Cover Sheet

Proposal To Conduct A Project Under
The Community College Fund For Instructional Improvement  [Project No.]

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>Emphasis of Project</th>
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<tbody>
<tr>
<td>(X) Major Grant</td>
<td>(X) Experiential learning or work experience</td>
</tr>
<tr>
<td>( ) Mini Grant</td>
<td>( ) Individualized instruction (using paraprofessionals, learning contracts, learning objectives)</td>
</tr>
<tr>
<td>( ) Loan</td>
<td>( ) Development of interpersonal skills</td>
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<tr>
<td>( ) Combination</td>
<td>( ) Independent study</td>
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<td></td>
<td>( ) Staff Development</td>
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<td></td>
<td>( ) Disadvantaged/handicapped</td>
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<tr>
<td></td>
<td>( ) Services for new clientele (working or older adults)</td>
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<td></td>
<td>(X) Counseling</td>
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<td></td>
<td>( ) Curriculum Development</td>
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<td>( ) Other</td>
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Amount of funds requested

| Major Grant | 8,875 |
| Mini-Grant  |       |
| Loan        |       |

TOTAL 8,875

This project is (X) New, ( ) Continuing. If continuing, how has the project been funded to this point?

Is project to be conducted in consort (X) No ( ) Yes. If yes, specify with whom:

Title of Project  College Orientation Skills Program

Name of College District  SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Name of College where project will be conducted  Santa Barbara City College

Superintendent/President  DAVID MERTES  Type Name  Signature  Date

Date application approved by District Board of Trustees  7/31/79

Duration of project  One (1) year

Proposed Starting Date  7/31/79

Ending Date

Project Director  Pablo Buckelew, Assoc. Professor  (805) 965-0581

Type Name and Title  Phone

Burton P. Miller, Administrative Asst. to the Superintendent/President  (805) 965-0581, Ext. 213

Contact Person  Phone

(Note: Submit 3 (an original and two copies) of the entire application to the Chancellor's Office.)

For State Use Only

Received  Date Stamp  Date Reviewed by Council  Date Approved by Board of Governors  ENC. #7  Item 5.2n  1-25-79

Amount of Funds Approved: Grant  Mini-Grant  Loan  Total
ABSTRACT

This project will design and implement a comprehensive orientation program for non-traditional students to include career and personal counseling and study techniques. Reflective and motivational counseling and an Interactive Learning Process (I.L.P.) methodology will be used in teaching these components. The Fall semester 1979 will be used to design and plan the orientation and the program will be implemented in the first eight weeks of the Spring semester 1980.
COLLEGE ORIENTATION SKILLS PROGRAM (C.O.S.P.)

Education Program or Service Addressed

This project requests funds to design and implement an orientation program for new students that would be innovative in form and method. The orientation, which would initially be offered as an eight-week course during the Spring semester 1980, would address a breadth of student needs ranging from academic and career counseling to substantive learning and critical thinking skills.

The project would focus on, but not be limited to, addressing and identifying the special learning needs of educationally disadvantaged students and providing orientation services for potential new clientele including working adults, single parents and other non-traditional students.

During the Fall semester, funds would be used to design an orientation program and select staff, assess institutional and community needs, coordinate efforts with academic departments and counseling, design curriculum, and select materials. Students will be identified through the use of a modified form of NORCAL drop-out predictability instrument.

During the first eight weeks of the spring semester, a pilot course will be implemented. It will meet three times a week and students will receive two units of academic credit for the course. The course will consist of the following principal elements:

A. Counseling Component. The principal elements of the proposed counseling component are as follows:

1. Develop a means to identify high risk students whose behaviors are inconsistent with their stated objectives and enroll them in a special class.

2. The class will employ a small group counseling format with much emphasis on identification of realistic objectives and a personal action plan to accomplish them. Group members will be encouraged to assist each other to identify dysfunctional behaviors and reinforce goal directed behaviors. Gestalt techniques, role playing, and elements of transactional analysis will be part of the methodology employed by the group facilitator.

B. Study and Learning Skills. By using the Interactive Learning Process (I.L.P.) described below, the course will include basic study techniques: notetaking, organizational skills, listening, test-taking, study reading, and time-management. In addition, the course will teach critical thinking skills using an analogy paradigm based on a heuristic technique developed by Kenneth Burke and others.

While the authors recognize that similar programs already exist, this orientation would be innovative in the following ways:

. The method of identifying and recruiting potential students through a modified version of the NORCAL instrument.
. The use of an I.L.P. methodology.
The concentration on behaviors and attitudes which promote success in an academic environment.
The use of an analogy paradigm to teach critical thinking skills.
The inclusion of small-group confrontation counseling.

The Interactive Learning Process (I.L.P.) Model*

"The Interactive Learning Process Model is an alternative teaching strategy in which one of the basic objectives is to humanize the classroom learning environment. It was originally developed as an alternative to the lecture method of teaching which continues to be the most used, yet least effective method..."

The following figure is a diagrammatical presentation of the four basic parts of the I.L.P.: Stimulus, Involvement, Feedback and Closure.

PART I: STIMULUS

Teacher makes short presentation
This can be a mini-presentation or instructions for an involvement activity.

PART II: INVOLVEMENT

Students interact with each other regarding mini-presentation. Teacher roams from group to group.

PART III: FEEDBACK

Groups report back to teacher result of interaction. Suggest better ways to approach topic.

PART IV: CLOSURE

Total group shares what was learned through individual comment.

The I.L.P. Model, as noted in the previous figure, is essentially a teaching strategy by which students can become an important element in the learning process through their verbal interaction and small group involvement. They can also share the information they already have with other students and with the teacher.

It can be seen by referring to Part I of the diagram, Stimulus, that the class is in a circle and that the teacher is part of the circle with the students. This is a very simple yet important change to that of traditional lecture/textbook methodologies because it tends to reduce the tension imposed by the teacher's traditional position behind a desk and essentially creates a more relaxed and open communication climate. During this phase of instruction, only enough information is provided which will activate and stimulate small-group interaction.

This in turn sets the stage for small group involvement, which is Part II of the model. Students then have the opportunity to discuss the information provided by the teacher, and to share that which they have learned during school or outside the formal setting of school. This essentially is the Interactive Learning Process in action. The teacher is free to move from group to group as needed during this part.

During Feedback (Part III) students are encouraged to report what took place and what type of information was exchanged during the small-group discussions which is a continuation of the Interactive Learning Process. They are learning from their peers as well as the teacher. Throughout this phase the teacher makes clarifying content statements if she (or he) feels that they are necessary to help the students gain a different perspective on what they feel is valid and correct information.

Closure is Part IV of the Model, and is designed to give each student an opportunity to make a statement without comment. This means that students have the freedom and security to make any type of comment about the experience (whether positive or negative) without worrying about the teacher's reaction to his or her statement. Students in this phase are encouraged to share what they learned or felt about the experience. They are also free to express that no learning took place at all if that is what they feel they experienced.

The following chart provides a brief description of the most significant parts of the lecture method compared to the I.L.P. Model. It will be observed that in the lecture method, student participation is solicited only in Step 3, but even this generally involves a situation in which the teacher is still doing the majority of the talking.
However, in the I.L.P. Model, the teacher makes a short presentation of five to ten minutes (time allotted for the Stimulus varies depending on the objectives and length of the lesson) and the majority of the remainder of the time students are involved interacting with each other or presenting their collective information to the teacher, instead of the other way around.

**COMPARISON BETWEEN THE LECTURE METHOD AND I.L.P. MODEL**

(50 Minute Lesson)

<table>
<thead>
<tr>
<th>LECTURE METHOD</th>
<th>ILP MODEL</th>
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<tbody>
<tr>
<td>1. Teacher makes interest-arousing introduction. May use teaching aids or other multi-media.</td>
<td>1. Stimulus: Teacher presents issues and questions of concern regarding topic (5-10 minutes)</td>
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<tr>
<td>2. Teacher presents important information.</td>
<td>2. Involvement: Students discuss topic in small groups. Teacher visits from group to group (20 minutes).</td>
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<tr>
<td>3. Teacher responds to questions from students regarding material presented.</td>
<td>3. Feedback: Students report conclusions to class regarding small group discussion (10 minutes).</td>
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<tr>
<td>4. Teacher summarizes and reviews important points to provide continuity of information.</td>
<td>4. Closure: Teacher solicits verbal or written responses from students regarding learning gained (10 minutes).</td>
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The I.L.P. Model as a teaching strategy appears to be a viable alternative to the lecture method. It incorporates the philosophical orientation of A.F.-Cogni Learning (Affective/Cognitive) which essentially proposes that a FEELING approach to the educational process is not only necessary, but vital, if a community college education is truly going to be a meaningful experience for many of today's students. In using the I.L.P. model, the teacher becomes a FACILITATOR of learning rather than a disseminator of knowledge and wisdom. With this model the teacher accepts the LIFE EXPERIENCE which a student brings into the classroom and adapts the I.L.P. Model to enhance the potential contribution that a student can make, not only for the betterment of the rest of the class, but for his/her own enlightenment and intellectual development.

**Specific Problem(s)**

Numerous studies\(^1\) point out the significant increase of non-traditional students in the California community colleges. In fact, the trend is so strong that soon these students will no longer be considered non-traditional. Although attendance of non-traditional students has increased dramatically, academic survival continues to be a major problem for many of these students.

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Academic failure can be attributed to many factors. There are several factors however, which can be identified as major causes for failure. Briefly, they are:

- **Expectations.** Many non-traditional students have no idea of what is expected of them as community college students. They often do not understand the role and responsibilities of a student. For example, many are unaware of the importance of regular attendance, registration procedures, what to do in case of illness, etc. Others don't know how to avail themselves of the various resources and services available or why those resources are important. A common saying among support service personnel is that "too often those who are in need of the service the most are the least to seek it out." Many students also have unrealistic expectations of college. They are unaware of the purposes of a post-secondary education. They don't understand college organization, majors, or degrees. For example, the writers of this proposal are frequently asked by students to explain such basic questions as what an A.A. degree is, or what the difference is between a B.A. and A.A. degree. For many of these students who come from homes where no one in the family attended college, such basic information is often totally foreign.

When student expectations of the institution are unrealistic, frustration, failure and withdrawal from college is often the result.

- **Lack of Basic Skills.** Many non-traditional students are deficient in basic study skills. Many do not know how to take good notes, read a textbook, set up a study schedule, write an essay, prepare for an exam or use the library. Older students who have been out of school for many years have forgotten how to be students. Others have never learned. Yet without these requisite skills, failure is a certainty. Too often, students have to develop the skills as they progress through a year. If they are lucky, they develop them in time. If not, they drop out of school.

The problem of unrealistic expectations and deficient skills often manifests itself as indifference or lack of motivation. Many students seem to "float" without clear direction or motivations. This project will utilize a highly personalized format (Interactive Learning Process) so that both the attitudinal as well as academic component in this orientation program will be highly individualized.

**EXISTING EFFORTS**

Presently, efforts to provide study skills instruction are fragmented. The Reading/Study Skills Center provides one-unit auto-tutorial skills modules. The Counseling Center provides traditional one-unit study skills courses. Several individual instructors include study skills instruction as part of their course content. In addition, all student tutors are trained in study skills. There is general consensus among the staff in these programs currently offering study skills instruction, however, that coordination is badly needed. The writers of the proposal are the persons involved in the various components which offer study skill instruction.
In addition, personal counseling is not being conducted in conjunction with study skills instruction. A highly personalized program which deals concurrently with attitudes, habits, and skills seems to be the most integrated approach to these overlapping problems.

OUTCOMES

There are various expected outcomes:

1. Students will be provided, for the first time, a comprehensive, academic orientation to college.

2. Students who participate in the project will have improved grade point averages and improved persistence in classes and in college. In addition, they will have more confidence, clearer academic and career goals, and like college more.

3. For the first time, the college will have a comprehensive, coordinated plan to provide study skill instruction.

EXISTING LITERATURE AND CURRENT PRACTICE

Many colleges offer comprehensive study skills/college orientation programs. This project, however, will utilize a relatively new approach, I.L.P., in the teaching of study skills. No research has been conducted on the effectiveness of the I.L.P. with non-traditional students at the community college level, although preliminary research\(^2\) suggests that it probably would be highly successful.

Another unique feature of this project is that it will be team-taught by faculty representing the Sciences, Social Sciences, Counseling, English and Tutorial departments.

Population Served

Recent studies have shown that there are a substantial number of adults in the Santa Barbara metropolitan area who, for various reasons, have interrupted their formal education prematurely, and have not returned. One such study\(^3\), for example, dealt with a particular census tract (Tract #8) in south-central Santa Barbara. It was found that in this tract, with a total 1970 population of nearly 7,500, there were about 1,500 residents who were over 25 years of age and had completed less than nine years of schooling. Over half of these residents were of Spanish-Mexican heritage.

According to 1970 census data, the District was 18 percent Spanish-surnamed or Chicano, 2 percent Black, and 2.7 percent American Indian or Oriental.

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About 17 percent of families in the county have incomes below $5,000 and 7.6 percent are below the federal poverty level. About 19 percent of the total labor force is engaged in farm labor or menial service-oriented occupations.

Dr. Joseph Bagnall, in his study, states that "in Santa Barbara, there are 10,000 adults, age 25 and older, who have a formal education of eight years or less."

This project is directed not only to the adult with little formal education, however, but also to the adult who wishes to re-enter education after an extended time away from formal study. Prominent in this group are single parents, women who have raised families and wish to re-enter college either for economic or self-fulfillment reasons, and persons unemployed due to changes in technology and in need of upgrading or acquiring new job skills. 1977 enrollment figures show that 3,102 (36.7 percent) of the student population was over 25. 1,028 students were over 35 years old. Most of these students had been away from formal education for 10-15 years.

While there is a wide variety of educational opportunities available, few students with either little formal education or who have interrupted their education are able to take full advantage of them.

The proposed project is directed at the development of a model approach to attacking these barriers and assisting these adults to re-enter the world of formal education either to improve their economic situation or for personal cultural enrichment.

Initially the project will involve 75 students on a pilot basis. Once the program is fully developed, a minimum of 500-600 adults will be expected to enroll in the program yearly.

Program Goals and Objectives

It is expected that the I.L.P./Counseling program will have a positive effect on the dropout rate, scholastic standing, attitude toward self and school of high potential dropouts. Specific student performance objectives for the I.L.P./Counseling program will include the following:

1. Students participating in the I.L.P./Counseling program will demonstrate a 15 percent lower attrition rate during the semester than the control group.

2. Students participating in the I.L.P./Counseling program will average 30 percent fewer class withdrawals than the control group.

3. Mean grade point average for the students in the I.L.P./Counseling program will be 15 percent higher than the group mean G.P.A.

4. Average score of the treatment group on the self/school attitude inventory will be 15 percent higher than the control group.

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5. Students participating in the I.L.P./Counseling program will demonstrate a 15 percent higher rate of enrollment in the following semester than students in the control group.

Time frame for completion of the development phase of the project will be December 20, 1979, the implementation, research and evaluation phases of the program will be completed by June 15, 1980.

<table>
<thead>
<tr>
<th>PROCESS OBJECTIVES</th>
<th>TIME OF COMPLETION</th>
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<tbody>
<tr>
<td>1. A 1/5 time program coordinator position will be filled from the instructional staff.</td>
<td>August, 1979</td>
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<tr>
<td>2. A 2/5 time position will be filled from the instructional staff.</td>
<td>August, 1979</td>
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<tr>
<td>3. A 2/5 time position will be filled from the counseling staff.</td>
<td>August, 1979</td>
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<tr>
<td>4. A Study Skills Advisory Committee will be formed with representation from Counseling, Essential Skills, Tutorial Center, Social Sciences, Life Sciences and the Instruction Office (Committee will meet monthly).</td>
<td>August, 1979</td>
</tr>
<tr>
<td>5. An instrument to assess student and institutional needs in the areas of study skills and student orientation/motivation will be developed and administered to the following: a. A random sample of S.B.C.C. students, b. instructional and support services staff, c. a random sample of students from local high schools, d. community representatives.</td>
<td>September, 1979</td>
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<tr>
<td>6. Needs assessment data will be gathered, analyzed, and reported to Advisory Committee.</td>
<td>October 30, 1979</td>
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<tr>
<td>7. Staff will develop the implementation models of the: a. school orientation/study skills program based on the Interactive Learning Process (I.L.P.) model of Instruction. b. confrontation counseling component.</td>
<td>December, 1979</td>
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<tr>
<td>8. Staff will develop a research/evaluation design to compare the effectiveness of the I.L.P. study skills and confrontation counseling models with existing procedures.</td>
<td>December, 1979</td>
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<tr>
<td>9. Staff will develop and administer a modified version of the NORCAL dropout predictability screening instrument during Spring registration to identify high probability dropouts.</td>
<td>January, 1980</td>
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<tr>
<td>PROCESS OBJECTIVES</td>
<td>TIME OF COMPLETION</td>
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<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>10. A pilot project of the I.L.P./Counseling program will be implemented during Spring semester.</td>
<td>January-June 1979</td>
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</table>
| 11. A sample of students identified as high probability dropouts will be randomly selected by staff and advised to:  
  a. enroll in the I.L.P. Study/Skills program,  
  b. participate in the confrontation counseling component. | January, 1980                            |
| 12. A sample of students identified as high potential dropouts will be randomly selected by staff and advised to participate in existing study skills and counseling services. (These students will serve as the control group for the research/evaluation design). | January, 1980                            |
| 13. Staff will develop/acquire a self/school attitude inventory to be administered to all participating students. | January, 1980                            |
| 14. Staff will present monthly reports to the Advisory Committee regarding the progress of students in the I.L.P./Counseling program. | Begin February, 1979 to June, 1979       |
| 15. Staff will develop a final evaluation report to be submitted to the Advisory Committee and the Chancellor's Office. | June 30, 1979                            |

Activities
The sequence of activities will be as follows:

FALL

Formation of Steering Committee: A Steering Committee will be formed which will be responsible for all major decisions of the project. It will consist of the Director of the Tutorial Center, the Director of the Reading and Study Skills Center, a representative from Counseling, English, and two other faculty members.

Needs Assessment: The Steering Committee will be responsible for identifying the specific needs of the non-traditional population and will design a specific plan for recruitment and selection based on a modified version of the NORCAL instrument.

Staff Selection: Staff who are to be involved in the project will be selected by the Steering Committee.
Coordination: Institutional and community efforts at orienting and recruiting new students will be identified. The staff will have responsibility for interfacing and coordinating with these efforts.

Curriculum Design: A specific curriculum for the orientation will be designed using an I.L.P. methodology. Staff will identify objectives, the learning sequence, and measurable outcomes for the curriculum. Any materials will be selected and ordered.

Expected Impact and Transferability

This project will bring together interested faculty from a variety of disciplines in a college-wide effort to improve students learning skills.

Study skills instruction may well become a part of many disciplines once instructors are trained to incorporate Study Skill instruction in their course formats.

Once the program is fully developed and implemented, the college will continue to offer the introduction to college workshops/mini-courses without need of continued funding. Like many programs designed initially for non-traditional students, no doubt many traditional students will realize the benefits of a college orientation program and will enroll.
Dissemination Plan

The dissemination plan is intended to expose interested parties (both within the community colleges and in their surrounding communities) to literature concerning the proposed program and to give them an opportunity to interact with those involved with the program.

The plan consists of two major components:

1. **Publication of a Description of the Project:**

   In order to reach interested parties, various existing publications will be used to disseminate information. These would include articles, bulletins, etc., in such publications as The CCJCA News, The California Professor, The FACCC Bulletin, The Student Voice (CCCSJA), Bridge The Gap (EOPS), The California School Employee (CSEA), Community and Junior College Journal, American Education, The American School Board Journal.

   Additionally, an informational pamphlet will be published and distributed to all community colleges and related groups in their surrounding communities. Accompanying these pamphlets will be invitations for interested parties to visit Santa Barbara City College on an informal basis and to engage in an on-site inspection of the program.

2. **Presentation of the Program Design and Information at Conferences**

   This component will include the presentation of papers, workshops, etc., at existing conferences at other institutions as well as the organization of a regional conference/symposium concerned with learning skills to be held at Santa Barbara City College.
<table>
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<tr>
<th>Code</th>
<th>Description</th>
<th>Local Funds</th>
<th>Funds for Instructional Improvement</th>
<th>Other Funds</th>
<th>Total</th>
</tr>
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<td>2000</td>
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<td><strong>Total expenditures</strong></td>
<td><strong>$ 2,077</strong></td>
<td><strong>$ 8,875</strong></td>
<td><strong>-0-</strong></td>
<td><strong>$ 10,952</strong></td>
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BUDGET DETAIL

1000  Program Coordinator (1/5 time)
      3 hr./wk. x 35 wk. x $15/hr.  =  $ 1,575

      Instructor (2/5) 6 hr./wk. x 35 wk. x $15/hr.  =  $ 3,150

      Counselor $2/5) 9 hr./wk. x 35 wk. x $10/hr.  =  $ 3,150

      $ 7,875

2000  Secretarial Support
      10 hrs./wk. x 35 wk. x $4.50/hr.  =  $ 1,575

3000  Benefits (secretary only)  =  $ 502

4000  Materials - textbooks (instructor copies)
      duplicating, office supplies  =  $ 1,000