93-0025
Santa Barbara

**Multi-Cultural English Transfer Program Teacher Training, Instructional materials, and Curriculum Development Project**

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The successful conclusion of the MET project will have systemwide impact: it will offer an affordable model and a collection of classroom-ready resources to schools facing the challenge of increasing the certification and transfer of underrepresented students. MET's portability and cost effectiveness, its emphasis on multicultural instruction and teaching strategies that seek to level the stumbling blocks underrepresented students encounter, its focus on active learning and on computer-based instruction, make it useful to other institutions addressing the educational needs of the new majority. This model will answer the systemwide need for faculty training and the development of focused instructional materials and should result in an increase in CC's retention, progress, and transfer rates of underrepresented students.

This proposal focuses on "Educational Quality" and addresses the Board of Governors' Basic Agenda Priorities as it relates to approved statutory programs, California Education Code, Article 7, Section 84381(c), in the following ways:

Maintain and improve the quality of instruction to promote excellence in the classroom, in both teaching and learning. MET faculty need formal training in multicultural education. Visiting scholars will provide the theoretical foundation of how culture shapes learning and work with faculty to develop innovative course-ready materials, thus promoting excellence in teaching.

Challenge students to increase their performance to the best of their ability. Traditional modes of instruction rely on an hierarchical approach; students become passive learners. By providing students with diverse activities (group work, collaborative projects, field research, oral reports, Computer Based Instruction) and a curriculum that affirms diverse cultural perspectives, MET will more fully engage students in the learning process and students will, of necessity, adopt the active roles of researcher, teacher, and presenter.

Expand the cultural pluralism aspects of Community College courses. The MET Faculty Training Program will focus on developing a multicultural, multidisciplinary curriculum and incorporating computer instruction, which is adaptable to the learning styles and levels of preparation of a diverse population.

Internationalize the Curriculum. Dr. Stephen Lamy, of USC, will
provide materials and assignments designed to internationalize the curriculum; MET faculty will adapt his materials to MET sequence.

Establish accountability for results, at both State and local levels. To insure improvement in the quality of instruction and to promote excellence in both teaching and learning, the MET Faculty Training Program will produce for dissemination: videotapes of consultants' presentations, an anthology of research articles addressing the special needs of educationally disadvantaged students, a booklet of instructional activities appropriate to each level in the sequence (from ESL and Basic Skills to English transfer courses), and an analysis of student evaluations of their learning experience. In collaboration with the Institutional Research office, MET Co-directors will provide an analysis of how these activities increased educationally disadvantaged students' progress and success.

Support of Programs in ESL and Basic Skills. MET's focus is to create a pipeline from ESL to Basic Skills to completion of certificate requirement and/or transfer-level courses; the Faculty Training Program will include faculty from three departments and the Curriculum Design Seminars will provide MET faculty with an understanding of what the student has mastered and what will be expected of him/her at the next level; thus each faculty member will build upon the success achieved in the previous course. The knowledge gained from training and from sequencing courses will be shared with all faculty in each of the three departments.

Make English course sequence more relevant to Vocational Education Programs. All vocational, certificate, and degree programs require the successful completion of English 100. The Curricular Design Seminars will design an English 100 course specifically tailored to the needs of students enrolled in vocational education and will link students to the business community.
Implement faculty and staff development programs to improve the skills of college personnel. After completion of FII training and activities, MET faculty will continue to meet monthly in order to discuss curriculum innovation and to share teaching materials. As presenters at SBCC’s faculty in-services, MET Co-directors and faculty will share teaching strategies and research with faculty from across the disciplines.

Maintain high standards of instructional quality as the goals of diversity are implemented. As an adjunct to the existing SBCC reading and writing program, MET must uphold the standards set by the college and by IGETC (Intersegmental General Education Transfer Curriculum). The college win evaluate individual instructor’s classroom performance, syllabi, and course design on a regular basis. MEET monthly meetings and observations by MET co-directors will insure teachers continue to hold to a high standard of instructional quality.

Substantiating Evidence: The need for formal faculty training and innovative curriculum design is substantiated in the Specific Problems section. Statistics from the Univ. of New Orleans and Mount St. Mary’s College, Doheny campus, indicate that the changes proposed for MET will increase the progress and success rates of educationally disadvantaged students. This project will provide evidence that it has met its primary goals by the production of faculty training materials, course-ready materials and activities, and an analysis of increased progress rates of MET students.
The MET Proposal focuses on "Programs Addressing Special Learning Needs of Educationally Disadvantaged Students" under "Program Development" as defined in Appendix B "Eligible Programs and Services" and advances the goal of "Faculty/Staff Diversity and Quality" as defined by the Board of Governors.

b (1) Programs Addressing Special Learning Needs of Educationally Disadvantaged Students: MET Faculty Curriculum Design Seminars will enable faculty to apply research on educationally disadvantaged students to curriculum development and to tailor instructional activities to meet the special needs of these students. This program will result in curriculum innovation in ESL 5 Essential Skills classes, and innovative English 100's, a Writing Workshop adjunct for English 110 transfer, and English 111, the IGETC requirement. By helping students develop the skills they need to overcome the barriers described in the literature on retention, MET will increase the success of underrepresented students.

Substantiating Evidence: Success will be substantiated through student evaluations of individual courses and of the MET Program in general, and an analysis of the progress and success rates of MET students in comparison to the performance of under-represented students in general sections of ESL, Basic Skills, and English.

Board of Governors: "Faculty/Staff Diversity and Quality"

The MET Faculty Training Program and Curriculum Design Seminars (proposed to increase the quality of education for MET students) advance the goals of the Faculty and Staff Development programs of Eligible Programs and Seminars in the following ways:

c(I)Intersegmental Summer Programs Including Research Projects and Seminars. Visiting scholars will provide MET Faculty with the latest research on multicultural education (including curriculum design, retention research, and classroom activities). Visiting scholars from the CSU system, the UC system, USC, and private universities will collaborate with SBCC faculty in the design of instructional activities; not only will this improve the skills of SBCC's personnel and insure that MET faculty maintain high standards of instructional quality as well as increase the ethnic diversity of the transfer population, but it will also make the faculty from these institutions more cognizant of the expertise and professional commitment of the MET faculty. This exchange will enhance the recognition and status of the community college faculty as
well as clarify the expectations of California universities and assure that MET courses meet IGETC requirements.

c(2) College Programs Bringing Visiting Scholars to Local Districts. FLIR funding will support a yearlong MET Faculty Training Program, led by visiting scholars, that will improve the participants' skills in: addressing factors which impede persistence of educationally disadvantaged students; developing a multicultural, international, and multidisciplinary curriculum for all levels of the English sequence; understanding diverse learning styles and cross-cultural approaches; and utilizing computer-assisted instruction. For a detailed description of the Visiting Scholars' expertise and their agendas, see Appendix A.

Substantiating Evidence: MET will produce: videotapes of scholars' presentations, research bibliographies, course specific materials designed to promote success of educationally disadvantaged students, and an analysis of the progress and success rates of MET students.
IDENTIFYING THE PROBLEMS: SBCC faces the same challenge as all California community colleges: the new student (generally a first generation college student, a member of an ethnic minority, often entering with a limited English language proficiency and educational background) has different academic needs from the traditional student. To meet these needs, teachers must receive training in: 1) multicultural awareness and the ways culture affects learning; 2) shaping of instruction to suit the learning styles and special needs of culturally diverse students; and 3) the development and implementation of computer-based instructional course and study materials. Methods of delivery must offer a pluralistic approach to suit both field dependent and field independent learners (Rich, *Access and Excellence*).

The Multicultural English Transfer Program, in cooperation with administration, Student Services (EOPS and TAP), has created a non-credit summer bridge course and established a referral and information exchange system regarding MET student recruitment, persistence, and retention. English, Essential Skills, and ESL support MET’s proposed faculty training and curricular development efforts. The college supports MET’s program design and goals, but cannot afford the one-time resources needed to train faculty and to develop a coherent sequence from ESL to Transfer that will serve as a pipeline for educationally disadvantaged students. FII assistance will enable us to complete the critical final phase of this pilot, formal faculty training, curriculum development (which will result in new courses for ESL, vocational, and transfer students), and the design and testing of new computer-based and classroom materials.

SYSTEMWIDE PROBLEM: high attrition and low transfer rates of underrepresented students in the community college system: The 1989 California Postsecondary Education Commission (CPEC) reports that of the 28,000 community college students transferring to the California State University system, only 3,100 were Latino, and 1,580 were African-American. The number of African-Americans transferring to the University of California was 197.

PROBLEM: high attrition and low transfer rates of under-represented students at Santa Barbara City College: Santa Barbara City College is not in an urban center, but has a large and growing Latino, African-American, Asian, and Native-American enrollment-3500 of 11,000 students (32%) in 1992. Changing demographics indicate that this number will increase: nearly

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<th>Specific Problems Being Addressed</th>
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two-thirds of Santa Barbara's public elementary schools have been identified as Student Affirmative Action, and 50% of the students enrolled in two of Santa Barbara's high schools are African-American, Latino, and Asian-American—the third high school has a 40% ethnic minority enrollment. The number of SAA students transferring to UC from SBCC has increased from 38 in 1989 to 220 in 1992. Yet, this is just 6.8% of the 3,200 underrepresented students currently enrolled at SBCC. Without formal faculty training and the development of course materials designed to meet the academic needs of underrepresented students, there is little hope of significant increase in transfer.

PROBLEM: Bottleneck for Underrepresented Students in SBCC's English Curriculum: While underrepresented students comprise 65% of the Essential Skills courses in SBCC's English sequence, they comprise only 28.6% of English 100, the prerequisite to college level English and the last required English course for many of the vocational degree programs; over 80% of that 28.6% report an intention to transfer, yet only 13% of underrepresented students (compared to 87% of the mainstream students) take the next course, English 110, which fulfills the freshman English requirement at most four-year institutions. SBCC's Institutional Research Committee's findings demonstrate that students who delay more than one semester in moving on to the next level have little chance of ever completing that course. At present, the higher the course level, the fewer the number of underrepresented students. This ends their ability to transfer or to complete the requirements for certification in a number of vocational programs. English 100 is the pivotal course.

PROBLEM: Special Needs of Educationally Disadvantaged Students: Research in the field enables us to define with some precision factors which promote success or adversely affect their persistence. A unique feature of the MET Faculty Training and Curricular Design project is that through it theory will be adapted and transformed into practical instructional activities. The following information is drawn from sources listed in "Appendix B: Bibliography."

Under representation, the lack of a critical mass of one's own culture, raises the following barriers: 1) students have difficulty forging a community of shared purpose and establishing informal networks to exchange academic and college information, especially at CC's where students live and work off campus; 2) the dominant culture's ignorance about minority cultures can lead to misjudgment and stereotyping; and 3) minority students often suffer feelings of isolation and alienation, which are exacerbated in classrooms where low
numbers make a student, by default, representative of his/her ethnic group, and in courses which offer a mono-cultural perspective. Class, ethnicity, and high school preparation dynamics make it more difficult for educationally disadvantaged students to make the transition from high school expectations to rigorous college requirements, to choose a major, and to set academic goals. Mike Rose reports that this produces low confidence in academic ability, a difficulty in separating "particular problems with calculus or critical writing from ... intellectual self-worth" and causes students to question their ability to meet college demands. Fear of being judged academically unfit results in the following: 1) student silence, especially for students who have a "predominance of street vernacular in their language" and those who speak with an accent (Saufley; Green identifies a dual problem: silence strips students of the opportunity to have their contributions and intelligence validated, and faculty tend to view silent students as unprepared or apathetic); 2) reluctance to seek assistance, for doing so confirms that they do not belong or can not make it in college; 3) difficulty setting appropriate career goals, some focus on a narrow field of study early and thereby limit their knowledge of and access to career and academic options, while others, overwhelmed by alternatives, delay declaring a major and therefore miss needed counseling and information; and 4) self-sabotage, (defined by Pemberton as a behavioral pattern which stems from fear of failure compounded by pressures for success imposed upon minorities) leads students to cut class on examination day, turn papers in late or not at all, stop attending classes, and to become "passive failures."

PROPOSED SOLUTIONS: The MET Model: Colleges have institutionalized two approaches to multicultural education: incorporating multicultural texts into mainstream classes and offering Ethnic Studies courses that present a fuller perspective on the contributions of one culture. SBCC's statistics on the retention, progress, and transfer rate of underrepresented students reveal that these traditional approaches are inadequate: while the first approach does increase the sensitivity of mainstream students, it does not directly address the special needs of underrepresented students and may, in fact, increase their sense of alienation and isolation; while the ethnic studies approach provides a forum for fuller discovery and understanding of a culture, the diversity of California's workplace suggests that students must add to this knowledge and develop a multicultural perspective. MET addresses that problem by bringing students from TAP (serving solely underrepresented students) and EOPS (serving 50% underrepresented students and 50% economically disadvantaged whites) into ESL, Basic Skills, and English courses. By recreating the demographics of the county within
the classroom, MET removes the disadvantage of Under representation from any particular group; by implementing a multicultural curriculum and pedagogy, MET affirms the range and diversity of perspectives of the new majority and provides classroom activities that directly address the factors impeding student progress. By linking students and faculty with campus agencies, MET insures that underrepresented students will utilize SBCC assistance and offers a model of how to seek such assistance after transfer to a four-year school.

Faculty Development and Training; Redesigning the Curriculum. We propose a one-time faculty training program of workshops and curriculum design seminars. Bringing in visiting scholars and pooling the expertise of MET faculty will improve teachers' ability to meet the needs of educationally disadvantaged students and increase their persistence and transfer rates. According to Montano-Hannon, a multicultural curriculum moves students beyond the limits and biases inherent in any one perspective or investigative method and offers better preparation for participation in the global community. A multidisciplinary approach will clarify the range of career opportunities available and the requirements of an academic field. Computer instruction, adaptable to the learning styles and levels of preparation of a diverse population, will give students access to material used in a variety of disciplines. MET curriculum and instructional activities will be adapted to provide educationally disadvantaged students with the academic confidence and skills needed to overcome the barriers inherent in traditional education. Curriculum development will pay special attention to the bottleneck of English 100--MET will increase the number of sections offered and shape curriculum to student needs (e.g., offer an ESL 100, a vocational 100, transfer-level 100's, add self-paced computer instruction to 100, combine reading and writing with collaboration between ESSK 70 and 100 instructors) and to transfer level courses as well (a writing workshop coordinated with English 110 and a new English 111).
The eight faculty members who participate in the faculty training and curriculum design project will teach 14 sections in ESL, Essential Skills, and English for approximately 335 underrepresented and educationally disadvantaged students each semester.

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<tr>
<th>Course</th>
<th># of Sections</th>
<th># of Students per semester</th>
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<tbody>
<tr>
<td>ESL Level 5, intermediate reading &amp; composition</td>
<td>1 section</td>
<td>25 students</td>
</tr>
<tr>
<td>Essential Skills 70: Effective Reading Techniques</td>
<td>2 sections</td>
<td>44 students</td>
</tr>
<tr>
<td>Essential Skills 80: Effective Writing Techniques</td>
<td>2 sections</td>
<td>44 students</td>
</tr>
<tr>
<td>English 103: Improvement of College Reading Skills</td>
<td>1 section</td>
<td>25 students</td>
</tr>
<tr>
<td>English 100: Preparation for College Composition</td>
<td>5 sections</td>
<td>110 students</td>
</tr>
<tr>
<td>English 110: Composition and Reading</td>
<td>2 sections</td>
<td>52 students</td>
</tr>
<tr>
<td>English 111: Critical Thinking and Composition</td>
<td>1 section</td>
<td>36 students</td>
</tr>
<tr>
<td>Total</td>
<td>14 sections</td>
<td>336 students</td>
</tr>
</tbody>
</table>

Faculty: The project will serve the faculty directly involved and their colleagues in ESL, Essential Skills, and English departments with whom they will share research, course materials, and instructional techniques. Tutors and LTA's working in the Word Processing and CAI labs will be trained in the courseware and other programs necessary to the project.

b. Long-term and Short-term Impact on Target Population. The short-term impact will be an increase in student progress rates; for faculty, it will be the creation of course materials. The long-term impact for students will be an increase in certificate completion and transfer rates; faculty will have a foundation for continued efforts to develop curricula which better serve underrepresented students.
OBJECTIVE 1. Through participation in 6 training workshops led by visiting scholars, MET Faculty will enhance and improve their instructional effectiveness in preparing underrepresented students to successfully meet the following challenges: developing the academic skills necessary for successful completion of college curriculum; overcoming alienation and isolation, low academic confidence, reluctance to seek assistance, silence, and self-sabotage.

Task a) MET Faculty will attend 6 Training Workshops led by visiting scholars and structured as follows: in morning sessions, scholars will present research, discuss theoretical underpinnings, and provide participants with practical strategies for improving the instruction of underrepresented students; afternoons will be devoted to designing activities for incorporation into MET courses. Assignments will integrate the affective and cognitive in a progression which builds academic confidence and skills. In the final workshop, Dr. Eve Lohnas will assist faculty analysis of the significance of the data collected through classroom research and other evaluative activities. For a detailed calendar and outline of workshop events, see Appendix A for "MET Faculty Training Workshop Dates and Agendas." Timeline and Completion Dates of Faculty Training Workshops and Videotaping (Task b)

- 1 five-day workshop July 5 - July 9, 1993
- 1 two-day workshop January 15-16, 1994
- 1 one-day workshop August 20, 1993
- 1 one-day workshop March 12, 1994
- 1 one-day workshop October 16, 1993
- 1 one-day workshop May 7, 1994

Task b) MET co-directors will videotape visiting scholars' presentations.

Task c) MET co-directors will compile an anthology of research articles on multicultural education for MET resource library. Timeline and completion date: July 1993 - June 1994

Evaluation: At the conclusion of each training workshop, faculty will evaluate the consultants' effectiveness in clarifying the special challenges underrepresented students face and in improving MET teachers' abilities to help students meet those challenges; each semester, faculty will evaluate the ways in which this Training Program resulted in change and innovation in course design.
and classroom activities.

OBJECTIVE 2: MET faculty will participate in a series of 9 Curriculum Design Seminars focused on the development and refinement of instructional materials most appropriate to each level of the MET sequence. These seminars will result in the production of the following materials: 6 computer-based critical reading, thinking, and writing modules; multicultural, multidisciplinary course syllabi for a Summer Bridge course, course-specific English 100's, ESL 5. Basic Skills, and English transfer courses, and a booklet of effective instructional materials,

Task a) MET faculty will identify multicultural and multidisciplinary texts and other readings most appropriate for each level of the English sequence.

Task b) MET faculty will test materials developed in Faculty Workshops in their classroom; in the seminars, faculty will adapt, refine, and create specific activities which enhance critical thinking, reading comprehension, fluency, and computer literacy skills.

Task c) To help underrepresented students overcome patterns which impede academic success, MET faculty will identify those teaching strategies and instructional activities most effective in building a community within the classroom, increasing class participation, linking students with support services, building academic confidence, and introducing students to their vocational and professional communities.

Task d) To break the bottleneck posed by English 100, MET faculty will explore more flexible and appropriate approaches to the course; possibilities include an ESL 100, a vocational 100, a team-taught coordinated 70 & 100, and transfer-based 100's.

Task e) To increase transfer readiness of underrepresented students, MET faculty will develop a curriculum for English I 11, the new course requirement of IGETC.

Task f) MET faculty will test the effectiveness of and refine computer courseware developed to promote independent learning for each course in the MET pipeline.
Timeline and Completion Dates of Seminars:

- Aug. 18, 1993 -- Seminar 1
- Nov. 20, 1993 -- Seminar 4
- Mar. 19, 1994 -- Seminar 7
- Sept. 25, 1993 -- Seminar 2
- Jan. 21, 1994 -- Seminar 5
- Apr. 16, 1994 -- Seminar 8
- Oct. 23, 1993 -- Seminar 3
- Feb. 19, 1994 -- Seminar 6
- May 14, 1994 -- Seminar 9

Task g) MET co-directors will compile a booklet of course syllabi, a booklet of instructional activities appropriate to each level of the sequence, and six computer-based writing modules. Timeline and Completion Date: July 1993 - June 1994

Evaluation: Primary evaluation will be based on reaching the goals of designing 6 computer based modules, multicultural and multidisciplinary syllabi for each level of the MET sequence, and a booklet of instructional materials proven most effective in ESL 5, Basic Skills, and English transfer classes. Faculty will compare the effectiveness of materials used in the first semester to the effectiveness of new, revised, or adapted materials implemented in the same course in the second semester. To test the effectiveness of sequencing courses, faculty will evaluate the preparedness of students entering their second semester of MET. Student Surveys will measure improvement in: class participation, willingness to seek assistance, participation in academic and local communities, academic self-confidence, the ability to meet deadlines, and accomplishing academic goals.

OBJECTIVE 3: To increase by 20% the progress and success of underrepresented students. MET faculty will implement curriculum innovations in 14 sections (from ESL 5 through transfer English 111) to approximately 335 students in both fall and winter semesters.

Task a) MET will offer 14 sections in Fall 1993 and 14 sections of Winter 1994 in the English course sequence from ESL and Essential Skills through English 111; MET faculty will implement new course designs and new curriculum in each level of the sequence. Task b) MET faculty will report on and evaluate effectiveness of innovative instructional activities. Timeline and Completion Date: August 23, 1993 - June 10, 1994

Evaluation: Evaluation of success will be based on implementation of MET courses and a study of progress rates of underrepresented students enrolled in MET classes.

OBJECTIVE 4: MET co-directors will monitor and evaluate MET's effectiveness and progress in realizing its primary goals as funded by this grant-faculty training, curriculum development, and an increase in
the success rate of underrepresented students--, produce a final report of the project, and prepare materials for dissemination,

Task a) MET co-directors will observe MET faculty classes, and will review student evaluations of MET courses. Timeline and Completion Date: September 15, 1993 - May 19, 1994

Task b) In conjunction with Institutional Research office, MET co-directors win gather and analyze data on the retention and progress of underrepresented students in the MEET sequence. Timeline and Completion Date: January 15-20, 1994 and June 17 -22, 1994

Task c) MET co-directors will provide a final report of the project and forward it to the Chancellor’s office. The final report will include a collection of course materials developed through the Faculty Training Workshops and the Curriculum Design Seminars, and an analysis of data on the retention and progress of SBCC’s underrepresented students. Timeline and Completion and Date: June 1, 1993 - June 30, 1994

Task d) Met co-directors will implement their dissemination plan for the MET program’s purpose and impact by: inclusion on the INFONET Multicultural Studies Bulletin Board, presenting papers in professional conferences, and submitting papers to professional publications. See 10. Dissemination below. Timeline and Completion Date: July 1994 - July 1995

Evaluation: MET will measure success against its goal of increasing the progress and success rate of underrepresented students by 20%. All other tasks will be judged by completion accomplishment and by faculty/student evaluations of effectiveness.
[No information provided in this document for this section.]
a). PROJECT OBJECTIVES

OBJECTIVE 1. Through participation in 6 training workshops led by visiting scholars, MET Faculty will enhance and improve their instructional effectiveness in preparing underrepresented students to successfully meet the following challenges: developing the academic skills necessary for successful completion of college curriculum: overcoming alienation and isolation, low academic confidence. reluctance to seek assistance, silence. and self-sabotage

OBJECTIVE 2: MET faculty will participate in a series of 9 Curriculum Design Seminars focused o the development and refinement of instructional materials most appropriate to each level of the MET sequence. These seminars will result in the production of the following materials: 6 computer-based critical reading, thinking, and writing modules-, multicultural. multidisciplinary course syllabi for a Summer Bridge course, course-specific English 100’s. ESL 5. Basic Skills, and English transfer courses: and a booklet of effective instructional materials,

OBJECTIVE 3: To increase by 20% the progress and success of underrepresented students, MET faculty will implement curriculum innovations in 14 sections (from ESL 5 through transfer English 111) to approximately 335 students in both fall and winter semesters,

OBJECTIVE 4: MET co-directors will monitor and evaluate MET's effectiveness and progress in realizing its primary goals as funded by this grant-faculty training, curriculum development, and an increase in the success rate of underrepresented students--produce a final report of the project, and prepare materials for dissemination.

b) Impact of the Project (Local and Systemwide). This proposal win enable faculty to improve instruction so that MET students will increase their confidence and their commitment to moving through the English sequence and complete the requirements for certificated programs or transfer. MET should dramatically increase underrepresented students' progress rates by 20%. MET's related objectives are to produce a faculty training model and materials and instructional activities designed to enable educationally disadvantaged students to fulfill their academic promise and achieve their academic goals. The theoretical and practical materials produced will alleviate both local and systemwide need for training and classroom materials.
c) Potential for continued support after the expiration of the grant. MET has the support of the Essential Skills, ESL, and English departments, the Dean of Instruction, the Administration, Student Support offices, and the Institutional Research office. SBCC’s President has contributed 36 TLU's to the research, design, and development of the MET program structure. Faculty, Administration, and Student Support Services (TAP, EOPS, and the Academic Skills Center) have collaborated in developing recruitment, matriculation, and counseling systems for MET students.

MET fully utilizes resources, programs, and support mechanisms already established by SBCC. Success depends on a one-time faculty training expenditure, a one-time curriculum design effort to insure sequencing of courses and effectiveness of instructional activities, and a one-time effort to create a tracking system (paid for by SBCC). The MET Faculty Training Program and Curricular Design Project will not require continued funding after FII funds are expended. SBCC has agreed to commit the necessary TLU’s for future administration if this program proves successful and cost-effective.

d) Potential for adaptation to other institutions or programs. The MET Program is unique in that it includes faculty from Essential Skills, ESL, and English departments and coordinates retention efforts with Student Services; such collaboration insures a comprehensive approach and improved teacher ability to meet the needs of educationally disadvantaged students. Because it relies on campus agencies already in place, the MET model can be easily adopted by and adapted to other community colleges. The videotapes, bibliography of research on retention, and bibliography of multicultural, multidisciplinary readings, the booklets of sample course syllabi and instructional materials, and 6 computer-based modules are easily disseminated; other colleges can easily adapt the theoretical framework and specific course materials to their ESL, Basic Skills, and English transfer course design. To facilitate the adaptation of the MET Program on other CC Campuses, MET co-directors will implement an extensive dissemination plan.
Work statement objective/activity completion. MET co-directors will evaluate: a) successful implementation and completion of the Faculty Training Program and the Curricular Design Seminars, Project evaluation will be based on: b) course development throughout the sequence and success of new courses--a credited summer bridge course, ESL 5, course-specific IOUs, and English 111; c) student and faculty evaluations of the program; d) completion of course materials; e) numbers of students benefitted; f) increase in persistence rates; and g) success of dissemination. - Identification of Problems that were incurred. MET co-directors will keep a log of problems that occur in the Faculty Training Program, the Curriculum Design seminars, the production and implementation of instructional materials, student evaluations which express dissatisfaction with course design or materials, and MET student tracking. MET co-directors will provide an analysis of how and why the project incurred these problems and, where appropriate, a description of effective solutions applied. - Identification of effective methods (processes). The MET Faculty Training, Curriculum and Materials Development Project will be evaluated for participant satisfaction and the effectiveness of the materials produced. Visiting Scholars will be assessed on their abilities to make a complex subject understandable, to pace instruction effectively, and to transform theory into practice. The research anthology, collected instructional activities, computer courseware, and bibliographies will be judged for accessibility, clarity, utility and appropriateness. Success will be determined by the participants' demonstrated ability to apply the principles underlying effective multicultural, multidisciplinary instruction; their demonstrated ability to build a curriculum with instructional materials that promote the success of educationally disadvantaged students; and by the increase in underrepresented students' progress rates.

Identification of successes (outcomes). Student outcome measures: Particular attention will be to MET's success in breaking the bottleneck of English 100 and effectiveness in assuring students proceed from one level to the next in a timely fashion. We will use data collected on student progress, retention and persistence as a baseline against which to judge MET student progress. MET students will be surveyed at mid- and end semester to determine their reaction to the curriculum, to the use of computers to enhance instruction, and to classroom activities.

Faculty outcome measures: Faculty will provide written reports on their implementation of and success with the course materials
developed in the workshops and seminars. Their levels of knowledge and productivity will be compared, pre- and post workshops. MET faculty will be surveyed on a quarterly basis regarding the design and implementation of the Faculty Training Program structure, the Curriculum Design seminars, the effectiveness of the instructional materials and activities, and the performance of its directors.

Institutional outcome measures: Statistical data which measures MET's success in increasing the number of educationally disadvantaged students who make progress toward their career and academic goals. Participating faculty, LTAs, MET students, and administrators will be surveyed and to determine satisfaction with the materials, assistance, and curriculum. Data on MET student use of support agencies will be evaluated.

Development of recommendations. To develop recommendations to improve MET Faculty Program and Curriculum Design project, MET co-directors win: --meet and confer with Visiting Scholars concerning improvements for Faculty Training program structure; --meet and confer quarterly with chairs of ESL, Essential Skills and English to receive their recommendations for increasing MET program effectiveness; --analyze MET faculty and student evaluations to determine what refinements in course design would make classes more effective; --meet and confer with directors of TAP and EOPS to discuss refinements in collaborative efforts in the recruitment, retention, and progress of MET students; --meet and confer each semester with the Dean and Vice President of Academic Affairs to report on materials created, training delivered, the instructional impact of the program on students as revealed through student evaluations and tracking systems, and the assessment of faculty, program administrators, and support services' (EOPS, TAP) counselors.

The final evaluation report will include the following components: --a full description of MET's collaboration with various Campus Agencies; --an analysis of the data on the progress of underrepresented students through the MET sequence; --an assessment of the effectiveness of the training workshops and curriculum design seminars; --the training and instructional materials produced; --an analysis on student attitudes with respect to MET's curriculum and sequencing of instruction; --a description and analysis of recommendations from persons listed above to increase the effectiveness of faculty training, curriculum design, and program structure.
The following products of the MET project will be made available for dissemination: --The Final Report of the co-directors which includes an analysis of data on student retention, progress, certificate completion, and transfer of underrepresented students; --Bibliography of Research Articles addressing the special needs of underrepresented and educationally disadvantaged students and of multicultural instruction; --Bibliography of multicultural, multidisciplinary readings in MET library; --Booklet of Instructional Activities and course syllabi assessed most effective in each level of the English sequence and the Summer Bridge Program; individual contributions of UC, CSU, Mount St. Mary's, and SBCC faculties will be identified to reflect the collaborative nature of the training program; -6 computer-based modules; --a list of videotapes of Visiting Scholars from the Faculty Training Workshops.

TARGET POPULATION FOR DISSEMINATION. While presentations and publications will reach a national audience, Met co-directors will focus dissemination efforts on administrators and faculty of California Community Colleges.

DISSEMINATION METHODS AND TIMETABLE 1. A final report on the FII grant will be filed with the Chancellor’s office. 2. Results of the project will be delivered to SBCC faculty members and distributed to other community college campuses in September 1994. 3. MET co-directors will place information about MET’s purpose, design, curriculum, and course materials on the INFONET Multicultural Studies Bulletin Board. 4. Results of this project will be submitted for presentation at conferences including the California League for Community Colleges’ Conference; the Chancellor’s Annual Conference, the English Council of California Two-Year Colleges, the National College Teachers of English, and the Conference on College Communication and Composition. 5. When the program is fully implemented and institutionalized, MET co-directors will send submissions to Innovative Abstracts, Inside English, Council Chronicle, Community College Week, Rostrum, and Teaching English in the Two-Year Colleges. Timetable: Fall 1994-December 1995.

COST TO PROJECT: Travel to conferences to present findings and share materials: ($2,000) The district will contribute in-kind $800 for duplication and mailing of materials for dissemination. - Evaluation of Dissemination Plan: Evaluation of dissemination plan will be based on achieving the goals of inclusion in information
networks, of presentations at local and national conferences, and of publication in professional newsletters and journals.
[No information provided in this document for this section.]