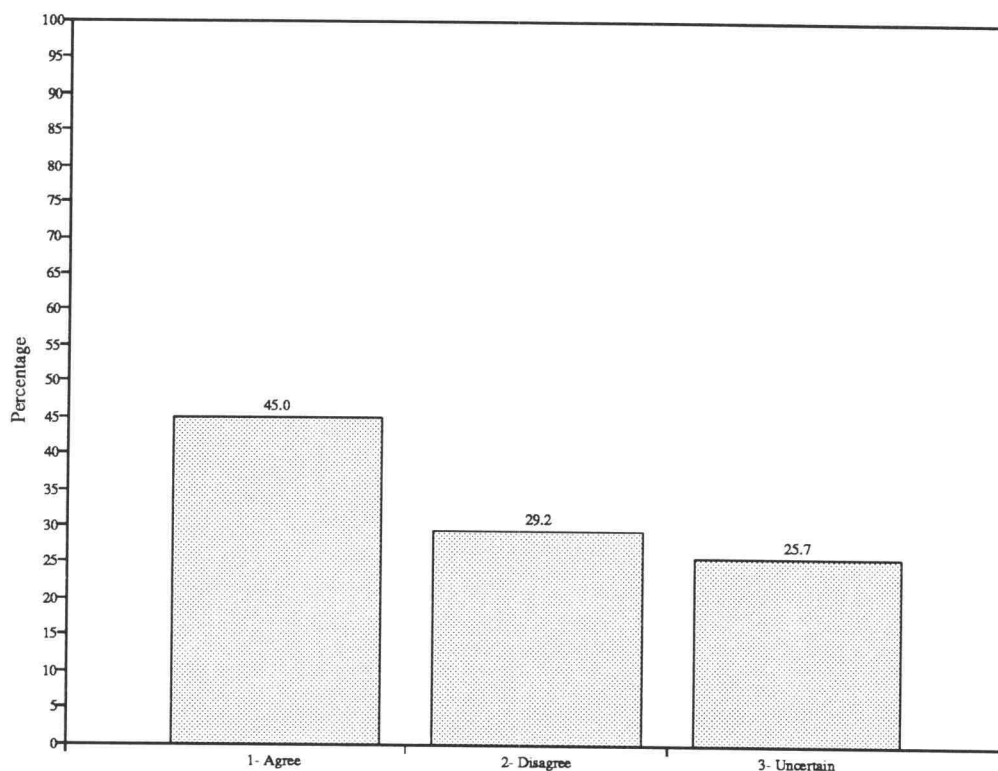


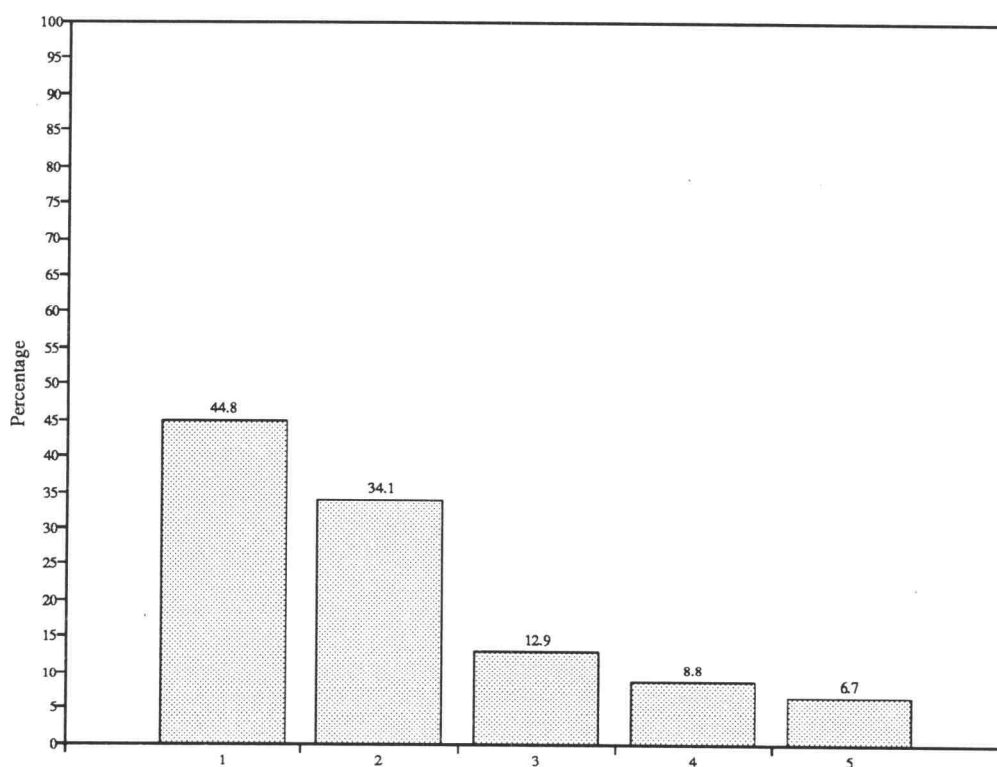
Figure 17

Percent of Respondents Reporting Level of Agreement, Disagreement, or Uncertainty Regarding Uniform Preparation Curriculum for Future Professionals

Pre-Service Training Topics

In Figure 18, respondents report that "having experience as a tutor" (44.8%) was the most important pre-service training activity. Completion of a "relevant graduate program" was selected as the next most

important pre-service activity. It should be noted that in a related question regarding the level of graduate work, 91.9% of the respondents reported that the graduate program should be on the Master's degree level, and 7.5% thought it should be on the Doctoral level. A small number, 0.6% did not respond to the question.



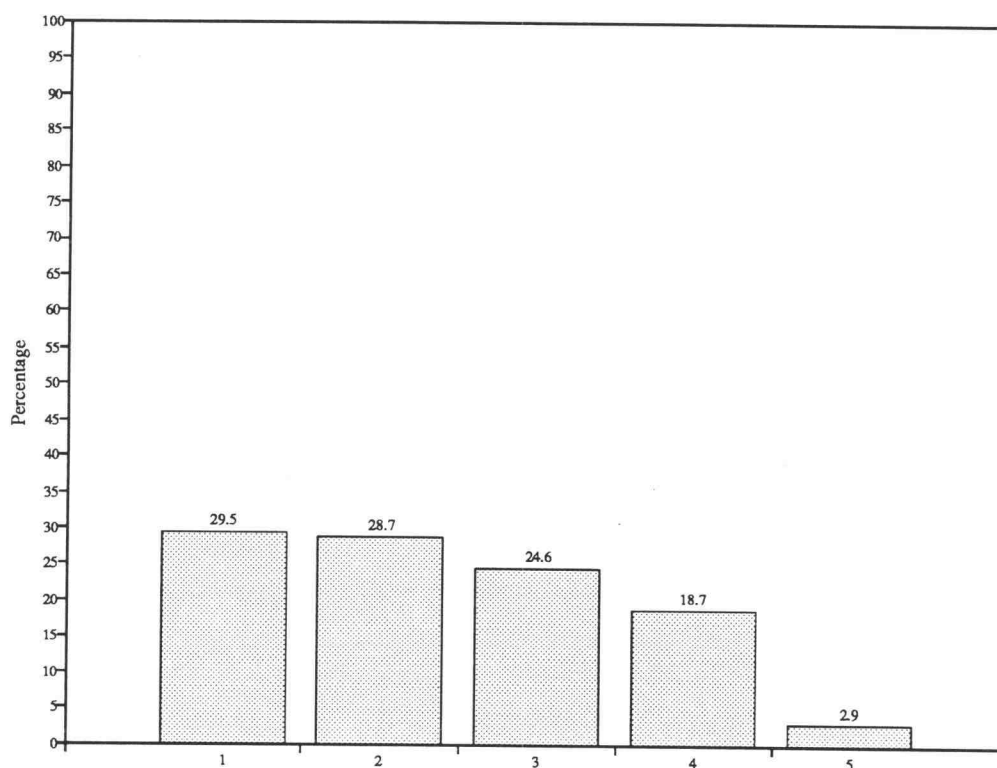
Key: (1) Have experience as tutor
(2) Complete relevant graduate program
(3) Visit other learning assistance centers
(4) Read pertinent literature and research
(5) Attend relevant conferences

Figure 18

Percent of Respondents Selection of Most
Important Pre-Service Training Activity

On-Going Training Topics

As Figure 19 demonstrates, respondents selected "read current literature and research" (29.5%) as the most important continuous on-going training activity at a level slightly higher than "visit other learning assistance centers" (28.7%).



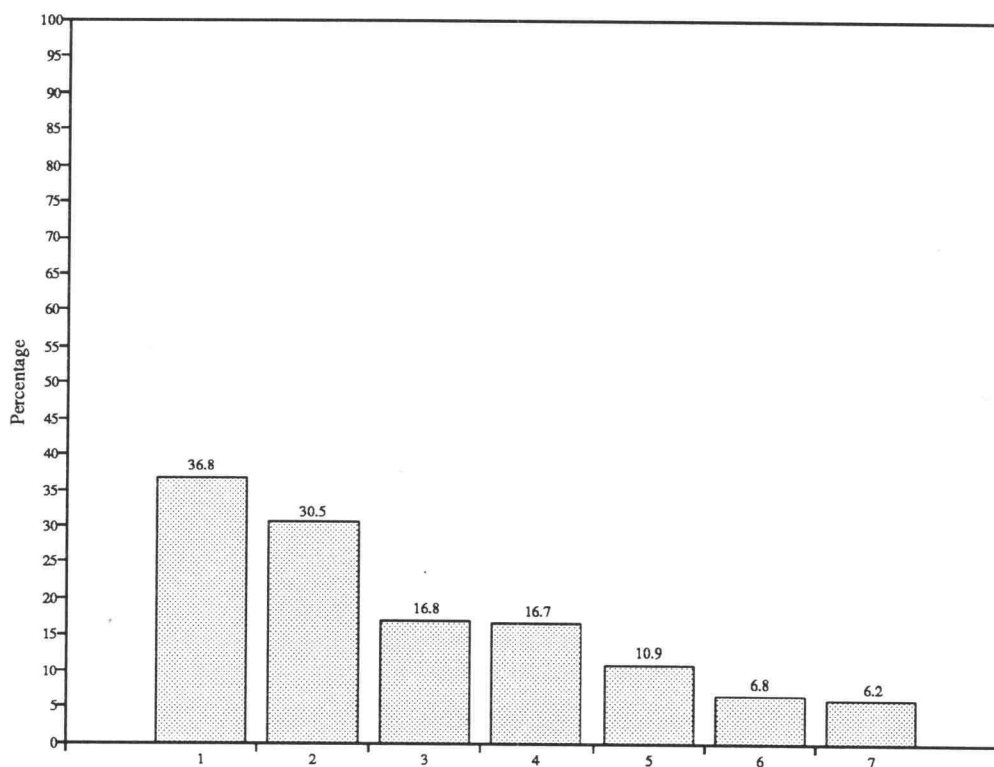
Key: (1) Read current literature and research
(2) Visit other learning assistance centers
(3) Take additional coursework or workshops
(4) Attend relevant conferences
(5) Hold membership in professional organization

Figure 19

Percent of Respondents Selection of Most
Important On-Going Training Activity

In-Service Training Topics

As seen in Figure 20, respondents selected "teaching strategies" (36.8%) as the most important short-term in-service training activity. The second most important activity in this category was the topic, "interpersonal skills" (28.7%).



Key: (1) Teaching strategies (5) Personnel management
(2) Interpersonal skills (6) Diagnostic methods
(3) Current research (7) Evaluation methods
(4) Multicultural awareness

Figure 20

Percent of Respondents Selection of Most
Important In-Service Training Activity

Respondents were also asked how often staff training should be conducted. As seen in Figure 21, 31.7% thought staff training should occur on an "as needed basis."

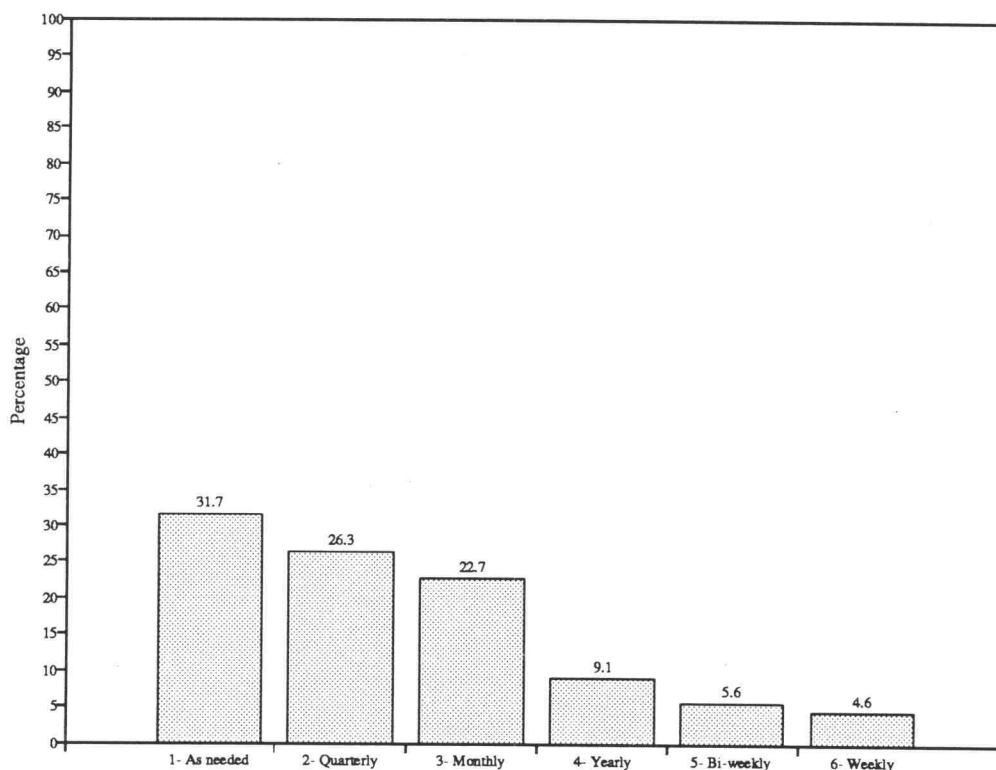


Figure 21

Percent of Respondents Attitude Toward
Frequency of Staff Training

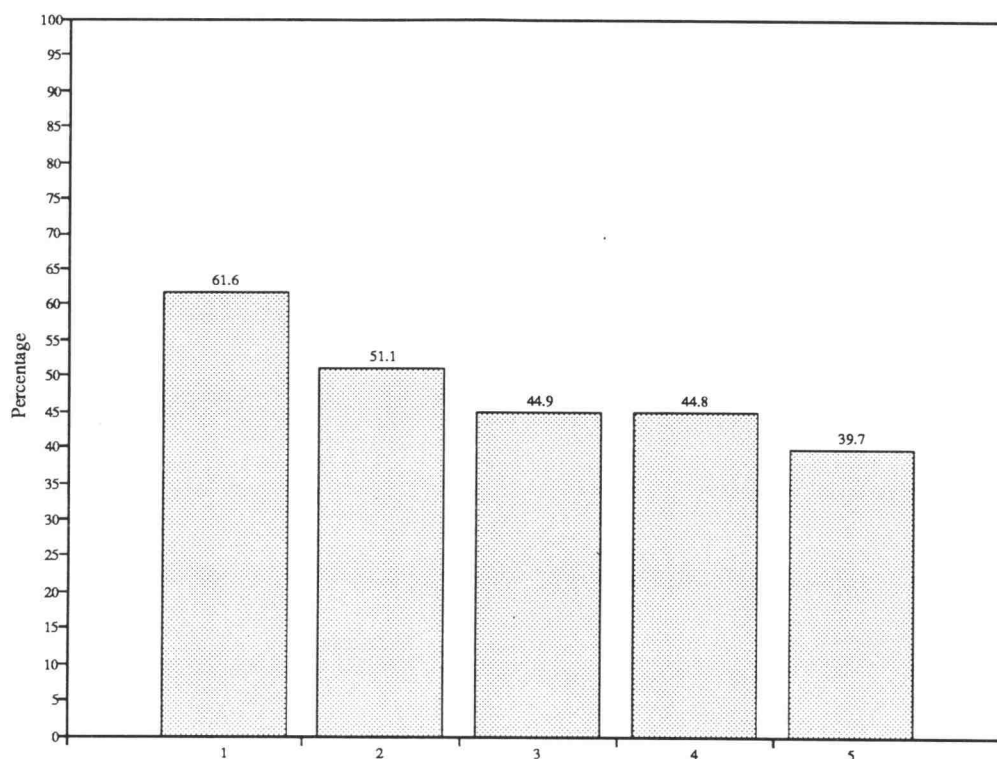
Five Areas Needed for Additional Training

Respondents were asked to identify the five most important areas in which they needed additional training

to improve themselves professionally. Twelve topics were presented to the respondents for their consideration and selection.

Drawing upon learning assistance literature, recommendations by learning assistance professionals who participated in the pilot study, and selecting from some of the items contained in the pre-service, on-going, and in-service training selections, the topics included in this question were: (a) study skills techniques, (b) test taking methods, (c) academic advising, (d) evaluation methods, (e) diagnostic tools, (f) personnel management, (g) personal counseling, (h) curriculum development, (i) conducting workshops, (j) conducting research, (k) publishing research, and (l) multicultural awareness. An "other" category was also included in this question, but only a small number of additional suggestions were made by the respondents. The responses, however, mostly duplicated the selections contained in the survey's question.

As seen in Figure 22, evaluation methods (61.6%) was selected as the most important topic. Diagnostic tools (51.1%) was the next choice, while conducting research (44.9%) and publishing research (44.8%) were extremely close to being even. The fifth most important topic was personnel management (39.7%).



Key: (1) Evaluation methods (3) Conducting research
 (2) Diagnostic tools (4) Publishing research
 (5) Personnel management

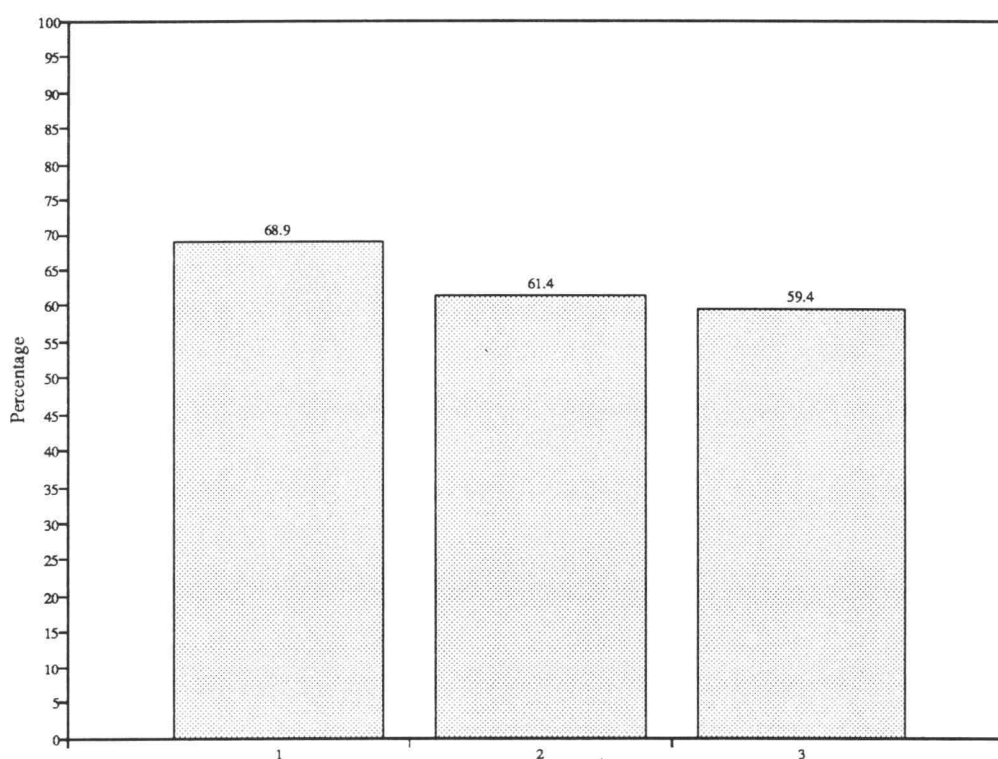
Figure 22

Percent of Respondents Selection of Five Most Important Training Topics

Three Areas That Best and Least Prepared Professionals

Choosing from the following selections: (a) educational preparation, (b) use of learning assistance center as a student, (c) college level teaching experience, (d) elementary level teaching experience, (e) secondary level teaching experience, (f) experience as an

administrator, (g) paraprofessional experience, (h) experience in a student affairs program, and (i) work with a diversity of students, Figure 23 reveals that "work with diversity of students" (68.9%), "college level teaching experience" (61.4%), and "educational preparation" (59.4%) were selected as the "best" areas for preparation.

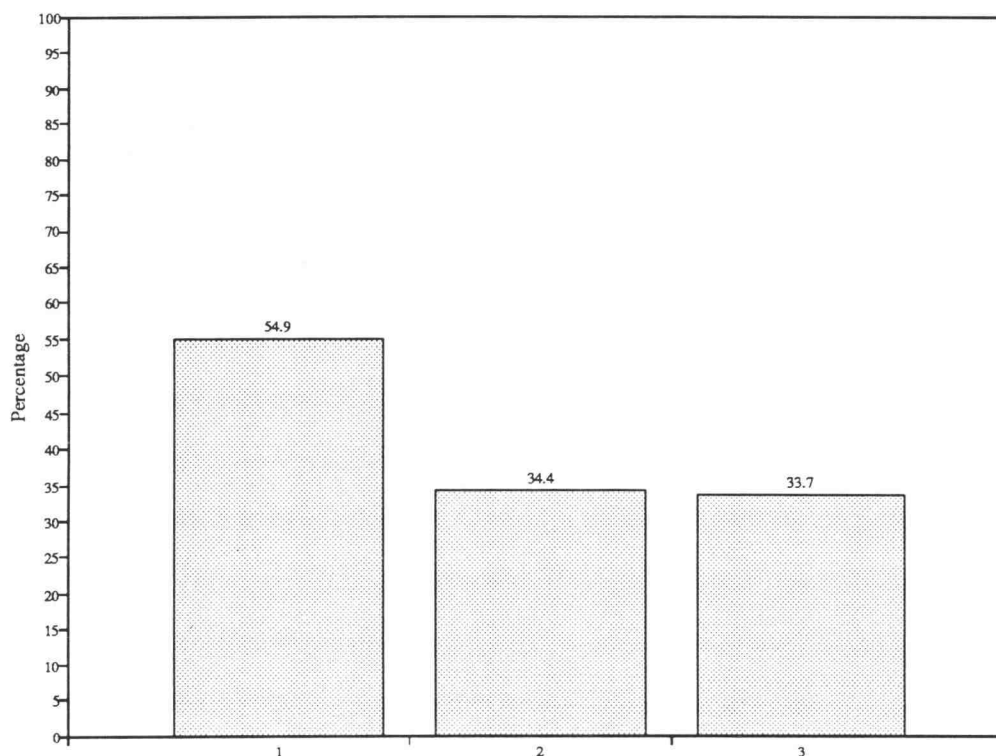


Key: (1) Work with diversity of students
(2) College level teaching experience
(3) Educational preparation

Figure 23

Percent of Respondents Selection of Three
Areas That Best Prepared Them for
Learning Assistance Work

As seen in Figure 24, respondents selected "use of learning assistance center as a student" (54.9%), "experience in student affairs program" (34.4%), and "experience as an administrator" (33.7%) as the three areas that "least" prepared them for learning assistance work.



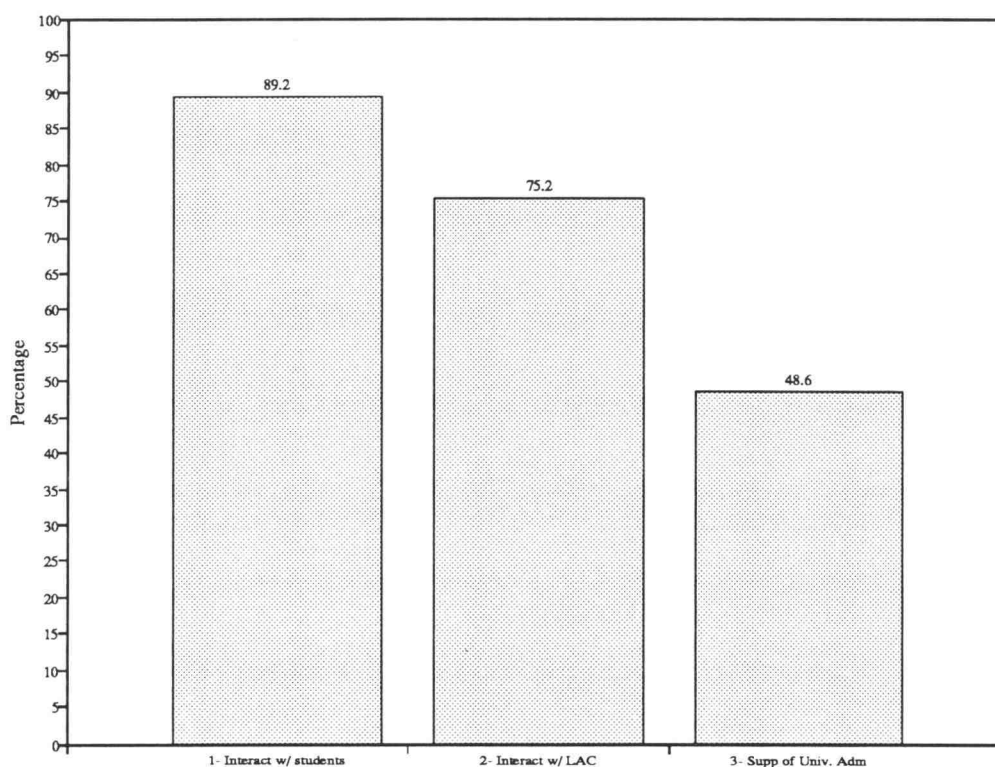
Key: (1) Use of learning assistance center as student
(2) Experience in student affairs program
(3) Experience as an administrator

Figure 24

Percent of Respondents Selection of Three
Areas That Least Prepared Them for
Learning Assistance Work

Additional Selected Responses

When asked to select three topics that contributed to a positive work environment, Figure 25 suggests the importance respondents attached to interaction with students.



Key: (1) Interaction with students
(2) Interaction with learning assistance staff
(3) Support of university administration

Figure 25

Attitude of Respondents With Respect
to Elements That Contribute to
Positive Work Environment

The study examined whether the mission and function of their learning assistance program was clear to them, and in

a related question, whether they were familiar with the formal, written statement of the mission of their learning assistance program. A total of 92.6% believed the mission and function of their program was clear to them, while 7.4% did not. Figure 26 demonstrates that 75.3% indicated they were familiar with the mission statement of their program.

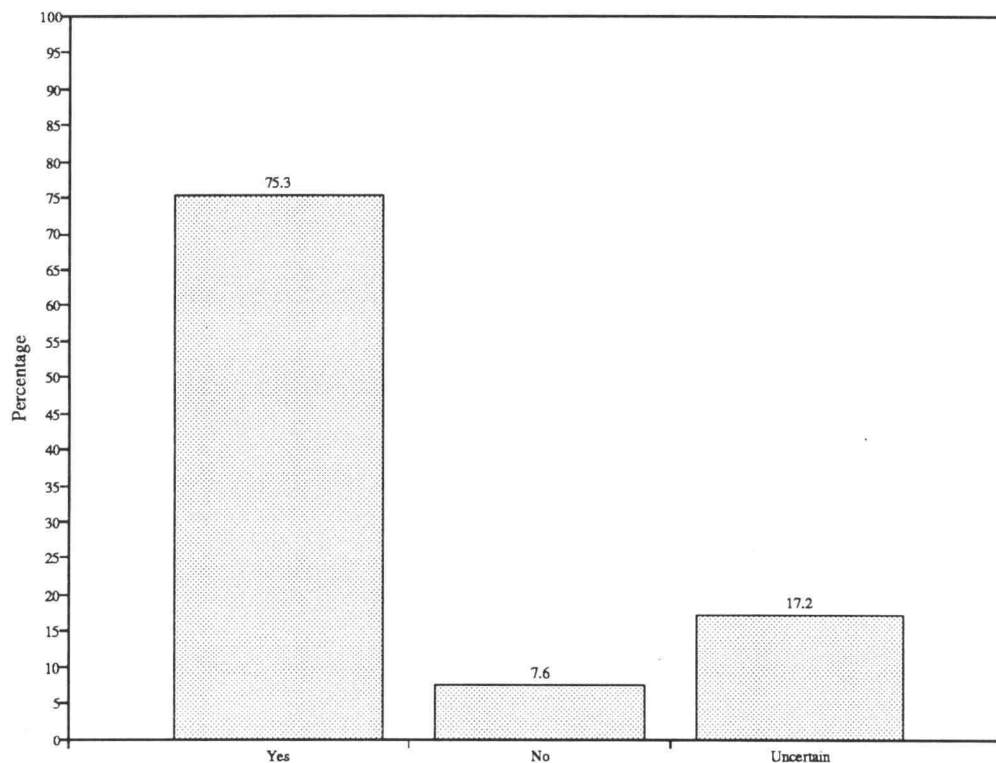


Figure 26

Percent of Respondents Familiar With Learning Assistance Program Mission Statement

Another area of investigation dealt with how many of the professionals who completed the survey had read the Council for Advancement Standards and Guidelines for

learning assistance programs published in 1987. As Figure 27 reveals, the results indicated that 26.8% had read the Standards and Guidelines and 73.2% had not. In addition, of the 26.8% who indicated having read them, 68.1% thought they accurately addressed the programs, and 18.6% did not, and 13.3% were uncertain.

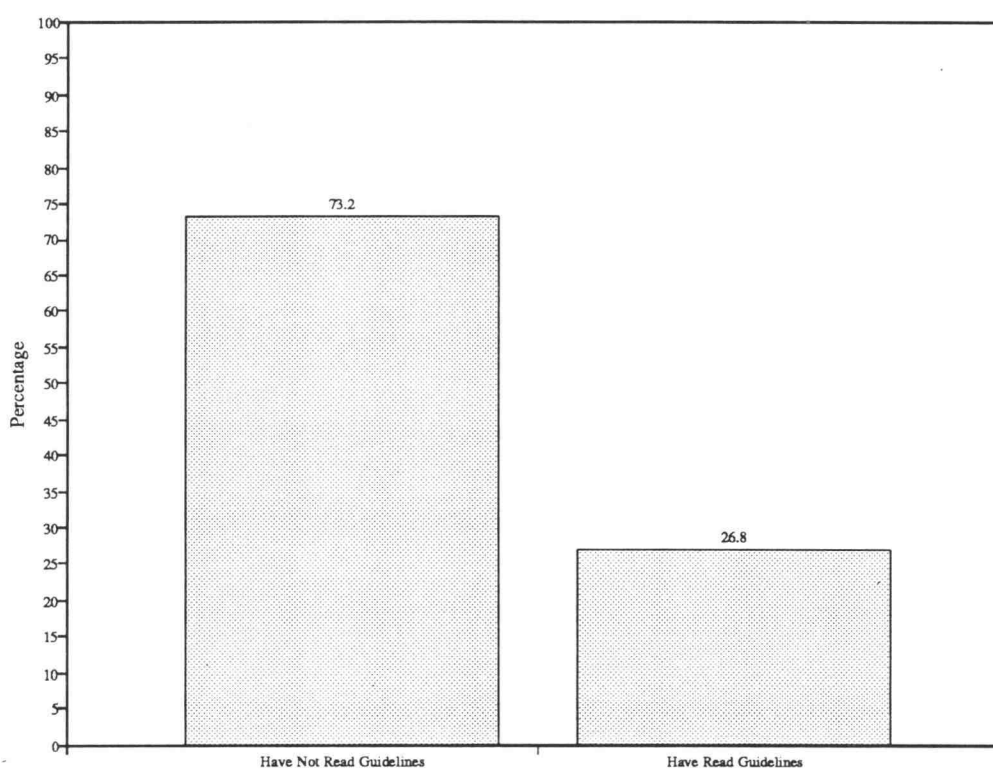


Figure 27

Percent of Respondents Who Read the Council for
Advancement of Standards and Guidelines for
Learning Assistance Programs

Related questions on the survey asked respondents to indicate whether they thought workshops for staff on the

Council of Standards and Guidelines for Learning Assistance Programs and the historical development of learning assistance programs would be worthwhile.

As seen in Figure 28, 76.8% thought such a workshop would be worthwhile, compared to 17.7% who thought it would not be worthwhile. A total of 5.5% made no response.

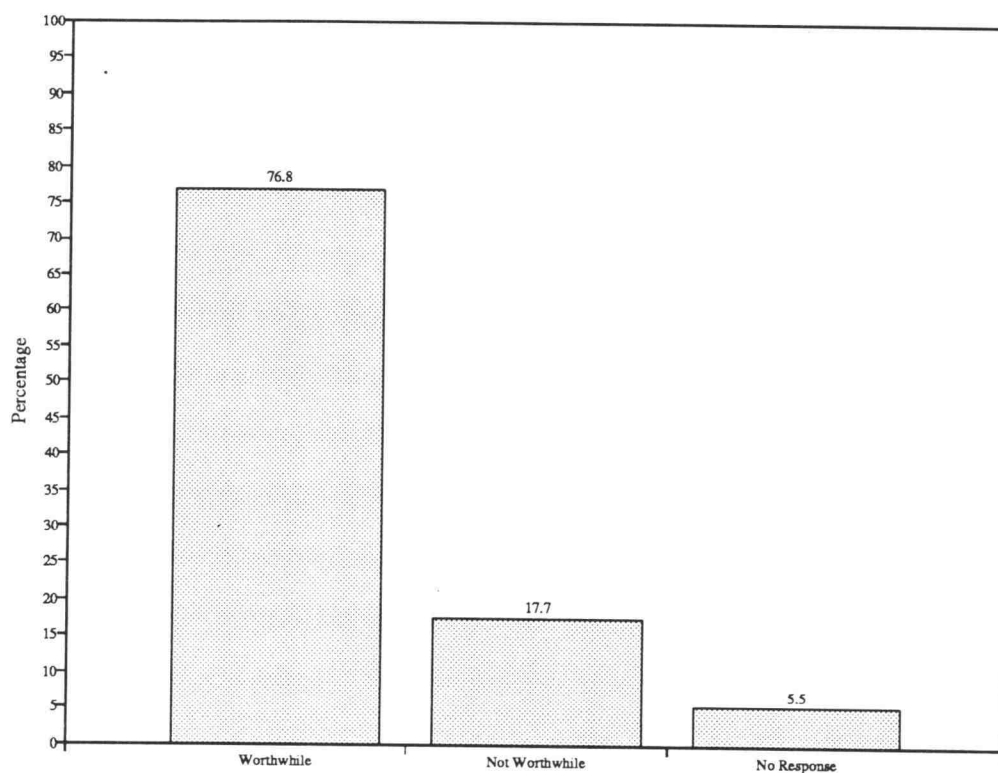


Figure 28

Percent of Respondents Attitude Toward
Attending Workshop on Council for
Advancement of Standards and
Guidelines for Learning
Assistance Programs

In contrast, however, Figure 29 demonstrates that slightly more than one-half (53.1%) thought a workshop on the

historical development of learning assistance programs would be worthwhile, while nearly as many respondents (46.9%) thought it would not be worthwhile.

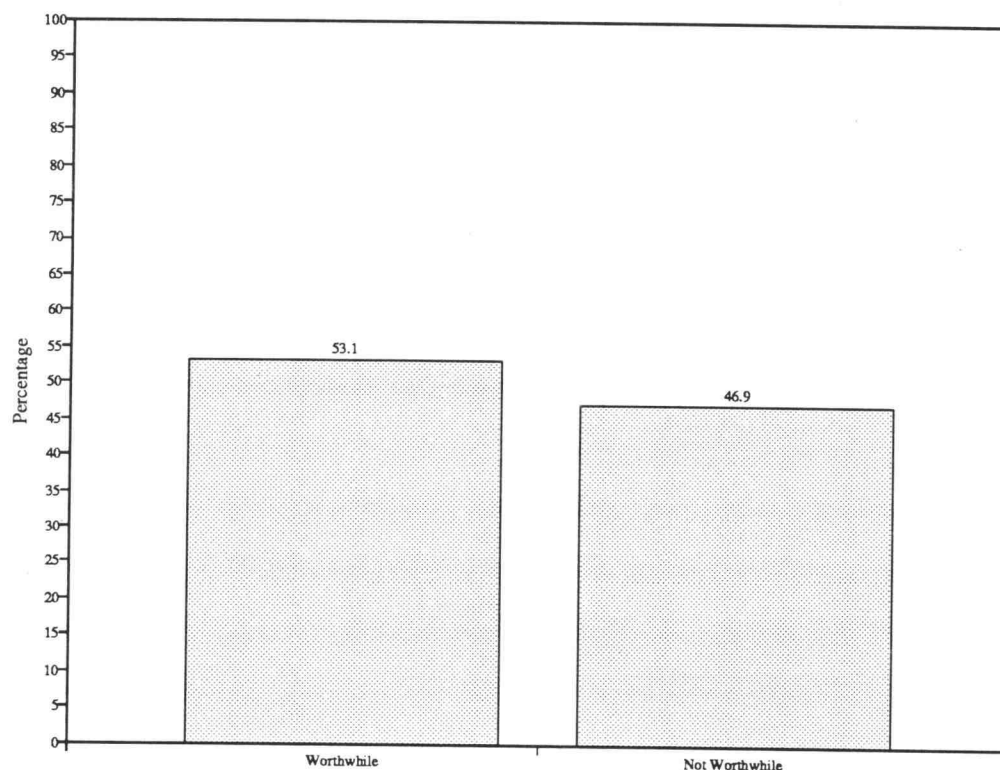


Figure 29

Percent of Respondents Attitude Toward
Attending Workshop on Historical
Development of Learning
Assistance Programs

The study also undertook to ascertain how well the learning assistance professionals thought they could: (1) explain the historical development of learning assistance programs; (2) explain the mission of their program; and, (3) evaluate their program's effectiveness for assisting

students. As seen in Figure 30, results of the survey indicated that 88.2% felt they could explain the mission of their program and 80.5% believed they could evaluate their program's effectiveness. However, only 9.5% thought they could discuss the historical development of learning assistance programs.

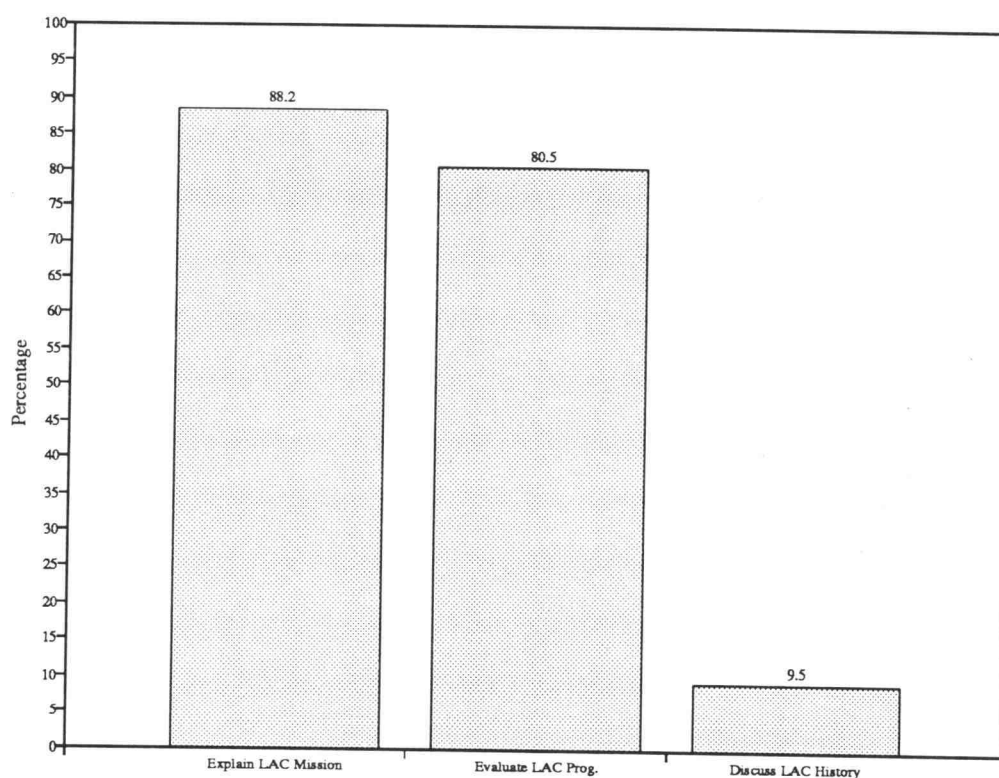


Figure 30

Respondent Attitudes Toward Explaining
Program Mission, Evaluating Program,
and Discussing History of Programs

The study also investigated whether or not respondents thought their program could meet the projected future increases in the numbers of students needing learning

assistance center services. Even though respondents had previously indicated they thought services should be increased, (See Figure 2, p. 69) Figure 31 reveals that 67.2% believed their programs were not adequately prepared to meet the future projected increases of students.

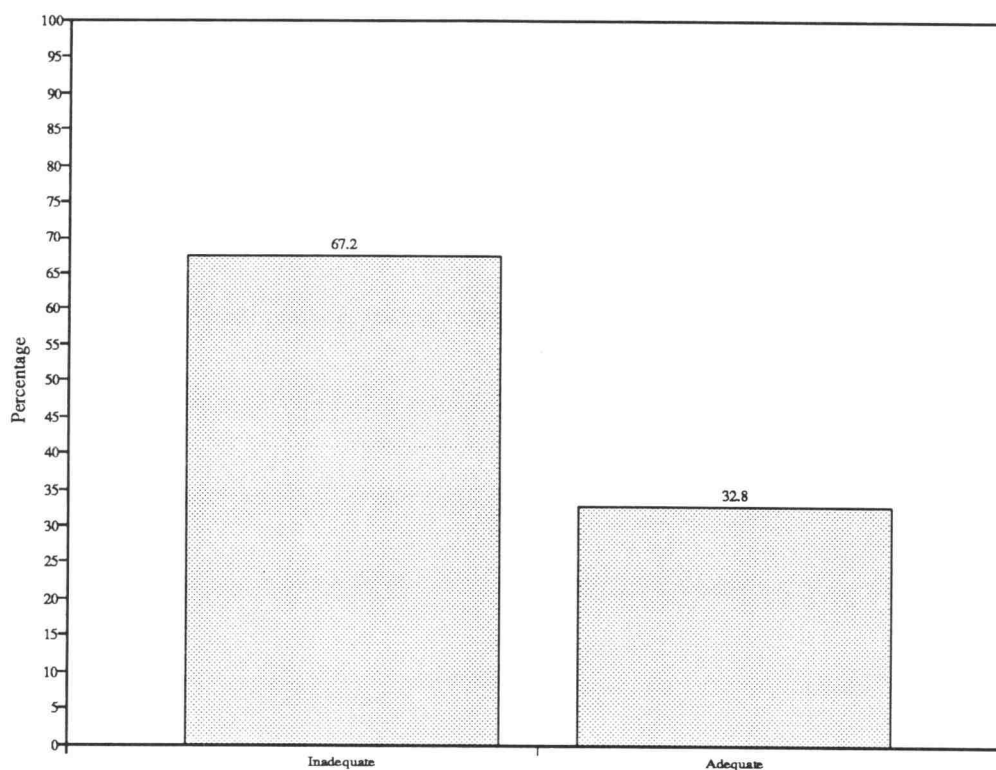


Figure 31

Percent of Respondent Attitudes Toward Adequacy
of Learning Assistance Program to Meet
Increased Number of Students Needing
Program Services

In a subsequent question, respondents were asked to state their reasons for answering either "yes" or "no" to

this question that explored whether or not the full-time professionals thought their programs could adequately meet the needs of the predicted increase in the number students who would need learning assistance programs.

Four areas, inadequate staffing, funding, facilities, and space, were identified by the respondents. As seen in Figure 32, there was uniformity among the responses.

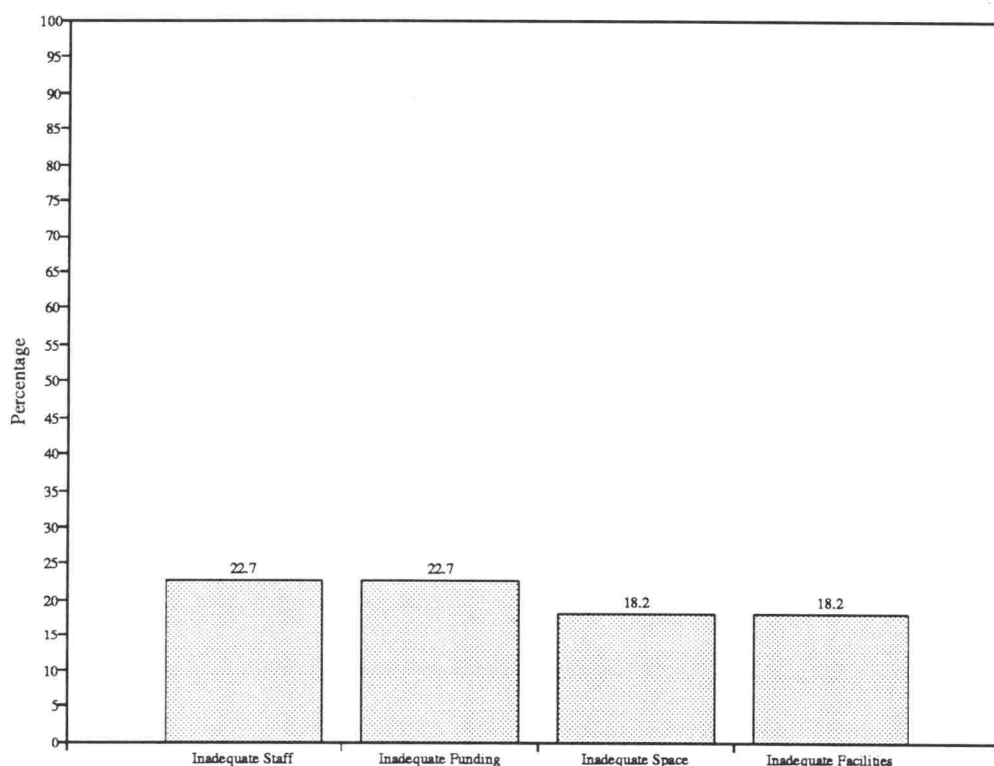


Figure 32

Percent of Respondents Identifying Reasons
for Not Being Able to Meet Projected
Increases of Students

The respondents also expressed additional concerns about a lack of administrative support, low campus priority

of the programs, and, in a few instances, lack of qualified personnel.

Those respondents (32.8%) who felt their programs could meet the future needs of incoming students cited program staff experience, stability of the programs, and adequate resources as important factors.

A small number of respondents appeared to have mixed thoughts about the question regarding the adequacy of their programs to meet the projected increases of students. Their assessments were couched in guarded terms that stressed the continuance of existing fiscal levels of support, additional augmentation of professional staff, and the overall preservation of existing program facilities and levels of services. These respondents were also concerned about the extent of the increases in the future needs of students.

Attention in the study was also given to examining respondent attitudes toward their program's publicity. Respondents were asked whether their program's publicity was overly stated, accurately stated, understated, or were they uncertain about it. As demonstrated in the following Figure 33, 62.0% of the respondents thought that their program's publicity was accurately stated. Nearly a third of the respondents (28.2%), however, thought the publicity was understated. An insignificant number (2.3%) thought that the program publicity was overly stated.

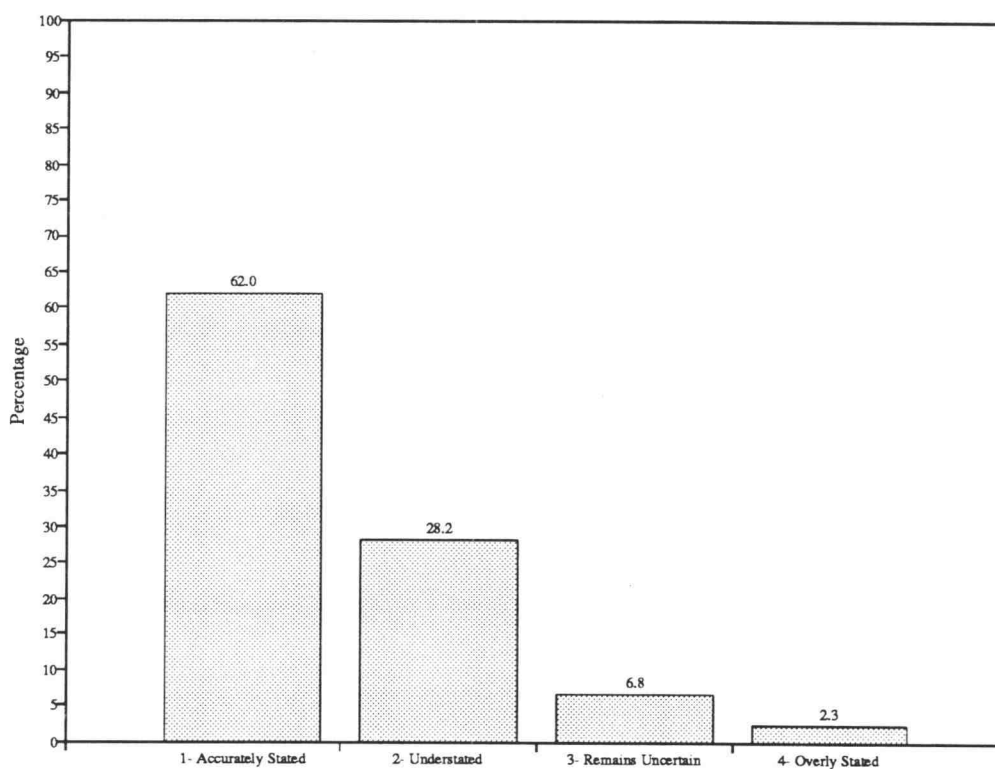


Figure 33

Percent of Respondents Attitude Toward
Their Program's Publicity

Recommendations for Future Education and Training
of Learning Assistance Professionals

Respondents were asked to offer recommendations about kind of education and training they felt future learning assistance professionals should receive. This open-ended question generated a considerable number of responses that varied in length and content. The responses were grouped, however, into the following categories: (a) education,

(b) interpersonal skills, (c) human relation skills, (d) diagnosis and assessment, (e) administration and program management, (f) computer-assisted instruction methods, (g) multicultural awareness, (h) research related to learning assistance programs, and (i) practical experience.

In the education category the most frequently reported components were: graduate level preparation in developmental education, learning theory, learning styles, teaching strategies, specialization in an academic area, principles of curriculum planning, history and philosophy of learning assistance programs, and preparation in a foreign language.

Included in the category of interpersonal skills were: communication theory, and effective oral and written skills. In the human relation skills category, the emphasis was on counseling techniques and small group facilitating.

Under diagnosis and assessment it was suggested that there was preparation in identifying learning styles, learning disabilities, and psychometrics. In the category of administration and program management, several areas were stressed. These included: fiscal management practices, personnel training and evaluation methods, instructional and program evaluation methods, grant writing skills, program resource development, business management practices, and public relations methods.

Under the category of computer-assisted instruction, emphasis was placed on instructional methods, and

audio-visual instructional aides. The category of multicultural awareness stressed the importance of preparation in the areas of cross-cultural education and cross-cultural communication, and understanding multicultural interaction. In the category of research related to learning assistance programs, bibliographies, reviews of pertinent literature, and current trends and issues in higher education relating to learning assistance were stressed. The final category, practical experience, included emphasis on previous experience as a: tutor while a student, a student teacher, or a secondary or college level teacher, visitations to other learning assistance programs, practicums or internships in a learning assistance program, attendance at workshops or conferences, and access to other training opportunities.

Chapter Summary: System Sample Characteristics

The data reported consisted of descriptions of program services, selected characteristics of the full-time professionals, educational information, respondent attitudes about selected learning assistance topics, and respondent recommendations for the education and training of future learning assistance professionals.

CHAPTER V

SUMMARY, INTERPRETATION OF DATA,
CONCLUSIONS, AND RECOMMENDATIONS
OF THE STUDY

Summary of the Study

The study examined five research questions: (1) What types of services were provided by learning assistance professionals? (2) What were selected characteristics of the full-time learning assistance professionals who worked in California's public Community College, State University, and University of California systems? (3) What was their education, training, and experience? (4) What were their attitudes towards their education, training, experience, and work environment? and, (5) What were the implications of their education, training, experience, and attitudes about their work environment for preparing professionals for the field?

College and University Learning Assistance Centers

The study discussed the rapid growth of college and university learning assistance centers that had begun in the 1970s. One of the immediate and paramount issues that faced the developing field of learning assistance was the preparation of the professionals who staffed the programs. At best, it appeared that in the early programs the majority

of professionals entered the field haphazardly, and learned their craft on-the-job and by trial and error.

Alarmed by the reliance on this method, by the mid-1970s learning assistance administrators began exploring ways to promote the education and training of learning assistance professionals. One of the earliest attempts was a week-long training program begun at California State University, Long Beach. Other efforts included training institutes at the University of California, Berkeley, and at the Kellogg Institute at Appalachian State University.

Throughout the 1980s increased attention was given to professionals in the field, attention that frequently focused on ways to better prepare them for learning assistance. By 1987, a set of Standards and Guidelines, developed under the auspices of the Council for the Advancement of Standards, were published in the Journal of Developmental Education.

The concern about the methods for educating and training learning assistance professionals continued into the decade of the 1990s. This concern was accompanied by the belief that there would be an increased need for learning assistance programs in colleges and universities throughout the remainder of the decade.

Using data collected from practicing full-time learning assistance professionals, several important

elements were identified that should be included in an education and training program.

Review of Literature

The review of literature called attention to four themes that were prominent in the field of learning assistance. The first theme was concerned with general topics that were pertinent to learning assistance. Among these topics were the place of learning assistance centers in institutions of higher education, suggestions for implementing programs, descriptions of services provided by learning assistance centers, and methods for evaluating programs and services. The second theme was devoted to a description of the historical development of learning assistance programs. Much of this historical literature began with discussions of academic support programs as early as the 1830s. It then traced the programs through college preparatory courses begun in the late nineteenth century, study skills and reading courses throughout the twentieth century, remedial and developmental programs, instructional models that incorporated technology, and the impact of changing student populations and academic needs.

The third theme, and by far the most prevalent, was the considerable number of articles that described specific programs or services. These articles were often the outcome of presentations made at state, regional, or

national conferences. Among the most prominent of the publications were the Journal of College Reading and Learning and The Journal of Developmental Education.

The fourth theme was concerned about the education of the learning assistance professional. Although not a large body of literature, indications were that it was steadily increasing as learning assistance professionals began to renew discussions about appropriate ways to better educate and train learning assistance professionals.

Research Design of the Study

The study was conducted through the administration of a thirty-six item questionnaire. The several steps involved in the research design of the study included the development and testing of the questionnaire, the distribution and collection of the survey, the reporting of the data, the interpretation and discussion of the findings, and conclusions and recommendations of the study.

Summary of System Sample Characteristics

Nearly two-thirds of the respondents were female, (64.0%), largely Caucasian (74.7%), 40.6% were administrators, and approximately three-fourths were forty years of age or older. Over one-half (54.1%) of the respondents earned between thirty and forty-seven thousand dollars per year; and 96.1% reported not being tenured.

Most respondents indicated their positions were fixed-term. In the category of years of experience, 32.3% had less than three years, 35.3% had between four and nine years, 30.4% had between ten and nineteen years, and 1.9% had more than twenty years of experience. A slightly higher number (39.3%) held ten-month contracts than did those who held twelve-month contracts (37.5%). The balance, 23.2%, were on nine-month contracts. Over half (53.6%) belonged to a professional organization affiliated with learning assistance, most often the College Reading and Learning Association (52.5%), or the Association for California College Tutorial and Learning Assistance (15.8%).

In terms of educational background, a Master's degree was the most frequently held degree (56.4%), and slightly over one-fourth of the degrees were in education (27.7%). Although only 39.6% felt their undergraduate program prepared them for work in learning assistance, many believed their graduate program had adequately prepared them for a position in learning assistance (60.8%).

The study further found that 74.8% of the respondents had less than one-fourth of their preparation in nine areas of graduate education topics thought to be relevant to learning assistance work.

Nearly one-half of the respondents (45.0%) believed a uniform curriculum should be established for the preparation of learning assistance professionals, and their written

responses contained specific recommendations for the education and training of future learning assistance professionals. They suggested preparation at the graduate level that included the following areas: education, interpersonal skills, human relation skills, diagnosis and assessment, administration and program management, computer-assisted instructional methods, multicultural awareness, research related to learning assistance programs, and practical experience.

The study indicated that experience as a tutor was considered the most beneficial pre-service training activity, (44.8%), the most beneficial on-going training activity was reading current literature and research (29.5%), and the most desirable in-service training activity was the development of teaching strategies (36.8%).

The five areas respondents indicated they most needed improvement in were: evaluation methods (61.6%), diagnostic tools (51.1%), conducting research (44.9%), publishing research (44.8%), and personnel management (39.7%).

Respondents reported that the three areas best preparing them for learning assistance were: work with a diversity of students (68.9%), college level teaching experience (61.4%). and educational preparation (59.4%).

The three areas they reported least preparing them for learning assistance work were: use of a learning assistance center as a student (54.9%), experience in a

student affairs program (34.4%), and experience as an administrator (33.7%).

The elements that helped make for a positive work environment were interaction with students (89.2%), interaction with learning assistance staff (75.2%), and support of university administration (48.6%).

The study revealed that although 92.6% of the respondents believed the mission and function of their program was clear to them, familiarity with the mission statement of their respective programs was indicated by only 75.3% of the respondents. Moreover, nearly three-quarters (73.2%) of the respondents had not read the Standards and Guidelines for Learning Assistance Programs published by the Council for the Advancement of Standards.

Some 62.0% of the respondents believed their program's publicity was accurately stated. Two-thirds (67.2%), believed their programs were not at present adequately equipped to deal with larger numbers of future students requiring learning assistance services. When asked about how often should staff training be conducted, the results demonstrated that 31.7% thought it should be on an as needed basis. Interest in attending a workshop on the historical development of learning assistance programs was indicated by 53.1% of the respondents. However, 76.8% thought it would be worthwhile to attend a workshop on the Standards and Guidelines for Learning Assistance programs.

Information regarding services provided by learning assistance programs in the three systems under study revealed that the emphasis was on content tutoring, study skills assistance, and remedial and developmental mathematics, reading, and writing. English as a Second Language, mathematics anxiety strategies, and diagnostic assessment were next in importance. To a lesser extent, programs also provided speed reading, academic advising, library skills, and in-service activities for faculty and staff.

Interpretation of Study Results

First, the findings of the study described in part, a state-wide profession undergoing change and continuous self-assessment with regard to the education and training of professionals in the field of learning assistance. This change mirrored both historical and contemporary national developments about the issue of educating professionals. Consistent with the literature, this study demonstrated that there was a substantial concern about the way professionals were being prepared.

Three public California systems of postsecondary education were surveyed: (1) Community College, (2) State University, and (3) University of California. Learning assistance professionals, regardless of which system they were affiliated with, had a great deal in common with regard

to the five research questions the study examined: (a) services, (b) selected characteristics of the sampled population, (c) education, (d) selected attitudes, and (e) recommendations for educating and training future professionals. Considering that these are three distinct systems with separate admissions criteria and missions, this was an interesting finding.

Programs were staffed with a director who was supported by a small number of full-time staff. A broad spectrum of academic majors and position descriptions were represented by the professionals in the centers.

There were not, however, substantial differences among males and females in the salary, age, tenure status, and term of contract categories among the three systems.

The full-time professionals who had membership in organizations affiliated with learning assistance preferred state or regional organizations to national ones.

An important finding of the study was that few of the professionals were pursuing a degree beyond the Master's level, and this strongly suggested that professionals thought a Master's level degree was the appropriate terminal degree for the field. If, however, learning assistance professionals wanted to improve the status of their profession, it seems reasonable to expect that more attention in the future would have to be given to developing doctoral level programs for learning assistance at the

college and university level. Although when this study was conducted respondents did not place much emphasis on a doctoral degree for the field, learning assistance professionals certainly recognized the importance of developing, at a minimum, a credential program or Master's degree for the field of learning assistance at the college and university level.

This concern for a graduate degree or credential in learning assistance was expressed by respondents repeatedly in the following terms, "Suggest a special curriculum for learning assistance professionals. Very few universities are paying attention to the needs of these professionals at the college level." Another wrote, ". . . There should be a viable option for a college of education curriculum in this area." How then had the professionals been educated and trained? Typical responses were on the order of the following statements, "No formal training prior to to being hired. Learned by doing," and "My own preparation for my job as learning assistant has been both informal and unplanned."

Related to the issue of preparation was interpreting the results regarding the adequacy of their graduate program for work as a learning assistance professional. Previously in this study it was reported that 60.8% of the respondents thought their graduate education program had adequately prepared them for learning assistance. However, some contradicted themselves in their written comments. A

possible explanation is that while they were adequately prepared for a specific role, for example, a reading specialist, they were inadequately prepared for other activities that occur in a learning assistance center.

The study's findings also made it possible to draw some conclusions about the professionals themselves. To begin with, learning assistance professionals enjoyed working with a diversity of students. They enjoyed teaching. They valued interaction with other professional staff. They were confident that they understood the mission of their program, and could explain it to faculty and staff. They also believed they could evaluate the effectiveness of their programs. They were not, however, overly interested in supervisory positions, and did not have an especially strong understanding of the historical development of learning assistance. But they were interested in learning more about the Standards and Guidelines for the field. They were decidedly interested in areas that most directly affected their work with students.

They recognized the importance of administrative support as a contributing factor to a positive work environment, but placed less emphasis on the conditions of their facilities. Yet they also believed they had insufficient materials and inadequate working space.

They tended to view staff training as something to be conducted when it was necessary, or perhaps at the rate of

once every quarter. They also thought their program's publicity was accurately stated or understated.

Through their written comments, there was a strong sense that they saw themselves as working very hard in an area that was for the most part, unsupported by other faculty or campus administration. Nor did the comments suggest that they viewed themselves negatively. Instead, there was a distinct sense that they were making important contributions to their respective colleges and universities.

The respondents also recognized that change had to occur in the manner of preparing future professionals, and again, their recommendations appeared to be consistent with other learning assistance professionals nationwide. At the national conference of the College Reading and Learning Association in 1992, the topic of education and training was addressed in a presentation entitled, "Towards a Knowledge Base of Learning Assistance Practitioners" (Brown, Bosworth, and Quinn, 1992)). The program notes introduced the topic with the following description:

We began working in learning assistance the same way many others began: as a matter of circumstance--being in the right place at the right time. We received no special training; we learned our craft from those who preceded us and have since passed it on to those who follow. This session will ask those in attendance to explore the contents of a formal knowledge base for learning assistance practitioners (p. 58).

It is important to underscore that a phone interview with the chairperson of the above mentioned conference presentation, Carolyn Smith (personal communication, May 4,

1992) revealed that several ideas and topics mentioned by the conference attendees were very similar to the data generated by this study in such areas as curriculum, administrative experience, grant writing, and overall preparation for learning assistance program work.

Finally, the findings of the study suggested a discernible pattern in the area of training, professional development, and preparation that included three stages. The first stage was pre-service or graduate level activity. In this stage, experience as a student tutor was thought to be very important, or at least the equivalent of graduate work that provided a similar experience. The second stage was on-going and in-service activity. In this stage, the process of professional development was begun by attending conferences, visiting other learning assistance programs, reading pertinent research, and improving training in interpersonal skills and instructional strategies. The third stage was a period of refinement of skills and knowledge. In this stage, professional development activity was focused on refining the skills and knowledge of the professional in areas such as diagnostic methods, conducting research and publishing their findings.

On the basis of the information generated from the study, it is possible to construct specific guidelines to enhance the education and training of future learning assistance professionals.

In order to better understand the proposed guidelines offered by the study, outlines of: (a) the current method of educating and training professionals, and the (b) Council for the Advancement of Standards and Guidelines recommendations for assessing the qualifications of learning assistance professionals will be presented. Following these outlines, the study's pre-professional education and training guidelines for college and university level learning assistance practitioners will be presented.

Current Method for Preparing Professionals

1. This method began with the rapid development of the learning assistance movement in the 1970s and has not changed appreciatively.

A. Professionals enter the field from a variety of academic specialities. While the professionals may have expertise in a specific academic area, they generally do not have sufficient preparation for the myriad of services provided by learning assistance centers. They generally do not have any formal training prior to beginning employment about the mission and scope of the learning assistance center.

B. Professionals learn about the function of learning assistance programs and their services primarily through on-the-job training. Experience over time, attendance at workshops related to position duties,

conference attendance, visiting other learning assistance centers, interacting with other professionals in the discipline usually constitutes the bulk of training in such areas as: diagnosis and assessment, study skills, evaluation methods, tutoring, record keeping, teaching strategies, and identifying learning disabilities, and others.

C. Additional training activities are generally confined to a very limited number of institutes or training activities offered by colleges and universities to a modest number of participants. The length of these programs is usually from one week to one month.

D. Additional training and expertise is gained through completion of a relevant graduate program.

Council for the Advancement of Standards and Guidelines
Recommendations for Educating and Training Learning
Assistance Professionals

1. These Guidelines were developed for self-assessment purposes for learning assistance programs. The following are recommendations regarding the qualifications of professional staff members.

A. The professional staff must include persons competent in learning skills, human relations skills, and learning disabilities treatment skills.

B. All professional staff members must be competent in communication skills, both oral and written;

diagnosis and assessment needs in their area of responsibility; organizational and planning skills; and program evaluation skills.

C. The professional staff must be knowledgeable in learning theory and competent in communication, human relations skills, diagnosis and assessment, administration, and program evaluation.

D. In addition, program professional staff must have earned degrees from relevant academic programs such as reading, language arts, English, mathematics, student personnel/development, guidance and counseling, psychology, or education.

E. It is desirable that previous experience include working with college students, faculty, administrators, college teaching, and design of instructional offerings. (CAS Standards, 1987, pp. 23-24).

As it was stated earlier, given the information generated by the study and the above standards, a set of guidelines for the education and training of learning assistance professionals can be constructed.

Proposed Pre-Professional Education and
Training Guidelines for Future College
and University Learning Assistance
Professionals

In the California system of public postsecondary higher education, Master's degree programs are generally two-years in length. In addition, respondents in this study

recommended that the training of future learning assistance professionals should consist of a two-year Master's degree in College Learning Assistance. Such a graduate program would consist of the following academic competencies and concurrent stages of activity:

Key Elements: Results from this study established key elements that should be included in the core program.

These elements were:

- A. Evaluation and Diagnosis, Research Techniques, and Psychometrics.
- B. Learning Theory and Learning Styles, and Teaching Strategies.
- C. Specialization in an Academic Area and Principles of Curriculum Planning.
- D. History and Philosophy of Learning Assistance Programs.
- E. Familiarity with Standards and Guidelines for Learning Assistance Programs.
- F. A Foreign Language.
- G. Interpersonal Skills, Counseling Techniques, and Small Group Planning.
- H. Fiscal and Personnel Management.
- I. Computer-Assisted Instruction.
- J. Multicultural Interaction and Relations in the Work Place.
- K. Multicultural Education and Communication.

Achieving the Key Elements: Written comments by respondents suggested academic disciplines that could appropriately be included in a preparation program. These academic

disciplines were: Adult Education, Counseling, Developmental Education, Education, English, Linguistics, Mathematics, Psychology, Reading, Special Education, and Science.

Secondary Key Elements: The study revealed that there were two secondary elements the respondents thought were important. These were:

- A. Records and Data Management.
- B. Grant Writing.

Complementary Elements: The results of the study demonstrated that some important elements from the on-the-job method were still considered very important to the professionals. These complementary elements were:

- A. Extensive experience in a learning assistance center as a tutor, intern, practicum student, and preferably for two years.
- B. Visits to other learning assistance programs to assess, compare, and learn about other program services, operational methods, and functions.
- C. Attend a state, regional, or national conference related to learning assistance.
- D. Attend a workshop, seminar, or participate in a field experience activity related to learning assistance.

Graduate Research Project: To promote interest and understanding about learning assistance programs, graduate research projects should focus specifically on learning assistance programs.

Conclusions of the Study

The following conclusions are based on the findings of the study:

1. There appears to be a lack of congruence between the practices of the learning assistance professionals, their education and training, and the recommendations of the Council for the Advancement of Standards for Learning Assistance Programs. Given this finding and apparent discrepancies between practice and preparation, the writer has reached additional conclusions. There were not enough data to assess two of the Council's following recommendations:

Recommendation 5.3. The director of the learning assistance program is qualified beyond the level of staff members to be supervised.

Recommendation 5.17. The learning assistance program provides adequate and appropriate professional development opportunities for staff members including: inservice education and support to attend professional development activities. (CAS Standards and Guidelines, 1988, p. 7).

2. Not all respondents completely satisfied the following recommendations of the Council for the Advancement of Standards and Guidelines for Learning Assistance Programs:

Recommendation 5.2. All professional learning assistance staff members are qualified for their position on the basis of relevant graduate education or an appropriate combination of education and experiences.

Recommendation 5.4. Members of the learning assistance support staff are qualified by education and experience.

Recommendation 5.18. Professional learning assistance program staff members are proficient in learning skills, interpersonal skills, and treatment of learning disabilities.

Recommendation 5.19. All professional staff members in the program are proficient in communication, diagnosis, assessment, organizational, planning, and evaluation skills.

Recommendation 5.20. Professional staff members in the learning assistance program are knowledgeable in regard to learning theory.

Recommendation 5.23. All faculty and staff who hold joint appointments in the learning assistance program are committed to the philosophy, objectives and priorities of the program.

Recommendation 5.24. All faculty and staff members who hold joint appointments have qualifications in their learning assistance program responsibilities. (CAS Standards and Guidelines, 1988, pp. 7-8).

3. There were few substantial differences among selected characteristics of full-time learning assistance professionals in the University of California, California State University, and Community College systems.
4. A uniform preparation model can be developed for learning assistance professionals for the University of California, California State University, and California Community College systems.

5. There was an increasing trend among the professionals that indicated considerable dissatisfaction with existing methods of preparation.
6. National, regional, and statewide professional education and training activities among full-time learning assistance professionals, such as visiting professionals, should be encouraged.

Recommendations for Further Study

1. Replicative studies should be conducted in other learning assistance centers in institutions of higher education in the United States.
2. Further study should be conducted to explore reasons why there is a larger number of females in learning assistance and whether effectiveness and career choice for the area is linked to gender.
3. Additional study should be conducted regarding the merits of a credential being established in college and university learning assistance.
4. Additional study should be conducted on the merits of a doctoral degree being offered in college and learning assistance.
5. Further study should be conducted on other elements that should be offered in a preparation

program for future full-time learning assistance professionals such as distance learning, or student personnel administration.

6. Further study should be conducted to examine the relationship between professional identity and the role of professional organizations in contributing to that professional identity.
7. Because 73.2% of the respondents had not read the CAS Standards and Guidelines, further study should be devoted to the analysis of the appropriateness of the recommendations of the Council for the Advancement of Standards for Learning Assistance Programs.
8. Further studies should be conducted to refine the proposed model for the preparation of College Learning Assistance professionals presented in this study.
9. Further study should be conducted to establish if there is a correlation between staff preparation and effectiveness as a learning assistance professional.

BIBLIOGRAPHY

- ACPA Developments. (Summer, 1986). Newsletter of the American College Personnel Association, Special Edition. 1.
- Benoist, H. (1986). Back to the Future: Strategic Planning and the Learning Center. In L. Weinger (Ed.), Issues in College Learning Centers, (Port Washington: New York: IV, 17-23.
- Boylan, H. (1981). Program Evaluation: Issues, Needs, and Realities. In C. Walvekar (Ed.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass, 5, 3-16.
- Boylan, H. (1982). Focusing on Ourselves as Professionals and as a Profession. In D. R. Fleming (Ed.), Proceedings of the Fifteenth Annual Conference of the WCRA. San Diego, Ca. 1.
- Boylan, H. (1982a). The Growth of the Learning Assistance Movement. In H. Boylan (Ed.) New Directions for College Learning Assistance. San Francisco: Jossey-Bass, 9, 14.
- Boylan, H. (1982b). Concluding Comments and Further Sources. In H. Boylan (Ed.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass, Inc., Publishers. 9, 89-94.
- Boyle, C. (1980). A Descriptive Survey of Learning Skills Centers in Selected Institutions of Higher Education in the United States. Unpublished doctoral dissertation. Southern Illinois University, 188 pgs.
- Brier, E. (1984). Bridging the Academic Preparation Gap: An Historical View. Journal of Developmental Education, 8, 2-5.
- Brown, W., Bosworth, S., and Quinn, K. (1992). Towards a Knowledge Base of Learning Assistance Practitioners. In Conference Program of the College Reading and Learning Association. San Francisco: CA. 58.

- Brubacher, J.S. and Rudy, W. (1976). Higher Education in Transition: A History of American Colleges and Universities, 1636-1976. 3rd. ed., New York: Harper and Row.
- Burnham, L. B. (1983). Profiles of Success Among Texas Programs for Low-Achieving Students. In J. R. Roueche (Ed.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass Inc., Publishers. 33.
- Castelli, C., and Johnson, D. (1984). Learning Center Assessment: Managing for Change in the 80's. in D. R. Fleming (Ed.), Journal of College Reading and Learning. Dallas, TX., 30-42.
- Champaigne, J. R. (1980). 2001: Future Directions of Learning Assistance Centers. Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA.), 1-17.
- Chancellor's Office, California State University. (1979). Learning Centers in the California State University and Colleges: State of the Art. Long Beach: CA. 1-41.
- Christ, F. L. (1971). Systems for Learning Assistance: Learners, Learning Facilitators, and Learning Centers. in F.L.Christ (Ed.), Interdisciplinary Aspects of Reading Instruction: Proceedings of the Fourth Annual Conference of the Western College Reading Association. Los Angeles, CA., 32-41.
- Christ, F. L. (1972). Preparing Practitioners, Counselors, and Directors of College Learning Assistance Centers: An Intensive Graduate Workshop. In F. P. Greene (Ed.), College Reading: Problems and Programs of Junior and Senior Colleges. Twenty-First Yearbook of the National Reading Conference. II, pp. 181; 187-187.
- Christ, F. L. (1973). Learning Assistance Support Systems at California State University, Long Beach. Journal of Media and Technology, 18. 19-21.
- Christ, F. L. (1977). Management of a Learning Assistance Sector. In G. Enright (Ed.), Personalizing Learning Systems: Ecologies and Strategies: Proceedings of the Tenth Annual Conference of the Western College Reading Association. Denver, CO., 76-84.

- Christ, F. L. and Coda-Messerle, M. (1981).
Concluding Comments. In Christ, F.L. and Coda-Messerle, M. (Eds.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass Inc., Publishers, 99-103.
- Coda-Messerle, M. (1979). Learning Centers in the California State Universities and Colleges; State of the Art. Chancellor's Office, Division of Learning Services Development. Long Beach: CA. 2.
- Committee on Learning Skills Centers. (1976).
Learning Skills Centers: A CCCC Report. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and Conference on College Composition and Communication. 4.
- Council for the Advancement of Standards and Guidelines for Standards for Student Services/Development Programs. (1986-1987). American College Testing Program. Iowa City: IA.
- Council for the Advancement of Standards and Guidelines for Student Services/Development Programs. (1988). American College Testing Program, Iowa City: IA. 1-27.
- Cremin, L. (1970). American Education: The Colonial Experience, 1607-1783. New York: Harper and Row.
- Cremin, L. (1970). American Education: The National Experience, 1783-1876. Harper and Row.
- Cremin, L. (1988) American Education: The Metropolitan Experience, 1876-1980. Harper and Row.
- Cross, K. P. (1971). Beyond the Open Door: New Students to Higher Education. San Francisco: Jossey-Bass.
- Cross, K. P. (February, 1973). The New Learners. Change. 31-34.
- Cross, K. P. (1976). Accent on Learning: Improving Instruction and Reshaping Curriculum. San Francisco: Jossey-Bass.

- Cross, K. P. (1977). Responding to New Learning Needs. In Entering Freshmen: Their Specific Education-- Proceedings of a Joint Conference, December 3-5, 1976. Berkeley: University of California and California State Universities and Colleges.
- Davis, J., and others. The Impact of Special Services Programs in Higher Education for "Disadvantaged" Students. (1975). Princeton, N.J.: Educational Testing Service, (ERIC Document Reproduction Service No. ED 112 790).
- Deese, S. (1989). WCRLA Membership Results. In J-A. L. Mullen (Ed.), Journal of College Reading and Learning. 1-7.
- Dempsey, J. (1978). Learning Assistance: Charting Our Course Within Reach. In G. Enright (Ed.), Learning Assistance: Charting Our Course Proceedings of the Eleventh Annual Conference of the Western College Reading Association. Long Beach, CA., 1-11.
- Dempsey, J. (1985). An Update on the Organization and Administration of Learning Assistance Programs in U.S. Senior Institutions of Higher Education. (ERIC Document Reproduction Service No. ED 257 334). 5-25.
- Dempsey, J. (1986). A Descriptive Study of the Organization and Administration of Learning Assistance Programs in U.S. Senior Institutions of Higher Education. Unpublished doctoral dissertation, University of Houston, 312 pgs; 50.
- Devirian, M. C. (1973). Data Collection: A Cybernetic Aspect of a Learning Assistance Center. In G. Kerstiens (Ed.), Technological Alternatives to Learning: Proceedings of the Sixth Annual Conference of the Western College Reading Association. Albuquerque, New Mexico, 51-58.
- Devirian, M.C. (1974). Survey of Functions of Learning Programs in California's Two- and Four-Year Public Colleges and Universities. In G. Kerstiens (Ed.), Reading-Update: Ideals to Reality; Proceedings of the Seventh Annual Conference of the Western College Reading Association. Oakland, CA., 63-69.

- Devirian, M. C., Enright, G., and Smith, G. D. (1975). A Survey of Learning Program Centers in U.S. Institutions of Higher Education. In R. Sugimoto (Ed.), College Learning Skills: Today and Tomorrowland: Proceedings of the Eighth Annual Conference of the Western College Reading Association. Anaheim, CA., 69-76.
- Ellison, J. (1973). The Concept of College and University Learning Resource Centers. (ERIC Document Reproduction Service No. ED 077-229).
- Enright, G. (1975). College Learning Skills: Frontierland Origins of the Learning Assistance Center. In R. Sugimoto (Ed.), College Learning Skills: Today and Tomorrowland: Proceedings of the Eighth Annual Conference of the Western College Reading Association. Anaheim, Ca., 81-92.
- Enright, G. (1976). The Study Table and Panic Clinic. In R. Sugimoto (Ed.), The Spirit of '76: Revolutionizing College Learning Skills: Proceedings of the Ninth Annual Conference of the Western College Reading Association. Tucson, AZ., 53-58.
- Enright, G. and Kerstiens, G. (1980). The Learning Center: Toward an Expanded Role. in O.T. Lenning and R.L. Nayman (Eds.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass Inc., Publishers, 1-24.
- Fujitaki, N. (1974). CSULB Intern Training in Learning Assistance. In G. Kerstiens (Ed.), Reading-Update: Ideas to Reality: Proceedings of the Seventh Annual Conference of the Western College Reading Association. Oakland, CA., 83-90.
- Garcia, S. (1978). A Multi-Media Training Program for Practitioners of the SR/SE. In G. Enright (Ed.), Learning Assistance: Charting Our Course: Proceedings of the Eleventh Annual Conference of the Western College Reading Association. Long Beach, CA., 129-133.
- Garcia, S. (1981). The Training of Learning Assistance Practitioners. In F.L. Christ and M. Coda-Messerle (Eds.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass, Inc., Publishers, 4, 29-37.

- Gardner, J. (1988). The Freshman Year Experience Movement. In J.A. L. Mullen (Ed.), Journal of College Reading and Learning: Proceedings of the Twenty-First Annual Conference of the Western College Reading and Learning Association. Sacramento, CA., 21-32.
- Gourdine, E.B., (Ed.). (1976). The Emerging Role of Learning Centers in the University of California: Report of a Statewide Conference of Learning Center Directors of University of California Campuses, January 30, 1976. Davis: Learning Assistance Center, University of California.
- Grant, G., and Riesman, D. (1978). The Perpetual Dream: Reform and Experiment in the American College. Chicago: University of Chicago Press, 1978.
- Gruenberg, D. (1983). Basic Skills Programs in the 1980's: A New Assessment. In D. Neary (Ed.), Issues in College Learning Centers. New York: Long Island University Press, 1-17.
- Gunselman, M. (1971). What Are We Learning About Learning Centers? Oklahoma City, Oklahoma: Eagle Media.
- Hashway, R. M., (Ed.). (1990). Handbook of Developmental Education. New York: Praeger.
- Heard, P. (1976). College Learning Specialists: A Profession Coming of Age. in R. Sugimoto, (Ed.), The Spirit of '76: Revolutionizing College Learning Skills: Proceedings of the Ninth Annual Conference of the Western College Reading Association. Tucson, AZ., 1-9.
- Hofstadter, R. and Smith, W. (Eds.). (1961). American Higher Education: A Documentary History, 2 Vols., Chicago: The University of Chicago Press.
- Issues in College Learning Centers. (1983-1990). Office of Special Academic Services, Long Island University, Brooklyn Campus.
- Joffe, I. (1981). Affirmation. In G. Enright (Ed.), Proceedings of the Fourteenth Annual Conference of the Western College Reading Association. Dallas, TX., 6-11.

Journal of College Reading and Learning. (Formerly Proceedings of the Western College Reading and Learning Association). Western College Reading Association. San Diego: CA.

Journal of Developmental Education. National Center for Developmental Education, Appalachian State University. Lenoir: N.C.

Karwin, T.J. (1973). Flying a Learning Center: Design and Costs of an Off-Campus Space for Learning. Berkeley, Ca.: Carnegie Commission on Higher Education.

Kerstiens, G. (1972). The Ombudsman Function of the College Learning Center. In F. Green (Ed.), College Reading: Twenty-First Yearbook of the National Reading Conference. II. 221-227.

Lissner, S. (1988). A Questionnaire on the Format, Staffing, and Services of College Learning Assistance Programs. New York: Long Island University, Brooklyn Campus. 1-14.

Lissner, L. S. (1989). College Learning Assistance Programs, Results of a National Survey of Services, Staffing and Structure. Longwood College, Farmville: VA. 1-22.

Lissner, L. S. (1990). The Learning Center from 1829 to the Year 2000 and Beyond. In R. M. Hashway (Ed.) Handbook of Developmental Education. New York: Praeger, 127-154.

Martin, D.C., and others. (1977). The Learning Center: A Comprehensive Model for Colleges and Universities. Kansas City, University of Missouri, (ERIC ED 162 294).

Materniak, G. and Williams, A. (September, 1987). CAS Standards and Guidelines for Learning Assistance Programs. In Journal of Developmental Education. 12-18.

Matthews, J. M. (1981). Becoming Professional in College Level Learning Assistance. In F. L. Christ and M. Coda-Messerle (Eds.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass Inc., Publishers, 1-18.

Maxwell, M. (1980). Improving Student Learning Skills. San Francisco: Jossey-Bass Publishers.

Maxwell, M. (1981). An Annual Institute for Directors and Staff of College Learning Centers. In F. Christ and M. Coda-Messerle (Eds.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass Inc., Publishers. 39-45.

Moore, W., Jr. (1976). Community College Responses to the High Risk Student: A Critical Reappraisal. Washington D.C., American Association of Community and Junior Colleges.

New Directions for College Learning Assistance. (1980-1983). San Francisco: Jossey-Bass Publishers, Inc.

New England Association of Academic Support Personnel. (1977). First Conference Report. Wellesley, Mass.: Wellesley College, 1.

Peterson, G.T. (1975). The Learning Center. Hamden, Conn.: Shoe String Press.

Roueche, J. E. and Snow, J. (1977). Overcoming Learning Problems. San Francisco: Jossey-Bass Publishers. 124.

Roueche, J.E., and Kirk, R.W. (1973). Catching Up: Remedial Education. San Francisco: Jossey-Bass.

Roueche, J.E., and Pitman, J.C. (1977). A Modest Proposal: Students Can Learn. San Francisco: Jossey-Bass.

Smith, K. (Fall, 1983). From the president. Western College Reading and Learning Association Newsletter, 7.

Spann, M. Jr., and Boylan, H. (1981). Developing Basic Education Specialists and Program Directors. In Christ, F. and Coda-Messerle, M. (Eds.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass Inc., Publishers. 47-59.

Sullivan, L. L. (1980). Growth and Influence of the Learning Center Movement. In K. V. Lauridsen, (Ed.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass, Inc., 1-7.

Sullivan, L. L. (1979). Sullivan's Guide to Learning Centers in Higher Education. Portsmouth, New Hampshire: Entelek.

The National Reading Conference Yearbook. Annual Yearbook of the National Reading Conference. Clemson University. Clemson: S.C.

Walvekar, C. C. (1981). Evaluation of Learning Assistance: Some Practical Suggestions. In G. Enright (Ed.), Challenge Reassessment Affirmation: Proceedings of the Fourteenth Annual Conference of the Western College Reading Association. Dallas, TX., 155-163.

White, W. G., Jr., and Schnuth, M. L. (1990). College Learning Assistance Centers: Places for Learning. In R. M. Hashway (Ed.), Handbook of Developmental Education. New York: Praeger, 155-177.

White, W. G. Jr., Kyzar, B., and Lane, K. L. Lane. (1990). College Learning Assistance Centers: Spaces for Learning. In R. M. Hashway (Ed.), Handbook of Developmental Education. New York: Praeger, 179-195.

Whyte, C. B. (1980). An Integrated Counseling and Learning Center for a Liberal Arts College. In K. Lauridsen (Ed.), New Directions for College Learning Assistance. San Francisco: Jossey-Bass Inc., Publishers. 1, 33-43.

Williams, A. ((1990). Mission Possible: Recent Developments in College Learning Assistance Programs. In A. M. Frazer (Ed.) College Reading and the New Majority: Improving Instruction in Multicultural Classrooms. College Reading Association. 22.

APPENDICES

Appendix A

Schematic Diagram of Proposed Pre-Professional Education and Training Guidelines for Future College and University Learning Assistance Professionals

Proposed Preparation Model for Master's Degree in College Learning Assistance

Current Method for Preparing Professionals

1. Began with rapid development of learning assistance movement in 1970s.
 - a. Professionals enter field from variety of academic specialties
 - b. Professionals learn about functions of learning assistance programs while on the job and through trial and error
 - c. Additional training activities gained through conferences, institutes, and workshops
 - d. Additional training and expertise gained through graduate studies in an academic area

Council for Advancement of Standards and Guidelines Recommendations Published in 1987

1. Self-assessment guidelines for learning assistance programs
 - a. Professional staff must include persons competent in learning skills
 - b. All professional staff members must be competent in communication skills
 - c. Professional staff must be knowledgeable in learning theory and competent in communication
 - d. Professional staff must have earned degrees from relevant academic programs
 - e. Previous experience include working with college students and faculty

Proposed Pre-Professional Education and Training Guidelines for Future College and University Learning Assistance Professionals. A two-year Master's degree in College Learning Assistance

1. Key Elements

- a. Evaluation and Diagnosis, Research Techniques, and Psychometrics
- b. Learning Theory and Learning Styles, and Teaching Strategies
- c. Specialization in an Academic Area and Principles of Curriculum Planning
- d. History and Philosophy of Learning Assistance Programs
- e. Familiarity with Standards and Guidelines for Learning Assistance Programs
- f. A Foreign Language
- g. Interpersonal Skills, Counseling Techniques, and Small Group Planning
- h. Fiscal and Personnel Management

continued on next page

Proposed Preparation Model for Master's Degree in College Learning Assistance

continued from page 139

<ul style="list-style-type: none"> i. Computer-Assisted Instruction j. Multicultural Interaction and Relations in the Work Place k. Multicultural Education and Communication 	<ul style="list-style-type: none"> c. Attend a state, regional, or national conference related to learning assistance d. Attend a workshop, seminar, or participate in a field experience related to learning assistance
<p>2. Achieving Key Elements</p> <ul style="list-style-type: none"> a. Academic discipline that can help achieve key elements: Adult Education, Counseling, Developmental Education, Education, English, Linguistics, Mathematics, Psychology, Reading, Special Education, and Science 	<p>5. Graduate Research Project</p> <ul style="list-style-type: none"> a. Related to Learning Assistance Program
<p>3. Secondary Key Elements</p> <ul style="list-style-type: none"> a. Records and Data Management b. Grant Writing 	
<p>4. Complementary Elements</p> <ul style="list-style-type: none"> a. Extensive experience in a learning assistance center as a tutor, intern, practicum student, and preferably for two years b. Visit other learning assistance programs to assess, compare, and learn about other program services, operational methods, and functions 	

Appendix B

**A Survey of Full-Time Learning Assistance Professionals
in California's Public Community Colleges,
State University, and the University of California**

A SURVEY OF FULL-TIME LEARNING ASSISTANCE PROFESSIONALS
IN CALIFORNIA'S PUBLIC COMMUNITY COLLEGES,
STATE UNIVERSITY, AND THE UNIVERSITY OF
CALIFORNIA

Directions:

Please complete the following questions.

PART I.

The following questions pertain to your education, training, and experience:

1. Highest Degree is a:

- ☐ () Doctorate
- ☐ () Master's
- ☐ () Bachelor's

2. Highest degree is in which academic major?

- ☐ () Business Administration
- ☐ () Education
- ☐ () English
- ☐ () History
- ☐ () Linguistics
- ☐ () Mathematics
- ☐ () Psychology
- ☐ () Reading
- ☐ () Speech Communication
- ☐ () Student Personnel Administration
- ☐ () Other _____

3. Are you currently working towards another degree?

- () Yes
() No

If yes, please specify the degree and major:

- () A Doctorate in _____
() A Master's in _____
() A Bachelor's in _____
() Other _____

In which discipline? _____

4. Please identify the three subjects in your graduate program that helped you the most for your present position:

- A. _____
B. _____
C. _____

5. On a scale of 1 to 5, with 1 being the most favorable and 5 being the least favorable, please rank order the following choices for Pre-service training of prospective learning assistance professionals. (1st, 2nd, etc.)

- (a) attend relevant conferences _____
(b) visit other learning assistance programs _____
(c) complete relevant graduate degree _____
(and at what level?) Master's _____ Doctorate _____
(d) read pertinent literature and research _____
(e) have experience as a tutor or intern in a learning assistance program _____
(f) Other _____

6. On a scale of 1 to 5, with 1 being the most favorable and 5 being the least favorable, please rank order the following choices for the On-going training activities of professional learning assistance staff: (1st, 2nd, etc.)
- (a) attend relevant conferences _____
 - (b) visit other learning assistance programs _____
 - (c) continue to take additional courses and workshops _____
 - (d) regularly read current literature and research _____
 - (e) maintain membership in a professional organization _____
 - (f) Other _____
7. On a scale of 1-7, with 1 being the most favorable and 7 being the least favorable, please rank order the following In-service training topics for full-time professional learning assistance staff: (1st, 2nd, etc.)
- (a) current research _____
 - (b) interpersonal skills _____
 - (c) multicultural awareness _____
 - (d) teaching strategies _____
 - (e) diagnostic methods _____
 - (f) evaluation methods _____
 - (g) personnel management skills _____
 - (h) Other _____
8. How long have you worked in your current learning assistance program? Please check.
- | | |
|------------------|-----|
| 20 years or more | () |
| 10-19 years | () |
| 4-9 years | () |
| 3 years or less | () |

9. From the following list please select the five most important areas you need additional training in to improve yourself professionally:

- (a) study skills techniques _____
- (b) test-taking methods _____
- (c) academic advising _____
- (d) evaluation methods _____
- (e) diagnostic tools _____
- (f) personnel management _____
- (g) personal counseling _____
- (h) curriculum development _____
- (i) conducting workshops _____
- (j) conducting research _____
- (k) publishing research _____
- (l) multicultural awareness _____
- (m) Other _____

10. Please check only one. How often should staff training for full-time professional staff be conducted?

Weekly _____

Bi-weekly _____

Monthly _____

Quarterly _____

Yearly _____

As needed _____

11. Please circle your response to the statement:
Your undergraduate program's curriculum adequately prepared you for work in a learning assistance program:

St. Agree Agree Uncertain Disagree St. Disagree

5

4

3

2

1

12. Please circle your response to the statement:
Your graduate program's curriculum adequately prepared you for work in a learning assistance program:

St. Agree Agree Uncertain Disagree St. Disagree
5 4 3 2 1

13. Is the mission and function of your learning assistance program clear to you?

Yes ()
No ()

14. Please circle your response to the statement:
A uniform curriculum should be created to educate and train learning assistance professionals:

St. Agree Agree Uncertain Disagree St. Disagree
5 4 3 2 1

15. Please select the two items that you can do best:

- () Discuss the historical development of the learning assistance movement
() Explain the mission of your program to faculty and administrators
() Evaluate your program's effectiveness in assisting students
() Other _____

16. Please check three itmes that provide you with a positive work environment:

- (a) conditions of program facilities _____
(b) support of university administration _____
(c) interaction with students _____
(d) interaction with learning assistance staff _____
(e) instructional opportunities _____
(f) research opportunities _____
(g) other _____

17. Would you identify the three items that best prepared you for work as a learning assistance professional?

- (a) educational preparation _____
- (b) use of LAC services as a student _____
- (c) college level teaching experience _____
- (d) elementary level teaching experience _____
- (e) secondary level teaching experience _____
- (f) experience as an administrator _____
- (g) paraprofessional experience _____
- (h) experience in student affairs program _____
- (i) work with diversity of students _____
- (j) Other _____

18. Would you identify the three items that least prepared you for work as a learning assistance professional?

- (a) educational preparation _____
- (b) use of LAC services as a student _____
- (c) college level teaching experience _____
- (d) elementary level teaching experience _____
- (e) secondary level teaching experience _____
- (f) experience as an administrator _____
- (g) paraprofessional experience _____
- (h) experience in student affairs program _____
- (i) work with diversity of students _____
- (j) Other _____

19. Please estimate the percent of your graduate education for the following topics:

- (a) learning theory
 - less than 25% _____
 - 25-50 % _____
 - more than 50% _____
- (b) oral/written communication skills
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____
- (c) human relation skills
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____
- (d) diagnosis and assessment
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____
- (e) administration and program management
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____
- (f) program evaluation
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____
- (g) grant writing
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____
- (h) computer-assisted instruction methods
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____
- (i) personal counseling methods
 - less than 25% _____
 - 25-50% _____
 - more than 50% _____

20. Please identify those services that are regularly offered by your learning assistance program:

Content area tutoring

Academic advising

Study skills

Developmental/Remedial mathematics

Developmental/Remedial reading

Developmental/Remedial writing

Career counseling

English as a second language

Test-taking skills

Library skills assistance

Speed reading

Math anxiety strategies

In-service programs for campus
faculty and staff

Diagnostic assessment

Other

21. Do you believe your learning assistance program's rhetoric and publicity are:

() overly stated

() accurately stated

() understated

() still remains uncertain

22. Do you believe your learning assistance program should:

- () increase its number of services
- () maintain current level of services
- () decrease its level of services

23. Research indicates there will be a significant increase in the number of students who will need learning assistance programs at the college level. Do you believe your program and its services are adequately prepared to meet the needs of these students?

- Yes ()
- No ()

Please state your reason(s) for answering either "yes" or "no."

24. Are you familiar with the formal, written statement of the mission of your learning assistance program?

- Yes ()
- No ()

or, Uncertain if one exists ()

25. The Council for the Advancement of Standards for Student Services/Development Programs published Standards and Guidelines for Learning Assistance Programs. Have you read these guidelines?

- Yes ()
- No ()

If you have read the Guidelines do you believe they accurately address learning assistance programs?

- Yes ()
- No ()

26. Do you believe it would be worthwhile to attend a workshop on the historical development of learning assistance programs?

Yes ()

No ()

27. Do you believe it would be worthwhile to attend a workshop on the Guidelines for Learning Assistance Programs?

Yes ()

No ()

28. Please answer the following question. Given what you have experienced as a learning assistance professional, what would you recommend for the education and training of future professionals? (Use additional space on the back of this survey if necessary).

PART II.

Please answer the following questions:

29. What is your present learning assistance position.
Please check only one.

Program administrator ()

Program counselor ()

Math specialist ()

Reading specialist ()

Writing specialist ()

Study skills specialist ()

Other _____

30. What is your age?

Over 50 ()
40-49 ()
30-39 ()
under 30 ()

31. Sex:

Male ()
Female ()

32. Ethnicity:

African American ()
American Indian ()
Asian American ()
Caucasian ()
Hispanic ()
Filipino ()
Southeast Asian ()
Other _____

33. What is your present salary per year for this position?

\$48,000 or more ()
\$30,000 --47,000 ()
\$29,000 or less ()

34. The term of your contract is:

12 month ()
11 month ()
10 month ()
9 month ()
Other _____

35. Are you tenured?

Yes ()

If "yes" in what department? _____

No ()

or, Not tenured but am on tenure track ()

36. Are you currently a member of a professional organization that is affiliated with learning assistance?

Yes ()

No ()

If "yes" please identify the organization(s):

College Reading and Learning Association	()
California Reading Association	()
International Reading Association	()
National Association of Student	
Personnel Administrators	()
National Association for Developmental	
Education	()
Association for California College	
Tutorial and and Learning Assistance	()

Other _____

If you would like a summary of this survey please complete the following information:

Name _____

Institution _____

Address _____

_____ CA _____

Again, a sincere thank you for completing this survey.

Appendix C

Cover Letter Accompanying Survey Instrument

January, 1991

Dear Colleague:

I would appreciate your completing the enclosed survey and returning it in the stamped, self-addressed envelope. The survey represents an important element of my research on full-time learning assistance professionals in California's Community College, State University, and the University of California systems.

The survey takes between 20-25 minutes to complete. Please take a few minutes from your busy schedule to answer the items. This is your opportunity to provide data about learning assistance professionals in California's public institutions of higher education. Please return it as soon as possible.

If you would like a summary of the survey results, please fill in your name and address in the space provided at the end of the survey. Please note that your name and address will be removed immediately upon its return in order to preserve confidentiality prior to analysis of responses.

Again, I look forward to your assistance and cooperation. Thank you.

Sincerely,

David A. Bezayiff, Director
Learning Resource Center
CSU, Fresno

Appendix D
Follow-Up Letter to Respondents

April 1, 1991

Re: Survey of Learning Center
Professional Staff

Dear

My records indicate that of the _____ survey(s) sent to your program, _____ has/ have not been returned. I would sincerely appreciate the survey(s) being completed and returned no later than April 15 in order to be included in the study. If you and other staff have recently completed and returned the survey, please accept my thanks for your assistance with this study.

Sincerely,

David A. Bezayiff, Director
Learning Resource Center