Summary of Expected Outcomes

NAME
Julie Alpert

PROJECT TITLE
A Comprehensive Language Laboratory Program for ESL using CD ROM

TERM OF PROPOSED LEAVE
Academic Year of 1996/1997

There will be four major outcomes of this sabbatical project:

1. Plan for ESL language laboratory using CD ROM programs with at least one program for each of the upper three ESL level grammar classes. The CD ROM programs will meet the objectives set for each level in the ESL curriculum as well as criteria set by full-time instructors in ESL. For example, they will exercise all skills (reading, writing, listening, speaking) as well as grammar. In providing speaking practice, they will allow students to record their voices. All language will be presented in a full context, richly visual and aural. Sentence-level focus will be at a minimum. The programs will be interactive, ideally allowing the student to manipulate language in the dialogues through selections. There will be a grammar component to each lesson, and the grammar will be imbedded in a natural context with options for explanation.

2. Creation of matrix for ESL Instructors' Reference. This matrix will allow the instructor of a given level to easily find the grammar point he is working on in class to assign as lab work. For example, if I am comparing past continuous with past perfect continuous, I can look at the matrix to see in which dialogue or section these tenses are illustrated in the context of a dialogue. The instructor can then use the lab as a reinforcement for what has been presented in class as well as to introduce new material or as review.

3. Development of supplementary materials for CD ROM programs as needed. If an outstanding program offers no testing or insufficient exercises, I will write them for the CD ROM library. This supplementary material will be made available both on disk which instructors can load onto their hard drives and on paper in the ESL materials area (CMC 19) for part-time instructors.

4. A Training for ESL and other interested faculty in how to use CD ROM. I will offer training sessions for my department on how to use CD ROM as well as how to incorporate any supplementary materials I develop into their assignments. Depending on what "works" for my colleagues, I will offer one-on-one or group instruction.

Note: Please see Project Narrative section for computers with CD ROM drives on campus that are available to ESL students for class activities and/or as a drop in lab.
Santa Barbara City College
ESL Department

Memo

DATE: May 13, 1996
TO: Mary Gibson, Acting Chair, Sabbatical Leave Committee
FROM: Julie Alpert, 1996/97 Leave Recipient
RE: Changes to Proposed Leave Project

Thank you for your advice on what to do about proposing changes to
my sabbatical leave project. You asked that I address the following
questions:

1) Why am I proposing these changes?
2) What are the changes?
3) How will the changes impact my department?
4) Are the proposed changes within the scope of
   a one-year sabbatical project (a.k.a. Don't
   bite off more than you can chew.)

In my answers to the above questions, I will refer to my "Summary
of Proposed Outcomes" because it is there that the changes are most
visible.

1) I am proposing these changes because of the apparent lack of
   high-quality CD ROM language learning materials that have been
   professionally produced. When I wrote the proposal, I had not yet
   begun to look into these materials. Since then, I have attended the
   international conference in my area (TESOL) in Chicago and spent
   four days in the publishers' area. While it is not bleak, it is not
   encouraging. I will not enumerate here the problems with existing
   programs, but I do not want to have to recommend less than
   excellent software to my department. In addition to the conference
   in Chicago, I recently took a trip to five colleges in southern
   California to see their language labs and learn about their use of
   software. Even the most advanced lab among them -- the LARC lab
   at San Diego State -- used much software that I believe is
   problematic.
Summary of Achieved Outcomes

Name: Julie Alpert
Project Title: A Comprehensive Language Laboratory Program Using CD ROM
Term of Leave: 1996 - 1997

Please note: The Achieved Outcomes listed here reflect the revised Expected Outcomes approved by the Sabbatical Leave Committee. A copy of the revisions is attached in Part I.

1. Creation of Software for ESL Students
Using Quick Time, a program for storing video on CD ROM, I captured vignettes from two motion pictures, "Back To The Future" and "The Princess Bride". Each vignette was selected to illustrate pertinent vocabulary and grammatical structures appropriate to our upper three levels of ESL. Then, using Hypergasp, a program for writing, making graphics and linking cards, I transcribed the vignettes and wrote vocabulary, pronunciation and grammatical exercises to accompany the transcriptions. The majority of the exercises are interactive, requiring the student to use and respond to language and visual cues. Feedback for correctness is immediately available.

In addition, I wrote reference cards that cover grammar points being practiced in the exercises. With a click of the mouse, the student can access the grammar rules and then return to the exercise. The grammar presentations and all other content is written for SBCC's ESL population, often referring to people and places in Santa Barbara. To see examples of these cards, please see Part III.

Note: I would like to thank the FRC and Jeff Barnes for teaching me how to use these multimedia authoring programs.

2. Creation of Matrix for ESL Instructors' Reference
The matrix includes all grammar points taught in the ESL curriculum, from beginning to advanced levels. The grammar points go down the left side and the programs that illustrate those points go across the top. The place in the programs where the grammar point can be found is the coordinate. The matrix is attached in Part III.

Note: I would like to thank the ESL instructors who reviewed the matrix each step of the way to guarantee that it contained what they needed.

3. A Training for ESL and other interested faculty in how to use CD ROMs in The Language Laboratory
In spring and fall semesters, 1998, I will be offering a series of trainings on the use of interactive media for language instruction. The trainings include ways to use the software currently in the lab, criteria for selection of new software, examples of lab assignments, ways to use the lab (tutor, plus-one hour, dedicated class time), and student orientations to the lab.
2) While there is some software of interest, I believe there is not enough to sustain an entire program for the upper three levels (see expected outcome #1). Therefore, the first change involves the first outcome. I would like to create my own software for our ESL students. With the help of the folks at FRC, I am learning how to write in Hypergasp and capture quick time movies from video tape. Once I have written a program, the next step is to burn a CD. I think I can do a better job than the professionals and tailor it to my students' needs.

What I stated I wanted from CD ROM programs in Outcome #1 I will put into my own program. This does not mean that I will find nothing on the professional market; I will still keep looking.

The second change I propose is the elimination of Outcome #3. Since I can create materials on CD ROM, I would rather do that than augment other programs. This does not rule out, however, augmentation of excellent programs. What's excellent will be used.

Outcome #2, the matrix, will remain the same except that it will be an open matrix that can be added to as we discover better and better software.

3) My department supports these changes as does my dean. Who would not want a more usable, enduring outcome? I will ask my chair and dean to submit letters if requested.

4) This is the most difficult question to answer. I am very excited about the creation of lab materials and the technology used to create them. I have used the technology so the method for creation is not new to me. I believe I can deliver a good product by the fall of 1997.
Summary of Proposed Outcomes

NAME Jan M. Anderson

PROJECT TITLE Development of a Women’s Health Care Module for Associate Degree Nursing Students and Exploration of Alternate Clinical Experience

TERM OF PROPOSED LEAVE: Spring 1997 Semester

The primary outcome of this project will be two-pronged. The first outcome is the development and implementation of a Women’s Health Care Module within the Associate Degree Nursing Program curriculum. The second outcome is the development of clinical experience that will reflect the changing opportunities for graduates today as well as offer expanded clinical sites for nursing students. To accomplish these two major goals, the project includes the following:

1. To identify relevant texts and multimedia in the area of women’s health.
2. To survey at least five ADN programs to determine what content is taught and what kind of clinical experiences are available to students.
3. To use the above information to write a revised module (short course) that includes: women’s health care during the lifespan, reproductive health, reproductive technologies, health care problems for example, breast cancer and other illnesses, their treatments and the nursing care that pertain to these health care problems and illnesses.
4. To explore clinical experiences that involve community resources, help develop contracts as needed and to provide written objectives that will guide student experience in these areas.
5. To write at least two comprehensive exams for the revised course.
6. To begin the Board of Registered Nursing approval process and the SBCC Curriculum Committee process.

The benefits of these outcomes will be the improvement and updating of curriculum offered by the ADN program. The sabbatical leave will also offer a clinical experience that will help to prepare graduates to work in the changing health care field. Alternate clinical sites will facilitate student progress through the ADN program. The proposal is aligned with the College Mission Statement, the Statement of Institutional Directions and the ADN Program Two Year Plan as described in the Project Narrative.
Summary of Achieved Outcomes

Outcomes:

All outcomes described in the Sabbatical Proposal were met and will be addressed in the same order they were outlined in the original sabbatical proposal. Several other outcomes were also achieved, in addition to those anticipated in the formal proposal.

a. Complete a review of four texts and available current interactive and multimedia programs. A total of twenty-six texts and three newsletters were reviewed. The texts reviewed fell into three categories: obstetrics and gynecology, women’s health care, and multiculturalism and women’s care. The newsletters covered many aspects of women’s health care. A total of seventeen interactive and multimedia programs were reviewed and several were adopted or purchased for use in the Nursing Learning Laboratory. The specific texts and programs are listed in the narrative portion of this report. (See Appendix A). The specific multimedia programs reviewed are also described in the narrative. (See Appendix B).

b. Survey other Associate Degree Nursing programs in California to ascertain specific curricular content in this area. Twenty-five community colleges were surveyed in December 1996. Fifty-five percent or eleven surveys were returned. A copy of the original survey and survey results are included in Appendix C.

c. Develop course materials for the new course (module) and write the module. After lengthy discussion with the ADN Faculty, it was decided to divide the material into two modules to more easily fit within the existing framework of the ADN modular, self-paced program. Two courses were developed and titled; Nursing Care of Women and Maternal-Newborn Care. Several other course materials were also developed: a
computerized pretest to be taken by nursing students before entering the seminars for either course, two exams for each module to be taken by nursing students after completing the theoretical and clinical portion of the courses and the development of a Service Learning Component as an option part of the clinical experience for Maternal-Newborn Care. (See Appendix D and E).

d. Investigate and begin to develop alternate clinical sites. Several alternate clinical sites were identified and investigated. These sites offer several benefits: interesting and challenging community, nonacute clinical experience, the opportunity for students to focus-in on areas of special interest, and the flexibility to offer students excellent clinical experiences when the licensed vocational nursing (LVN) students utilize all of the acute care clinical experiences in this area. The sites investigated include: The Breast Care Center; the Obstetrics and Gynecology (OB/GYN) clinic at the Santa Barbara Medical Foundation; the Franklin and County Clinics for antepartum and postpartum patients; home care follow-up for the postpartum patient and newborn with Visiting Nurses Association (VNA); and home care visit for the postpartum patient and newborn with one of the obstetrical nurses at Goleta Valley Hospital; several physician’s offices who employ Nurse Practitioners who specialize in women’s health; a plastic surgeon’s office; and a company that does home monitoring for pregnant women who must be at home on bedrest due to pregnancy complications. The Service Learning Option has many other specific clinical sites that are described in the Service Learning Application. (See Appendix F for the Service Learning Application).

e. Assist with the preparation for approval from the SBCC Curriculum Committee and the Board of Registered Nursing (BRN) for the new course (module). This was completed in the Fall. The new courses were also approved by the ADN and SBCC Curriculum Committees and the Board of Registered Nursing (BRN). (See Appendix G).

There have been two major outcomes of this Sabbatical Project. The first outcome has been the creation of two courses titled:
Nursing Care of Women and Maternal-Newborn Care. The content of these two courses focuses on a holistic view of women and their health care. The second outcome is the identification and investigation of several alternate, nonacute clinical sites for nursing students in which to apply this theory.
SUMMARY OF PROPOSED OUTCOMES

Carol Diamond

To upgrade skills and curriculum to reflect computer technology changes in business
Fall 1996-Spring 1997

As a result of this sabbatical leave, I will increase my knowledge and expertise in some of the newest computer software and the resulting changes in the modern, international business office. I will increase my depth of understanding and skill in the Windows MS Office Professional program and move toward the goal of becoming a certified Microsoft Trainer so that we can offer Microsoft certificates. I will add two new courses to our curriculum and incorporate the basics of multimedia, telecommunications, and networking information to our existing courses. I will improve instruction by incorporating multimedia and telecommunications into my classroom presentations and in communications with students. Most importantly, students will receive training and skills so that they will be successful employees in today’s business environment.

The following are the specific proposed outcomes of my sabbatical leave:

1. I will acquire the skills and knowledge necessary to develop an Advanced Word for Windows course.
2. I will work toward completing the MS Certified Professional exam for Word (the first step in becoming a Microsoft Certified Trainer).
3. I will upgrade the existing Windows 3.1 course to incorporate Windows ‘95 operating system software and add ‘95 versions of Word, Excel, and Access applications.
4. I will be able to teach in our existing courses an overview of the basics of Multimedia including MS Powerpoint and will develop a new short course on MS Powerpoint for business presentations.
5. I will acquire a basic understanding of Networks.
6. I will gather information on how computers and software (specifically telecommunications, multimedia, and groupware) are being used in modern, international offices and on modern office methods and procedures in four cities (3 U.S. and 1 international).
7. I will incorporate Telecommunications information into existing courses and determine necessity of creating a short telecommunication course (to include transmitting information electronically through computer, using E-mail effectively, and participating in tele- and video-conferencing).
Memorandum

To: Sabbatical Leave Committee c/o Jim Stevens
From: Carol Diamond
Date: May 21, 1997
Re: Sabbatical Status

As you requested, Jim, this memo is to inform the committee of changes which I have had to make to my sabbatical plans and timeline.

- Instead of auditing SBCC course CIS 203 *Op. Sys/MS-DOS Networks*, I audited the UCSB course *Network Technologies and Architectures* in September-December 1996. The SBCC course was on a network system which SBCC was eliminating the following semester. Therefore, the course would not have prepared me for the future network to be used in our business labs. The UCSB course was much more relevant to our department's needs.

- Instead of auditing the SBCC *Multimedia* course (on Macintosh), I took the Cal Poly Pomona course *Intro to Multimedia* in Summer 1996. The Cal Poly course was presented in a cross-platform setting and covered much more material than the newly-developed SBCC course.

These two courses also gave me experience in different computer lab settings and in more 'mature' programs.

- Because of scheduling complications and the rapid changes in software development since my Sabbatical project proposal was submitted, the timeline for some of the remaining parts of my project has been altered.

Although I have had to make these changes, the expected outcomes of my sabbatical project will be achieved.
SUMMARY OF ACHIEVED OUTCOMES

Name: Carol Diamond
Project Title: To Upgrade Skills And Curriculum To Reflect Technology Changes In Business
Term of Leave: Fall 1996-Spring 1997

After a rewarding Sabbatical, I am pleased to report that I have achieved my proposed Sabbatical outcomes. I increased my expertise in the newest computer software and the resulting changes in the modern, international business office. Specifically, I increased my understanding and skill in Microsoft Windows Office Professional programs and added four courses (Advanced Word for Windows, Introductory and Intermediate PowerPoint, and Access) to our curriculum. I upgraded existing courses to incorporate Windows ‘95 and ‘95 Office applications. And I incorporated the basics of multimedia, telecommunications, and networking information into our existing courses. As well, I bring first-hand information to our students and my colleagues about how computer technologies are being used in today’s international business offices.

The following are the achieved outcomes of my sabbatical leave:
1. After acquiring the necessary skills and knowledge, I developed an Advanced Word for Windows ‘95 course. I will teach it in Spring 1998.
2. I completed the Microsoft Office User Specialist Certification for Word for Windows. We will now be able to offer training and become a certified Testing Site for these certifications.
3. I upgraded the Windows 3.1 course to Windows ‘95 and added ‘95 versions of Word, Excel, PowerPoint and Access applications.
4. I am now able to teach the basics of Multimedia and have developed two new short courses on MS PowerPoint for business presentations. As well, I now use PowerPoint in my classroom presentations.
5. I acquired a basic understanding of Networks.
6. I gathered information on how computers and software (specifically telecommunications, multimedia, and groupware) are being used in offices in six cities (Santa Barbara, Los Angeles, New York, Washington D.C., London and Cambridge, England). As a result, we received business input into the development of our instructional program and we strengthened international/multicultural education.
7. I incorporated Telecommunications information into existing courses and examined the necessity of creating a new course. As a result, we will incorporate my findings into existing courses (Business Communications, Office Procedures, and Internet for Business Research).
These outcomes will enable us to continue to maintain our relevance and integrity and to meet new business and technology requirements. We will be able to continue to develop curricula that respond to the needs of students and community by offering courses to offer the latest software versions which people are using in business. The Sabbatical Leave was truly an intellectually challenging and professionally stimulating experience. I have returned rejuvenated and eager to incorporate my findings into our curriculum. Most importantly, students will receive training and skills so that they will be successful employees in today's business environment.
SUMMARY OF PROPOSED OUTCOMES

NAME:  DOUGLAS FOSSEK

PROJECT: Research in the Impediments to Language Acquisition of
TITLE: Advanced Level International Students from Non-Indo-
European Languages of the Pacific Rim

TERM OF PROPOSED LEAVE: One semester
to be taken 50% in the fall and 50% in the spring of the
academic year 1996-1997. (See narrative for details.)

The results that will be achieved:

a. The problem:

Santa Barbara City College has already reaped rich benefits from its growing
numbers of international students from all corners of the earth, but as these
students enter our college, many with strong educational backgrounds, we
become continuously more aware of the linguistic deficits of a sizable minority
of the students who enter our regular (non-ESL) courses. College assessment
places them, for a variety of reasons, in our Essential Skills and English
Department reading and writing courses (English 60, 65, 70, 80, 100, and 103),
and since most of them plan to earn an AA or AS degree and possibly transfer to a
four-year institution, they strive to enter and progress through English 110 and 111
as quickly as possible. However, though this sizable group may have
"knowledge" of English, it lacks the "acquired" skills of English which are essential
to success in all college courses and in the professional world beyond.

As these students are beyond the scope of our own excellent ESL Department
when they enter SBCC, they come into our "regular" classes with great needs at
the high end of the language acquisition ladder. The language skills that take the
average person seven years to master, they try to master in only two or three. The
unfortunate result is frustration for them and their professors.

b. The response: My study and research at UCSB will benefit the
educational programs of SBCC as I will acquire and develop expertise in
addressing specific learning problems of diverse international-multicultural
students especially those of non-Indo-European languages.

I will create materials (instructional pamphlet and writing practices) for these
particular international and other second language students which could be
used by my colleagues throughout the College.

I will achieve certification in TESL at UCSB while concurrently conducting
classroom research at the English 100 level.
Summary of Achieved Outcomes

NAME R. Douglas Fossek
PROJECT Studies in the Impediments to Language Acquisition of
TITLE Advanced Level Second Language Composition Students
TERM OF Spring semester, 1997

In the academic year 1996-97, I enjoyed the opportunity to study formally the
current theories of second language acquisition and the known practices for
effectively guiding our immigrant and international students to a level of
linguistic fluency that equips them for success in the mainstream instructional
programs of Santa Barbara City College. For 29 years I have worked with
second language students in our English, Essential Skills and ESL departments
and have put much effort to understanding the causes of and the remedies for
language skills inadequacies of second language students enrolling in our degree
and transfer programs. Through my studies at the University of California,
Santa Barbara, where I completed 24.5 post-graduate units through the
International Programs of UCSB Extension (more than half the units required for
a master of arts degree), I have built a solid understanding of the second
language acquisition process and designed special classroom problem-specific
instructional materials that I have already used in the instruction of reading and
composition at the English 100, 110 and 111 levels. I have also been an
effective advisor to colleagues, new and old, who have been concerned with
serving this important student population effectively.

A. The needs my project attempted to satisfy:

I wanted to learn why some second language students master English quickly
and accurately while others, despite all indications of strong intelligence, struggle
with common linguistic forms essential to basic communication and consequently
repeat our courses or drop out of the program in frustration and
disappointment.

B. How the project has satisfied those needs:

My project led me through a variety of studies in linguistics, language acquisition
and teaching methodologies and techniques, some 11 courses, as well as
involving me in field research, and the reading of 12 books and numerous
articles related to the field.

C. The results that have been achieved:

I am now competent in diagnosing problems, discerning causes, and creating
materials for enhancing student success with their individual language acquisition
problems. And I have been awarded a Certificate in Teaching English as a
Second Language.
Summary of Outcomes
Sabbatical Proposal

Name: Paul McClung
Title: Readings in U.S. and Russian History

Proposed Term: School Year, 1996-97

Essentially, the outcome of this sabbatical year is that I will be able to teach courses in U.S. history for SBCC. To that end, I will prepare an annotated bibliography of all books I read, in a chronological sequence to facilitate lectures, visit Washington D.C., New York, and Boston, and thus qualify myself to teach the courses any time beginning Fall, 1997.

As a result of my sabbatical, the History department will be re-engineered with the flexibility it needs to respond to current and future shifts in enrollment patterns. (See comments by department chair and divisional dean r.e. the impact of the decline in Western Civ enrollments on staffing.

The Russian component of my reading program will enable me to give the latest and most accurate information to my students in Russian history and Western Civilization.
To: Jim Stevens and the Sabbatical Leave Committee  
From: Paul McClung

RE: Additional goals for Sabbatical Leave  
February 5, 1997

Dear Committee:

My sabbatical leave is continuing with its strong emphasis on American history, as my application and book list laid out. I have had an opportunity of affiliation with the Santa Barbara Museum of Art that augments my sabbatical studies and which I hope to include in my report. Currently I training as a museum docent, serving as a provisional docent for the year. This involves attending weekly classes which highlight the museum’s collection and visiting exhibits, taking field trips to other museums, and preparing and giving my own presentations. My participation in this program provides a connection with one of Santa Barbara’s other great cultural institutions which the college has not previously had and one I hope will be useful to SBCC as to my students.

The SBMA has an outstanding collection of American art, so I will have access to its slides to enrich my U.S. history courses. In addition, its European collections and visiting exhibits will complement my Western Civ classes. Besides the travel associated with my original application, to New York and Washington D.C. which I have already completed and included in my report, I have an opportunity to go to Florence and Rome in March, 1997, with the museum docents. Besides exposure to Italian art and architecture, this trip will provide valuable experience if in the future I apply to lead SBCC’s semester abroad in Florence.

These activities were not spelled out in my original sabbatical application but have become an important part of the year’s enrichment activities. I request your permission to add them to my application and to include them in my sabbatical leave report.

cc. Bruce Smith, Dean, Social Sciences
A recent National Endowment for the Humanities summer seminar at Yale introduced me to the fascination of the American past. For my sabbatical year, 1996-97, I undertook a program of extensive and intensive reading in American history to enable me to teach the courses in that field which I had never taught. My previous focus had been courses in Western Civilization, Modern Europe, Russian history, and English history (which I also taught in England on a Fulbright exchange.)

During my year's leave, I read in the new literature about Russia in order to keep current with the flood of information and revelations which have come since the fall of the Soviet Union. In addition, I received a Fulbright grant for six weeks of travel and study in Romania and Bulgaria in order to experience the realities and myths about the transition of these nations to freedom from Soviet domination. In the course of these studies, I met with students, journalists, government ministers, and professors.

I also took a year of training in art history to become a docent at the Santa Barbara Museum of Art. This will give my students and SBCC a connection with one of Santa Barbara's great cultural institutions and enrich my courses in U.S. and European history. To strengthen this training, I visited museums in New York, Washington D.C., Florence, and Rome.

I am now touring the Santa Barbara Museum of Art with my students. These visits have an impact and vividness that no slide show could provide. I have also incorporated collaborative education techniques into my current U.S. history teaching.
Summary of Proposed Outcomes

This one semester sabbatical will result in the following outcomes:

1. Documentation of the activities of professional multimedia authors, including responsibilities, methodologies, collaboration, project management, and strategies.

2. Collections of materials including storyboards, navigational maps, treatments, and proposals for inclusion in a multimedia curriculum.

3. Documentation of visits to 3-5 media organizations describing their multimedia developments and management practices.

4. An annotated bibliography of published materials on writing for multimedia.

5. Documentation of the completion of two training seminars in writing for multimedia content development.
Summary of Achieved Outcomes

1. During my sabbatical, I interviewed 35 multimedia writers, content developers and information designers regarding the pre-production and design processes for the creation of multimedia. The complete list of people interviewed, conclusions transcripts of some interviews are included below.

2. I performed on-site visitations to the following companies to discuss their organization, business strategy and possible connection to the SBCC multimedia program:
   - Digital Media, Santa Barbara
   - Seventh Level, Burbank
   - COW, Santa Monica
   - KEYT, Santa Barbara
   - Toucan Interactive Media, Inc.

3. I collected numerous samples of design and implementation documents which have served as models and curricular materials in helping students to understand the pre-production process. These documents include treatments, concepts, scripts, storyboards, design specifications, asset inventories, task sheets, flowcharts, navigation charts, and process documents. A Sample of these is included in the appendix.

4. I attended training seminars in digital video, IICS Content Development, and Macromind Director.

5. During my sabbatical, I spent a significant amount of time working at the College to continue development of the MAT program, assisted in the implementation of the second semester courses, interviewed potential candidates for a full-time position, and participated in a the visual communication redesign. I also represented the Multimedia Arts and Technologies program at UCSB, Santa Barbara High School, and Anacapa High School (letter included) to continue developing community liaisons for the program.
Gail Tennen

STUDY SKILLS IN SOCIAL SCIENCE CLASSES
SPRING 1997

SUMMARY OF PROPOSED OUTCOMES

1. Faculty handbook. This was the item most requested by faculty. I believe that this will consist of three parts. The first will focus on problem-solving and deal with common situations which arise with students and their study skills. For example, what can an instructor do if a student says that he or she has been doing all the reading but still does not understand? The handbook will list questions the instructor can ask and suggestions he or she can make. The second part of the handbook will refer students to specific materials (designed as part of this project) which can help. For example, the instructor can refer the student to a module in the LRC which will teach him or her how increase comprehension and memory of chapters from that class text. The third part will include suggestions for integrating study skills in the course itself.

2. Student materials. I see this as the major part of this project. I will design materials to help students develop their study skills in the context of their social science classes. For example, a student could work on test preparation skills for their history text. Another student might need to learn outlining and summarizing to combine notes from lectures and texts in economics. I think that most of these materials would be available in the LRC, but instructors might also want materials for classroom use. I do not know the final form of these materials, but they will probably be in a variety of modes – some pen and paper, some computer, and possibly some video.

3. Classroom research. I will develop materials by which instructors and students can identify potential problems early in the semester which would allow for early intervention. One possibility is devising cloze tests for each of the four classes. (A cloze test uses the class textbook and predicts how well a student will be able to comprehend it.)

4. Future projects. If this project is successful, it can be expanded to other classes and other divisions. Funding may be available from the state or from other campus sources.
SUMMARY OF ACHIEVED OUTCOMES

1. Faculty handbook. I proposed to write a handbook of three parts: first, a guide for faculty to solve common student problems; second, a referral to helpful materials (some of which were to be designed by this project); and third, suggestions for integrating study skills into the social science course. I wrote this handbook, and it contains all three parts. However, the emphases are different than I expected. Based on my research and intense consultation with participating faculty, the third part became more important. The social science instructors were very interested in hands-on techniques and materials they could use in their classes.

2. Student materials. I designed a wide variety of materials for students to use. These range from quick study skills guides to time management exercises to outlining skills. Some of these materials are specific to a specific class. However, many of these materials are generic and can be used in any class, even in those outside the social sciences. All the materials are pen and paper, and all are available through the instructor. Some of these materials do lend themselves to being placed in the Learning Resource Center.

3. Classroom research. I planned to develop materials and techniques by which instructors and students could identify potential problems early in the semester to allow for early intervention. I found this to be a challenging and time-consuming project. I did write individual reading tests (cloze tests) for each class. These were given to all sections of the introductory class that the participating faculty were teaching (sociology, history, economics, and political science). Each of the hundreds of students who took the test was sent an individual letter explaining his or her results and possible sources of help where needed. In addition, three of the four faculty requested an evaluation of their students' study skills. I administered a study skills inventory, and, again, each student received a letter with his or her results. The faculty and student reaction was very positive.

4. Future projects. This project was successful, and I will doing several follow-up activities.
   - First, I will make a presentation at an English Department Round
Table, a discussion to which members of other departments have been invited. At this presentation, I will focus on reading techniques and listening and note-taking techniques.

- I am also doing an in-service for the Social Science Division on their professional development/retreat day. I will give an overview of my project and show them available materials. I will also make myself available for subsequent individual and group sessions with this division.
- I am scheduled to make a presentation on my project to the Student Success Committee headed by Jerry Pike.
- Parts of my faculty guide and student materials sections are in the process of being put on the Worldwide Web (as part of the Essential Skills Web Page). These materials are meant to be used as resources for both faculty and students.
- I have discussed additional future projects with Jack Friedlander and will be talking to Susan Sargent. We are considering additional workshops for more faculty and the possibility of an on-going project for instructors express interest. We are also talking about the possibility of copying my faculty guide for wider distribution.
- I have agreed to do a presentation during flex days in the Fall 1998 semester. This presentation will be for my department and, perhaps, for the whole campus.
- I will make myself available for short workshops for departments or divisions which request presentations.