**Cooperative Study Skills**

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<th>PROJECT DIRECTOR</th>
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<tr>
<td>Steve Goetz &amp; Diane Keegan, Counselors</td>
<td>Don R. Low, Associate Dean Counseling</td>
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This project, modeled after the Learning Assistance Program at California State University, Long Beach is designed to enhance the academic skills and transfer success of underrepresented, educationally disadvantaged and re-entry students at Orange Coast College. Funds provided release time for six counselors to develop and teach modular units designed to enhance the study skills of the target population.
Coast Community College District

**Cooperative Study Skills**

Proposal for a grant from the Fund for Instructional Improvement (FII) for Cooperative Study Skills (CSS) at Orange Coast College.

**Educational Program or Service Addressed:**
The CSS is modeled after the extremely successful Learning Assistance Program at California State University, Long Beach in which one to two hour study skills modules are taught annually to over 2,000 students. Our project at OCC especially intends to enhance underrepresented, educationally disadvantaged and reentry students' academic and transfer success. Instructors have identified study skills that students need most in their particular disciplines and six counselors (also instructors) will develop and present requested modular study skills units in instructors' classes. Study skills have been addressed as a priority in the 1989 Matriculation Title 5 Regulations.

**Specific Problem(s):**
There is no study skills curriculum at OCC that addresses the specific needs of faculty and educationally disadvantaged students. Eighty-one percent of full-time faculty responding to a survey requested counselor assistance to teach study skills in their classrooms.

**Population Served:**
In 1991-92, CSS will assist approximately 2,000 of OCC's 25,000 students and approximately 54 of OCC's 320 full-time instructors.

**Basic Agenda:**
CSS directly addresses special learning needs of educationally disadvantaged students and increases their probabilities of transfer success. CSS also improves traditional instructional programs and establishes better working relations between instructional and student services staff.

**Objectives:**
To develop modular study skills units, improve student academic performance, engender the concept that study skills are a means to improve the educational climate in the classroom, and alter faculty perceptions of traditional counseling and instructional roles.

**Activities:**
Counselor-Instructor team will establish cooperative advisory groups to develop study skills units in cooperation with faculty needs and establish a schedule of presenting and evaluating these modular units. Funding will pay for release time for six counselors to develop and teach modular units and for three consultants.

Expected Impact and Transferability:
The CSS Project addresses study skills needs of every discipline at OCC. The concept has received support from several campus programs and one out of four faculty members. Since OCC is close to seven other community colleges, its impact and transferability is great. The project's continuance is assured because, once implemented, resources normally given to traditional study skills workshops will be redirected to CSS.

Evaluation Plan:
The project will be evaluated by subjective questionnaires from student and faculty participants in the CSS Program, follow-up surveys, and counts of all participants. The Coast District Research Division is providing us with a research design.

Dissemination Plan:
A report containing methods and study skills modules will be kept at OCC, the OC Department of Education, and sent to requesters. Projects will be described in ERIC, CCC District newsletter, a professional publication, and at a District meeting and CCCC conference.

Budget:
Total program costs: $10,824. Local funding: $2,316 (27% financial participation). Required
Coast Community College District

Cooperative Study Skills

1. Specific Educational Program Being Addressed

Educational Program or Service Addressed
The Cooperative Study Skills (CSS) Project at Orange Coast College intends to teach study skills to all students, and will especially address the needs of educationally disadvantaged, ethnically underrepresented, and re-entry students. In cooperation with instructors who have identified study skills most needed in their specific disciplines, a team of counselors, who are also instructors, will develop and deliver one to two hour modular study skills units in classes in those disciplines. This team will also offer a series of workshops for our re-entry center. Examples of skills to be addressed are writing essay exams, taking notes, memory techniques, spelling skills, reading a text, taking objective exams, researching a topic, and organizing study time. These specifically tailored units will be taught by the counselor team at the invitation of the instructor within the classroom.

The intent behind the CSS Project is to enhance students' probabilities of academic and transfer success. Although most instructors are also committed to the goal of their students' success, they must direct their teaching energies toward their specific disciplines. Not surprisingly, then, many subject instructors have welcomed the counselors, who themselves are instructors, in presenting the CSS units. This project will also promote the understanding that student success is a mutual goal for both counseling and instructional staff.

Once implemented, the CSS Project will continue on its own power because the counseling personnel normally directed toward study skills through traditional workshop format will be redirected towards these more efficient, in-class presentations.

This program proposal is supported within the California Community College Board of Governors Matriculation Title 5 Regulations that assessment and remediation of study skills is a required component of counseling services. The proposal is a new and unique development for which no financial sources, other than Orange Coast College matching funds, will be used.
Basic Agenda

The CSS Project will address the following priorities:
The special learning needs of educationally disadvantaged students (AB 1173, A3).

Increase the numbers and success of underrepresented students in transfer programs (1989-90 Basic Agenda Criteria).

Improvement of traditional instructional programs (AB 1173, A50).

Establish and maintain productive working relationships between student services personnel and instructional faculty (1989-90 Basic Agenda Criteria).
2. Specific Problems Being Addressed

Specific Problems

OCC offers a soon to be discontinued course in study skills. Few marginal students commit to attending this nine-week course, and those who sign up tend not to complete it. Nor does this course consider the special learning needs of English-as-Second-Language learners or other educationally disadvantaged students. Instructors for this course have actually stated that many students are unprepared to successfully complete their curriculum and have, in fact, invited counselors to develop a supplemental program for them. Isolated study skills workshops do not efficiently reach the numbers of students who need such assistance.

Facing time constraints and lacking familiarity with study skills curriculum, traditional instructors prefer to focus on their academic disciplines. They cite, however, the pressing need for students to have such skills. The traditional classroom, then, is the most efficient way to teaching study skills.

The Counseling Division surveyed full-time instructional staff about their needs for study skills units taught by counselors in their classroom (See Appendix A & B for summary and survey). Eighty-one percent of the full-time instructional faculty responding to the survey requested help from the counselors, citing notetaking skills, time management, and reading skills as their top three priorities. The percentage of faculty responding represents three times the normal response to surveys, so the faculty see a great need for such services as does EOPS (Appendix E) and the ReEntry Center (Appendix G).

These faculty perceptions that students lack the preparation to successfully meet classroom challenges are supported by some disturbing trends. First, the number of Orange County high school graduates has decreased by 11% since 1989 (Appendix C) and, since the community colleges hold their doors open to students of all academic preparation, many of these non-graduates are here. In a recent study of student reading skills, more than 50% were found to be lacking post high school reading comprehension (Appendix D). These students face greater problems meeting the academic demands of college-level work. Even greater are the problems that educationally disadvantaged and minority students face finding a suitable niche in the social and intellectual life of the college. Inadequate study habits and skills combine to create huge barriers to the retention of such students in higher education (Tinto, Leaving College, University of Chicago Press, 1987).

Large campuses such as OCC also face the challenge of maintaining a personal, supportive environment for each student. Lack of such an atmosphere can present a most formidable atmosphere to educationally disadvantaged and underrepresented students' achieving their educational goals. Through the CSS Project, OCC hopes to communicate to the community that OCC does care about the success of its students, and will provide them the tools to achieve academic success.
There is a secondary problem: The perception that instructors have their jobs and counselors have theirs, and they perform mutually exclusive functions. A beneficial by-product of the CSS Project is the creation of a stronger relationship between instructional and student services staff. In-class units taught by counselors who are also instructors will demonstrate a commitment to student success, a goal that can be achieved cooperatively among different elements of the college community. Additionally, counselors will model study skills curriculum for instructors in their own classrooms, thereby increasing the likelihood that instructors will incorporate these concepts into their own teaching. Thus, the CSS Project will provide unobtrusive staff development.
3. Population To Be Served

Population Served
OCC currently enrolls approximately 25,000 students and employs 320 full-time faculty.

The breakdown of this student population is as follows: White 71%, Asian - 10.5%, Hispanic - 7.3%, Black - 1.3%, Filipino - 1.1%, American Indian - .9%, Other - 1.7% and Undeclared - 6.2%.

Special needs students - 250 EOPS students - 444 ESL students 1400 Re-Entry students - 10,250

An important fact about the college population is that 30% of these students come from outside district boundaries. Therefore, the changing demographics of Orange County as a whole, not just this community, will be reflected at OCC, and a greater number of underrepresented ethnic groups will attend our campus in the near future.

The CSS Project expects to reach 2,000 students during the 91-92 academic year and 4,000 during the 92-93 academic year. During the 91-92 academic year, the CSS Project expects to participate in 54 instructors’ classes and in 108 during the 92-93 academic year.
4. Objectives

Objectives
1. To develop modular study skills units that meet needs designated by faculty for their particular disciplines.
2. To improve special need and re-entry student academic performance by way of improved study techniques.
3. To engender the concept that study skills are means to improve the educational climate within the classroom.
4. To alter faculty perceptions of traditional counseling and instructional roles.

The team of counselors will achieve these goals during two semesters. During the first semester, units will be developed and faculty will be apprised of their availability. During the second semester, the units will be field tested and revised as needed.
5. Workplan Narrative

Activities
Proposal funding will provide six counselor/instructors at the college with release time to initiate the project, develop the units, establish cooperative advisory groups from, for example, Literature and Language Division, EOPS, Special Services, and the Re-Entry Center teach the units, and evaluate their effectiveness. Funding will also pay for training of the counselor team in specific study skill techniques and fees for three consultants in specific study skills. Activities of counselors are as follows:

- Establish first advisory committee with Literature and Language Division, EOPS and Re-Entry Center. (September, 1991) Objective 1, 3, 4
- Meet with Academic Senate and other college divisions to present CSS Project description. (September-October, 1991) Objective 1, 3, 4
- Identify interested instructional and counseling faculty to assist in development of units. (October-November, 1991) Objective 1, 3, 4
- Invite three experts in specific study assistance curriculum (e.g., mnemonics, time management) to assist in counselor training. (October-November, 1991) Objective 2
- Visit two to three other college campuses using study skills curriculum. (October-November, 1991) Objective 2
- Write modular study skills units based on faculty survey. (December, 1991) Objective 1, 2
- Distribute modular study skills units for participating faculty critique. (December, 1991) Objective 1, 3, 4
- Develop student/faculty questionnaires for evaluating modular units. (January, 1992) Objective 1, 2
- Present modular study skills units in classrooms. (January - May, 1992) Objective 2
- Evaluate units and their effectiveness. (January-May, 1992) Objective 2
- Establish schedule for presentation of modular units for 1992-93 academic year. (April-May, 1992) Objective 1, 2
- Attend conferences on retention of and academic success for underrepresented ethnic and educationally disadvantaged students. (January-May, 1992) Objective 2

- Present project description, results, and evaluation in at least one professional conference and publication. (By December, 1992) Objective 3, 4

- Submit semi-annual and final report as required in Section 56678 of Article 2, Appendix B from California Administrative Code, Title 5. (January and May, 1992)

The Counseling Division will provide a room for advisory meetings and clerical assistance. Duplication and purchase of instructional materials will cost an estimated $2,500.
6. Expected Outcomes

Expected Impact And Transferability

1. The CSS Project addresses the study skills needs of every discipline on the OCC campus, academic and vocational.

2. The CSS Project has a high probability of continuing after the funded year because most of the financial support is needed to establish the curriculum, the logistics of delivering the units, and the training. Once these elements are in place, the time the staff would normally put into traditional workshops will be redirected to the cooperative study skills format.

3. The CSS Project, depending as it does on a broad advisory base drawn from divisions and programs outside of Counseling, has broad applicability and usefulness. It has received a broad base of support from other programs in the college as well.

4. OCC is in close proximity to seven major community colleges, two of which are in the same district; therefore, the likelihood for the adaptation of this project by other districts is great.
7. Evaluation Plan

Evaluation Plan

1. Because this is a first-time project, evaluation will be an on-going process with adjustments to study skills units being made as they are tried. Continuous reporting of CSS Project status will be made to the Associate Dean, Counseling.

2. Devices for evaluation will be as follows:
   • Instructors, in whose classes study skills units are used, fill out subjective responses to units.
   • Survey a sample of students taught the study skills.
   • Count of teachers and students with whom units have been used.
   • Follow-up survey with instructors to see if units had any effect over the course of the semester. Consultation with Study Assistance Team at CSULB.

3. The evaluation design and survey instruments for the CSS Project are being developed in cooperation with the District Research Division.
8. Dissemination Plan

Dissemination Plan
All curricular and evaluation materials developed during the CSS Project will be compiled and maintained in the Orange Coast College Counseling Center. This information will be sent to the Orange County Department of Education, requesting colleges, and the Educational Resources Information Center (ERIC). Descriptions of the project will be distributed through the Coast Community College District newsletter and through district meetings. Finally, project results will be presented in an article submitted for publication in a professional journal and at a California Community College Counselor Conference.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]