

THE EVERGREEN STATE COLLEGE

May 23, 1974

MEMORANDUM

TO: Edward J. Kormondy

FROM: Learning Services DTF (formerly Learning Resources Center)

Overview: Since the beginning of classes at Evergreen, the Learning Resources Center has been attempting to support coordinated studies and contracts. Coordinated studies are supposed to teach basic communication skills, particularly reading and writing, and many of them have taken on the task of teaching some mathematics. However, it has been impossible for most coordinated studies to do these jobs. They don't take the time. Furthermore, the faculty in these programs, for all their ability and good intentions, generally lack certain skills required for teaching reading and writing. LRC has tried to teach communication skills, and its staff has done a superb job, but as it has been constituted it could never do enough.

We maintain that most of the teaching of communication skills is the responsibility of the faculty as a whole, particularly those in basic coordinated studies. But an important new function of the Learning Services Center (formerly LRC) will be to teach faculty how to teach their students better; we intend to create a staff of experts in teaching communications. This may eventually make one function of the LSC obsolete, but we assume that LSC will always have to be a repository for special communications education and will always have to deal with students who have the most severe problems. Furthermore, there will always be some faculty turnover and new faculty to be trained.

Another series of learning resources is available and being developed on this campus to support individualized study in mathematics, social sciences, sciences and other areas. Most of these are self-paced learning units (SPLUs). They may be computer programs, self-paced texts, slide-tape presentations, or complex packages of materials that may include specific laboratory work. Many of these were developed and/or screened by the COSIP project in the summer of 1973. Some of them have been available through the campus bookstore, others through the Self-Paced Learning Center in the Laboratory Building. A vast store of other materials, used nationally, are readily available at low cost. The use of many of these materials has been uncoordinated. For example, the faculty and students are generally not aware that the COSIP team developed a master plan to coordinate both development and use of these materials; by following this plan, with appropriate funding, it would be possible to support a major share of the teaching of science and mathematics at Evergreen. Some teaching through SPLUs has already occurred, but we believe that the LSC should be the service that coordinates their acquisition, use and development so they can be used most efficiently. (See Appendix 1 and 2)

Evergreen has started to use modules to satisfy the need for repeated teaching of

certain heavily demanded subjects, such as math. We believe that the LSC, in consultation with the academic deans, should coordinate the modules, for two reasons. (1) The staff of LSC is centralized to seek out on and off-campus student requests for particular modules. (2) LSC will include the External Credit Desk and therefore needs to know about this activity that will generate credit for so many part-time students.

Finally, we include under LSC a variety of activities that have previously been scattered and could benefit by association with the Center. For example, foreign languages should be coordinated through LSC because their teaching may entail considerable self-paced material or occur through modules. The LSC will include facilities for teaching typing and computer use. We also see it as a natural route for access to art and science equipment and learning materials; this is a function that would have been performed by the Access Center in the Laboratory Building which has never been fully operational.

The LSC will also coordinate directly with Counseling Services, as we shall explain below. There is one overriding reason for putting all of these activities and functions under one roof: We want it to be easy for a student to come to one central place, have his needs analyzed, and be sent immediately to the person or resource that can help the most.

We therefore present a plan for a Learning Services Center to support the primary learning modes at Evergreen (coordinated studies, group and individual contracts) and to coordinate under one roof a series of learning processes, including modules, all self-paced learning systems, language study, and the functions that have been served by the old LRC, such as developing reading, writing, and math skills. We will also demonstrate the coordination of LSC with the entire Counseling Services operation, and we will place the External Credit office within this system.

The Learning Services Center will concern itself with developmental learning. All of its functions will be credit generating at the option of student and sponsor. Specifically, we recommend that three categories of services be offered:

- (1) Subject matter (e.g. math, science, computer programming)
- (2) Machine skills (e.g. typing, computer terminal operations, media use, SPLUs)
- (3) Communications techniques (e.g. reading, writing, speaking)

Operation: By 1975, we expect the LSC and Counseling Services to be located very near each other in one place. In 1974-75, they will be in two places, with LSC providing a direct access to general Counseling. We will describe the ideal operation of the system.

LSC will have a main reception area that is physically attractive; it will be designed to immediately create an atmosphere of warmth and friendliness. The main office will have a clerk-typist and an executive secretary, but its most important member will be a person(s) we will call intake-screener; that person could be of either sex, of course, but we have in mind a particular model and will describe her as female. She is a sympathetic, understanding person who is able to talk to students easily and quickly get some insight into their problems. She knows the staff and resources of LSC and

#5-Mathematics faculty -- responsible for all duties in math and science problems

We need three to five faculty to share the above functions, pooling their complementary talents as members of a problem-oriented team, like the faculty of a coordinated studies program. The LSC may also coordinate a kind of special group contract or coordinated study that has been described by Mark Levensky. The "Levensky proposal" could be considered for LSC expansion purposes during the first year of operation. (See Appendix 3.)

The "Webb proposal" also could be considered during the first year. The "Webb proposal" is concerned with the "Sharing of Educational Resources" with other agencies, such as the Boeing Learning Resources Corporation. (See Appendix 4.)

Budget

Staffing (\$130,500 to \$167,000)

1. One full time (12-month) faculty - administrator at \$23,000.
2. Three to five FTE (9-month) faculty assigned to the LSC at \$16,000 each. (Average salary at TESC)
3. Fifteen regular students to be paid \$2.60/hour. Each student works an average of 15 hours per week. Total \$21,000.
4. Fifteen work study students to be paid out of the Financial Aid Office.
5. Three full time clerical staff: Executive secretary-office manager, clerk-typist and intake-screener. Total \$25,000.
6. Fringe at 14 percent for all regular, full time employees.

Projected Budgets for the LSC

<u>Item</u>	Level 1 (see Note 1) <u>10.2 Man Years</u>	Level 2 (see Note 2) <u>11.7 Man Years</u>
Salaries and Wages (including fringe)	\$130,500	\$167,000
Personal Services Contract	1,500	2,000
Goods and Services	19,500	21,500
Travel	750	1,500
Equipment	5,000	7,500
Furniture (from inventory)	<u>(20,000)</u>	<u>(20,000)</u>
TOTAL BUDGET	\$157,250	\$199,500

Space Required 5,900 ft² 6,500 ft²

Level 1: Administrator, staff, students and three faculty.

Level 2. Administrator, staff, students and five faculty.

This budget does not include money for remodeling purposes. For a more detailed look at budget requirements see Appendix 5.

Space (5,900 square feet base)

1. Average 120 square feet office space per full time person.
2. One large work area of 1,000 square feet for students.
3. Three conference rooms at average 400 square feet each.
4. Average 50 square feet per computer terminal, SPLU or carrel.
Total 50 units.

According to Dean Lynn Patterson space has been reserved on the third floor of the Library Building to house LSC during academic year 1974-75.

Motivation and In-Service Training: Student and Faculty

We will not address the question "How do we get students to participate?". We urge that this be made the responsibility not only of the LSC Faculty Team, but of all faculty and staff in the College.

We do, however, present a plan for In Service Training of faculty. We want to have the Learning Services Center as outlined here make part of itself obsolete in about five years. At the end of that time, we want to have trained a sufficient number of the faculty to help students with their difficulties in writing, reading, computing, (and with associated personal difficulties) so that work is going on inside programs throughout the school. The mathematics of this is simple. If we can continue to assign four faculty each quarter to the Learning Services center over a five year period we will have exposed 60 people to the process. Allowing for some departures and some growth, that will still represent a majority of the faculty. (Figure 3)

It may be that faculty can't learn to do that work well on the basis of a single quarter's intensive exposure--or at least not on the basis of a single quarter's exposure if they are simply thrown into the center as raw recruits, confronting all the problems from scratch. There will be one person in the center to provide continuity over the year--the full-time faculty trainer. Perhaps some of the twenty students who are being trained to work in LSC can also provide some initial training for the new faculty in the center. We think the faculty trainer also needs to be charged with trying to accumulate an annotated resource file of accounts by people of what they tried and how it worked, just like program histories. Some of these could be like the piece Mark Levensky wrote or Richard Jones's memo on doing counseling. Some of them should be video tapes of typical situations. There are lots of possibilities. But we need to have a growing permanent record of our accumulating wisdom about these problems. If we have that, and (in five years) sixty faculty who have had a quarter's

worth of intensive experience and subsequent time to build on that in programs, we think we should be able to reduce the center to a single generalist, who functions as part of the counseling staff, who will coordinate the other permanent functions of the LSC, such as SPLUs, External Credit and modular offerings of varying lengths, based on the 5 year analysis.

Obviously, the work each faculty members does in the center should be interdisciplinary. The head of the center ought to be charged with pushing this to the greatest practical extent. We don't want one faculty member who emerges after a quarter knowing nothing except how to help students with writing problems, and one who knows nothing except how to help students with computing problems, etc.

Having each and every faculty member acquire this kind of training is at least as important to the College's future as teaching in all the modes, or as continuing to work in fields outside one's own discipline. The faculty handbook should make it clear that everyone is going to be expected to work in the Learning Services Center for a quarter sometime during the next five years beginning in 1974.

That's a plan for the long term. It is going to produce a gradual growth in our ability to help students improve their skills. But it is going to be slow. For the coming year we need something additional, a special one year experiment: Recharge Day. (See Appendix 6)

The DTF members have worked for many long hours and we respectfully urge that the ideas and recommendations included in this report should be implemented during this academic year.

Active Members of LSC DTF

Bob Barnard	Maxine Mimms - Chairperson
Thad Curtz	Mark Papworth
George Dimitroff	Bard Slaymaker
Burt Guttman	Linda Stone
David Hofford	Karin Syversen
Helena Knapp	Jack Webb
Leslie Layton	Al Weidemann
Lorraine Marshall	York Wong
Bill McKamey	

LSC DTF/pls