To: Pat Huglin, Dean of Instruction  
From: Royce Adams, Director, Reading-Study Skills Center  
Date: October 30, 1975  
RE: Annual Report on the Aims of the Reading-Study Skills Center; Fall, 1975

For the last two years a report on the progress of the Reading Lab has been submitted in an attempt to provide the Administration with the general and specific aims established each school year and to establish new and continuing objectives which reflect the need and ambitions of those involved in the progress of the Reading-Study Skills Center. This is the third such report.

Successes and Failures in Achieving the General Aims of 1974

1. Our major aim was to move to larger quarters and to establish a true Reading-Study Skills Center rather than merely having a Reading Lab for reading courses. This objective has been reached, thanks to the cooperation and concern of the administration. Unfortunately, our English 42 and English 8 courses have mushroomed to the point that even with our larger quarters we now find we need more room. With the advent of the instigation of the Basic Skills Program and the need for ESL classes to occupy the entire Tutorial Center, we have no room for future growth. However, with administrative help, room will be found for the growing ESL classes which will provide more room in the Tutorial Center for the Basic Skills Program.

2. Another objective was to have staff available to keep the Reading-Study Skills Center open from 8 to 4:30 and remain open at least two nights per week. In part, we have reached this objective. We are open from 8 to 4 daily, except for Friday afternoons. Since few students use the Center after 2 PM, we close early. At present we cannot remain open in the evenings for lack of trained personnel.

3. We expressed the need to offer two English 42 sections in the Evening College with those classes being taught by instructors on the staff, or hourly instructors trained in reading and familiar with our program. Even though we had enough students for two sections in the evening, we did not have qualified instructors. We already are using two hourly people and one partial contract instructor, making it difficult to maintain English 42 as a program.

4. A fourth objective was to advertise our services and collect ADA for all walk-in students seeking help in reading or study skills. We suggested the use of a time clock for students to punch in and out as a means of recording contact hours for those students not enrolled in regular classes. Perhaps the fact that the State has placed a cap on the amount of ADA a district may obtain will make this objective irrelevant. Nevertheless, this semester we are serving 623 students through regularly scheduled English 42 and English 8 classes alone. We had to turn away over 75

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students on a waiting list for English 42 because we did not have enough personnel to offer more classes.

5. Another aim was to update and buy materials for the new Center. With the help of the Improvement of Instruction Committee funds, some commercially prepared materials in vocabulary and spelling were purchased. In addition, numerous modular handouts and accompanying cassette tapes were prepared for use in English 42 and English 8 classes. These materials have been vital in such courses. We also purchased additional furniture needed for our new quarters. All of the old furniture is still being used.

6. Our last objective was to hire a full-time staff member to work in the Basic Skills area. We managed to get a half-time Basic Skills instructor. With the advent of a regular contract instructor reducing her teaching contract to two-thirds, we were able to offer the Basic Skills instructor a half-time position in English 42 in addition to the Basic Skills assignment. In effect, we gained two-thirds of a new instructor.

7. During the Fall Orientation, approximately 30 staff members attended a workshop teaching instructors how to estimate the readability level of their adopted textbooks. In addition, faculty was made cognizant of their roles in the teaching of reading and study skills. Further workshops in this area are planned for Spring Orientation.

8. In order to check the validity of our teaching of reading, we had Burt Miller tabulate the pre and post test reading scores of our students in English 42 last year. The average percentile improvement, based on nine sections of classes was 34.21. This is an average of over three years growth in one semester. Our objective in English 42 is to raise each student’s score by two years, thus, we have more than reached our goal.

Future Aims and Aspirations

1. We are presently using hourly instructors to teach five English 42 classes. We could have offered and filled at least three other sections. We could have filled two Evening College sections of English 42. It is my feeling that we need to hire another full-time reading-study skills instructor to replace the use of hourly personnel, to give more continuity to our English 42 program, and to develop study skills courses dealing with content area instruction, such as history, sciences, and the humanities.

2. We need to provide students with a better study skills program than we now offer. The counselors teach a one-unit course in study skills and English 8IT provides a development program for students capable of self-instruction. We should provide a comprehensive study-skills program that offers not only information, but practice in listening-notetaking skills, textbook reading and marking, test-taking techniques, scheduling, and the reduction of test anxiety. The students who need this also need a classroom type atmosphere that allows for constant practice and feedback to the instructor. Neither of our present study skills offerings does this well for poorly prepared students. This should be a strong and vital part of the Reading-Study Skills Center.
3. The Reading-Study Skills Center needs to be a separate cost center with a budget of its own. This could be handled the way Journalism is separate, but part of the English Department. The English Department Chairperson concurs. Since we service many walk-in students, offering testing, duplicated materials, the use of lab equipment, books and tutors, there is no reason for the English Department's budget to bear the brunt of these services. In the past, we have been forced to beg, borrow or budget a few items from either the Learning Resources Center budget or the Tutorial Center budget. Now that we are no longer a part of the LRC, we need some sources for funding our needs, which include:

(a) updating our printed reading kits and taped materials
(b) repair of reading machines
(c) replacement of missing lab equipment and worn-out materials
(d) purchase of reading and diagnostic tests
(e) purchase of commercial materials needed to meet the increasing enrollment in our various programs
(f) purchase of additional materials needed to meet the increasing Basic Skills program
(g) work-study student typist to aid the reading instructors in typing and duplication of individually prepared reading-study skills materials.

4. We need to find a place for either ESL students or the Writing Lab so that our expanding program in Basic Skills and English 42 and English 43 have some where to meet. At present, the Reading Center is packed with English 42 and English 8 students, making it difficult for Basic Skills students to utilize our services. Since ESL students and Writing Lab students do not need to avail themselves of the variety of lab materials that Basic Skills students need, it seems more appropriate to make room in our facilities for Basic Skills.

5. Last, we need to place more emphasis on our developmental course, English 43. We have not been able to offer it for two years because of lack of personnel. Unfortunately, the only reading course we now offer is English 42. Students often need to continue their reading skill development upon completion of English 42. At present there is no course offering. If we hire another reading instructor, as mentioned earlier, we could provide better for student needs.

The strong support and help provided by the administration in the past is deeply appreciated. We hope that this explanation of achievements and needs will aid in the continuance of such support and in the realization of a true Reading-Study Skills Center. It can be done, and it gets closer each year.

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