CALIFORNIA COMMUNITY COLLEGES
AND
NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

#88-0009
<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1988-89</td>
<td>88-0009</td>
<td>Fullerton</td>
<td>North Orange County</td>
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**The Adult Learner**

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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<td>Grant = $32,000</td>
<td>D --- Ed Services For New Clientele</td>
<td>Developmental Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<td>Resource Materials</td>
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**PROJECT DIRECTOR**
Ronald Krimper, Dean of Instruction

**PROJECT SUPERVISOR**
Paul Kelly, Division Dean

**PROPOSAL DESCRIPTION**

This project will design and develop instructional materials and conduct faculty workshops to disseminate teaching concepts and practices which are effective in instructing adult learners. Four colleges will comprise a consortium to research and develop the project. A steering committee comprised of the existing staff development officers of the colleges will guide the project activities.

The project will identify pertinent adult learning theory and instructional processes which are particularly effective with adult learners, it will develop a videotape and a workbook and present these materials at on-site workshops.
Community College faculty have traditionally been trained in standard pedagogical instructional methods which are known to be effective in teaching traditional student populations ages 18-22 years. A growing number of nontraditional students known as "Adult Learners", age 25 and older, who do not respond to traditional instructional technique continue to enroll in increasing numbers.

This professional staff development project will design and develop instructional materials and faculty workshops to disseminate teaching concepts and practices which are effective in instructing adult learners. This project is designed to increase instructional effectiveness and student retention.

Four colleges will comprise a consortium to research and develop the project. The colleges are Fullerton College, Cypress College, Mt. San Antonio College and Citrus College, with Fullerton College serving as the fiscal agent. An organizational meeting and workshop will be conducted to identify a project steering committee. The steering committee will select a project manager from existing staff development officers, at each of the participating colleges.

The research phase of the project will isolate pertinent adult learning theory and instructional processes which are effective with adult students. At the conclusion of the research phase, production of the videotapes and workbook will begin. The development of a videotape outlining Adult Learning Theory, a videotape demonstrating effective classroom instructional technique for adult learners, a workbook for workshop attendees and on-site workshops for faculty will serve as needed dissemination tools that will bring more effective instructional methods to the community college classroom. The videotapes and workbooks will be tested before a faculty group before the actual staff development workshops are scheduled.

It is expected that this staff development project which focuses on the adult learner will have statewide impact as it will meet the needs of faculty who serve increasing numbers of adult learners in their classrooms. The videotape aspects of the project are easily disseminated as copies can be made for each campus. The workbook will be produced on computer disk so that it can be customized by the campuses as needed. The flexibility of these formats will allow a "train the trainer" system to develop to further disseminate the project throughout the community college system. Evaluation of the project will consist of formative and summative reports which will address the
expected outcomes of the project. The project, its finding and developed materials will be presented at the annual meeting of the ACCCA and NISOD and will be made available upon request by other community colleges. In addition, all materials will be submitted to the Chancellor's Office for further dissemination.

The proposed budget for this project is $15,195.00 from local funds, and $34,920.00 from the fund for instructional improvement, for a total of $50,115.00.
Professional Staff Development: The Adult Learner

1. Specific Educational Program Being Addressed

Educational Program or Service Addressed

A professional staff development program is needed to acquaint faculty in the California Community Colleges with effective instructional and motivational techniques to more effectively serve the increasing number of adult learners who enroll in the colleges.

This project will serve as a new development in disseminating adult learning theory and practical classroom instruction techniques and applications through videotape instruction, a workbook for participants, a computer diskette for trainers and on-site faculty workshops. More effective instruction and increased student retention will result from the project.

The project will be conducted by a consortium consisting of Fullerton College, Cypress College, Citrus College and Mt. San Antonio College.

Fullerton College (North Orange County Community College District) will act as fiscal agent and coordinating agency for the project. A project steering committee will be formed in order to select a manager for the project, and each of the participating colleges will select a site coordinator from their campus staff development department.

Basic Agenda

This project conforms to priority "B", Educational Excellence and priority "C", Student Access and Success in the Basic Agenda of the Board of Governors of the California Community Colleges.

This request also complies with Article 7 of the California Education Code section 84380 in that it relies upon non-traditional or classroom teaching methods and serves the needs of non-traditional students.
2. Specific Problems Being Addressed

Specific Problem

The population of adult learners continues to increase in California Community Colleges as well as nationally. Statistics from the U.S. Bureau of Census report that one in three college students is now over twenty-five years old. According to the American Association of Community and Junior Colleges, the mean age of students enrolled for credit in community colleges is twenty-seven, while the numbers of 18-year-olds continue to decline.

The most recent population figures for Fullerton College indicate that 38 percent of the total student population is age twenty-five or older. Mt. San Antonio College reports the average age of evening students is 30.1 years, the average age of all students enrolled is 26.6 years, and the average age of day students is 24.4 years. The national Center for Education Statistics projects by 1990, students over the age of twenty-five will account for 47 percent of the total student population. NCES indicates that students age thirty and over will represent one out of three college students by 1993.

The most prevalent motivation for adults to attend college is career enhancement which includes re-entry to the job market, career change, upgrade in skills, increasing competence in a particular area of study and college degrees.

Malcolm Knowles, a prolific researcher of adult learners, indicates that Americans will be retrained eight times during a typical career. T.J. Sewell's 1986 survey of adult college students reinforces Knowles assessment in determining that 65% of the respondents stated that they enrolled to develop a new career. Forty-four percent of Sewell's respondents indicated that they needed academic credentials in order to obtain career advancement.

Student motivation for enrolling in community college courses is well documented. Generally, the characteristics of adults are notably different from those of traditional college students, ages 18-22.

Through a professional staff development program, community college faculty can address the unique instructional and motivational needs of adult learners and cope with psychological and functional barriers that impact learning. Awareness of recent studies by Kasworm, Kidd, Vitols, Cross and Knowles indicate that learning style preferences by adult learners are vastly different from traditional community college students.

Andragogy, the science of teaching adults, encompasses various methods of teaching to include problem-centered learning, collaborative learning and self-directed learning which differ from teacher-centered (pedagogical) learning environments.

The Journal of Staff, Program and Organizational Development reported in a 1983 study that
56 percent of the California Community College districts have staff development programs. The NCSPOD journal does not indicate that Adult learning theory and concepts are a part of the staff development programs.

Considerable emphasis is now being given to adult learning instruction as the Study Group on the Conditions of Excellence in Higher Education has recommended a full training program for faculty in adult learning theory and instructional technique. Staff development programs in Texas, Maryland and Mississippi have also emphasized the need for more effective instruction for adult learners by developing staff development workshops on the subject.

We expect the following outcome: Upon completion of the on-site faculty development workshops which will utilize the developed workbook and videotapes that concern adult learning theory and teaching techniques, faculty will be equipped to meet the learning style needs of the adult learner population. Faculty will have increased awareness in the differences between pedagogical and andragogical teaching styles and techniques in order to teach adults more effectively.

Because of the instructional materials and workshops, more effective instruction and increased student retention will result.

The Professional Staff Development project will deliver contemporary adult learning theory and instructional technique in a format which will increase assimilation into the community college classroom.

The workshops will directly involve current faculty who teach at the consortium member sites, and the workbook and videotapes will serve as a consistent mechanism to deliver effective adult learner teaching techniques through established staff development programs for years to come.
3. Population To Be Served

Population Served
Full time and part time faculty at each of the consortium member sites will benefit from the adult learner workshops and instructional materials.

It is anticipated that 25 faculty members from each of the participating colleges, a total of 100, will be trained in the first year. The flexibility of the videotapes and workbook will allow a "Train-The-Trainer" system to be developed to perpetuate the dissemination of the theory and practice developed by the project.
E. Objectives

The objectives of the Professional Staff Development Program are:

1. Research and collect data concerning the latest theory and effective methods in instructing adult learners to include learning styles, effective instructional technique, problem-centered learning, collaborative learning and self-directed learning.
   - Months: 1-5
   - Budget: $2,500.00

2. Write and produce videotape that instructs faculty on the theoretical bases of adult learning theory.
   - Months: 6-9
   - Budget: $7,800.00

3. Write and produce a videotape that demonstrates classroom techniques and applications that are effective with adults.
   - Months: 7-10
   - Budget: $7,800.00

4. Research, develop and publish a workbook that complements the videotapes.
   - Months: 5-10
   - Budget: $1,250.00

5. Offer preliminary seminar to evaluate tapes and workbook.
   - Month: 10
   - Budget: $625.00

6. On-site workshops to include the videotapes and workbook will be presented to the faculty on the campuses of the institutions that participate in the consortium.
   - Month: 11
   - Budget: $2,500.00
5. Workplan Narrative

Activities

At inception, the project administrator will establish a formal steering committee which will interview and select project coordinators on each campus from qualified staff development personnel.

The theoretical base of the project will be researched by the project coordinators and developed in order to ascertain the most contemporary theories and instructional practices concerning adult learning styles and instructional motivation techniques.

Upon completion of the research phase, professional quality videotapes will be written and produced which focus upon the theoretical aspects of adult learning theory and classroom technique, respectively. A writer, producer and editor from the Fullerton College Media Services department will produce the tapes as they have frequently won state awards for instructional videotapes and commonly produce instructional tapes for commercial and institutional clients.

The handbook will be developed to complement videotapes and will be developed in conjunction with the writing and production of tapes.

Pilot seminars will be scheduled in the Spring so that a preliminary evaluation of the videotapes and handbook can be made. Changes, if necessary, will be made to refine the tapes and workbook.

When the instructional components are complete, staff development officials and training coordinators on each campus will conduct faculty development workshops on the participating campuses to bring awareness of adult learning theory to faculty and integrate adult learning teaching techniques into the curriculum.
6. Expected Outcomes

Expected Impact and Transferability

It is expected that the most recent adult learning theory and classroom teaching techniques applications will be current and useful for a period of five to seven years, and will contain instructional technique that is universal in an instructional setting.

Though the goal of the project is to initially reach at least 100 faculty in the first year, a secondary goal is to reach the faculty of all community colleges through a "train-the-trainer" approach to further disseminate the project through the curriculum.

The content of the handbook will be produced on computer diskette so that each college can customize the copy with its name and other appropriate information. The diskette presents a generic approach to the printed materials so that a consistent instructional message can be delivered to all faculty, while a unique customized presentation can be made.

The videotapes present flexibility in that they can be copied for use at all campuses, while delivering consistent instructional methodology and procedure.
7. Evaluation Plan

Evaluation Plan

It is proposed that a multi-tier evaluation plan be utilized. The project steering committee, the Dean of Extended Day Instruction and the faculty development official on each campus will evaluate the effectiveness of the project. The formative evaluation will be conducted by the steering committee and the summative evaluation will be made by the deans and the staff development officials.

Faculty workshop participants will evaluate the effectiveness of each videotape, the workbook and the on-site workshops.

During the semester following the faculty workshops, an empirical study and evaluation will be conducted to determine if faculty changed their instructional delivery methods to adult learners. The study will also assess the difference in retention rates and student competence in their classes.
Information for Dissemination

The videotapes, workbooks and workshops will be incorporated into the ongoing staff development programs at the participating colleges.

A package containing the two videotapes, workshop participants handbook, a computer diskette containing the workbook copy, and workshop leader's guide will be made available to other community colleges at cost. Requests for assistance and training for new project leaders and trainers will be provided at cost.

Articles concerning the project will be written for local media, National Institute for Staff and Organizational Development as well as educational journals. presentation will be planned for instructional and staff development conferences such as ACCCA and NISOD. A report of all activities and evaluation findings will be forwarded to the Chancellor's office.
9. Budget Narrative

NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]