

Spring 2009



# NCLCA newsletter

## NCLCA INSTITUTE JULY 12 - 16, 2009

National College Learning Center Association

Hosted by: North Central College, Naperville, IL

*Dedicated to  
Supporting Learning  
Assistance  
Professionals*

### Turn Ideas into Action: Develop a Plan with NCLCA Past Presidents

**NORTH  
CENTRAL  
COLLEGE**  
NAPERVILLE, ILLINOIS  
*Founded 1861*



#### *This Issue*

The NCLCA Institute offers participants intensive training and mentoring with leaders in the field of learning assistance. This year's mentors will guide you through four concentrated days of short and long-range planning for your center or programs. New and established directors and staff are encouraged to attend.

Topics include:

- Strategic Planning for Learning Assistance Program
- Start-Up Initiatives
- Organize Academic Assistance for Students with Disabilities
- Develop a Learning Center Marketing Plan

Join NCLCA past presidents Jonnie Dvorak, Jackie Harris, Mark May, and Wendy Wilson for an intensive week of planning at North Central College in Naperville, Illinois (a western suburb of Chicago).

This year's special treat is a reception and private tour of Columbia College's state-of-the-art Learning Studio on Thursday night. After the tour, participants can enjoy dinner and sightseeing in Chicago's spectacular downtown. July is a beautiful time to experience the lakefront, Grant Park, and Navy Pier.

#### **For more information:**

See [www.nclca.org](http://www.nclca.org) for more details or contact Kate Ranft, NCLCA Past President (2008-2009), at [kranft@jointcommission.org](mailto:kranft@jointcommission.org) or Travis Ramage, NCLCA Professional Development Officer (2008-2010) at [tramage@aurora.edu](mailto:tramage@aurora.edu).

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**WWW.NCLCA.ORG**



## From the President's Desk

Yes another academic year is almost over. It seems like just yesterday that I was installed as your president and then the whirl-wind tour of conferences occurred. NCLCA has been represented at the CRLA, NADE, and ATP annual conferences where I shared our mission and vision as well as the *LC<sup>2</sup>* certification process. Couple those with a strategic planning retreat for the board of directors and collaborating efforts with several other associations in higher education, and May arrived quickly.

The Board of Directors created a document describing where we believe each officer as well as the association itself should be in the next 5 years. This document will be a basis for discussion during the annual meeting on October 2 in Golden (outside Denver) Colorado. This meeting will occur on the final day of the 23<sup>rd</sup> annual conference of NCLCA. Please consider being a part of the conference where we will be encountering Mountaintop Experiences in Learning Assistance. We have specific preconference and post conference presenters identified as well as a fantastic speaker for our Thursday Night Banquet where fellows of ACDEA will be inducted.

While we are still in this fiscal year, if you have not considered using those professional development or travel funds, please consider the NCLCA Institute. Mentors who are former presidents of NCLCA will be on hand to provide support and help you create proposals for implementing additional services on your campus along with how to best market them. Held this year in Chicago at North Central College, a recent development has opened several single rooms for sleeping rather than solely for double occupancy. Kate Ranft, NCLCA immediate Past-President, and Travis Ramage, NCLCA Professional Development Chair, have worked tirelessly organizing a fun yet informative week of activities. Please review all of this information at our recently updated website.

Speaking of the website, I urge each of you to visit it today. Katy Kemp, NCLCA Website Chair, has spent numerous hours revamping NCLCA.ORG and created a vibrant portal to information for all of us to utilize. The *Members Only* section is available via username & password, containing articles from many past issues of TLAR and links to many examples of documents which will save you time and money in creation. Please let Katy know how much you appreciate what has been done after you review the website.

I hope to see each of you at Institute, or Conference, or somewhere along the journey. Together we all make up NCLCA which is the association for Learning Assistance professionals. I'm glad we're in this together and hope we can share with others the good news that is NCLCA.

Sincerely,

David Reedy, Ph. D.  
President, NCLCA 2008-2009



## Creating an Award Winning Web Site

Mark Daddona, Director  
Center for Academic Success  
Clayton State University  
NCLCA Recording Secretary



During the spring of 2008, I knew it was time to start revising and updating the web site for the Center for Academic Success. I thought the possibility of developing a competitive site for the NCLCA/LSCHE web site award was out of reach, but I decided that following the guidelines for learning centers was a good way to improve our current site. Perhaps after a couple years of revisions, we might have a chance to place in the contest.

Here is the approach I took. First, I went to the Learning Support Centers in Higher Education (LSCHE) web site: [www.pvc.maricopa.edu/~lsche](http://www.pvc.maricopa.edu/~lsche). There I found the list of previous winning web sites along with direct links to those sites. I spent time reviewing award winning sites from the past few years to see what made them so special. Next, I printed out a copy of the web site award criteria rubric. At first it seemed too overwhelming to even consider following the criteria, but I just took it slowly.

Our institution uses Microsoft FrontPage to create our web sites, and we have the ability to revise our own department sites without prior approval from the university webmaster. This helped make the process much easier. After designing the layout for primary and secondary links from our home page, I worked with our university web support specialist who converted our basic pages to comply with the new university web site style and general format. She also assisted in creating links and designed our site map. In addition, several members of the center staff assisted with components of the site. After closely following the criteria for appearance and content, double checking all links to off-campus sites, I asked another staff member to go through the entire site using the award criteria as a guide and to assign points as if she were judging the contest. Additional minor changes followed, and the site was ready for submission.

Well, what a surprise it was when I received the phone call in late August informing me that our web site received the first place award and that we would be recognized at the upcoming NCLCA Conference in Memphis! My advice to you is to go for it!

## NCLCA/LSCHE 2009 Web Site Excellence Awards

The 2009 NCLCA/ LSCHE 2009 Web Site Excellence Awards are now open. Deadline for entry is June 29<sup>th</sup>. Submit your web site to Frank Christ at [flchris@cox.net](mailto:flchris@cox.net) with the following information in the 4-line style reproduced below:

Full name of college or university  
Name of learning center  
URL of learning center website  
Name and title of submitter with email address

Rules for the Annual LSCHE Awards for LSC Web Site Excellence are located in LSCHE at [http://www.pvc.maricopa.edu/~lsche/resources/lc\\_awards/rules\\_wi.htm](http://www.pvc.maricopa.edu/~lsche/resources/lc_awards/rules_wi.htm)

Awards Criteria for websites are located at [http://www.pvc.maricopa.edu/~lsche/resources/lc\\_awards/LSCHEawardCriteria.htm](http://www.pvc.maricopa.edu/~lsche/resources/lc_awards/LSCHEawardCriteria.htm) .

If you want to review the web sites of previous winners, go to [http://www.pvc.maricopa.edu/~lsche/resources/lc\\_awards/awards\\_wi.htm](http://www.pvc.maricopa.edu/~lsche/resources/lc_awards/awards_wi.htm) and scroll down for all winners.

Winners of this year's awards will be announced at the NCLCA Conference, October 1 & 2 in Golden, Colorado. See you there!

## NCLCA 2009 Conference October 1 & 2 Golden, Colorado

Fall is a great time to visit the Rockies! NCLCA is holding its 2009 conference in beautiful Golden, Colorado, at the Denver Marriott West. Conference room rate is \$134.



Golden is the home of the Colorado School of Mines, Rocky Mountain Quilt Museum, Coors Brewery, The Silver Horse, Foothills Art Center, Buffalo Bill Museum and Grave, Colorado Railroad Museum, National Earthquake and Information Center, Astor House Museum, and Boettcher Mansion.

Within walking distance (or a shuttle ride) from the hotel is the fabulous Colorado Mills shopping mall. Nearby are Red Rocks Park and Amphitheater, the University of Colorado at Boulder, Boulder's Pearl Street Mall, Rocky Mountain National Park, and downtown Denver and its 16<sup>th</sup> Street Mall.

The conference will feature Lunch with Lucy (MacDonald), Tea with Tammy (Pratt), Coaching with Carol (Carter), and many more exciting sessions.

Night on the Town, and Saturday half-day and full-day excursions in the Denver area and Rocky Mountain National Park will be announced soon.

For more information visit our website at [www.nclca.org/annualconference.htm](http://www.nclca.org/annualconference.htm).

### Members of NCLCA-

Each of us has our challenges in our profession in College Learning Centers much due to the fact that our institutions are so unique. We, as individuals, learn to adapt what we know to the circumstances around us, with the goal, to make it work effectively! The passion to assist and empower college students to succeed is woven into our character as we work the 40 plus hours a week at our jobs. With more work to do and less time, resources, and compensation, what keeps us going? Some days, that answer might be difficult to find.

Take a closer look at what the National College Learning Center Association means to you. What is the value of our organization to you and to your fellow colleagues?

NCLCA is made up of people who share passion, experience, challenges, and wisdom. The fellowship of an organization creates a deep seeded connection and appreciation with those who share in our experiences. This is what NCLCA is all about. One of the places to build that fellowship is at face to face opportunities. Making a friend, sharing our challenges, and learning from one another can inject you with a renewed excitement about your field, help in further defining your role at your institution, encourage and empower you to influence fellow institutional colleagues. All the while, NCLCA colleagues can act as an anchor keeping you tethered to your passion, your motivation, and your enthusiasm for what you do, regardless of the challenges that daily drop onto your desk.

Sure, the membership benefits of NCLCA are great and useful tools and are valued as the swords and shields in our profession; from the TLAR to the Newsletter, to the listserv, to the professional development opportunities and recognitions. But YOU, the people, of NCLCA, are THE value in our organization. The fellowship, the creativity, the experience and expertise, and the passion from all of you is energizing and is a framework where courage can be built to accomplish the challenging tasks we have at the home front.

As Membership Secretary, I encourage you to reach out to other professionals in your state or region and encourage them to join NCLCA and participate! We advise students to 'engage in learning' and so shall we follow our own advice and 'engage in learning' through our professional community? Indeed!

I welcome anyone who is interested in assisting with membership recruitment and helping with conference registration. This is a great way to meet and greet all the valuable people in our organization! I look forward to hearing from you!

Contact me at [tpratt@ou.edu](mailto:tpratt@ou.edu).

Tammy Pratt  
NCLCA Membership Secretary

## Campus Visit to Utah State University

The Academic Resource Center at Utah State University has evolved from its origins 30 years ago when the services were a study skills course and a few hours daily of math tutoring. With a capable staff of two learning specialists, one part-time graduate assistant, a support staff assistant, and a director, we developed a “tiers of service” approach to meet the diverse and increasing needs of our students. ([http://www.usu.edu/arc/mission/pdf/service\\_tiers.pdf](http://www.usu.edu/arc/mission/pdf/service_tiers.pdf))

### Highly structured:

Psy 1730 Strategies for Academic Success. The ARC redesigned our study skills course to be taught twice each semester with a weekly skills lab. We now serve 50 additional students each semester with no decrease in student satisfaction or pre-post skills outcomes as identified via course assessments. Labs are conducted by trained Student Fellows who also grade assignments. Fellows are typically social science majors who receive practicum experience and credit.

### Structured:

Individual consultations. The learning specialists provide individual study skills instruction to students using a comprehensive process that includes a skills inventory and intake by a Peer Advisor. On average, each student is seen for four visits. Students may also be referred to other services as necessary. We developed a “triage” test anxiety consultation that allows us to work with a student once, within one week of requesting assistance. The student may then be scheduled for additional visits or concurrently directed to the Counseling or Disability Resource Centers.

Academic Motivation Group. Our graduate assistant works with the Counseling Center to provide a process-skills group that is intended to facilitate attitudes, skills, and actions that promote college success.

### Moderately independent:

1 credit Psy 1730 modules. We developed independent study modules for students who cannot register for Psy 1730 or who are capable of benefiting from independent instruction. Students work with a learning specialist to complete one or more of the modules, which include note taking, reading, test preparation, and test taking strategies.

### Independent:

Supplemental Instruction (SI): The SI program supports 38-42 course sections with almost 8,000 students participating last year. Outcomes demonstrate that SI has a positive impact on course grades as well as first year retention efforts. A critical element of the success of our SI program is our robust training, which is required of all SI leaders each semester they are employed.

Math and Statistics tutoring. Our 1,481 square foot tutoring center served over 1,300 students for almost 11,000 sessions last year. Our CRLA-certified training, supervision, and comprehensive outcome data analysis persuaded our student government to convert this former student lounge into space that allows 20-25 tutors to provide quality tutoring for a range of courses. Our program has also twice received Tier II funds, another vote of student confidence! The ARC is able to provide many of our programs because of bright, motivated students. We are very proud to provide meaningful employment for approximately 60-70 students each semester. These responsible student jobs, such as SI Leader and SI Coordinator, Tutor, and Peer Advisor contribute to the retention of students as validated by Noel-Levitz surveys.



The ARC pursues continual improvements in our services so that we can help students thrive by assisting them to do “what they can, with what they have, where they are”. Please visit us via <http://www.usu.edu/arc>.

Carol Rosenthal, Director  
 Certified Learning Center Professional - Level 2  
 Academic Resource Center  
 Utah State University

## From the Editor

I have truly enjoyed hearing from so many of you over the last few months. Please keep your ideas for the newsletter and any other NCLCA publications coming. There are many projects that will be completed this summer by the publications team to bring you even more benefits as an NCLCA member. These projects include a Membership Resource Directory, LC Managers Bibliography, and a membership survey to help us gather your feedback on ways to best support you. There is also continuous work being done on TLAR by the editors, Christine Reichert and Jeannine Rajan, and the website by our webmaster, Katy Kemp.

The next newsletter will be distributed in August. We need descriptions of your learning centers, student success stories, tutor profiles, valuable resources, and strategies for serving students. This newsletter will feature tutor training and study skills to help us get the year off to a great start.

Please send all newsletter submissions as WORD attachments to [Laura.Sanders@valpo.edu](mailto:Laura.Sanders@valpo.edu) no later than August 1, 2009. The recommended length for all articles aside from brief announcements is 250-500 words with pictures if available.

Laura Sanders  
Valparaiso University  
NCLCA Publications Chair

### Hunting for Gems: Internet Resources for Tutor Training

The Internet creates a world of learning and tutoring resources that are available with a few strokes on the keyboard and clicks of the mouse. Gems beckon to be harvested and garbage lurks to be avoided, but the hunting process can produce a fantastic bounty of learning enrichment.

As part of our tutor training program, I have compiled many online resources that are used to help tutors gain knowledge and information for their own benefit as well as their tutees. Exposing tutors to these resources enhances their tutoring sessions by providing them with knowledge and resources in areas in which they previously had more limited expertise. Many tutors refer their students to the resources and have thanked me for providing them with the resources. The two resources that have consistently received the most positive responses and feedback from our tutors are:

**Study Guides and Strategies:** <http://www.studygs.net/index.htm> . This site is an outstanding online resource that has been available for over ten years and is continually updated. Dozens of websites are available that provide information related to study skills, but I honestly think this one is the best. It is comprehensive, easy to navigate, concise, and has consistently excellent content for tutors, students, and learning assistance professionals.

**BBC Languages Homepage:** <http://www.bbc.co.uk/languages/> . For information and resources related to learning dozens of different languages, this website is difficult to beat. This site is highly interactive and robust and is appropriate for anyone who is interested in learning more about a foreign language at the basic as well as the advanced levels.

Every day, more and more online resources become available to enrich our knowledge and resources as learning assistance practitioners. I hope that you find these sites beneficial and that they will enhance your resources. Happy hunting!

Maija Braaten, M.Ed.  
Coordinator of Instruction  
ASPIRE/Student Support Services  
University of Montevallo

## Peer Tutoring Experience and Its Transferability to the Workplace

*Marjorie Keil, Ph.D., Coordinator of Basic Writing and the Writing Lab, The University of Akron  
Mindy Morse, Basic Writing Instructor and Supervisor of Writing Peer Tutors  
The University of Akron*

*Thanks to our nine Basic Writing Peer Tutors for their insightful comments and excellent work.*

Many peer tutors will be graduating this month and interviewing for career positions, with their learning center mentors serving as references. This is the ideal time to remind all of our peer tutors that the skills they have acquired will enhance any résumé and will transfer to the workplace.

An article in the *Writing Lab Newsletter* (Whalen, 2005) urges peer tutors and their mentors to think beyond the obvious skills acquired through tutoring. The author notes that the workplace experience peer tutors develop encompasses five broad areas. Peer tutoring develops and refines abilities in communication--both interpersonal and



mass--and skills in the analytical, administrative, and technological domains. No matter what their majors or which subjects they are tutoring, peer tutors develop valuable, transferrable workplace skills.

The most obvious skills peer tutors develop fall into the category of teaching. The ability to teach others is valuable in numerous fields, including among others, management, health care, training, and sales. Whalen (2005) notes that peer tutors explain, demonstrate, and break down complex tasks and concepts to make them understandable and manageable. Tutors also work in reverse, broadening concepts to help others see the big picture.

Communication is a valuable workplace skill in any career and is an essential life skill. Peer tutors hone their interpersonal skills, communicating effectively with faculty and staff as well as with peers of various ages, academic backgrounds, and personality types. They often give workshops to large groups and present materials to small groups. Working with a wide range of students, peer tutors learn to explain and demonstrate a concept in multiple ways, considering different learning styles and diverse backgrounds (Whalen, 2005).

In the area of analysis, peer tutors become reflective practitioners, analyzing their own performance and experience in order to improve the effectiveness of their work. They learn to “think on their feet” and generate an instant “needs analysis,” assessing a given individual’s situation and making quick decisions about how best to assist that person. In the course of helping others, peer tutors learn to use and evaluate resources and determine when to consult them (Whalen, 2005).

Administrative skills and technology often overlap in tutoring centers. Peer tutors learn to organize materials, to keep accurate and timely records, and to improve their own time management skills. They use technology to locate, generate, and exchange information (Whalen, 2005).

When asked to comment on the workplace skills they’ve gained, the peer tutors at the University of Akron’s (UA) Summit College Writing Lab described many of the competencies discussed in Whalen’s (2005) article. However, they also identified additional skill sets, encompassing categories of coaching, management, leadership, and professionalism. Although these are higher-level workplace skills, we agree with the peer tutors’ assessment. We also believe that these experiences are not unique to the University of Akron and could be generalized to a wide range of peer tutoring situations.

*Continued on next page*

### Peer Tutoring Experience and Its Transferability to the Workplace (cont.)

While agreeing that sound communication is essential to effective tutoring, UA peer tutors cite the neglected art of listening as one of the important competencies they have developed. Also, through their work with small groups, peer tutors gain experience in managing teams and keeping team members on task. Moreover, they motivate others to persevere in the face of set-backs and challenges, leading to long-term benefits and goal attainment. Because they facilitate collaboration with both students and faculty, tutors are able to function as effective team players in the workplace. Building on team work, peer tutors also assume leadership roles, not only by leading discussions and setting an example, but also by acting as project managers and delegating duties. For example, the UA writing peer tutors work out the logistics of holding soup-and-bake sales each year to raise funds for their lab tee-shirts. In addition, those approaching Level 3 CRLA certification plan, organize, and execute a project such as an educational video.

Involvement in tutoring sessions, classroom activities, and training meetings also offers peer tutors opportunities for developing problem-solving skills, useful in career and personal life. Last but not least, the peer tutors agree that by working with a diverse group of students who are under varying degrees of personal and academic stress, they have learned “how to act professionally in different situations that arise.”

We agree that peer tutors have opportunities to gain knowledge and experience in teaching, communication, analysis, administration, collaboration, leadership, and professionalism; we have seen them apply these skills daily. In addition, they have taught us a thing or two about technology. As peer tutors contribute to the success of others, they are also building strong foundations for their future careers. Learning center mentors are in the ideal position to remind tutors, those interviewing them in the business world, and institutional decision makers of the transferrable workplace skills our peer tutors acquire.

#### Reference

Whalen, L., (2005). Putting your writing center experience to work. *Writing Lab Newsletter*, May, Purdue University, 9-10.

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certified,  
but are you certified as  
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#### From the NCLCA Webmaster

The new NCLCA website is up and running. We still have some changes to make, but we hope the new site is user friendly and contains all the pertinent information.

If you have any pictures from past conferences, events, or institutes, please send them my way. I would love to include them in the site. Also, please keep the suggestions for improvement coming! This website is for the members by a member, so any and all ideas are welcome.

As always, thanks for your support and encouragement during this remodel. Please contact me with any comments, questions, or concerns: [kkemp@hsc.unt.edu](mailto:kkemp@hsc.unt.edu).

Katy Lee Kemp, M.Ed.  
Center for Academic Performance  
UNT Health Science Center  
NCLCA Webmaster

## Practitioner's Corner: Post-it Notes as Reading Aids

By Ken Chep, The Bishop's School

I suspect that I am somewhat unique in the world of NCLCA, as my Learning Center is at a private college preparatory school that serves grades 7-12. After doing countless internet searches and making many telephone calls, NCLCA surfaced as the professional organization that would provide the needed support and resources.

While The Bishop's School is celebrating its centennial year, the Learning Center is in its infancy. Inaugurated in August 2007, the Learning Center was created to provide a venue for all students to maximize their academic prowess in a competitive scholastic environment and to offer tools and strategies for more efficient studying and effective learning.

Knowing one's learning style preference is a key factor, and important first step, in determining how, and in which ways, material can be tweaked for the most successful assimilation. So, the student and I examine her/his preference for visual, auditory, and/or tactile/kinesthetic learning. We then discuss the implications of that particular preference in an educational environment and explore various ways to increase the use of the other modalities.

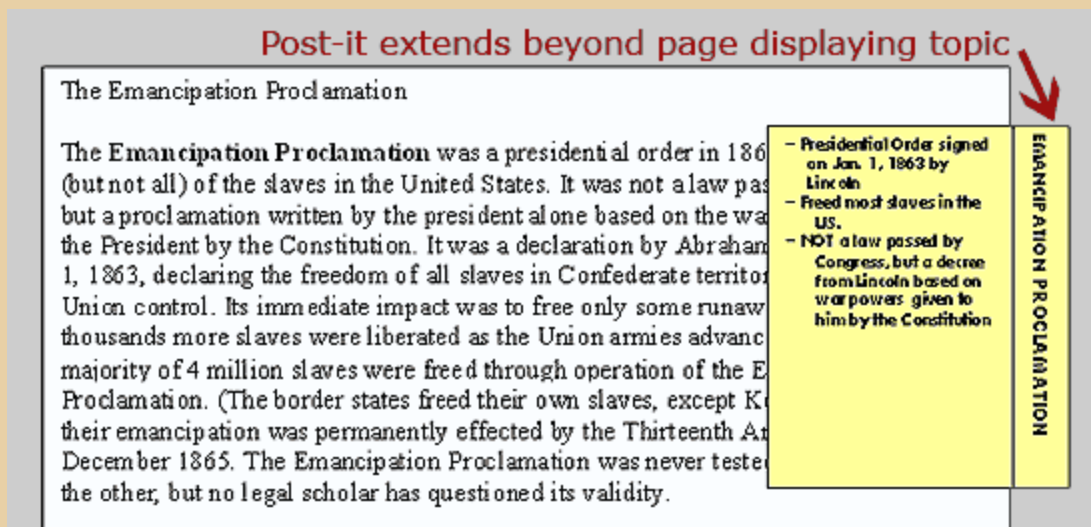
Each student gets a Study Skills Sack, filled with various tools that can be used for getting the most out of one's textbook material, reorganizing lecture notes, and preparing for tests/exams.

For example, I show the student how to utilize Post-it notes to make textbook reading more interactive:

**Post-it Notes!** Here is how to use them as an option when highlighting is not effective for you:

- Get the 1 ½" X 2" size in a variety of colors (or the 2" X 2" size that come in three- and four-color stacks)
- As you are reading, think about the key points, new vocabulary, terms and concepts
- At the edge of the Post-it (opposite from the sticky side), write the Category, Term, or Concept. For example, *The Emancipation Proclamation*
- Then, in your **own words**, jot down the key points, such as Presidential order signed on Jan. 1, 1863 by Lincoln that freed most of the slaves in the US. **Not** a law passed by Congress but a proclamation written by Lincoln based on war powers given to the President by the Constitution.

Take the Post-it and place on the edge of the page so that the topic sticks out like a Tab



### **Post-it Notes as Reading Aids (cont.)**

Basically, you are creating tabs for all of the information that you find to be pertinent based on what you are learning in your lectures and what your instructor is providing in other ways. Eventually, your book will contain many Tabs, and you can go right to the desired page and find the necessary information. If you do not need that particular Post-it, you can peel it off and put it on the page inside to get it out of the way. You may not need it for an upcoming test; however, you may find that the information will appear on a cumulative Final Exam! Once again, you can use the variety of available colors to categorize similar bits of information. So, all of your yellow Tabs will relate to each other in some way, all of your green Tabs will relate to each other, blue Tabs, pink Tabs, beige Tabs, etc.

The above is just one of many strategies with which students can experiment. The primary goal, really, is to help students to understand that it is okay to ask for assistance, and it is okay to take risks and to journey outside of one's comfort zone to try new techniques.

### **Practitioner's Corner: Students with Learning Disabilities and Foreign Language Success**

By Jack Trammell, Ph.D., Randolph-Macon College

One of the most daunting hurdles for postsecondary students with learning disabilities or related language processing deficits is the foreign language requirement. While some schools will waive the requirement with appropriate documentation, other schools require that students substitute for the requirement, or encourage them to meet the normal requirement with accommodations. Under the Americans with Disabilities Act (ADA), students cannot be required to fail in order to receive accommodations. In reality, they often do fail. Therefore, proper language placement and accommodation becomes critical for this category of at-risk language student (Haag & Stern, 2003; Ofiesh, 2007; Sparks, Philips, & Javorsky, 2002). Disability coordinators may be able to use WAIS scores to help make effective placements, and thus remove one of the largest obstacles to success for postsecondary students with disabilities.

In fact, the ability to predict foreign language success could potentially reduce the number of foreign language failures drastically. With this in mind, an ongoing study at Randolph-Macon College in Ashland, Virginia is examining the relationship between various Wechsler Adult Intelligence Scale (WAIS) sub scores, and foreign language success. A preliminary investigation of students with self-disclosed learning disabilities over three years ( $n = 71$ ) revealed that students with scores lower than ten in the areas of digit span ( $x = 9.63$ ), digit symbol coding ( $x = 9.04$ ), and symbol search ( $x = 9.68$ ) all correlate very highly with foreign language difficulty. For the entire group, all other sub scores averaged higher than ten.

For practical purposes, this suggests that DSS coordinators and committees considering substitutions should look at these specific sub scores as part of the evidence to be weighed in a substitution request. As a general rule, scores below ten indicate a significant weakness in the specific skills related to foreign language acquisition, and would support a foreign language substitution. For researchers, this suggests an area where a much larger study and sample could solidify a more empirical construct for use with substitution requests. For those interesting coordinating with a larger data pool, or in a larger bibliography, please contact Jack Trammell at Randolph-Macon College ([jtrammel@rmc.edu](mailto:jtrammel@rmc.edu)).

#### References:

- Haag, L., & Stern, E. (2003). In search of the benefits of learning Latin. *Journal of Educational Psychology*, 95(1), 174-178.
- Ofiesh, N. S. (2007). Math, science, and foreign language: Evidence-based accommodation decision making at the postsecondary level. *Learning Disabilities Research & Practice*, 22(4), 237-245.
- Sparks, R. L., Philips, L. G., & Javorsky, J. (2002). Students classified as LD who received course substitutions for the college foreign language requirement: A replication study. *Journal of Learning Disabilities*, 35(6), 482-499.

# NCLCA Executive Board 2008-2009

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## *Upcoming 2009 Events*

**June 27-July 24** NCDE Kellogg Institute  
[www.ncde.appstate.edu/Kellogg](http://www.ncde.appstate.edu/Kellogg)

**July 12-16** NCLCA Institute  
North Central College, Naperville, IL

**August 1** NCLCA Summer Newsletter Submission Deadline

**October 1-2** NCLCA Annual Conference  
Golden, Colorado

**October 28-31** College Reading and Learning Association (CRLA)  
Conference  
Richmond, VA

For more information please visit the CRLA website [www.crla.net](http://www.crla.net)

