CALIFORNIA COMMUNITY COLLEGES
AND
SOLANO COUNTY
COMMUNITY COLLEGE DISTRICT

#89-0024
## Integrating Learning Laboratory Materials Development Project

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1989-90</td>
<td>89-0024</td>
<td>Solano</td>
<td>Solano County</td>
</tr>
</tbody>
</table>

**PROJECT TITLE**

Integrating Learning Laboratory Materials Development Project

**FUNDING CATEGORY & AWARD**

Grant = $12,090

**ELIGIBLE PROGRAM**

A --- Nontraditional Instruction

**PROJECT CATEGORY**

Curriculum Design

**PROJECT PRODUCT**

Resource Materials

**PROJECT TOPIC #1**

Curriculum Develop

**PROJECT TOPIC #2**

Writing and Reasoning

**ACADEMIC SUBJECT**

Reading

**PROJECT DIRECTOR**

Susan Messina, English Instructor

**PROJECT SUPERVISOR**

Kathy Rosengren, Div Chair Language Arts

**PROPOSAL DESCRIPTION**

Three faculty members of the Solano College English department developed short course study modules which integrated reading, writing, reasoning and content area skills. These study modules were introduced into the curriculum in the College Learning Laboratory. Innovative, integrated materials were developed for use in the laboratory. In the targeted population were educationally disadvantaged, under prepared students enrolled in the lowest two levels of developmental composition.
Integrating Learning Laboratory Materials Development Project

In the proposed Integrated Learning Laboratory Materials Development Project, three members of the Solano College English Department will develop short course study modules which integrate reading, writing, reasoning, and content area skills and text and present these workshop/individualized study modules as part of the curriculum in the College’s Learning Laboratory.

This project will address the following educational programs as specified in Education Code Section 84381: 1) It will develop innovative, integrated materials to be used in a nontraditional learning laboratory instructional setting. 2) The target audience for this instruction will be educationally disadvantaged, underprepared students (including new clientele of working students) who are enrolled in the lowest two levels of developmental composition (English 307/8 and English 300). 3) The project will extend and therefore improve instruction in the traditional classroom. And 4) the project will improve the teaching abilities of the faculty who develop and present these materials and short course workshops. Our experience with the Reading Lab and Writing Lab components of the Learning Laboratory tells us that this individualized learning environment is particularly effective with underprepared students. This project will unite and expand our lab curricula.

Two related problems create a need for this materials development project: 1) inadequately prepared entering students and 2) separation of disciplines. Eighty-five percent of Solano College’s entering students are underprepared in reading skills, and seventy-five percent are underprepared in writing skills. These students need further skill development before successful completion of college level study. Currently, reading, writing, and speech are taught in separate departments and labs. This project would unify reading, writing, reasoning, and content area materials, thus students understand how to use skills in context.

The population served by the Reading and Writing Labs has more minorities and more underprepared students than the student population at large at Solano.

In this project, three English department faculty will develop integrated short-course modules to be offered in the Learning Laboratory. The modules will include two workshop sessions, supervised practice in the Labs, and a student project involving writing and reading. The modules include 1) topics integrating reading and writing skills, 2) topics integrating critical reading and critical writing, and 3) topics integrating reading and content area material. The
modules will be developed, offered to students, and evaluated during the project.

Materials outlines will be available for easy adaptation and dissemination; other colleges will find much relevance since they also have large numbers of underprepared students.

The total budget for the project is $24,856. Of that, the amount requested from the Fund for Instructional Improvement is forty-nine percent, or $12,092. Solano College will support the program with a total of $12,764 in direct and indirect costs. Of the amount requested from the Fund, the majority will be used for faculty hourly pay.
1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM CR SERVICE ADDRESSED
This proposal seeks funding under all of the Education Code Section 84381: Creation of Fund: Programs subsections
(a) Non-traditional forms, content, and methods of instruction
(b) Programs for improving the teaching abilities of faculty members
© Programs addressing special learning needs of educationally disadvantaged students
(d) Educational services for new clientele, including older, working adults; and
(e) Efforts to improve traditional instructional programs.

A brief explanation of how this project meets one or more of these subsections will follow, with more detailed explanation in the Population Served, Problem, Objectives, and Work Statement sections.

The instructional site in which materials developed under this project will be used is the recently unified (1988-89) Solano College Learning Laboratory. This nontraditional form of instruction houses a Reading Lab, a Writing Lab, a Computer Lab, and an Audio-visual Lab in various corners of one large room. Here students--particularly the underprepared--get individualized instruction in a supportive environment. The Reading and Writing Labs support and extend the traditional classroom instruction for underprepared students. Students in English 307/8 (those whose assessment scores are in the lowest one-third of entering students) are required to take one unit in both labs concurrently with their traditional class. In addition, many students in English 300, a developmental composition class one level below English 1, also are enrolled in the Reading and Writing Laboratories. Currently, the separate Reading and Writing Labs use published and locally prepared materials in the two separate disciplines.

Project Goal:

In the proposed Integrated Learning Laboratory Materials Development Project, three members of the Solano College English Department will develop short course study modules
which integrate reading, writing, reasoning, and content area skills and text and present these workshop/individualized study modules as part of the curriculum in the College's Learning Laboratory.

Based on our experience with the Learning Lab, we know that it differs from a traditional classroom instructional setting, (which we also offer), where one instructor meets a group of twenty-five to thirty students who, despite a similarity in assessment score level, have very different writing and reading skill deficiency when compared with each other. One student may have difficulty with subject-verb agreement past tense verb endings while another may not be able to construct a topic sentence and follow it in developing a paragraph. The result is that the instructor usually lectures on common problems to all students. The psychological distance between instructor and student, the problems resulting from student absences, and the student's inability to apply to general concepts from class presentations to his/her own writing, often result in a high withdrawal rate and/or a high failure rate.

Nontraditional Learning Lab Instructional Advantages:

However, the laboratory learning environment is a nontraditional form of instruction that overcomes many of the problems inherent in the traditional classroom. Students come into the Solano College Reading and Writing Laboratories at a time that is convenient for them; if they miss a planned session in the Labs, they can come in later in the week at their own convenience. Thus, the flexible scheduling means that students are more likely to actually attend the full number of class hours in a given semester in the labs than they are in a regular classroom. This flexibility in scheduling is particularly useful to older, working students, who often have job conflicts that cause class absences.

In addition, in the Reading and Writing Laboratories, students are given additional diagnosis to determine exactly what individual problems each student has, and an instructional plan is created based on that diagnosis. Thus, the students know that they are each working on their own individual problems. This individual attention is particularly important for educationally disadvantaged and underprepared students because they often have trouble making an application of a general principle as presented in a classroom setting to their own writing or reading problems.

Help for Educationally Disadvantaged Students:

Most importantly, the laboratory setting, with its individual student/staff conferences, gets students more involved in their learning. This involvement is particularly important for educationally disadvantaged and underprepared students, since they have often not been intensely connected to their learning process before.

In the Labs, an instructor meets with each student to plan a curriculum and assignments. Students work independently in the lab (at carrels and at tables), but they consult with the instructional assistants and the instructor for help with questions, explanations about reading and writing techniques, and evaluations of their completed work. The resulting support and
psychological closeness makes students more committed to their learning and increases the actual amount of learning that takes place. There is immediate feedback about the quality of work or questions about subject matter. This is extremely important to underprepared students who have often not been successful in their academic work before. When they discover the labs’ instructional staff cares about what they learn, they themselves begin to care more about what they learn.

Instructional Efficiency in this Project:

What this project proposes is to create materials that include the best of both traditional classroom and nontraditional lab instruction. Classroom instructional efficiency results when an instructor teaches more students at one time than an instructor in a lab setting can. The unified workshop units to be developed under this project will utilize that efficiency by having an instructor present several workshops on a topic to a group of lab students. Then, the students will follow up on that topic in individualized work in the labs, with instructor and tutorial help. Thus, traditional classroom instructional efficiency is combined with the instructional advantages of the lab situation, which will be particularly valuable for underprepared learners.

Improvement of Teaching Abilities and Traditional Instruction:

In addition to addressing the needs of underprepared, educationally disadvantaged students, this nontraditional method of instruction will improve the efficiency of the traditional classroom instruction in English 307/8 by providing additional instruction on specific topics needed by some, but not all students in a classroom; the classroom instructor can simply recommend that individual students do the workshops they particularly need to develop skills.

Finally, the preparation and presentation of the materials will improve the teaching abilities of those instructors working on the project in the coming year. As part of the project, Reading and Writing Lab instructors and instructional assistants will attend a training session to prepare them to work with students on the parts of the short-course modules which the students will do in the Reading and Writing Labs. In the future, other instructors could be trained to present the lab workshops using the prepared outlines and materials.

Summary of Educational Programs Addressed:

In sum, the proposed Integrated Learning Laboratory Materials Development Project meets a number of Education Code Section 84381 criteria: it will create effective, nontraditional forms and methods of instruction in the Learning Lab; it addresses the special learning needs of educationally disadvantaged and underprepared students; it provides educational services for new clientele; and it will improve our traditional instructional program and faculty teaching abilities. These materials and workshops will be extremely valuable to Solano College students.
The Integrated Learning Laboratory Materials Development Project is a new project which will be conducted by Solano Community College alone, and only College and Fund for Instructional Improvement funds will be used.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS BEING ADDRESSED
Solano College English instructors have observed that two related problems affect a large percentage of our entering students: 1) most are underprepared for college level English language use (reading, writing, and reasoning) when they enroll initially, and 2) one aspect of their lack of academic preparedness is that they fail to see the relationships among literacy skills--reading, writing, and reasoning--nor can they transfer the skills they learn in English classes to the demands of their content area classes. Since the Reading and Writing Labs enroll many of these underprepared students, it is a logical site for presenting integrated instruction in English language and reasoning skills and in content area skills. The goal of this project is to address these related problems of underprepared students.

PROBLEM 1: INADEQUATELY PREPARED ENTERING STUDENTS
(a) Currently, under the Solano College matriculation program, all students who enroll in six units or more must take English and Reading placement tests; in Summer and Fall 1988, 2305 students took the Reading and English APS tests. In Reading, 85% of students testing scored below college level; in English (writing), 75% scored below college level.

(b) In addition, students enter with a variety of skill levels, so we provide instruction at several different levels. The following breakdown shows the percentage of students testing at each level in Summer and Fall 1988 testing:

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level Writing</td>
<td>25 %</td>
</tr>
<tr>
<td>College Level Reading</td>
<td>15 %</td>
</tr>
<tr>
<td>One Level Below College Level Writing</td>
<td>49 %</td>
</tr>
<tr>
<td>One Level Below College Level Reading</td>
<td>42 %</td>
</tr>
<tr>
<td>Two Levels Below College Level Writing</td>
<td>26 %</td>
</tr>
<tr>
<td>Two Levels Below College Level Reading</td>
<td>43 %</td>
</tr>
</tbody>
</table>

Because the reading test is a timed test, slow readers might perform more poorly on this test than their actual reading skills are. While these assessment test results reveal drastic college-wide underpreparedness, a more accurate view can be seen by examining scores on an untimed reading assessment test given in the Reading Lab.

The Reading Lab diagnostic test is the College Board's Degrees of Reading Power. College textbook prose is usually rated at a difficulty level of 70 or higher on this DRP scale. Of 181 Reading Lab students (Spring 1989) taking the DRP, 15% (28) scored at level 70 and above. This percentage matches that of the college-wide assessment test; 85% of current Reading Lab students score below college level on an untimed test.
The following chart shows how Reading Lab and Writing Lab students (Spring 1989) scored on the college-wide assessment tests.

<table>
<thead>
<tr>
<th></th>
<th>APS Reading Assessment</th>
<th>APS English Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING LAB STUDENTS</strong></td>
<td>(Total n=336)</td>
<td>(Total n=330)</td>
</tr>
<tr>
<td>College Level</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>One Level Below</td>
<td>68</td>
<td>113</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>260</td>
<td>207</td>
</tr>
<tr>
<td><strong>READING LAB STUDENTS</strong></td>
<td>(Total n=198)</td>
<td>(Total n=198)</td>
</tr>
<tr>
<td>College Level</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>One Level Below</td>
<td>22</td>
<td>38</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>175</td>
<td>156</td>
</tr>
</tbody>
</table>

The conclusion that can be drawn is that students enrolled in both Reading and Writing Labs are severely underprepared for college-level reading and writing. Thus, by offering the short-course study modules in specific reading, writing, reasoning, and content area topics through the Learning Lab, we will indeed reach our intended audience, underprepared students;

PROBLEM 2: SEPARATION OF DISCIPLINES

(a) While most research, particularly that done in the past ten years, tells us that students gain literacy skills best in an environment which emphasizes all language skills together (writing, reading, listening, speaking), nonetheless our college, like most, has an entrenched division of this subject matter into separate disciplines—composition, reading, speech. Currently we have separate reading and writing lab curricula, although both labs are located next to each other in the Learning Laboratory.

(b) In addition, although we have instituted a good program with both writing and reading courses offered at several levels (college, one level below college, and two levels below college), our colleagues in the academic and vocational disciplines complain that their students drop out because they cannot read and comprehend the materials required for their college level courses. What this tells us is that even students who have taken developmental courses in reading cannot adequately apply what they have learned in reading class or lab to, for example, history or nursing classes. Thus, we see a real need for contents specific reading instruction.

The proposed project would develop short-course materials and workshops that integrate reading, writing, and reasoning; other short-course workshops would relate the language skills to content area materials.
3. Population To Be Served

POPULATION SERVED
A comparison of WSL enrollment with campus-wide student population indicates that the Writing Skills Lab (WSL) has a much higher percentage of ethnic minority students (56 percent WSL, 33 percent campus-wide), a higher percentage of English as Second Language (ESL) students (15 percent WSL, 4 percent campus-wide), and a higher percentage of students assessed as underprepared (see data above). The chart below shows a comparison of the enrollment by ethnic groups at Solano Community College for Spring Semester 1987 compared with the ethnic backgrounds of students enrolled in the Writing Lab (based on First Census data reports).

PERCENTAGE DISTRIBUTION BY ETHNIC GROUPS (SPRING 1987)

<table>
<thead>
<tr>
<th>SCC STUDENT BODY</th>
<th>WRITING SKILLS LABORATORY</th>
</tr>
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<tbody>
<tr>
<td>62.6 %</td>
<td>Caucasian</td>
</tr>
<tr>
<td>12.1 %</td>
<td>Black</td>
</tr>
<tr>
<td>7.4 %</td>
<td>Filipino</td>
</tr>
<tr>
<td>6.9 %</td>
<td>Hispanic</td>
</tr>
<tr>
<td>4.6 %</td>
<td>Asian</td>
</tr>
<tr>
<td>4.4 %</td>
<td>Other</td>
</tr>
<tr>
<td>2.0 %</td>
<td>American Indian</td>
</tr>
</tbody>
</table>

Enrollment in the Writing Lab since its inception in the spring semester of 1982 has consistently increased to a high of 455 students in Spring Semester 1987. Enrollment in Writing Lab increased to over 500 in Fall 1988 with the advent of the matriculation program which tested a larger number of students than had been assessed before.

Thirty-eight percent of WSL students are required to take the course concurrent with enrollment in either of two developmental composition courses (English 307 or 308); the remaining 62 percent of Writing Lab students enroll voluntarily based on perceived need and assessment test scores. Further, the Writing Lab serves an average of 90 students per day. While the enrollment figures for the Reading Lab are not quite as high as those of the Writing Lab, like the Writing Lab, it too serves a similar audience--one that is largely educationally disadvantaged, underprepared, and composed of ethnic minorities in a greater percentage than the student body as a whole.

An analysis by ethnic groups of Writing Lab enrollment shows that 24 percent of our students are Black, and 100 percent of that group assess as skills deficient; 9 percent of WSL students are Asian, and 100 percent assess as skills deficient; 6 percent are Filipino, and 94 percent assess as skills deficient; 14 percent of Writing Lab students are Hispanic, and 97 percent assess as skills deficient. Moreover, 53 percent of Writing Lab students fall within these four ethnic groups; moreover, 15 percent of Writing Lab students are English as a Second Language (ESL) students. With Reading Lab students assessing at similar rates, the
identification of the population served as "educationally disadvantaged" and underprepared is clearly seen. Those who fear writing and reading courses are often those who need them the most.

A second demographic characteristic is important for this project proposal: a greater percentage of Solano College students are older than was true three years previously. The percentage of the student body in the under 19 years of age group decreased 1.5 percent between Fall Semester 1983 and Fall Semester 1986. The 20 to 24 year old group decreased 1.7 percent and the 25-29 year old group decreased 1.8 percent in the same time period. However, there were significant increases in students age 30 and over: the 30 to 49 year-old group increased 4 percent and the 50 + year old group increased 1.6 percent. Thus, our student body does fit the criterion stated in Subsection (d), "Educational services for new clientele, including older, working adults." A connection between number of units taken and employment status may be hypothesized. The Solano College population takes fewer units than the statewide enrollment patterns for community colleges:

<table>
<thead>
<tr>
<th>STATEWIDE FALL 1986</th>
<th>SOLANO COLLEGE FALL 1986</th>
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<tbody>
<tr>
<td>40.3 %</td>
<td>1 to 5.9 units</td>
</tr>
<tr>
<td>23.3 %</td>
<td>6 to 11.9 units</td>
</tr>
<tr>
<td>20.2 %</td>
<td>12 + units</td>
</tr>
<tr>
<td>14.7 %</td>
<td>Non-credit units</td>
</tr>
<tr>
<td></td>
<td>46.4 %</td>
</tr>
<tr>
<td></td>
<td>33.2 %</td>
</tr>
<tr>
<td></td>
<td>21.7 %</td>
</tr>
<tr>
<td></td>
<td>0.1 %</td>
</tr>
</tbody>
</table>

One explanation for the greater percentage of Solano College students taking fewer units is that more students are working at either part-time or full-time jobs while they are attending school. Thus our project audience is relevant to the Fund's criterion (d) Educational Services for new clientele, including older, working adults.

The potential audience for the project workshops is the entire enrollment of both Reading and Writing Labs, over 500 students; however, it is likely that many fewer will actually choose to enroll in one or more of the integrated workshops as part of their Lab instructional programs. Because the workshops will be repeated throughout the semester once they are completed, many students will have the opportunity to take them.
OBJECTIVES

Objective: In the proposed Integrated Learning Laboratory Materials Development Project, three members of the Solano College English Department will develop short course study modules which integrate reading, writing, reasoning, and content area skills and text and present these workshop/individualized study modules as part of the curriculum in the College's Learning Laboratory.
WORKPLAN

Specific Description:
Currently, students in the Reading Lab work in appropriate published materials, usually a reading skills development textbook. In the Writing Lab, most students work on individual writing and grammar assignments using staff designed short materials. This project will produce a different method and materials for instruction.

Project short course study modules will take students six to nine hours to complete and can be combined with other study modules or current texts and materials to yield credit in one-half unit increments (total of eighteen hours). Short course study modules will be one-half or one-third of a .5 unit credit.

Project short course study modules will have the following form:

- Part One:
  Workshop presentation by an instructor to a small group of 4 to 12 students; this lecture/discussion session will provide basic principles and examples on the topic. (1-1.5 hours)

- Part Two:
  In the labs with staff instructional assistance, students will complete an assignment practicing the concepts introduced in the workshop. (2-3 hours)

- Part Three:
  A follow-up workshop in which the practice exercises done by the students will be reviewed and discussed. (1-1.5 hours)

- Part Four:
  Student writing/reading and/or content area project to be completed in the labs with the assistance of the lab instructional staff. (2-3 hours)

Short-Course Module Content:

Several types of short-courses are envisioned:

1) Topics integrating reading and writing concepts
   Examples: Main Idea in Reading and Writing--Levels of Generality
              Main Idea in Reading and Writing--Discerning Importance
              Text Pattern Variation in Reading and Writing
              Writing Summaries of Reading
              Coordination and Subordination in Reading and Writing
2) Topics integrating critical reading and critical writing
   Examples:  Understanding and Writing an Argument
              Logical Fallacies in Reading and Writing
              Evaluation of Point of View in Reading and Writing
              Reasons in an Argument in Reading and Writing

3) Topics integrating language skills and content area reading and writing
   Examples:  Reading for Causal Explanations in History
              Reading Graphs and Illustrations in Science
              Reading Nursing Research
              Reading Business Case Studies
              Study Reading
              Vocabulary for Specific Content Area
              Summarizing Chapters

An essential element of all modules developed will be the use of appropriate level of materials and language for the underprepared students of the Reading and Writing Labs. The goal in every module will be to teach these students some language and study reading concepts and techniques that will help prepare them for the rigors of college-level study.

The form and content of these short-course study modules will be particularly good for underprepared students. Since the workshop sessions will be small, the students will be able to ask questions freely. Because workshop enrollment will be voluntary/ only students who especially want and need to develop the particular skill being taught will enroll for the workshops; thus, all students in the group will be motivated to learn. Students will get adequate supervised practice and follow-up writing experience in the Reading and Writing Lab components of the short-course modules. This guided practice is particularly successful for underprepared students, much more so than the traditional "go-it-alone-at-home" approach of classroom assignments.

Project Schedule:
These modules will be developed and workshops presented during both Fall and Spring Semesters in academic year 1989-90. The instructors will first research relevant reading and writing theory. Appropriate content area instructors will be consulted for specific reading problems related to various disciplines. Then integrated modules will be created using examples at several different levels so that can be attended by Learning Laboratory students who will have varying levels of literacy skills. (See Problem 1--Inadequately Prepared Entering Students--for the expected range of skill levels.) Workshops, practice assignments, follow-up review sessions, and final assignments will be presented and student work evaluated by the Laboratory staff. Short courses will be repeated throughout the semester.

Personnel Required:
The faculty involved in this activity will develop the short course workshop materials, prepare the student practice activity materials, prepare the follow-up workshop materials, develop the final assignment materials, and train the Lab staff to implement these materials.
Personnel conducting this activity will be Project Director Susan Messina, current Writing and Reading Labs instructor, Carole Stahlkopf, current Writing Lab instructor, and Annette Runquist, current Reading Lab instructor. Ms. Messina and Dr. Stahlkopf will each require 20% percent released time for both semesters of the 1989-90 year. Ms. Runquist will be paid at an hourly rate for 108 hours during the year, which is the same as 20% released time. Ms. Runquist will be working with content area faculty who will each be paid at an hourly rate for work on the content area reading modules. 40 hours of faculty time is allocated for the content area instructors.

All Reading and Writing Lab faculty will attend one training session to learn how to use the new materials; they will be paid for one hour of the training time. The five instructional assistants in the two labs will also attend training sessions in using the new materials. They will be paid for five hours of training time. Their training time needs to be greater since they will be working most closely with the students on the lab parts of the modules.

Secretarial assistance will be required to prepare and reproduce the materials students and staff will use.

Facilities and equipment:

Existing computer, laboratory, reproduction, and audio-visual equipment are adequate to carry out this project. The Solano College Graphics Department will reproduce the instructional materials packets to be used by each student.
6. Expected Outcomes

Expected Impact:

The goal of the project is to increase academic preparedness in underprepared Reading and Writing Lab students. The amount of impact the project actually has will depend on the number of modules developed, the number of times they are offered, and the number of students who participate in them. All of these concerns will be addressed in the final project report.

The long-range impact should be that more of the underprepared students move into and through college-level courses in English and content areas successfully. That impact will, of course, not be measurable at the time of the completion of this project.

Project Outcomes, Evaluation, and Continued Support:

- Approximately 10 to 15 short-course study modules such as those illustrated above will be outlined, reading materials prepared, and writing assignments prepared. The project report will include the module outlines, materials, and assignments, all of which can be reproduced and disseminated to other schools.

- The short-course units that are prepared will be presented to Learning Lab students, who will evaluate them. Additional evaluations will be made by Reading and Writing Lab staff who are not engaged in the project. All three project faculty will engage in on-going evaluation throughout the project, and revisions will be made as appropriate during the course of the project year.

- After the content area reading modules have been implemented, content instructors will compare the final grades of students who have used the modules with those of students at similar skill levels who have not used the modules.

- Once the materials have been prepared, the Learning Lab can continue to use them in succeeding years.

- The overall supervision of the project will be done by Dr. Kirkorian, Dr. Elioff and Ms. Kathy Rosengren, Chairperson of Language Arts Division.
7. Evaluation Plan

[NO “EVALUATION” ACCOMPANIES THIS DOCUMENT.]
8. Dissemination Plan

Adaptation and Dissemination:
Specific materials developed as part of this project will be made available for distribution to other community colleges throughout the system upon request. A nominal fee will be charged to cover the actual cost of reproducing and mailing materials.

In addition to the materials which will be made directly available to requesting institutions, the SCC project staff will prepare an article for publication in professional journal or will present a workshop about the project at a statewide or regional conference. If this project is funded and completed as scheduled, there is a tentative plan to hold the Fall or Spring conference of the Northern California College Reading Association at Solano Community College, with several sessions devoted to the results of this project.

Other community colleges could readily adapt the methods, materials, and assignments developed in this project to their own local needs. Since all California community colleges have this large group of underprepared students, this is a project which would have a great likelihood of transferability.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]