

WCRA MID-YEAR BOARD MEETING AGENDA

Friday, September 9

1. 1:30 Call to Order
 2. Review of Agenda
 3. Minutes of last meeting (Mike McHargue)
 4. Treasurer's Report (Seymour Prog)
 5. Discussion of Conference or Pre/Post Conference Institutes (Pat Heard, et.al.)
 6. Historian (Gene Kerstiens)
 7. CSUC Academic Senate Resolution and Assembly Concurrent Resolution (Frank Christ)
 8. Coordinator of State Director's Report (Royce Adams)
 9. Conference Site Chairpersons's Report (June Dempsey)
 10. Proceedings Editor's Report (Gwyn Enright)
 11. Standing Bylaws Committee Report (Margaret Coda-Messerle)
 12. Nominating Committee Report (June Dempsey)
- Adjournment planned for approximately 6 p.m.

Saturday, September 10

13. Standing Awards Committee Report (Donna Davidson)
- ✓ 14. Placement Bureau Report (Barbara Tomlinson)
- * 15. Alternatives Committee Report (Barbara Tomlinson).
*Time Certain for Barbara Tomlinson's Reports: 9:30 a.m.
- * 16. Long Beach Conference Progress Report (Pat Heard, Sallie Brown, Betty Levinson, Sally Garcia, and Barbara Tomlinson).
*Time Certain: 10:00 a.m.
- ✓ 17. Partial Conference Registration (Old Business from p. 4-6, March 29, 1977, Minutes)
- ✓ 18. Relationships with Other Associations of Similar Interests (Margaret Coda-Messerle)
--OCRA/ECRA
--Sponsorship of event at IRA Annual Conference
--Other
- ✓ 19. Denver Conference--A Few Last Items (Margaret Coda-Messerle)

WCRA MID-YEAR BOARD MEETING AGENDA (CONT'D.)

Saturday, September 10--continued

- ✓20. Readability Clearinghouse Committee (Jon Hagstrom)
- ✓21. Possibility of WCRA publishing a journal (Gwyn Enright)
- ✓22. Attorney (Seymour Prog)
- ✓23. Membership List: Available to other associations, profit and non-profit organizations (Seymour Prog)
- ✓24. Membership for 1 year from date paid anytime (Seymour Prog)
- ✓25. WCRA Newsletter Advertisements--column format (via Carol Scarafioti)
- 26. Update of WCRA Brochure (Margaret Coda-Messerle)
- 27. Advising and/or Evaluation Services to WCRA members' institutions who are interested in setting up a learning assistance center or having an existing center evaluated (June Dempsey)
- ✓28. Credit Card for Officers (June Dempsey)
- 29. Goal & Objective Setting Session for Second Mid-Year Board Meeting (Margaret Coda-Messerle)
- ✓30. Dates for Second Mid-Year Board Meeting

Board Meeting may have to be continued into Sunday, September 11

- 31. *Secretary cross-index minutes*
- 32. *Membership list*
- 33. *allocations for officers*
- 34.
- 35.

Long Beach, California
September 9, 1977

WESTERN COLLEGE READING ASSOCIATION
Board of Directors Meeting

The Board of Directors of the Western College Reading Association met in Long Beach, California, at the Queen Mary Hyatt Hotel, September 9, 1977. President Margaret Coda-Messerle presided.

Voting Board members present: President Margaret Coda-Messerle, President-Elect Pat Heard, Past-President Royce Adams, Secretary Mike McHargue, and Treasurer Seymour Prog. Non-voting members present: Ex-Officio Past-President June Dempsey, Parliamentarian Loretta Newman, Proceedings Editor Gwyn Enright, Past-President Frank Christ, Past-President Gene Kerstiens, and Conference Co-Manager Sallie Brown.

I. CALL TO ORDER

President Margaret Coda-Messerle called the meeting to order at 1:57 p.m.

II. REVIEW OF THE AGENDA

The agenda for the two-day meeting was reviewed and several items were added.

III. MINUTES

The minutes of the several Board meetings held in Denver, Colorado, March 29-April 2, 1977, had been distributed to members prior to the meeting. They were discussed and several small corrections were noted. (They have since been made.) Margaret Coda-Messerle pointed out that Board minutes are the official records of our Association and that they should not include the "commentary" and/or "asides" of the Secretary. Members agreed that the official, filed minutes ought to be straight-forward reporting, but they suggested several possible ways for some unofficial annotations to be published.

Moved (Adams), seconded (Prog) that the Denver minutes be approved as corrected.

PASSED

IV. TREASURER'S REPORTS

Seymour Prog submitted the Treasurer's Report (Attachment #1). As of September 1, 1977, the balance was \$20,724.36.

Moved (Adams), seconded (Prog) that the report be approved as submitted.

PASSED

Prog submitted the financial report of the 1977 Conference (Attachment #2). The overall profit was \$3,070. Several notes were made:

- a. Previous conferences have made more money. One reason this was more expensive was due to the very high hospitality/coffee costs.
- b. The banquet deficit was planned.
- c. The institute expense was a \$136 bill for duplication of materials. Future presentors should be notified that a maximum of \$50 (per presentor) may be spent for this purpose.

Prog submitted a report on the status of three special accounts (Attachment #3). Several changes were discussed and a revised version of the report will be attached to the minutes of the December Board meeting. The highlights:

- a. WCRA accumulates bank interest to be used for Speakers fees and expenses at conferences. Income to April 1977 - \$1,242. Expenses in 1977 - \$493. Balance: \$749.
- b. Starting in 1977, WCRA has set aside \$1,000 annually for the Scholarship Fund. Balance: \$1,000.
- c. Since 1975 WCRA has set aside \$1,000 annually to be used to cover expenses (as needed) for the annual conference. Balance: \$3,000.

Moved (Adams), seconded (Prog) that we continue this practice.

PASSED

Prog submitted two other documents - the corrections to the membership list (Attachment #4) and the tentative budget for 1978 (Attachment #5). Budget discussions and decisions were deferred until New Business.

V. CONFERENCE INSTITUTES

Pat Heard provided information she received from members concerning the 1978 Conference plans. She requested more discussion of the institutes -- particularly whether they should be (1) pre- , (2) post- , (3) during, or (4) some combination of these. A lively discussion ensued in which strong feelings were expressed by Frank Christ and Gene Kerstiens that the institutes should be outside the conference and that they should not conflict or compete with other program activities. Others said the placement did not seem too critical and endorsed the idea of allowing members many choices of program alternatives. Heard will add the Board's input to that she has already received and make her final program decision at a later date. She also agreed that CSU Long Beach should pursue the possibility of arranging a one-unit credit program for 1978 Conference participation.

VI. HISTORIANS

Gene Kerstiens and Frank Christ have agreed to act as Historians for the Association. They have already obtained much archival material from other Past-Presidents. They asked Mike McHargue to provide more in two ways:

- a. Ask Mary Cunningham to mail materials she now has to Kerstiens.
- b. Extract appropriate materials from the Secretary's file and send it to the Historians.

The Board took a break at 4 p.m. and reconvened at 4:20.

VII. CALIFORNIA RESOLUTIONS

Frank Christ provided information on a resolution from the California State University and College System Academic Senate (Attachment #6) and an Assembly Concurrent Resolution (Attachment #7). He wanted to know what stance the Association should take (if any) concerning these resolutions. It was decided that Royce Adams will send copies to the California State Directors and a copy will be sent to the Newsletter editor as a possible article. CSU Long Beach has extra copies for anyone who requests them. Further action was deferred until the December Board Meeting.

VIII. STATE AND PROVINCE DIRECTORS

Coordinator Royce Adams reported several changes in the roster of State and Province Directors. Several slots are now open or soon will be. He will

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follow up and have a more complete roster at the December meeting.

IX. PROCEEDINGS

Editor Gwyn Enright announced that the 10th edition of the Proceedings was type-set and ready to go. Thirty-five papers of the 46 submitted will be included.

Moved (Adams), seconded (Heard) to authorize reimbursement of the Proceedings Editorial Advisory Committee for portal-to-portal transportation to their meeting of June 3, 1977.

PASSED

Enright also reported that the back copies of the Proceedings should be covered by WCRA insurance so they will be protected regardless of who the editor is or where they are stored. Seymour Prog will pursue this matter.

X. CONFERENCE SITES

Chairperson June Dempsey reported on plans for future conferences. WCRA will meet in Honolulu in 1979 and San Francisco in 1980. She discussed several plans for possible post-conference sessions those two years and possible sites for 1981-83. She also asked the Board to consider whether the conference guidelines might not be too severe -- so much so that they may inhibit some good potential sponsors. We will.

XI. STANDING BY-LAWS COMMITTEE

Margaret Coda-Messerle discussed her plans to appoint a committee which will survey and update the WCRA by-laws. The names of several possible chairpersons and members were discussed. Coda-Messerle will appoint the chairperson who, in turn, will select the committee.

Moved (Heard), seconded (Adams) that WCRA fund one meeting of the Standing By-Laws Committee using the reimbursement criteria established by the Board. The meeting should be held at the most cost-effective location and the committee will consist of no less than three and no more than five members.

PASSED

XII. NOMINATING COMMITTEE

Chairperson June Dempsey presented the report of her committee (Attachment #8). The slate of candidates included:

- a. President-Elect: Ernest Gouridine and Elaine Cohen
- b. Secretary: Mike McHargue and Jacque Bonner
- c. Treasurer: Manuel Olguin and John Woolley

The Board commended the work of June and the committee. It deferred discussion of some of the criteria recommendations and procedures until the next meeting.

Moved (Adams), seconded (Prog) to accept the report and the suggested slate of candidates.

PASSED

Moved (Adams), seconded (Prog) that the Treasurer reimburse the Nominating

-4-

Committee for the costs related to their meeting of August 21, 1977.

PASSED

The meeting was recessed at 6:07 p.m. to reconvene at 8:00 a.m., Saturday, September 10.

XIII. CALL TO ORDER

President Margaret Coda-Messerle called the meeting to order at 8:12 a.m. Members present included Royce Adams, Margaret Coda-Messerle, June Dempsey, Gwyn Enright, Pat Heard, Mike McHargue, and Seymour Prog. (Members who joined the meeting later included Sallie Brown, Donna Davidson, Sally Garcia, Jon Hagstrom, Betty Levinson, Loretta Newman, and Barbara Tomlinson.) The agenda was re-ordered to match the times that appropriate participants would be available.

XIV. RELATIONSHIPS WITH OTHER ASSOCIATIONS

Margaret Coda-Messerle discussed our relationships with other professional associations which have interests similar to ours.

- a. We stand ready to assist any group in the Mid-West or East which plans to develop a regional Association similar to WCRA.
- b. We are discussing co-sponsorship of an event at the next International Reading Association Convention in Texas. Several program ideas are being discussed and Pat Heard, Jerry Rainwater and/or De Johnson may be the WCRA members who pursue this plan with IRA. Margaret will contact De and ask her to coordinate the work with the Texas State Directors Ann Faulkner and Betty Wise. A Newsletter article will also attempt to recruit members for De's program and audience. Possible program: "Innovations in College Reading Programs" - which De has studied recently.
- c. Margaret's next Newsletter article will discuss WCRA-like groups and ask members for input regarding what our relationships should be. Copies will be sent to those organizations along with a request that they keep us informed about their activities.

XV. POSSIBLE WCRA JOURNAL

Gwyn Enright presented a report concerning the possibility of developing a WCRA Journal (Attachment #9). After a long discussion, the Board followed the recommendation which concluded her report.

Moved (Adams), seconded (Heard) that Gwyn Enright select a member of the Proceedings Editorial Board to prepare and execute a plan for an "occasional paper" and present it at the next Board meeting. The trial issue of this publication will be provided free to the membership.

PASSED

XVI. DENVER CONFERENCE EVALUATIONS

Richard Arndt, who chaired the Evaluation Committee at Denver, has reported to Margaret Coda-Messerle, Royce Adams, and Pat Heard. Program participants have also received feedback and some evaluation information has been printed in the Newsletter. It was decided that we do not need another cross-tabulation run to obtain more information. Pat Heard will work closely with Rich to plan an evaluation for Long Beach which will provide more information and be easier to complete.

XVII. ATTORNEY

Seymour Prog noted that we must file annual reports on our Association business but he questioned the necessity of keeping an attorney on retainer. The Board agreed that such an arrangement probably was not necessary.

Moved (Adams), seconded (Prog) to rescind part three of a motion noted on page six of the 3/29/77 minutes which directed the New Mexico State Director

-6-

to obtain the services of an attorney for WCRA.

PASSED

Seymour will ask Karen Smith to obtain the original WCRA charter from Mr. Henry L. Patton if he still has it. The Treasurer will now fill out the forms of a non-profit association. He will also contact insurance agents to learn if WCRA needs insurance - both general liability insurance and the protection for our Proceedings.

XVIII. MEMBERSHIP LIST

Seymour Prog asked if WCRA membership lists should be made available to other organizations or individuals who might want them. It was decided that the current situation should continue -- that the lists are available to all members of the Association. Prog will send the list to all Denver exhibitors and members.

XIX. PLACEMENT BUREAU

Barbara Tomlinson reported on the Placement Bureau. She will submit her 1978 budget at the next meeting. All WCRA officers will receive placement information. Barbara stated that the list of minority candidates suggested in Denver has not been received yet. She and others expressed concern (legal and ethical) about the idea of setting up such a sublist of the membership.

Moved (Prog), seconded (Heard) that Tomlinson ask all job seekers if they would like to be placed on a WCRA job-seeker(s) list which could be sent to prospective employers. We should delay action on the April 2nd motion to establish a bank of minority candidates.

PASSED

Moved (Adams), seconded (Prog) to approve expenditures for the Placement Bureau for 1976-77.

PASSED

Moved (McHargue), seconded (Adams) to accept the Placement Bureau budget of \$500 for 1977-78.

PASSED

The Board recessed at 10:40 a.m. and reconvened at 11:00.

XX. LONG BEACH CONFERENCE

Pat Heard introduced the Long Beach Conference Co-Managers - Sallie Brown, Sally Garcia, Betty Levinson and Barbara Tomlinson. They gave a very complete and enthusiastic report of the plans for their conference. (Details will be published in the Newsletter.) Pat presented a tentative budget which was discussed in detail and revised somewhat. The Board concurred with her planning for 700 registrations and also agreed to limit honoraria for speakers

-7-

to \$150 and to require conference workers to pay full registration fees. An updated budget will be presented at the next Board meeting.

Moved (Adams), seconded (Prog) that we approve the tentative budget as revised.

PASSED

Moved (Adams), seconded (McHargue) that registration fees for the Long Beach conference be set at \$15 for those who register on Thursday or Friday, \$5 for those who register on Saturday or Sunday. Membership dues will remain at \$5.

XXI. STANDING AWARDS COMMITTEE

Donna Davidson discussed plans to set up a committee and how it will meet its charge of selecting scholarship recipients and retirement honorees.

Moved (Adams), seconded (McHargue) that Davidson select 3-5 members to serve on the Standing Awards Committee. They should plan to meet at a cost-effective site and follow the per diem rules of the Association.

PASSED

Donna will publicize the Committee work in the Newsletter.

XXII. ALTERNATIVES COMMITTEE

Barbara Tomlinson reported on her committee work and its major problem -- how to get more input from the membership. Several plans were discussed and she will try again to solicit more participation.

XXIII. READABILITY CLEARINGHOUSE

Jon Hagstrom gave the report on plans for the Readability Clearinghouse that he and Bob Williams have worked on so long and well (Attachment #10). There was discussion concerning feedback provided by members who questioned the need for such a service.

Moved (Adams), seconded (Prog) to accept the report and acknowledge the contributions of Jon and Bob in a Newsletter note. We will table action on the report until a later time.

PASSED

The Board recessed at 2:50 p.m. and reconvened at 3:00.

Moved (Adams), seconded (Prog) to reimburse Jon Hagstrom for expenses related to his report presentation.

PASSED

XXIV. ADVISING/EVALUATION SERVICES

June Dempsey reported that Dick Lyman requested a WCRA evaluation team come to his institution. An informal ad hoc team (June Dempsey, Jon Hagstrom, Rose Wassman) was formed to evaluate his program at Sierra College. The committee accepted only expenses for this vistration. Lyman's positive comments on the evaluation are detailed in Attachment #11. Questions: should WCRA

-8-

offer this service to members? What about fees? Could our evaluators go out as "area experts" representing the Western Association of Schools and Colleges?

Moved (Adams), seconded (McHargue) that June Dempsey pursue the above questions and related ones in an informal way.

PASSED

XXV. TELEPHONE CREDIT CARD

June Dempsey suggested that the Association consider obtaining a telephone credit card for the use of Board members. We decided to defer the decision until the next Board meeting when more details will be available.

XXVI. NEXT MEETING

The Board decided that the next meeting will be held on December 9/10/11 on the Queen Mary.

XXVII. NEWSLETTER ADVERTISEMENTS

Margaret Coda-Messerle noted that the new Newsletter format required a change in ad rates. Attachment #12 notes the new rates.

Moved (Prog), seconded (Heard) that Carol Scarafiotti be empowered to adjust ad rates with the approval of the WCRA President.

PASSED

XXVIII. WCRA BROCHURE

Margaret Coda-Messerle will search for someone to update our brochure. The selectee will report to the December Board Meeting.

XXIX. ASSOCIATION GOALS AND OBJECTIVES

The Board decided that Saturday and Sunday morning of the December meeting will be reserved for discussions of WCRA goals and objectives. No routine business will be discussed during those mornings as we discuss the Association's future plans.

XXX. CATEGORICAL LIST OF POLICIES AND MOTIONS

The Board asked Secretary Mike Mchargue to search the minutes and establish a list of WCRA policy statements and procedures, indexed by category. This tool will enable us to review past decisions much more easily.

XXXI. MEMBERSHIP LISTS

The Board decided that the next annual membership list should be placed in the Newsletter. The printing and mailing costs of this year's separate listing are too high.

XXXII. BUDGETS FOR OFFICERS

Several motions were made to update the budget for 1977-78.

Moved (Adams), seconded (Prog) to approve the \$350 Secretary budget presented by Mike Mchargue (Attachment #13).

PASSED

-9-

Moved (Adams), seconded (Prog) to approve the \$300 budget for Coordinator of State Directors presented by Royce Adams.

PASSED

Moved (Prog), seconded (Adams) to approve \$1500 for Board expenses.

PASSED

Moved (Adams), seconded (Prog) that the current President and Treasurer arrange with the bank that either one may sign WCRA checks. Checks over \$500 should still require signatures from both officers.

PASSED

The financial books of the Association will have to be audited when Seymour Prog (and succeeding Treasurers) leave office. Seymour will provide a corrected budget and special account forms to appropriate officers.

XXXIII. TRAVEL ARRANGEMENTS

Pat Heard will encourage State and Province Directors to pursue the possibility of obtaining group travel rates for members attending the Long Beach conference. She will do this with personal letters and through the Newsletter.

2 — XXXIV. BOARD BILLS

Several members expressed concern that the \$15 per diem rate for Board members' expenses is too low.

Moved (Adams), seconded (Prog) to have ~~further discussion of per diem rates~~ *change per diem to \$25* at the next meeting.

PASSED

Seymour requested all Board members to submit bills to him as soon as possible.

XXXV. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Mike McHargue

Mike McHargue
Secretary

Long Beach, California
September 9, 1977

Extra

WESTERN COLLEGE READING ASSOCIATION

Board of Directors Meeting

The Board of Directors of the Western College Reading Association met in Long Beach, California, at the Queen Mary Hyatt Hotel, September 9, 1977. President Margaret Coda-Messerle presided.

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Long Beach
September 9, 1977

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Committee for the costs related to their meeting of August 21, 1977.

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Seymour Prog asked if WCRA membership lists should be made available to other organizations or individuals who might want them. It was decided that the current situation should continue -- that the lists are available to all members of the Association. Prog will send the list to all Denver exhibitors and members.

XIX. PLACEMENT BUREAU

Barbara Tomlinson reported on the Placement Bureau. She will submit her 1978 budget at the next meeting. All WCRA officers will receive placement information. Barbara stated that the list of minority candidates suggested in Denver has not been received yet. She and others expressed concern (legal and ethical) about the idea of setting up such a sublist of the membership.

Moved (Prog), seconded (Heard) that Tomlinson ask all job seekers if they would like to be placed on a WCRA job-seeker(s) list which could be sent to prospective employers. We should delay action on the April 2nd motion to establish a bank of minority candidates.

PASSED

Moved (Adams), seconded (Prog) to approve expenditures for the Placement Bureau for 1976-77.

PASSED

Moved (McHargue), seconded (Adams) to accept the Placement Bureau budget of \$500 for 1977-78.

PASSED

The Board recessed at 10:40 a.m. and reconvened at 11:00.

XX. LONG BEACH CONFERENCE

Pat Heard introduced the Long Beach Conference Co-Managers - Sallie Brown, Sally Garcia, Betty Levinson and Barbara Tomlinson. They gave a very complete and enthusiastic report of the plans for their conference. (Details will be published in the Newsletter.) Pat presented a tentative budget which was discussed in detail and revised somewhat. The Board concurred with her planning for 700 registrations and also agreed to limit honoraria for speakers

-7-

to \$150 and to require conference workers to pay full registration fees. An updated budget will be presented at the next Board meeting.

Moved (Adams), seconded (Prog) that we approve the tentative budget as revised.

PASSED

Moved (Adams), seconded (McHargue) that registration fees for the Long Beach conference be set at \$15 for those who register on Thursday or Friday, \$5 for those who register on Saturday or Sunday. Membership dues will remain at \$5.

XXI. STANDING AWARDS COMMITTEE

Donna Davidson discussed plans to set up a committee and how it will meet its charge of selecting scholarship recipients and retirement honorees.

Moved (Adams), seconded (McHargue) that Davidson select 3-5 members to serve on the Standing Awards Committee. They should plan to meet at a cost-effective site and follow the per diem rules of the Association.

PASSED

Donna will publicize the Committee work in the Newsletter.

XXII. ALTERNATIVES COMMITTEE

Barbara Tomlinson reported on her committee work and its major problem -- how to get more input from the membership. Several plans were discussed and she will try again to solicit more participation.

XXIII. READABILITY CLEARINGHOUSE

Jon Hagstrom gave the report on plans for the Readability Clearinghouse that he and Bob Williams have worked on so long and well (Attachment #10). There was discussion concerning feedback provided by members who questioned the need for such a service.

Moved (Adams), seconded (Prog) to accept the report and acknowledge the contributions of Jon and Bob in a Newsletter note. We will table action on the report until a later time.

PASSED

The Board recessed at 2:50 p.m. and reconvened at 3:00.

Moved (Adams), seconded (Prog) to reimburse Jon Hagstrom for expenses related to his report presentation.

PASSED

XXIV. ADVISING/EVALUATION SERVICES

June Dempsey reported that Dick Lyman requested a WCRA evaluation team come to his institution. An informal ad hoc team (June Dempsey, Jon Hagstrom, Rose Wassman) was formed to evaluate his program at Sierra College. The committee accepted only expenses for this vistation. Lyman's positive comments on the evaluation are detailed in Attachment #11. Questions: should WCRA

-8-

offer this service to members? What about fees? Could our evaluators go out as "area experts" representing the Western Association of Schools and Colleges?

Moved (Adams), seconded (McHargue) that June Dempsey pursue the above questions and related ones in an informal way.

PASSED

XXV. TELEPHONE CREDIT CARD

June Dempsey suggested that the Association consider obtaining a telephone credit card for the use of Board members. We decided to defer the decision until the next Board meeting when more details will be available.

XXVI. NEXT MEETING

The Board decided that the next meeting will be held on December 9/10/11 on the Queen Mary.

XXVII. NEWSLETTER ADVERTISEMENTS

Margaret Coda-Messerle noted that the new Newsletter format required a change in ad rates. Attachment #12 notes the new rates.

Moved (Prog), seconded (Heard) that Carol Scarafiotti be empowered to adjust ad rates with the approval of the WCRA President.

PASSED

XXVIII. WCRA BROCHURE

Margaret Coda-Messerle will search for someone to update our brochure. The selectee will report to the December Board Meeting.

XXIX. ASSOCIATION GOALS AND OBJECTIVES

The Board decided that Saturday and Sunday morning of the December meeting will be reserved for discussions of WCRA goals and objectives. No routine business will be discussed during those mornings as we discuss the Association's future plans.

XXX. CATEGORICAL LIST OF POLICIES AND MOTIONS

The Board asked Secretary Mike McHargue to search the minutes and establish a list of WCRA policy statements and procedures, indexed by category. This tool will enable us to review past decisions much more easily.

XXXI. MEMBERSHIP LISTS

The Board decided that the next annual membership list should be placed in the Newsletter. The printing and mailing costs of this year's separate listing are too high.

XXXII. BUDGETS FOR OFFICERS

Several motions were made to update the budget for 1977-78.

Moved (Adams), seconded (Prog) to approve the \$350 Secretary budget presented by Mike McHargue (Attachment #13).

PASSED

-9-

Moved (Adams), seconded (Prog) to approve the \$300 budget for Coordinator of State Directors presented by Royce Adams.

PASSED

Moved (Prog), seconded (Adams) to approve \$1500 for Board expenses.

PASSED

Moved (Adams), seconded (Prog) that the current President and Treasurer arrange with the bank that either one may sign WCRA checks. Checks over \$500 should still require signatures from both officers.

PASSED

The financial books of the Association will have to be audited when Seymour Prog (and succeeding Treasurers) leave office. Seymour will provide a corrected budget and special account forms to appropriate officers.

XXXIII. TRAVEL ARRANGEMENTS

Pat Heard will encourage State and Province Directors to pursue the possibility of obtaining group travel rates for members attending the Long Beach conference. She will do this with personal letters and through the Newsletter.

XXXIV. BOARD BILLS

Several members expressed concern that the \$15 per diem rate for Board members' expenses is too low.

Moved (Adams), seconded (Prog) to have further discussion of per diem rates at the next meeting.

PASSED

Seymour requested all Board members to submit bills to him as soon as possible.

XXXV. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.

Respectfully submitted,



Mike McHargue
Secretary

WESTERN COLLEGE READING ASSOCIATION

*attachments
to minutes
9/9/77*

November 10, 1977

Dear Friends,

Here, at long last, are the minutes for the September 9/10 Board Meeting. You will note that they are a good deal more "solemn" than the last batch I wrote. There is a reason. (No, I'm not more mature!) Even though several of you were nice enough to write that you enjoyed the, uh, irreverent minutes, Margaret pointed out that they are the official documents of the Association. The Board agreed that the filed version should be expurgated -- cleansed of the flip editorials and asides. At the same time (actually, right after) they suggested there might be a way of providing a straight set of minutes and an in-group, cutesy version. They'd like that and so would I. But I didn't manage it this time. Maybe I'll be up to it in December.

As many of you know, I changed jobs in September. I'm now (supposed to be) coordinating the Individual Study Center at Foothill College. Great school; even better staff; very happy; swamped. That, plus my general tendency to procrastinate, has resulted in my tardiness in getting the minutes out -- and the uncreative job I've done. I hope my delay hasn't inconvenienced you.

Get ready for a new leaf. I hereby vow that I will write the December minutes before my Christmas vacation and I'll figure out some way to jazz 'em up. (Any format ideas will be graciously accepted and properly footnoted.)

I hope you are having a good Fall and I look forward to seeing you soon.

Sincerely,

Mike

Mike McHargue
Secretary

Individual Study Center
12345 El Monte Road
Foothill College
Los Altos Hills, CA 94022

(415) 948-8590 x444

WESTERN COLLEGE READING ASSOCIATION

WESTERN COLLEGE READING ASSOCIATION

ATCH #1TREASURER'S REPORT
August 31, 1977

BALANCE BROUGHT FORWARD (March 18, 1977) \$ 21,117.97

INCOMEReceipts to August 31, 1977

Conference (1977)	\$ 7,657.00
Exhibitors (1977)	125.00
Membership dues	1,539.00
Proceedings	901.00
Miscellaneous	<u>33.00</u>

Total Receipts 10,255.00

EXPENSEExpenditures to August 31, 1977

Conference (1977)	\$ 8,343.14
Board/Board related	759.38
Postage/clerical	625.45
Refunds	396.00
Newsletter	262.91
Miscellaneous	<u>261.73</u>

Total expenditures 10,648.61

BALANCE 9/1/77 \$ 20,724.36

0 0 0 0 0 0 0 0 0 0 0 0

CASH in Checking Account--9/1/77	\$ 176.36
(United California Bank)	
ON DEPOSIT in Savings & Loan	<u>20,502.59</u>
[Plus interest	\$ 20,678.95
not posted]	

WESTERN COLLEGE READING ASSOCIATION
FINANCIAL REPORT OF 1977 CONFERENCE

ATCH. #2

Description	Income	Expense	Profit[Loss]
Registration (including Institutes)	\$ 5495	\$1202	
Audio-Visual		136	
Hospitality		337	
		1491	\$ 2329
Credit Courses (Tuition)	1542	1457	85
Exhibitors	1975	936	1039
Tours	265	179	86
Banquet	2500	2969	[469]
[Keynote Speakers: \$493; taken from Special Fund]			
TOTALS	<u>\$11,777</u>	<u>\$8707</u>	<u>\$ 3070</u>

*[Not included in registration income: Dues \$1660 and Proceedings \$1660]

WESTERN COLLEGE READING ASSOCIATION

STATUS OF SPECIAL ACCOUNTS

9-1-77

ATCH. #3

- [I] Set aside \$1,000 each conference year (beginning 1975) to fund future conferences as necessary: *minutes // Tuesday 3/75*

Income: \$3,000

Expense: 0

Balance in Fund: \$3,000

4/76

- [II] Net proceeds from Exhibitors' fees to be used as scholarship funds:

Income: 1974 \$ 800

75 2025

76 1650

77 789 *1839*

~~\$5264~~

Expense: 0

Balance in Fund: \$5264

- [III] Bank interest received to accumulate to be used for Speakers' fees and expenses at conferences:

Income to April, 1977: \$1242 Expense (1977): \$493 Balance: \$749

AP

ADDRESS CHANGES AND CORRECTIONS TO MEMBERSHIP LIST 7-6-77
(Sept. 7, 1977)

ATCH. #4

1. Gail Ziros Benchener
10170 Parkwood Dr. #3
Cupertino, Ca. 95014
(De Anza College)
2. Theria Beverly
2901 S. Beechwood Ave.
Tucson, Az. 85730
(Pima C.)
3. Kathryn Blake
Texarkana CC
1024 Tucker St.
Texarkana, Tex. 75501
4. Eleanor Bolesta
1512 Wintergreen St.
Anchorage, Aka. 99504
(Anchorage CC)
5. Roel Carmona
3921 McArthur St.
Corpus Christi, Tex. 78416
(Del Mar College)
6. Anne Eisenberg
377 Sackett St.
Brooklyn, N.Y. 11231
7. Mary Ellman
11271 Bowles
Garden Grove, Ca. 92641
(CSUF)
8. Jean Eng
American Samoa CC
P.O. Box 2609
Pago Pago, America
Samoa 96799
9. Vennie Fabish
3165 Linkfield Way
San Jose, Ca. 95121
10. Ann Faulkner
Mountain View CC
4849 W. Illinois
Dallas, Tex. 75211
11. E. Coston Frederick
3006 Eldorado
Boise, Idaho 83704
(Boise SU)
12. Dina Greenwood
2323 Pease
Vernon, Tex. 76384
13. Dr. Bruce Grube
Dept. of Political Science
Cal Poly Pomona
3801 W. Temple
Pomona, Ca. 91768
14. David Hubin
Learning Skills Center
UC Irvine
Irvine, Ca. 92717
15. Barry Kob
6275 Truman Ct.
Chino, Ca. 91710
16. John Maloney
1344 Vernal Ave.
Fremont, Ca. 94538
(Ohlone C.)
17. Joy McCoslin
16609 Vanowen St. #202
Van Nuys, Ca. 91406
18. Elinor Michel
1649 McIntyre
Ann Arbor, Mich. 48105
19. Ellen Rosen
11724 Lexington NE Ave.
Albuquerque, N.M. 87112
20. Barbara Tomlinson
Learning Skills Center
UC Irvine
Irvine, Ca. 92717
21. Ralph Vanderlinden
7626 Twain Lake Cir.
Salt Lake City, Utah 84121
(Univ. of Utah)
22. Judith Ziajka
Glencoe Pub. Co.
17337 Ventura Blvd.
Encino, Ca. 91316

WESTERN COLLEGE READING ASSOCIATION

ATCH. #5

BUDGET REPORT

OFFICE	1977-8 BUDGETED	EXPENDED to 9/1/77
President	\$ 200	\$ 24.33
Past Pres. (site selection)	330	90.79
Pres. Elect	300	
Secretary	350	
Treasurer	500	786.31 [Memb. List \$453.82]
Parliamentarian		69.00
Placement	200	377.47
State Directors	500	109.62
Coord. " "	300	
General Board		129.98
Proceedings	3500	172.98 [Payment not yet made for printing of '77]
Newsletter	2250	830.58
Site selection		

JP

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Item (17)

AS-906-77/SA-EP
March 3-4, 1977

LEARNING ASSISTANCE CENTERS

- WHEREAS, Much of the educational process in higher education is predicated on the assumption that students have acquired basic learning and communication skills prior to admission to the university; and
- WHEREAS, Colleges and universities admit some students who satisfy admission criteria but are deficient in certain basic learning and communication skills; and
- WHEREAS, It is difficult to maintain high academic standards when students lack sufficient basic skills; and
- WHEREAS, Learning Assistance Centers operating at several California State University and Colleges campuses appear to be effective vehicles for remedying deficiencies in basic skills; and
- WHEREAS, The Academic Senate CSUC recognizes that the Learning Assistance Centers constitute an effective approach to remedying deficiencies in basic learning and communication skills; and
- WHEREAS, CSUC campuses cannot fund adequately Learning Assistance Centers from existing resources; therefore be it
- RESOLVED: That the Academic Senate of The California State University and Colleges urge the Chancellor and the Board of Trustees to seek an augmentation in the 1978-79 Budget for adequate Learning Assistance Centers on all CSUC campuses.

FIRST READING RECEIVED

March 4, 1977

SECOND READING SCHEDULED

May 5-6, 1977

LEARNING ASSISTANCE CENTERS STATEMENT
Related To

CSUC ACADEMIC SENATE RESOLUTION

Whereas: Much of the educational process in higher education is predicated on the assumption that students have acquired basic learning and communication skills prior to admission to the university; and

Reality will not substantiate this assumption. Emphasis on basic skills in the modern curriculum of public schools has fluctuated widely during the past thirty-five years, largely due to the influence of (1) the development of educational theory and technology and (2) the development of the "total" student with concern for the student's adjustment as well as for the student's achievement.

A wave of modern educational methods and techniques have been tried, applied, and discarded only to be recycled once again. For example, in the teaching of reading, theoretical bases shifted from a phonics approach to a whole word at sight approach to a combination of linguistic methodologies.

With problems of crowded classrooms with large student number ratios to teachers, individualization for basic skill development has been difficult. Add to this the factors of declining school populations, fiscal cuts, consolidation or integration of more heterogeneous populations than were evident in the past, and the problem compounds and becomes more complex. Deficiencies thus beginning in skills at the elementary level seem to be perpetuated at the secondary level where even less help is available for remediation.

The trend beginning in the late forties toward interest in student adjustment as well as student achievement had negative as well as positive advantages. The question of whether adjustment problems caused reading and other skill problems or vice versa was not resolvable, thus the emphasis on the "total" student for attention to be given to both to remediate and develop skills, a positive development. However, on the negative side, curriculum modifications to facilitate total development of the child often reduced or gave negligible attention to basic skills. The potpourri of activities in a given day and the profusion of "open" and "free" school philosophies further had an effect on skill development.

At home, the technology of the television has made many children who might have been active recreational readers passive spectators, and the easy availability of the telephone has reduced the need for even casual written expression.

The whole process of "learning how to learn" seems overlooked in the continuation of memorized information without application and practice in everyday living. What students "know" and what they "do" may be different. In addition, students seem unprepared to deal with their own thinking as reflected in their oral and written expression. And in reading, students have difficulty moving beyond the most literal translation to any interpretive level.

Thus, differences in schools and in society may be said to produce differences in the kinds of preparation students may be assumed to have had prior to their admission to institutions of higher education.

What is needed is a more thorough and accurate diagnosis not only of students' content knowledge as assessed by objective exams, but also of their basic skill levels in general and specifically as related as applied to the content areas they wish to study.

Whereas: Colleges and universities admit some students who satisfy admission criteria but are deficient in certain basic learning and communication skills; and

Numbers of students who are deficient in some aspect of communication or mathematical basic skills are high. In the past year, magazines and newspapers have published articles about institutions with selective admission criteria in our own state, (such as Stanford University and the University of California at Berkeley), as well as those in our own CSUC system, articles, which have indicated the need to teach students to study, read, and write.

Gloomy predictions anticipate that from forty to sixty per cent of entering freshmen in the CSUC system will have scores lower than the accepted criterion on the English proficiency exam to be given beginning fall, 1977.

Scores on college entrance exams such as the ACT and SAT appear to be lower than previous years' standings, particularly in reading achievement areas. Grade inflation is on the increase. Students' admissions qualifications and high school course work may not be as accurate in re-

flecting content mastery and skills as previous indices were.

Reasons for Deficiencies

Outcomes

Many bright students whose skills deficiencies have not been diagnosed or readily observed, do not have the opportunity to receive adequate remedial or developmental help in elementary and/or secondary school years.

These students are passed on with/without note of need for help.

Many students with academic ability may not have been challenged during school years, grades coming with little or no effort.

These students reach college unprepared to read and write in a more competitive environment and have little understanding of study skills or management of study time.

Many different kinds of students are attending colleges today compared to the more homogeneous population of thirty years ago: veterans, re-entering women, the culturally disadvantaged, the retired, etc.

These students frequently were not students who anticipated going to college. They did not take college preparatory courses, necessarily, or were not motivated to learn in earlier years toward some future educational goal. For some, the time between college and their last education is lengthy. The students' skills are in need of assessment and development.

Whereas: It is difficult to maintain high academic standards when students lack sufficient basic skills; and insufficient basic skills by a portion of students in any class is likely to result in a:

1. need to teach more content in the classroom with additional help on basics rather than to have the opportunity to focus on the application and extrapolation of content from readings to new situations
2. slowing down of the learning process and a reduction in content covered
3. reduction in content mastery
4. decrease in performance on evaluation instruments
5. reduction of sequential learning necessary to building strong bases for advanced problems and topics
6. reduction of independent learning

In an era of rapid change and accumulation of knowledge, we need to be concerned with more than learning what is there. We need to be concerned with learning to keep on learning, the learning of those basic processes which can be carried on after school.

Whereas: Learning Assistance Centers operating at several California State University and College campuses appear to be effective vehicles for remedying deficiencies in basic skills; and

Organized activities to save students whose skills are not academically adequate began by the late twenties and were a reality of college service functions by 1950. Today, the term "Learning Assistance Center" is but one of the titles given to such services scattered across campuses in various administrative settings --a need for distinction and definition between kinds of service centers and center functions exists today. Confusion between learning resources such as instructional materials centers or audio-tutorial systems and learning assistance centers such as reading and writing labs and study skills centers abounds. However, all of these services are utilized to help the student perform better academically and to improve instruction and education. The more generic term "learning assistance" allows for a larger variety of skills and activities related to the students' academic lives to be considered within the spectrum of a total campus support service system.

Evidence of the effectiveness of such vehicles as Learning Assistance Centers and related programs have been demonstrated over the years. Surveys of skills programs research finding by Fatwile in 1960 and Tillman in 1970 continue to indicate that students will increase their grade point averages by approximately .5 a point following training. In addition, the findings show more academic units completed per calendar division; fewer D, F marks or No Credit marks; higher persistence rates in college; more likely completion of goals; improved self-concepts; and continued improvement on skills. Self-report evaluations by students generally indicate a positive change in academic and personal behavior regardless of what program, format, or mode of instruction was used.

Cooperative programming between English departments (as well as other academic areas) and Learning Assistance Centers has resulted in

more individualized remediation for needy students. Extension of probationary periods while working on skill improvement has resulted in the successful continuation in school by some students. More innovative aids to students needing skills development is occurring within the CSUC system.

There is no question that Learning Assistance Centers can help to remedy deficiencies which do exist. Learning Assistance Centers can also help to develop greater efficiency of skills and "learning how to learn" for those not as apparently deficient, even those who are highly successful. Learning Assistance Centers will be able to provide even better service with the cooperation and interaction of the academic departments of each campus and some leniency (in rate of progress criterion) for identified skill deficient students to remedy such deficiencies before plunging headlong into frustration for both student and professor.

An effective Learning Assistance Center will use a three stage problem-solving process, applicable to all living, to aid students in acquiring, maintaining, and improving any academic skill: (1) diagnosis of the academic skill or course needs or general academic strengths and weaknesses of the student; (2) selection and learning or improving of appropriate strategies to meet identified needs; and (3) implementation of strategies in the student's academic courses and life with readjustment and reevaluation for continued success.

Provision needs to be made by Learning Assistance Centers for skills development to be offered through individualized direct counseling, individualized audio-tutorial format, and the interaction and exchange of the small and large group formats across diverse content area skills as well as basic skills. Students can then select their preferred formats for maximum learning efficiency or they can develop efficiency in formats required by campus courses.

In addition, students should have the opportunity to select from a number of modalities in which the learning can be obtained such as listening, reading, discussion, application, observation, etc. The student then has the opportunity not only to become more efficient but to do so in the most efficient manner for his/her unique personality.

Throughout the process, a trained counselor or facilitator should work with the student to evaluate program progress, guarantee the application of the learning taking place, and help the student to become

more active in the learning process, more responsible as a student, and more able to internalize motivation for intrinsic rewards rather than external approval.

Whereas: The Academic Senate CSUC recognizes that the Learning Assistance Centers constitute an effective approach to remedying deficiencies in basic learning and communication skills; and

That one of the key referral sources for students using Learning Assistance Centers in the CSUC system is faculty as a support to their belief that Learning Assistance Centers can help accomplish this task. There remain, however, large portions of campus instructional personnel who believe that students should be ready to perform when they come to college or they should not be allowed to enter. To build support for Learning Assistance Centers beyond the resolution of the Academic Senate of the CSUC system will take considerable learning assistance provided by all pledged to this route of facilitating greater student success to themselves and to society. The stand taken by the state Academic Senate is a hallmark in the development of attitudes and support measures.

Whereas: CSUC campuses cannot fund adequately Learning Assistance Centers from existing resources; therefore be it:

1. Costs for Learning Assistance Centers will not be small. Even though many centers with media instruction emphases have a one time cost for equipment and materials, the value of this instruction will be negated without the active assistance to make the skill learning applicable and adaptable to the personal learning situation of the student.
2. Learning Assistance Centers need adequate professional staff to deal with students with the kinds of deficiencies described here. Technological alternatives and paraprofessionals may work for skill building and development for the average student, but professionals with language and counseling backgrounds are needed for the more complex and global deficiencies presently identified. Without staff of either the professional or paraprofessional variety, learning assistance will not be translated into the everyday academic lives of the learner. Students need a one-to-one interaction for motivation, reinforcement progress checks on understanding, and plans for application.

3. Consideration of space allocation and facility development will be an important issue on most campuses.
4. Initial funding will need to be followed by continued partial funding if the Learning Assistance Centers are to be successful in meeting the challenge and mission implied by this resolution.
5. To support Learning Assistance Centers is to make possible the opportunity for every student to maximize his/her learning potential and to minimize "revolving doors" for those for whom skill improvement will result in continued success and movement toward educational goals.

CALIFORNIA LEGISLATURE 1977-78 REGULAR SESSION

Assembly Concurrent Resolution

No. 37

Introduced by Assemblyman Nestande

March 31, 1977

REFERRED TO COMMITTEE ON EDUCATION

Assembly Concurrent Resolution No. 37--Relative to learning assistance centers at California State University and Colleges.

LEGISLATIVE COUNSEL'S DIGEST

ACR 37, as introduced, Nestande (Ed.). CSUC: learning assistance centers.

This measure would request the Trustees of the California State University and Colleges to develop a comprehensive systemwide program for the support of learning assistance centers and directs the trustees to give such a program for support a high priority.

Fiscal committee: yes.

- 1 WHEREAS, The university level educational process is
- 2 predicated on the assumption that students have
- 3 acquired basic learning and communication skills prior to
- 4 admission to postsecondary education; and
- 5 WHEREAS, The California State University and
- 6 Colleges currently admits students who satisfy the
- 7 admissions criteria but yet are deficient in basic learning
- 8 and communication skills; and
- 9 WHEREAS, It is difficult to maintain high academic
- 10 standards when students lack basic skills; and
- 11 WHEREAS, Facilities known as learning assistance

1 centers have proven, on a referral and walk-in basis, to be
2 efficient and effective in remedying deficiencies in basic
3 skills; and

4 WHEREAS, Campuses of the California State
5 University and Colleges cannot adequately fund learning
6 assistance centers out of present budgetary allocations;
7 now, therefore, be it

8 *Resolved, by the Assembly of the State of California,*
9 *the Senate thereof concurring,* That the Trustees of the
10 California State University and Colleges are requested to
11 develop a comprehensive systemwide program for the
12 support of learning assistance centers as a viable
13 alternative to solve the problems of students deficient in
14 basic learning and communication skills; and be it further

15 *Resolved,* That such a program for support of learning
16 assistance centers be given a high priority by the Trustees
17 of the California State University and Colleges, and that
18 this program be presented to the Legislature and the
19 Governor for review during the regular budgetary
20 process for the 1977-78 fiscal year; and be it further

21 *Resolved,* That the Chief Clerk of the Assembly
22 transmit copies of this resolution to the Trustees of the
23 California State University and Colleges.

Nominations Committee Report

The Nominations Committee comprised of Jon Hagstrom, Mitchell Kaman, Karen Smith and June Dempsey, Chairperson, met on Sunday, August 21, 1977, at San Francisco International Airport's Red Carpet Room from 10 A.M. till 4:30 P.M.

The following slate of officers was nominated:

President-Elect

Ernest Gourdine
Elaine Cohen

Secretary

Mike McHargue
Jacque Bonner

Treasurer

Manuel Olguin

John Woolley

These nominees have been contacted and have agreed to serve after being apprised of the necessity for institutional as well as personal commitments. In addition, they have been asked to submit photographs suitable for reproduction in the Newsletter as well as a biographical sketch including professional training, current responsibility, WCRA service and a position ^{statement} regarding their candidacies.

Furthermore, the committee wishes to offer the following guidelines for future nominations committees in regard to :

1. Criteria for evaluating nominees for office in WCRA

and

2. Guidelines for submitting nominations

The committee considered the following criteria in evaluating nominees for WCRA offices:

1. Management skills of planning, organizing, motivating and controlling (president-elect)
2. Past service to WCRA
3. Experience in leadership roles (president-elect)
4. Experience in managing a conference (president-elect)
5. Demonstrated commitments to the philosophy and goals of WCRA
6. Personal and professional stability

The above criteria were used as guidelines rather than requirements for nomination to office. It would be our recommendation that these factors be considered and evaluated, but not used for purpose of exclusion.

The committee recommends that the Nominations Committee Chairperson be selected prior to the Annual Conference the preceding year. This would enable the Chairperson and the committee to survey the membership during the conference. The committee further recommends that a place be provided on the conference evaluation form for members to submit names of those they would like to recommend for consideration as nominees for offices in WCRA. Also, if the Chairperson and committee are announced at the Annual Conference, members will be able to make personal contacts to indicate willingness to serve or to suggest candidates for consideration.

Also, the committee further recommends that while members who wish to place a candidate in nomination may want to ask the individual's consent, care should be taken to indicate that the individual's name will be submitted for consideration which does not ensure nomination. If the individual seeks to ascertain the degree of institutional support he or she might expect, he or she should be reminded that the nomination may not be forthcoming and such action might be premature.

Furthermore, the committee suggests that instructions for nominations procedures should be published in the Newsletter.

Many names were submitted and considered that were unable to be submitted as candidates. Those names are listed below for consideration by future nominations committees:

Jon Hagstrom, Silver Stanfill, Richard Arndt, Dave Hubin, Ann Faulkner, Carolyn Crider, Juan Vazquez, Donna Davidson, Carol Scarafiotti, Mitch Kaman, Barbara Tomlinson, Eleanor Michel, Robert Paulik, Debbie Osen-Hancock, Sallie Brown, Dick Lyman, Jeannette Driscoll, Dave Capuzzi, Bill Carnahan, Jack Pond, and Elaine Cohen.

Respectfully submitted,
June Dempsey, Chairperson
Jon Hagstrom
Mitchell Kaman
Karen Smith

Enclosure: Financial Statement

Meal and Transportation Expenses

Karen Smith

air	\$192.00	
ground	16.60	
dinner	<u>10.00</u>	
	\$218.60	\$218.60

Mitchell Kaman

air	\$156.00	
ground	60.00	
dinner	10.00	
breakfast	<u>3.00</u>	
	\$229.00	\$229.00

Jon Hagstrom

ground	\$ 39.00	
dinner	10.00	
parking	5.00	
bridge	.75	
breakfast	<u>4.00</u>	
	\$ 58.75	\$ 58.75

June Dempsey

ground	\$ 27.00	
dinner	10.00	
parking	5.00	
bridge	.75	
breakfast	2.50	
4 lunches	32.96	
at airport	<u> </u>	
	\$ 78.21	\$ 78.21

\$584.56 TOTAL

Phone expenses will be submitted when the bill arrives. Some phone expenses were submitted in August.

The WCRA Journal

Report to the Executive Board of Directors of the Western College Reading Association
September 10, 1977

Submitted by Gwyn Enright, Editor, WCRA Proceedings

The following report on the feasibility offering a third WCRA publication in a journal format was requested by the Board of Directors at their Spring Meeting at the Cosmopolitan Hotel, Denver, Colorado, April, 1977.

MEMBERSHIP INTEREST

The general consensus of the WCRA members I talked with at the Tenth Annual Meeting in Denver and those members I talked with since is positive about publishing a journal. Three members have indicated an interest in working on the journal. I suggest a specific indication of (1) general support (2) commitment to write an article on a stated topic and (3) commitment to assist in publishing the journal be included in the mailing of the Tenth Proceedings for interested WCRA members to return to one of the Board Members.

COST

The cost of a journal would range from \$1150 to \$1800 per issue depending on page number, quantity and cover style:

Perfect bound, 96 page, 5½ x 8½, type set w/o charts, 1000 copies = \$1800

Saddlestitched, 36 page, 5½ x 8½, four page cover, two color, typeset, 2000 copies = \$1150

Saddle-stitched, 32-48 page, 5½ x 8½, four page cover, two color, type set, 2000 copies (Theory and Research Into Practice) = \$1500-\$1800. In this case, ERIC will guarantee \$250.00 worth of the journals and provide a \$250.00 honorarium for the author.

EDITING AND PRINTING

If WCRA elects to cooperate with ERIC to publish the Theory and Research Into Practice booklets, ERIC will provide editorial service and will carry the copy through production. While ERIC will select the printer, WCRA will pay the printer.

If WCRA elects to publish a journal for distribution to its members primarily, an appointed editor and assistant editors will take this responsibility. I suggest the editor be selected from the present Proceedings Editorial Advisory Committee.

DISTRIBUTING

WCRA will be responsible for marketing the 2000 booklets published in cooperation with ERIC.

Otherwise, the journal will be an additional publication offered to the membership with additional sales through advertisements in publications such as the Newsletter, Proceedings, Journal of Reading and Journal of Reading Behavior as well as the WCRA brochure. In this case, it could be mailed from the editor's institution, according to the WCRA membership list.

FORMAT

The format of the TRIP booklet is: the first six pages are front matter; the next six pages provide the "theory" of the booklet; the last 20 pages contain the "practice" section, the notes, and the bibliography. Karl Koenke, Associate Director for ERIC/Clearinghouse on Reading and Communication Skills stated in a phone communication that this format is flexible and could be adapted to WCRA's interests.

I am uncertain about having WCRA the resources (monies, man power, authors) to publish a periodical. Timely articles can be published in the WCRA Newsletter. However, an occasional report or journal in which controversial theories and practices are treated in a forum context by several authors could be published. WCRA members could be recruited to write on their areas of special interest or of recent study. If a commitment to the membership is needed, WCRA might commit to two or three reports each year, but not specify a publication schedule. This would eliminate problems pertaining to turn-around time.

RECRUITMENT OF MANUSCRIPTS

If WCRA elects to cooperate with ERIC to publish TRIPS, recruitment of authors and selection of topics is WCRA's responsibility just as it is if WCRA undertakes the project independently.

RECOMMENDATION

I suggest WCRA undertake publishing an occasional report two or three times a year of approximately 32 pages in which topics on the same theme are treated by more than one author. To do this, I suggest an editor be selected from the present or past Proceedings Editorial Advisory Committee or Newsletter editors and that the general membership be surveyed for commitments to write on specific topics and commitments to help edit the publication.

Guidelines for Contributions to
Western College Reading Association
Readability Clearinghouse

Individuals who have completed a readability analysis on textbooks or other instructional material of interest to WCRA members* are encouraged to submit their analysis for inclusion in the WCRA Readability Clearinghouse.

Contributions made on the Summary Card or a facsimile of the card will be accepted. Contributors are required to submit their analysis worksheets.

The Clearinghouse will check the analysis for the accuracy of the analysis report, but the accuracy and professional integrity of the contributor is assumed.

*WCRA members work in 2-year, 4-year colleges. Vocational-technical schools and adult programs.

WESTERN COLLEGE READING ASSOCIATION READABILITY CLEARINGHOUSE
READING ANALYSIS SUMMARY CARD

Readability formula used _____

Number of samples _____

Average raw score _____ Corrected grade level _____

Range of grade level _____ to _____

Frequency of grade level

Grade level	f	Grade level	f	Grade level	f

Analyzed by _____

Publisher _____ Date _____

Title _____ Author _____



Sierra College

5000 ROCKLIN ROAD / ROCKLIN, CALIFORNIA 95677 / TELEPHONE (916) 624-3333

ATCH. # 11

TO: Members of the WCRA Board

FROM: Dick Lyman

DATE: September 8, 1977

RE: Evaluation Report of the Sierra Learning Skills Center Conducted by three WCRA Members

June Dempsey, Jon Hagstrom and Rose Wassman recently conducted a visit to Sierra College to evaluate the Learning Skills Center. This visit was most welcome and has had a significant influence on the College and its reading/learnings skills program. This can be clearly illustrated by the following examples taken from the report you have received:

2. Organization.

Recommendations:

The proposal to place the Learning Skills Center under the administration of the Learning Resources Director was cancelled. The whole program is to remain with Student Services and a thorough study of the administrative structure of the program is already under way.

3. Staffing.

Observations:

The discussion of the relationship between certificated and classified responsibilities was most welcome. It clarified matters for people outside the program who had questioned our use of para-professionals. It also showed us where some minor changes could be made to eliminate any questions as to the legitimacy of roles. This sounds like a minor item, but the observation eliminated a major criticism which had been leveled at the program.

Recommendations:

3. A Learning Disabilities Specialist will be employed for the Fall semester, 1977.

4. Program Evaluation.

Recommendations:

The testing procedure at the beginning of the semester needs to be reduced. This recommendation will be implemented so students

Procedures for Fulfilling Requests
for Readability Analysis By
Western College Reading Association
Readability Clearinghouse

Requests for readability analysis information must be accompanied by a postpaid, self-addressed 9"x12" envelope.

For WCRA members who request readability analysis information:

- if the information is in the file, there is no charge,
- if the information is not in the file but they have a contributor's coupon and they submit the material for analysis, there is no charge,
- if the information is not in the file and they have no contributor's coupon and they submit the material for analysis, there is a \$15.00 charge.

For individuals not WCRA members who request readability analysis information:

- if the information is in the file there is a \$10.00 charge,
- if the information is not in the file but they have a contributor's coupon and they submit the material for analysis, there is a \$15.00 charge,
- if the information is not in the file and they do not have a contributor's coupon and they submit the material for analysis, there is a \$50.00 charge.

For publishers or publishers' representatives* who request readability analysis information:

- if the information is in the file there is a \$25.00 charge,
- if the information is not in the file but they have a contributor's coupon and they submit the material for analysis, there is a \$50.00 charge,
- if the information is not in the file and they do not have a contributor's coupon and they submit the material for analysis, there is a \$100.00 charge.

The Clearinghouse staff must have a current WCRA membership list.

*Members who are publisher's representatives will be charged publisher's fees.

Procedures for Processing Contributions to
Western College Reading Association
Readability Clearinghouse

When a readability analysis summary card is sent to the WCRA Readability Clearinghouse it will be filed according to author and cross-filed according to title. The readability analysis worksheets will be checked for accuracy, then filed according to title.

The contributor will receive acknowledgement of his contribution and will receive a coupon for analysis he may wish to draw from the clearinghouse.

Budget for Western College Reading Association
Readability Clearinghouse
September 1, 1977 - August 31, 1978

Personnel \$1950.00

- a. hourly secretarial support for
9 months - \$350.00
- b. director 2 weeks' time - \$1000.00*
- c. hourly key punch operator - \$600.00

Materials, Supplies, and Equipment \$ 660.00

- a. cardex file \$ 75.00
- b. 4-drawer filing cabinet \$ 60.00*
- c. typewriter \$500.00
- d. supplies \$ 25.00

Computer Time* \$ 100.00

Duplication \$ 25.00

Postage \$ 25.00

Overhead Expenses* \$ 550.00

Travel \$ 500.00

~~\$3810.00~~

*Colorado State University Contribution \$2210.00

Western College Reading Association
Contribution \$1600.00

\$3810.00

Anticipated Budget
Western College Reading Association
Readability Clearinghouse
September 1, 1978 - August 31, 1979

Personnel

\$2350.00

a. hourly secretarial support
for 9 months - \$450.00

b. director 2 weeks' time - \$1200.00*

c. hourly key punch operator - \$700.00

Materials, Supplies and Equipment

\$ 75.00

a. cardex file \$50.00

b. Supplies \$25.00

Computer Time*

\$ 100.00

Duplication

\$ 35.00

Postage

\$ 35.00

Overhead Expenses*

\$ 650.00

Travel

\$ 550.00

*Colorado State University Contribution

\$1950.00

WCRA Contribution

\$1845.00

Total

\$3795.00

Timeline for Establishment
of WCRA Readability Clearinghouse

April 1, 1977	Clearinghouse established
	Director appointed by the WCRA Executive Board
Summer board meeting	Advisory Committee appointed by director and approved by the WCRA Executive Board
	Specific policies, procedures, fees, requirements for contributions, developed by director with assistance of advisory committee, approved by the WCRA Executive Board
August 20, 1977	Hourly personnel screened and appointed by the director
Summer Newsletter	Policies, etc. announced in <u>Newsletter</u> and <u>Proceedings</u>
September 1, 1977	Clearinghouse open for business
December 1, 1977	First Quarter report due to WCRA Executive Board
March 1, 1978	Second Quarter report due to WCRA Executive Board
March 17-18, 1978	WCRA Membership evaluates clearinghouse

will generally take only one hour of tests at the start of the semester except in cases where more testing is required in order to meet state requirements for AB 77.

5. Facilities.

Recommendations:

Since the Committee's visit, the masterplan has been revised and tentative plans call for the Learning Skills Center/Reading Department to take over the present Humanities building when a new Humanities building is finished. The Committee's report has been cited and will continue to be cited in our attempts to alleviate overcrowding that is already apparent this Fall.

While the above developments are not entirely a result of the visit, there is little doubt that the recommendations of the visiting team had a significant influence on the very important changes that have taken place in the past four months.

In addition to the above developments, the visit by the team was extremely valuable as a morale building factor and as an in-service experience. The opportunity for on-site discussions of the program with quality professionals such as June, Rose and Jon was in some ways similar to what would take place at a WCRA Conference. There was, however, an added dimension that cannot be duplicated at a conference. The discussions were specifically centered around concrete questions relative to a particular program with which all participants were familiar.

In addition to the direct benefits from the visit by the team, there were two very definite side benefits to Sierra College. We were able to call on both Jon and Rose as consultants to help us in the hiring of a new Director for our program. Their familiarity with our program made them particularly valuable in helping us to make an outstanding selection.

In closing, I would make three recommendations regarding visits such as this.

1. It's very important that the college requesting a visit know exactly what the team is to do and make the purpose clear to the visiting team prior to its arrival. The time available for the visit is too short to be defining the purpose of the visit while the team is actually present.
2. The team should be carefully selected to match the purpose of the visit. Jon, Rose and June are people of broad and varied background who were able to analyze our whole program. In future years we will focus on specific portions of our program and will look for people with expertise primarily in the specific area to be evaluated.
3. An exit interview should always be included as part of the visit and a rough draft of the report should be forwarded to the college for comment before a final report is submitted.

WESTERN
COLLEGE
READING
ASSOCIATION

ATCH. #12

FYI

October 10, 1977
To: WCRA Board members
At our Sept. Bds. mtg.
we passed a motion to
reset the rate for
ads. Below is the
new rate.
Margaret C-m

DATE: August 24, 1977
TO: M. Messerle
FROM: C. Scarafiotti
SUBJECT: WCRA Newsletter Ad

Please bring this matter before the executive board meeting.

During the board meetings at the 10th Annual Conference, a motion was made to sell newsletter ads at a rate of \$50.00 per quarter page. Consequently, I sent to all the publishers involved with the 10th Conference the attached letter. Since then, I discovered that I advertised an impossible ad. The 3 column format of the newsletter makes a quarter page ad impossible.

To add to the confusion, Jamestown Publishers sent an ad which went into the Spring newsletter at a rate of \$50.00. This ad is 2 columns x 4 11/16 inches. Since I already said it was a \$50.00 ad, they have sent us an order for the same space at the same rate of \$50.00.

Therefore, I suggest that WCRA use the Jamestown ad size as the \$50.00 ad. This would allow for ads of \$25.00 per columns of 4 11/16 in height.

WESTERN COLLEGE READING ASSOCIATION

BUDGET
WCRA Secretary
1977-1978

(This Budget assumes a 20 page mailing/Board Meeting; three meetings for the year.)

Duplication Costs	\$ 150.00
(60 pp x \$.05 Xerox x 50 copies)	
Postage	120.00
(40 copies x \$1.00 x 3 mailings)	
Telephone	50.00
Miscellaneous	30.00
(special mailings, help on cross-tab of policies, etc.)	
	<hr/>
	\$ 350.00

WESTERN COLLEGE READING ASSOCIATION

ATCH #1

TREASURER'S REPORT

August 31, 1977

BALANCE BROUGHT FORWARD (March 18, 1977) \$ 21,117.97

INCOMEReceipts to August 31, 1977

Conference (1977)	\$ 7,657.00
Exhibitors (1977)	125.00
Membership dues	1,539.00
Proceedings	901.00
Miscellaneous	<u>33.00</u>

Total Receipts 10,255.00

EXPENSEExpenditures to August 31, 1977

Conference (1977)	\$ 8,343.14
Board/Board related	759.38
Postage/clerical	625.45
Refunds	396.00
Newsletter	262.91
Miscellaneous	<u>261.73</u>

Total expenditures 10,648.61

BALANCE 9/1/77 \$ 20,724.36

0 0 0 0 0 0 0 0 0 0 0 0

CASH in Checking Account--9/1/77	\$ 176.36
(United California Bank)	
ON DEPOSIT in Savings & Loan	<u>20,502.59</u>
[Plus interest	\$ 20,678.95
not posted]	

WESTERN COLLEGE READING ASSOCIATION
FINANCIAL REPORT OF 1977 CONFERENCE

ATCH. #2

Description	Income	Expense	Profit[Loss]
Registration (including Institutes)	\$ 5495	\$1202 136	
Audio-Visual		337	
Hospitality		1491	\$ 2329
Credit Courses (Tuition)	1542	1457	85
Exhibitors	1975	936	1039
Tours	265	179	86
Banquet	2500	2969	[469]
[Keynote Speakers: \$493; taken from Special Fund]			
TOTALS	<u>\$11,777</u>	<u>\$8707</u>	<u>\$ 3070</u>

*[Not included in registration income: Dues \$1660 and Proceedings \$1660]

AP

WESTERN COLLEGE READING ASSOCIATION

STATUS OF SPECIAL ACCOUNTS

9-1-77

ATCH. #3

- [I] Set aside \$1,000 each conference year (beginning 1975) to fund future conferences as necessary:

Income: \$3,000

Expense: 0

Balance in Fund: \$3,000

4/76

- [II] Net proceeds from Exhibitors' fees to be used as scholarship funds:

Income: 1974 \$ 800

75 2025

76 1650

77 789 1839

~~\$5264~~

Expense: 0

Balance in Fund: \$5264

- [III] Bank interest received to accumulate to be used for Speakers' fees and expenses at conferences:

Income to April, 1977: \$1242 Expense (1977): \$493 Balance: \$749

AP

ADDRESS CHANGES AND CORRECTIONS TO MEMBERSHIP LIST 7-6-77
(Sept. 7, 1977)

ATCH. #2

1. Gail Ziros Benchener
10170 Parkwood Dr. #3
Cupertino, Ca. 95014
(De Anza College)
2. Theria Beverly
2901 S. Beechwood Ave.
Tucson, Az. 85730
(Pima C.)
3. Kathryn Blake
Texarkana CC
1024 Tucker St.
Texarkana, Tex. 75501
4. Eleanor Bolesta
1512 Wintergreen St.
Anchorage, Aka. 99504
(Anchorage CC)
5. Roel Carmona
3921 McArthur St.
Corpus Christi, Tex. 78416
(Del Mar College)
6. Anne Eisenberg
377 Sackett St.
Brooklyn, N.Y. 11231
7. Mary Ellman
11271 Bowles
Garden Grove, Ca. 92641
(CSUF)
8. Jean Eng
American Samoa CC
P.O. Box 2609
Pago Pago, America
Samoa 96799
9. Vennie Fabish
3165 Linkfield Way
San Jose, Ca. 95121
10. Ann Faulkner
Mountain View CC
4849 W. Illinois
Dallas, Tex. 75211
11. E. Coston Frederick
3006 Eldorado
Boise, Idaho 83704
(Boise SU)
12. Dina Greenwood
2323 Pease
Vernon, Tex. 76384
13. Dr. Bruce Grube
Dept. of Political Science
Cal Poly Pomona
3801 W. Temple
Pomona, Ca. 91768
14. David Hubin
Learning Skills Center
UC Irvine
Irvine, Ca. 92717
15. Barry Kob
6275 Truman Ct.
Chino, Ca. 91710
16. John Maloney
1344 Vernal Ave.
Fremont, Ca. 94538
(Ohlone C.)
17. Joy McCoslin
16609 Vanowen St. #202
Van Nuys, Ca. 91406
18. Elinor Michel
1649 McIntyre
Ann Arbor, Mich. 48105
19. Ellen Rosen
11724 Lexington NE Ave.
Albuquerque, N.M. 87112
20. Barbara Tomlinson
Learning Skills Center
UC Irvine
Irvine, Ca. 92717
21. Ralph Vanderlinden
7626 Twain Lake Cir.
Salt Lake City, Utah 84121
(Univ. of Utah)
22. Judith Ziajka
Glencoe Pub. Co.
17337 Ventura Blvd.
Encino, Ca. 91316

WESTERN COLLEGE READING ASSOCIATION

ATCH. #5

BUDGET REPORT

OFFICE	1977-8 BUDGETED	EXPENDED to 9/1/77
President	\$ 200	\$ 24.33
Past Pres. (note selection)	330	90.79
Pres. Elect	300	
Secretary	350	
Treasurer	500	786.31 [Hemb. List \$453.82]
Parliamentarian		69.00
Placement	200	377.47
State Directors	500	109.62
Coord. " "	300	
General Board		129.98
Proceedings	3500	172.98 [Payment not yet made for printing of '77]
Newsletter	2250	830.58
Site selection		

LP

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Item (17)

AS-906-77/SA-EP
March 3-4, 1977

LEARNING ASSISTANCE CENTERS

- WHEREAS, Much of the educational process in higher education is predicated on the assumption that students have acquired basic learning and communication skills prior to admission to the university; and
- WHEREAS, Colleges and universities admit some students who satisfy admission criteria but are deficient in certain basic learning and communication skills; and
- WHEREAS, It is difficult to maintain high academic standards when students lack sufficient basic skills; and
- WHEREAS, Learning Assistance Centers operating at several California State University and Colleges campuses appear to be effective vehicles for remedying deficiencies in basic skills; and
- WHEREAS, The Academic Senate CSUC recognizes that the Learning Assistance Centers constitute an effective approach to remedying deficiencies in basic learning and communication skills; and
- WHEREAS, CSUC campuses cannot fund adequately Learning Assistance Centers from existing resources; therefore be it
- RESOLVED: That the Academic Senate of The California State University and Colleges urge the Chancellor and the Board of Trustees to seek an augmentation in the 1978-79 Budget for adequate Learning Assistance Centers on all CSUC campuses.

FIRST READING RECEIVED

March 4, 1977

SECOND READING SCHEDULED

May 5-6, 1977

CSUC ACADEMIC SENATE RESOLUTION

Whereas: Much of the educational process in higher education is predicated on the assumption that students have acquired basic learning and communication skills prior to admission to the university; and

Reality will not substantiate this assumption. Emphasis on basic skills in the modern curriculum of public schools has fluctuated widely during the past thirty-five years, largely due to the influence of (1) the development of educational theory and technology and (2) the development of the "total" student with concern for the student's adjustment as well as for the student's achievement.

A wave of modern educational methods and techniques have been tried, applied, and discarded only to be recycled once again. For example, in the teaching of reading, theoretical bases shifted from a phonics approach to a whole word at sight approach to a combination of linguistic methodologies.

With problems of crowded classrooms with large student number ratios to teachers, individualization for basic skill development has been difficult. Add to this the factors of declining school populations, fiscal cuts, consolidation or integration of more heterogeneous populations than were evident in the past, and the problem compounds and becomes more complex. Deficiencies thus beginning in skills at the elementary level seem to be perpetuated at the secondary level where even less help is available for remediation.

The trend beginning in the late forties toward interest in student adjustment as well as student achievement had negative as well as positive advantages. The question of whether adjustment problems caused reading and other skill problems or vice versa was not resolvable, thus the emphasis on the "total" student for attention to be given to both to remediate and develop skills, a positive development. However, on the negative side, curriculum modifications to facilitate total development of the child often reduced or gave negligible attention to basic skills. The potpourri of activities in a given day and the profusion of "open" and "free" school philosophies further had an effect on skill development.

At home, the technology of the television has made many children who might have been active recreational readers passive spectators, and the easy availability of the telephone has reduced the need for even casual written expression.

The whole process of "learning how to learn" seems overlooked in the continuation of memorized information without application and practice in everyday living. What students "know" and what they "do" may be different. In addition, students seem unprepared to deal with their own thinking as reflected in their oral and written expression. And in reading, students have difficulty moving beyond the most literal translation to any interpretive level.

Thus, differences in schools and in society may be said to produce differences in the kinds of preparation students may be assumed to have had prior to their admission to institutions of higher education.

What is needed is a more thorough and accurate diagnosis not only of students' content knowledge as assessed by objective exams, but also of their basic skill levels in general and specifically as related as applied to the content areas they wish to study.

Whereas: Colleges and universities admit some students who satisfy admission criteria but are deficient in certain basic learning and communication skills; and

Numbers of students who are deficient in some aspect of communication or mathematical basic skills are high. In the past year, magazines and newspapers have published articles about institutions with selective admission criteria in our own state, (such as Stanford University and the University of California at Berkeley), as well as those in our own CSUC system, articles, which have indicated the need to teach students to study, read, and write.

Gloomy predictions anticipate that from forty to sixty per cent of entering freshmen in the CSUC system will have scores lower than the accepted criterion on the English proficiency exam to be given beginning fall, 1977.

Scores on college entrance exams such as the ACT and SAT appear to be lower than previous years' standings, particularly in reading achievement areas. Grade inflation is on the increase. Students' admissions qualifications and high school course work may not be as accurate in re-

flecting content mastery and skills as previous indices were.

Reasons for Deficiencies

Outcomes

Many bright students whose skills deficiencies have not been diagnosed or readily observed, do not have the opportunity to receive adequate remedial or developmental help in elementary and/or secondary school years.

These students are passed on with/without note of need for help.

Many students with academic ability may not have been challenged during school years, grades coming with little or no effort.

These students reach college unprepared to read and write in a more competitive environment and have little understanding of study skills or management of study time.

Many different kinds of students are attending colleges today compared to the more homogeneous population of thirty years ago: veterans, re-entering women, the culturally disadvantaged, the retired, etc.

These students frequently were not students who anticipated going to college. They did not take college preparatory courses, necessarily, or were not motivated to learn in earlier years toward some future educational goal. For some, the time between college and their last education is lengthy. The students' skills are in need of assessment and development.

Whereas: It is difficult to maintain high academic standards when students lack sufficient basic skills; and insufficient basic skills by a portion of students in any class is likely to result in a:

1. need to teach more content in the classroom with additional help on basics rather than to have the opportunity to focus on the application and extrapolation of content from readings to new situations
2. slowing down of the learning process and a reduction in content covered
3. reduction in content mastery
4. decrease in performance on evaluation instruments
5. reduction of sequential learning necessary to building strong bases for advanced problems and topics
6. reduction of independent learning

In an era of rapid change and accumulation of knowledge, we need to be concerned with more than learning what is there. We need to be concerned with learning to keep on learning, the learning of those basic processes which can be carried on after school.

Whereas: Learning Assistance Centers operating at several California State University and College campuses appear to be effective vehicles for remedying deficiencies in basic skills; and

Organized activities to save students whose skills are not academically adequate began by the late twenties and were a reality of college service functions by 1950. Today, the term "Learning Assistance Center" is but one of the titles given to such services scattered across campuses in various administrative settings --a need for distinction and definition between kinds of service centers and center functions exists today. Confusion between learning resources such as instructional materials centers or audio-tutorial systems and learning assistance centers such as reading and writing labs and study skills centers abounds. However, all of these services are utilized to help the student perform better academically and to improve instruction and education. The more generic term "learning assistance" allows for a larger variety of skills and activities related to the students' academic lives to be considered within the spectrum of a total campus support service system.

Evidence of the effectiveness of such vehicles as Learning Assistance Centers and related programs have been demonstrated over the years. Surveys of skills programs research finding by Entwistle in 1960 and Tillman in 1970 continue to indicate that students will increase their grade point averages by approximately .5 a point following training. In addition, the findings show more academic units completed per calendar division; fewer D, F marks or No Credit marks; higher persistence rates in college; more likely completion of goals; improved self-concepts; and continued improvement on skills. Self-report evaluations by students generally indicate a positive change in academic and personal behavior regardless of what program, format, or mode of instruction was used.

Cooperative programming between English departments (as well as other academic areas) and Learning Assistance Centers has resulted in

more individualized remediation for needy students. Extension of probationary periods while working on skill improvement has resulted in the successful continuation in school by some students. More innovative aids to students needing skills development is occurring within the CSUC system.

There is no question that Learning Assistance Centers can help to remedy deficiencies which do exist. Learning Assistance Centers can also help to develop greater efficiency of skills and "learning how to learn" for those not as apparently deficient, even those who are highly successful. Learning Assistance Centers will be able to provide even better service with the cooperation and interaction of the academic departments of each campus and some leniency (in rate of progress criterion) for identified skill deficient students to remedy such deficiencies before plunging headlong into frustration for both student and professor.

An effective Learning Assistance Center will use a three stage problem-solving process, applicable to all living, to aid students in acquiring, maintaining, and improving any academic skill: (1) diagnosis of the academic skill or course needs or general academic strengths and weaknesses of the student; (2) selection and learning or improving of appropriate strategies to meet identified needs; and (3) implementation of strategies in the student's academic courses and life with readjustment and reevaluation for continued success.

Provision needs to be made by Learning Assistance Centers for skills development to be offered through individualized direct counseling, individualized audio-tutorial format, and the interaction and exchange of the small and large group formats across diverse content area skills as well as basic skills. Students can then select their preferred formats for maximum learning efficiency or they can develop efficiency in formats required by campus courses.

In addition, students should have the opportunity to select from a number of modalities in which the learning can be obtained such as listening, reading, discussion, application, observation, etc. The student then has the opportunity not only to become more efficient but to do so in the most efficient manner for his/her unique personality.

Throughout the process, a trained counselor or facilitator should work with the student to evaluate program progress, guarantee the application of the learning taking place, and help the student to become

more active in the learning process, more responsible as a student, and more able to internalize motivation for intrinsic rewards rather than external approval.

Whereas: The Academic Senate CSUC recognizes that the Learning Assistance Centers constitute an effective approach to remedying deficiencies in basic learning and communication skills; and

That one of the key referral sources for students using Learning Assistance Centers in the CSUC system is faculty as a support to their belief that Learning Assistance Centers can help accomplish this task. There remain, however, large portions of campus instructional personnel who believe that students should be ready to perform when they come to college or they should not be allowed to enter. To build support for Learning Assistance Centers beyond the resolution of the Academic Senate of the CSUC system will take considerable learning assistance provided by all pledged to this route of facilitating greater student success to themselves and to society. The stand taken by the state Academic Senate is a hallmark in the development of attitudes and support measures.

Whereas: CSUC campuses cannot fund adequately Learning Assistance Centers from existing resources; therefore be it:

1. Costs for Learning Assistance Centers will not be small. Even though many centers with media instruction emphases have a one time cost for equipment and materials, the value of this instruction will be negated without the active assistance to make the skill learning applicable and adaptable to the personal learning situation of the student.
2. Learning Assistance Centers need adequate professional staff to deal with students with the kinds of deficiencies described here. Technological alternatives and paraprofessionals may work for skill building and development for the average student, but professionals with language and counseling backgrounds are needed for the more complex and global deficiencies presently identified. Without staff of either the professional or paraprofessional variety, learning assistance will not be translated into the everyday academic lives of the learner. Students need a one-to-one interaction for motivation, reinforcement progress checks on understanding, and plans for application.

3. Consideration of space allocation and facility development will be an important issue on most campuses.
4. Initial funding will need to be followed by continued partial funding if the Learning Assistance Centers are to be successful in meeting the challenge and mission implied by this resolution.
5. To support Learning Assistance Centers is to make possible the opportunity for every student to maximize his/her learning potential and to minimize "revolving doors" for those for whom skill improvement will result in continued success and movement toward educational goals.

CALIFORNIA LEGISLATURE 1977-78 REGULAR SESSION

Assembly Concurrent Resolution

No. 37

Introduced by Assemblyman Nestande

March 31, 1977

REFERRED TO COMMITTEE ON EDUCATION

Assembly Concurrent Resolution No. 37—Relative to learning assistance centers at California State University and Colleges.

LEGISLATIVE COUNSEL'S DIGEST

ACR 37, as introduced, Nestande (Ed.). CSUC: learning assistance centers.

This measure would request the Trustees of the California State University and Colleges to develop a comprehensive systemwide program for the support of learning assistance centers and directs the trustees to give such a program for support a high priority.

Fiscal committee: yes.

- 1 WHEREAS, The university-level educational process is
- 2 predicated on the assumption that students have
- 3 acquired basic learning and communication skills prior to
- 4 admission to postsecondary education; and
- 5 WHEREAS, The California State University and
- 6 Colleges currently admits students who satisfy the
- 7 admissions criteria but yet are deficient in basic learning
- 8 and communication skills; and
- 9 WHEREAS, It is difficult to maintain high academic
- 10 standards when students lack basic skills; and
- 11 WHEREAS, Facilities known as learning assistance

1 centers have proven, on a referral and walk-in basis, to be
2 efficient and effective in remedying deficiencies in basic
3 skills; and

4 WHEREAS, Campuses of the California State
5 University and Colleges cannot adequately fund learning
6 assistance centers out of present budgetary allocations;
7 now, therefore, be it

8 *Resolved, by the Assembly of the State of California,*
9 *the Senate thereof concurring,* That the Trustees of the
10 California State University and Colleges are requested to
11 develop a comprehensive systemwide program for the
12 support of learning assistance centers as a viable
13 alternative to solve the problems of students deficient in
14 basic learning and communication skills; and be it further

15 *Resolved,* That such a program for support of learning
16 assistance centers be given a high priority by the Trustees
17 of the California State University and Colleges, and that
18 this program be presented to the Legislature and the
19 Governor for review during the regular budgetary
20 process for the 1977-78 fiscal year; and be it further

21 *Resolved,* That the Chief Clerk of the Assembly
22 transmit copies of this resolution to the Trustees of the
23 California State University and Colleges.

Nominations Committee Report

The Nominations Committee comprised of Jon Hagstrom, Mitchell Kaman, Karen Smith and June Dempsey, Chairperson, met on Sunday, August 21, 1977, at San Francisco International Airport's Red Carpet Room from 10 A.M. till 4:30 P.M.

The following slate of officers was nominated:

President-Elect

Ernest Gourdine
Elaine Cohen

Secretary

Mike McHargue
Jacque Bonner

Treasurer

Manuel Olguin
John Woolley

These nominees have been contacted and have agreed to serve after being apprised of the necessity for institutional as well as personal commitments. In addition, they have been asked to submit photographs suitable for reproduction in the Newsletter as well as a biographical sketch including professional training, current responsibility, WCRA service and a position ^{statement} regarding their candidacies.

Furthermore, the committee wishes to offer the following guidelines for future nominations committees in regard to :

1. Criteria for evaluating nominees for office in WCRA

and

2. Guidelines for submitting nominations

The committee considered the following criteria in evaluating nominees for WCRA offices:

1. Management skills of planning, organizing, motivating and controlling (president-elect)
2. Past service to WCRA
3. Experience in leadership roles (president-elect)
4. Experience in managing a conference (president-elect)
5. Demonstrated commitments to the philosophy and goals of WCRA
6. Personal and professional stability

The above criteria were used as guidelines rather than requirements for nomination to office. It would be our recommendation that these factors be considered and evaluated, but not used for purpose of exclusion.

The committee recommends that the Nominations Committee Chairperson be selected prior to the Annual Conference the preceding year. This would enable the Chairperson and the committee to survey the membership during the conference. The committee further recommends that a place be provided on the conference evaluation form for members to submit names of those they would like to recommend for consideration as nominees for offices in WCRA. Also, if the Chairperson and committee are announced at the Annual Conference, members will be able to make personal contacts to indicate willingness to serve or to suggest candidates for consideration.

(Also, the committee further recommends that while members who wish to place a candidate in nomination may want to ask the individual's consent, care should be taken to indicate that the individual's name will be submitted for consideration which does not ensure nomination. X If the individual seeks to ascertain the degree of institutional support he or she might expect, he or she should be reminded that the nomination may not be forthcoming and such action might be premature.)

Furthermore, the committee suggests that instructions for nominations procedures should be published in the Newsletter.

Many names were submitted and considered that were unable to be submitted as candidates. Those names are listed below for consideration by future nominations committees:

Jon Hagstrom, Silver Stanfill, Richard Arndt, Dave Hubin, Ann Faulkner, Carolyn Crider, Juan Vazquez, Donna Davidson, Carol Scarafiotti, Mitch Kaman, Barbara Tomlinson, Eleanor Michel, Robert Paulik, Debbie Osen-Hancock, Sallie Brown, Dick Lyman, Jeannette Driscoll, Dave Capuzzi, Bill Carnahan, Jack Pond, and ~~Alaine Cohen~~.

Respectfully submitted,
June Dempsey, Chairperson
Jon Hagstrom
Mitchell Kaman
Karen Smith

Royce Adams

Enclosure: Financial Statement

Meal and Transportation Expenses

Karen Smith

air	\$192.00	
ground	16.60	
dinner	<u>10.00</u>	
	\$218.60	\$218.60

Mitchell Kaman

air	\$156.00	
ground	60.00	
dinner	10.00	
breakfast	<u>3.00</u>	
	\$229.00	\$229.00

Jon Hagstrom

ground	\$ 39.00	
dinner	10.00	
parking	5.00	
bridge	.75	
breakfast	<u>4.00</u>	
	\$ 58.75	\$ 58.75

June Dempsey

ground	\$ 27.00	
dinner	10.00	
parking	5.00	
bridge	.75	
breakfast	2.50	
4 lunches	32.96	
at airport	<u> </u>	
	\$ 78.21	\$ 78.21

\$584.56 TOTAL

Phone expenses will be submitted when the bill arrives. Some phone expenses were submitted in August.

The WCRA Journal

Report to the Executive Board of Directors of the Western College Reading Association
September 10, 1977

Submitted by Gwyn Enright, Editor, WCRA Proceedings

The following report on the feasibility offering a third WCRA publication in a journal format was requested by the Board of Directors at their Spring Meeting at the Cosmopolitan Hotel, Denver, Colorado, April, 1977.

MEMBERSHIP INTEREST

The general consensus of the WCRA members I talked with at the Tenth Annual Meeting in Denver and those members I talked with since is positive about publishing a journal. Three members have indicated an interest in working on the journal. I suggest a specific indication of (1) general support (2) commitment to write an article on a stated topic and (3) commitment to assist in publishing the journal be included in the mailing of the Tenth Proceedings for interested WCRA members to return to one of the Board Members.

COST

The cost of a journal would range from \$1150 to \$1800 per issue depending on page number, quantity and cover style:

Perfect bound, 96 page, 5½ x 8½, type set w/o charts, 1000 copies = \$1800

Saddlestitched, 36 page, 5½ x 8½, four page cover, two color, typeset, 2000 copies = \$1150

Saddle-stitched, 32-48 page, 5½ x 8½, four page cover, two color, type set, 2000 copies (Theory and Research Into Practice) = \$1500-\$1800. In this case, ERIC will guarantee \$250.00 worth of the journals and provide a \$250.00 honorarium for the author.

EDITING AND PRINTING

If WCRA elects to cooperate with ERIC to publish the Theory and Research Into Practice booklets, ERIC will provide editorial service and will carry the copy through production. While ERIC will select the printer, WCRA will pay the printer.

If WCRA elects to publish a journal for distribution to its members primarily, an appointed editor and assistant editors will take this responsibility. I suggest the editor be selected from the present Proceedings Editorial Advisory Committee.

DISTRIBUTING

WCRA will be responsible for marketing the 2000 booklets published in cooperation with ERIC.

Otherwise, the journal will be an additional publication offered to the membership with additional sales through advertisements in publications such as the Newsletter, Proceedings, Journal of Reading and Journal of Reading Behavior as well as the WCRA brochure. In this case, it could be mailed from the editor's institution, according to the WCRA membership list.

FORMAT

The format of the TRIP booklet is: the first six pages are front matter; the next six pages provide the "theory" of the booklet; the last 20 pages contain the "practice" section, the notes, and the bibliography. Karl Koenke, Associate Director for ERIC/Clearinghouse on Reading and Communication Skills, stated in a phone communication that this format is flexible and could be adapted to WCRA's interests.

I am uncertain about having WCRA the resources (monies, man power, authors) to publish a periodical. Timely articles can be published in the WCRA Newsletter. However, an occasional report or journal in which controversial theories and practices are treated in a forum context by several authors could be published. WCRA members could be recruited to write on their areas of special interest or of recent study. If a commitment to the membership is needed, WCRA might commit to two or three reports each year, but not specify a publication schedule. This would eliminate problems pertaining to turn-around time.

RECRUITMENT OF MANUSCRIPTS

If WCRA elects to cooperate with ERIC to publish TRIPS, recruitment of authors and selection of topics is WCRA's responsibility just as it is if WCRA undertakes the project independently.

RECOMMENDATION

I suggest WCRA undertake publishing an occasional report two or three times a year of approximately 32 pages in which topics on the same theme are treated by more than one author. To do this, I suggest an editor be selected from the present or past Proceedings Editorial Advisory Committee or Newsletter editors and that the general membership be surveyed for commitments to write on specific topics and commitments to help edit the publication.

Guidelines for Contributions to
Western College Reading Association
Readability Clearinghouse

Individuals who have completed a readability analysis on textbooks or other instructional material of interest to WCRA members* are encouraged to submit their analysis for inclusion in the WCRA Readability Clearinghouse.

Contributions made on the Summary Card or a facsimile of the card will be accepted. Contributors are required to submit their analysis worksheets.

The Clearinghouse will check the analysis for the accuracy of the analysis report, but the accuracy and professional integrity of the contributor is assumed.

*WCRA members work in 2-year, 4-year colleges. Vocational-technical schools and adult programs.

WESTERN COLLEGE READING ASSOCIATION READABILITY CLEARINGHOUSE
READABILITY ANALYSIS SUMMARY CARD

Readability for _____

Number of samples _____

Average raw score _____ Corrected grade level _____

Range of grade level _____ to _____

Frequency of grade level

Grade level	f	Grade level	f	Grade level	f

Analyzed by _____

Publisher _____ Date _____

Title _____ Author _____

Procedures for Fulfilling Requests
for Readability Analysis By
Western College Reading Association
Readability Clearinghouse

Requests for readability analysis information must be accompanied by a postpaid, self-addressed 9"x12" envelope.

For WCRA members who request readability analysis information:

- if the information is in the file, there is no charge,
- if the information is not in the file but they have a contributor's coupon and they submit the material for analysis, there is no charge,
- if the information is not in the file and they have no contributor's coupon and they submit the material for analysis, there is a \$15.00 charge.

For individuals not WCRA members who request readability analysis information:

- if the information is in the file there is a \$10.00 charge,
- if the information is not in the file but they have a contributor's coupon and they submit the material for analysis, there is a \$15.00 charge,
- if the information is not in the file and they do not have a contributor's coupon and they submit the material for analysis, there is a \$50.00 charge.

For publishers or publishers' representatives* who request readability analysis information:

- if the information is in the file there is a \$25.00 charge,
- if the information is not in the file but they have a contributor's coupon and they submit the material for analysis, there is a \$50.00 charge,
- if the information is not in the file and they do not have a contributor's coupon and they submit the material for analysis, there is a \$100.00 charge.

The Clearinghouse staff must have a current WCRA membership list.

*Members who are publisher's representatives will be charged publisher's fees.

Procedures for Processing Contributions to
Western College Reading Association
Readability Clearinghouse

When a readability analysis summary card is sent to the WCRA Readability Clearinghouse it will be filed according to author and cross-filed according to title. The readability analysis worksheets will be checked for accuracy, then filed according to title.

The contributor will receive acknowledgement of his contribution and will receive a coupon for analysis he may wish to draw from the clearinghouse.

Budget for Western College Reading Association
Readability Clearinghouse
September 1, 1977 - August 31, 1978

Personnel \$1950.00

- a. hourly secretarial support for
9 months - \$350.00
- b. director 2 weeks' time - \$1000.00*
- c. hourly key punch operator - \$500.00

Materials, Supplies, and Equipment \$ 660.00

- a. cardex file \$ 75.00
- b. 4-drawer filing cabinet \$ 60.00*
- c. typewriter \$500.00
- d. supplies \$ 25.00

Computer Time \$ 100.00

Qualification \$ 25.00

Postage \$ 25.00

Overhead Expenses* \$ 550.00

Travel \$ 500.00

\$3810.00

*Colorado State University Contribution \$2210.00

Western College Reading Association \$1600.00

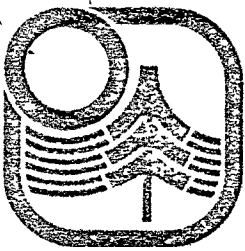
Contribution
\$3810.00

United P. H. H.
 1000 N. 10th St. - Research Association
 1000 N. 10th St. - Clearinghouse
 1000 N. 10th St. - August 1, 1962

Personnel	\$1,350.00
Accountant/Secretarial Services	
Food - 1000 N. 10th St.	
Travel - 1000 N. 10th St. - 11/200, 11/2	
Transportation - 1000 N. 10th St. - 11/200, 11/2	
Telephone - 1000 N. 10th St. - 11/200, 11/2	\$1,150.00
Postage - 1000 N. 10th St. - 11/200, 11/2	
Supplies - 1000 N. 10th St. - 11/200, 11/2	
Printing - 1000 N. 10th St. - 11/200, 11/2	\$1,100.00
Life Insurance - 1000 N. 10th St. - 11/200, 11/2	\$1,350.00
Medical - 1000 N. 10th St. - 11/200, 11/2	\$1,350.00
Travel - 1000 N. 10th St. - 11/200, 11/2	\$1,450.00
<u>Total</u>	<u>\$1,225.00</u>
University Contribution	\$1,450.00
WPA Contribution	<u>\$1,345.00</u>
Total	\$3,795.00

Timeline for Establishment
of WCRA Readability Clearinghouse

April 1, 1977	Clearinghouse established
	Director appointed by the WCRA Executive Board
Summer board meeting	Advisory Committee appointed by director and approved by the WCRA Executive Board
	Specific policies, procedures, fees, requirements for contributions, developed by director with assistance of advisory committee, approved by the WCRA Executive Board
August 20, 1977	Hourly personnel screened and appointed by the director
Summer Newsletter	Policies, etc. announced in <u>Newsletter</u> and <u>Proceedings</u>
September 1, 1977	Clearinghouse open for business
December 1, 1977	First Quarter report due to WCRA Executive Board
March 1, 1978	Second Quarter report due to WCRA Executive Board
March 17-18, 1978	WCRA Membership evaluates clearinghouse



Sierra College

5000 ROCKLIN ROAD / ROCKLIN, CALIFORNIA 95677 / TELEPHONE (916) 624-3333

ATCH. # 11

TO: Members of the WCRA Board

FROM: Dick Lyman

DATE: September 8, 1977

RE: Evaluation Report of the Sierra Learning Skills Center Conducted by three WCRA Members

June Dempsey, Jon Hagstrom and Rose Wassman recently conducted a visit to Sierra College to evaluate the Learning Skills Center. This visit was most welcome and has had a significant influence on the College and its reading/learnings skills program. This can be clearly illustrated by the following examples taken from the report you have received:

2. Organization.

Recommendations:

The proposal to place the Learning Skills Center under the administration of the Learning Resources Director was cancelled. The whole program is to remain with Student Services and a thorough study of the administrative structure of the program is already under way.

3. Staffing.

Observations:

The discussion of the relationship between certificated and classified responsibilities was most welcome. It clarified matters for people outside the program who had questioned our use of para-professionals. It also showed us where some minor changes could be made to eliminate any questions as to the legitimacy of roles. This sounds like a minor item, but the observation eliminated a major criticism which had been leveled at the program.

Recommendations:

3. A Learning Disabilities Specialist will be employed for the Fall semester, 1977.

4. Program Evaluation.

Recommendations:

The testing procedure at the beginning of the semester needs to be reduced. This recommendation will be implemented so students

will generally take only one hour of tests at the start of the semester except in cases where more testing is required in order to meet state requirements for AB 77.

5. Facilities.

Recommendations:

Since the Committee's visit, the masterplan has been revised and tentative plans call for the Learning Skills Center/Reading Department to take over the present Humanities building when a new Humanities building is finished. The Committee's report has been cited and will continue to be cited in our attempts to alleviate overcrowding that is already apparent this Fall.

While the above developments are not entirely a result of the visit, there is little doubt that the recommendations of the visiting team had a significant influence on the very important changes that have taken place in the past four months.

In addition to the above developments, the visit by the team was extremely valuable as a morale building factor and as an in-service experience. The opportunity for on-site discussions of the program with quality professionals such as June, Rose and Jon was in some ways similar to what would take place at a WCRA Conference. There was, however, an added dimension that cannot be duplicated at a conference. The discussions were specifically centered around concrete questions relative to a particular program with which all participants were familiar.

In addition to the direct benefits from the visit by the team, there were two very definite side benefits to Sierra College. We were able to call on both Jon and Rose as consultants to help us in the hiring of a new Director for our program. Their familiarity with our program made them particularly valuable in helping us to make an outstanding selection.

In closing, I would make three recommendations regarding visits such as this.

1. It's very important that the college requesting a visit know exactly what the team is to do and make the purpose clear to the visiting team prior to its arrival. The time available for the visit is too short to be defining the purpose of the visit while the team is actually present.
2. The team should be carefully selected to match the purpose of the visit. Jon, Rose and June are people of broad and varied background who were able to analyze our whole program. In future years we will focus on specific portions of our program and will look for people with expertise primarily in the specific area to be evaluated.
3. An exit interview should always be included as part of the visit and a rough draft of the report should be forwarded to the college for comment before a final report is submitted.

WESTERN
COLLEGE
READING
ASSOCIATION

ATCH. #12

FYI

October 10, 1977
To: WCRA Board members
At our Sept. Board mtg.
we passed a motion to
reset the rate for
ads. Below is the
new rate.
Margaret C. M.

DATE: August 24, 1977
TO: M. Messerle
FROM: C. Scarafiotti
SUBJECT: WCRA Newsletter Ad

Please bring this matter before the executive board meeting.

During the board meetings at the 10th Annual Conference, a motion was made to sell newsletter ads at a rate of \$50.00 per quarter page. Consequently, I sent to all the publishers involved with the 10th Conference the attached letter. Since then, I discovered that I advertised an impossible ad. The 3 column format of the newsletter makes a quarter page ad impossible.

To add to the confusion, Jamestown Publishers sent an ad which went into the Spring newsletter at a rate of \$50.00. This ad is 2 columns x 4 11/16 inches. Since I already said it was a \$50.00 ad, they have sent us an order for the same space at the same rate of \$50.00.

Therefore, I suggest that WCRA use the Jamestown ad size as the \$50.00 ad. This would allow for ads of \$25.00 per columns of 4 11/16 in height.

WESTERN COLLEGE READING ASSOCIATION

BUDGET
WCRA Secretary
1977-1978

(This Budget assumes a 20 page mailing/Board Meeting; three meetings for the year.)

Duplication Costs	\$ 150.00
(60 pp x \$.05 Xerox x 50 copies)	
Postage	120.00
(40 copies x \$1.00 x 3 mailings)	
Telephone	50.00
Miscellaneous	30.00
(special mailings, help on cross-tab of policies, etc.)	
	<hr/>
	\$ 350.00