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A Proposed Course for High Risk Students Using Mediated Learning Units

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A PROPOSED COURSE FOR HIGH RISK STUDENTS

USING MEDIATED LEARNING UNITS

(TITLE)

BY

Shirley Moore

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Ed.S. Degree in Instructional Media Design

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

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INSTRUCTIONAL MEDIA DESIGN
FIELD STUDY 6110

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Chapter I

INTRODUCTION: HIGH RISK STUDENTS

Changing Student Enrollments

The decade of 1960 to 1970 was marked by tremendously increased concern for the welfare of underprivileged segments of our population. Conspicuous among other problems was the need for improved educational opportunities. The complexity of this problem became clearer when research evidence tended to show that simple changes in the quality of facilities, increase in personnel assigned, upgrading of services provided, or modest shifts in curriculum emphasis did not effect significant improvements in the quality of learning. Educators are just beginning to realize that they confront tremendously complex problems when they seek to reverse the negative aspects of educational deprivation, social insulation, ethnic discrimination, and economic dispossession.

During the 1960's deliberate changes in two social policies brought new post-secondary educational opportunities to millions of high school graduates. First: local, state, and federal governments reduced the cost barrier by offering subsidies to students and by building and subsidizing low-tuition institutions. Second: colleges and universities began lowering or abandoning entrance requirements for high academic performance in high school and/or high scores on standardized achievement tests. (1)

As a result, the generation now beginning its college education includes a significant portion of students who lack abilities which have previously been expected for college students. Typically, these students lack self-confidence as well as skills essential for advance academic work. The pattern for many of these students has been one of a revolving door; they enter college and leave within the year, without fulfilling any educational goals. (2)

For such students, access to further education does not guarantee a fair chance of reaping the traditional benefits of that experience. Thus, colleges and universities now face a broader social purpose. They must create the conditions for effective learning for a more diverse range of post-secondary students. Many approaches may be necessary to redress the growing mismatch between post-secondary institutions and the students entering them today. The most common approaches attempt to incorporate counseling, tutoring, and other services within an overall educational program. Basically, there seems to be two separate and distinct problems: 1. the acquisition of skills and; 2. the ability and/or disposition to apply these skills in pursuit of educational goals. As incoming freshman many of these students, at this late stage of educational development, seem to be faced with the problem of learning how to learn. Learning how to learn apparently involves more than skills. It is necessary to include attitudes toward school, personal aspirations, and the experiences of previous success in academic undertaking. (3)

Many students today enter colleges and universities

deficient in the educational and interpersonal skills necessary to cope with the impersonality of college lectures. They often flounder in their freedom from the restraints and direction they have been accustomed to at home and the extreme regimentation used in many overcrowded, understaffed, inner-city schools. Because of the bureaucratic administrative system of academia and in many student service agencies, the social climate and academic expectations are quite foreign to many disadvantaged students. The prognosis for their survival is very disappointing.⁽⁴⁾

The problem becomes even more complex as educators document the need to recognize individual differences in students. What is required for effective learning and how this is achieved will vary for different students. They require different strategies and alternative teaching methods. Higher education must undergo some drastic changes in order to meet the individual learning styles of the increasing numbers of senior citizens, mothers, as well as the disadvantaged student.

To meet these needs of a variety of students in teaching and learning, the use of media, self-study resource centers, personalized and individualized instructional packages are being utilized. Concern for basic skills and skill development is gaining national recognition. Identification, assessment, and dissemination of successful responses to all low-achievement students are of major national importance.

Recent special programs on television have documented the plight of the high school graduate who lacks basic communication, language, and mathematic skills. A legal battle is currently

in progress in which the State of California is being sued by a high school graduate who cannot gain employment due to deficient language skills. "SAN FRANCISCO (AP)--An 18-year-old San Francisco resident, contending he can neither read nor write adequately although he graduated from a public high school, has asked for more than \$1 million in a suit against the school system. The Superior Court suit contends that under the state constitution and state education laws, the defendants are responsible for the youth's inability to read and write properly." (5)

The United States Congress recognized the problem by passing the Education Amendments Act of 1972, Title III, which authorized the Secretary of Health, Education and Welfare specifically to fund projects geared to improve post-secondary educational opportunities by providing assistance to educational institutions and agencies for a broad range of teaching reforms and innovations for the educationally disadvantaged. The U.S. Office of Economic Opportunity, the federal government anti-poverty agency, has funded 216 "upward-bound" programs. "Upward-bound" programs are designed to encourage students of minority groups to continue their education beyond high school. Nearly half of these are at state and land grant colleges and universities.

Statement of the Problem

The introduction of this paper has been devoted to identifying and supporting two main points:

1. Students now attending colleges and universities are coming with a great variety of personal and educational

backgrounds.

2. Great numbers of students are coming with reading and study skills problems.

A summary of the information to this point leads one to see an emerging problem. Clearly the problem is, "How will the colleges and universities teach students with reading and study skills problems?"

Purpose of Study

Eastern Illinois University has not been exempted from the results of these social and educational policies which have encouraged a greatly changing university student body. This university is also faced with the perplexing problem, "How will we teach students with reading and study skills problems?" The purpose of this field study is threefold:

1. to survey literature of current college and university retention programs;
2. determine common elements of successful programs;
3. suggest a possible course appropriate to the needs of students at Eastern Illinois University.

Limitations of Study

The purpose of this field study is to provide a scientific basis for a possible retention program at Eastern Illinois University. This will be based upon documented entry level of specific student populations and specific needs of students at Eastern Illinois University. Because of the specific population studied and structure of Eastern Illinois University the suggestions and recommendations will be appropriate for that University only. It would be

inappropriate to assume findings in this Field Study could be generalized to other students and locales.

Chapter II

REVIEW OF LITERATURE

Much research is currently being done on high-risk students. Many innovative programs dealing with the low-achieving, less-skilled student, or those students coming from disadvantaged high schools are being funded. These programs are usually for students from minority groups and are based upon dialectic differences. New knowledge of use to practitioners can be gained from an analysis of the experimental programs resulting from efforts to meet the needs of low-achieving, educationally disadvantaged students.

Programs for High-Risk Students

Colleges and universities across the nation have attempted to meet the needs of these students in varying ways.⁽⁶⁾ Antioch College in Ohio has attempted the "Antioch College Program." The basis of this program is lowering of admissions standards while retaining unchanged graduation requirements and standards. California State University, Los Angeles, is attempting to use college students as volunteer tutors and counselors with professional help from special financial aid officers. The University of Wisconsin has a program called "High Risk Program." Students are in regular courses but have lighter class loads; the program, with special advisors and counselors, is a five-year degree program. A common approach to students with special academic

needs is one used at Penn Valley Community College in Kansas City, Missouri. In this approach there is one course developed to incorporate study skills and reading. At Penn Valley this course is Developmental Communications. Entering students, identified as potential college failures by low entering test scores or poor high school grades, are required to register for it their first semester on campus. A variation of the above is also fairly common and is being tried at Mundelein College in Chicago. This approach is "Study Skills Training for High-Risk Freshman," a non-credit course two hours per week. The course provides study skills, one hour, and reading lab, one hour for twelve consecutive weeks. The reported dropout rate is 50%. This high attrition is typical of most approaches to the problem which involves non-credit courses. Perhaps one of the most complex programs is being tried at Southern Illinois University, Carbondale. For the past four years, 1971-75, the University has maintained the Developmental Skills Program, designed to accommodate 100 students per semester. This program at the present time is funded for a total of five consecutive years. The 100 students are divided into teams with a group leader, tutors, three graduate assistants, and one project director. Total time for each student is approximately five to eight hours per week. Specific skills which need development are identified and students are grouped on the basis of similar problems. Practice on the skills is provided by student tutors and graduate assistants with group discussion periodically among the student groups lead by the project director or team leader. The purpose of this discussion group is to practice interpersonal

skills and to increase communication skills. It is also therapeutic and used for self-concept building. It is interesting to note how consistently the importance of self-concept is used by these various programs.

Although the Southern Illinois University program seems to be among the most complex, it is not federally funded, but is financed by Southern Illinois University and the State of Illinois. Higher education has been told that the golden days of federal financing for educational projects has passed. However, it is surprising what is currently being funded for developmental skills programs. As an illustration, two programs currently being praised in recent publications are conducted by the University of Connecticut and University of San Mateo, California. Each of these universities has reported impressive programs with more than 80% retention achieved. This is much greater than the 45 to 50% which is traditionally reported. Each is based on the principles of positive self-concept and adjustment as essential to academic success. The philosophy is that a person must feel personally successful before one can become academically successful. Publicity on these two programs tends to focus on the description of the target population, selection procedures, and final results. It was with considerable difficulty that additional information could be found. Extensive tracing lead to the discovery of several additional strong similarities. Both are federally funded in excess of \$50,000 per year. The program at the University of Connecticut involved 25 students per year, and at San Mateo 30 students per year.

The San Mateo program is called "College Readiness." When identification of the staff involved was possible, staff included graduate students as tutors, special advisors, counselors, financial aid specialists, and activities which include tours, trips, and concerts. The staffing was approximately one-to-one.

The University of Connecticut calls their program the "High Risk Program." In effect the university has lowered their standards for the admission of 25 high-risk students a year. The university provides complete financial assistance, counseling and guidance, lighter class loads (less than 12 semester hours), and tutoring. It is little wonder, in light of the individual attention, that remarkable results seem to be achieved. However, most schools would be hard pressed to justify the expenditure of \$50,000 to meet the specific needs of 25 or even 30 students.

To summarize, current programs at most colleges and universities which are attempting to deal with the problems and special needs of these "high-risk students" use tutoring. Usually, each department provides graduate students as tutors. Another common approach is use of special courses in reading and/or study skills which are usually non-credit. Newer information coming from these attempts seems to be the emphasis on group counseling and development of counseling to improve self-concept in order to achieve academic success.

Developmental Skills and Reading Problems

The change in the incoming student body of colleges across the nation has been previously described in this paper. A

second aspect of educating the high-risk student is to identify and define the problem. A need for skills improvement seems obvious. Among the skills area, the most important is possibly reading. This raises the question of remedial and developmental programs taught at the college and university level. Many educators feel that this is a new problem; however, as with many educational conflicts, we find it's an old question in a new guise. A quick review of the literature shows the reading-study skills problem was widely noted and debated following the second world war. The returning veterans with G.I. benefits and poor high schools skills posed much the same problem as we face today. Within professional journals there seems to be a gradual build-up or articles dealing with reading problems at the college level which occurred between 1948-1952. Quite suddenly, near the end of 1952, there seems to be a rapid decline in the number of articles written dealing with this problem. A regrowth appears again between 1960 and 1962 with another decline until the new impetus began about 1972. Mention is made of reading problems among college students before 1945, but scant space or attention is given to this skill as a deficit in college preparation. The literature appearing before 1945 tends to assume reading proficiency with the general emphasis on need for increased reading skills which relate to academic success. Typical of articles in the 1930's and early 1940's are "Reading, the Foundation of Education,"⁽⁸⁾ and "Reading at the College Level."⁽⁹⁾ After World War II, articles became more specific and problem oriented with an increased interest in the philosophy of the advisability of colleges teaching such

courses as reading for credit. (10, 11, 12, 13, 14, 15, 16, 17)

One article, which appeared near the end of the first controversy, 1948-52, was perhaps the best written and most comprehensive and tended to settle the philosophic basis of teaching college reading for credit. It was written by Strang⁽¹⁸⁾ and ended on this note: "Now the best colleges in the country have programs for the improvement of reading--Smith, Harvard, Yale, Dartmouth, University of Chicago, and Columbia."

In the early 1960's articles again began to appear dealing with reading. The direction was interesting, as most stressed the progress in the previous ten years. (19, 20, 21, 22, 23) These articles tended to focus on the advantages which had been documented from the existing reading programs. Most recent articles, once again, tend to focus on the philosophic basis of reading courses as college credit. (24, 25) A new aspect of this literature is the recent increase in articles which are beginning to stress the importance of recognizing various learning styles. The most frequently occurring concept in this area seems to be visual literacy. This movement, beginning about 1970, has progressed rapidly.

Visual Literacy

Visual literacy is important for everyone because it encompasses virtually all learning which occurs during the socialization process, but is particularly important when discussing learning at all levels of formal education. For modern man the most significant aspect of his visual literacy may be his capacity to transmit as well as to receive visual stimuli. In a society such as ours, where visual media profoundly affect

our notions of reality, this can have a confusing effect on the very young child. The visually literate must be aware that seeing, experience directly and believing are not necessarily the same things. His actions must be tempered by the realization that much of what he sees has been processed and filtered first through someone else's perceptions. As a student, particularly at the college level, it is vital that the student realizes what one learns from professors is course content which has already been filtered through their own perceptions.

It is interesting to note that foremost among state educational systems Illinois is the leader in the area of visual literacy. According to specialists in visual literacy at the University of Illinois, educating for visual literacy must include the following principles and priorities for the schools:

1. The schools should attempt to develop visual literacy because it is needed by people in a highly visual culture.
2. Visual literacy primarily involves the study of perception related to meaning and action.
3. We cannot separate the visual from the verbal.
4. Visual education should include a sense of fearful appreciation for the visual media.
5. Students should examine the effects of visual media on society.

The importance of visual literacy for formal education was shown early in the movement. The first National Conference

on Visual Literacy was held in 1970 in Chicago. The keynote topic for that conference was "Towards an Image Curriculum: Some Questions and Cautions." (26)

In addition to the thrust of visual literacy, several states have begun to stress the importance of media on teaching and learning. In this area perhaps New York State could be considered the leader. The New York Education Department has a separate division on improvement of instruction through new media. It is unfortunate that when funds were available so little was done on validation of instruction and instructional strategies. It is also unfortunate that universities lag behind elementary and secondary schools in their use of modern teaching techniques.

Cognitive Learning Style and Media

Following the student uprising in the middle 1960's where the protest cry was closely paired with large classes and alienated students, the search for alternatives really began. An all-inclusive label for alternatives to group instruction might be development of abilities through individual inquiry. The return to individual inquiry has been advocated by a great number of professional educators. Explaining the rationale and one possible methodology for this approach, Cruthchfield emphasized that if any bit of instruction, no matter how small, is to be properly mastered the individual must be able to assimilate it relevantly to his own cognitive structure. (27) This does not mean that individuals must be taught singly, with different materials designed for each alone, but it does require that "the common

instructional methods and materials have such scope and flexibility as reasonably to fit the diverse requirements of different individuals." It can also mean that several methods of presentation be made available so that students may choose the method that works best for them.

Individualized Learning

In 1968 Dr. Arnold Keller introduced a plan which extended the above philosophy to its logical academic conclusion.⁽²⁸⁾ Keller developed what he termed PSI, Personalized Student Instruction, also known as the Keller Plan. This system, Keller stated, is most effective as a comprehensive system for teaching facts and excerpts in introductory college courses. His system involves weekly testing, immediate feedback, remedial sessions, and detailed assignments. The Postlethwait system was developed for introductory courses in biology and utilizes tape-recorded drills, film loops, and laboratory experiments in self-instructional problems. Each student works at his own speed at individual study carrels equipped with audio-visual equipment and laboratory apparatus. Postlethwait developed educational materials for the "Audio-Tutorial Methods" as an example of flexible teaching material with which each student works at his own speed.

Another approach designed to recognize student individual differences is the offering of teaching method options within the college course. Several instructors have provided student options on how they would like to learn based on how they feel they learn best. Students are allowed to choose between such methods as group discussion, supervised independent study,

lecture and discussion, or two-person student groups. The rationale for these approaches is based upon evidence that student characteristics interact with teaching methods in determining learning outcomes. This has been extensively researched by Gagne.⁽²⁹⁾ A systematic approach to offering learning method options to students in university courses has been developed by Professor Lewis Goldberg of the University of Oregon.⁽³⁰⁾ Dr. Goldberg teaches courses in Personality Development and Individual Differences. Professor Goldberg expects his students to differ profoundly in their interests, talents, and past experiences. He realizes that students' reasons for electing a course and their past acquaintance with the topics covered vary greatly. He attempts to recognize the individual needs of each student by allowing the student to elect his own mixture of class experience. The unit of grading in the course is "Morps." Students accrue Morps at their own pace and their own manner. In general, the student gets Morps for whatever he does, and he elects to do as much or as little as he wishes. The basis of each of these systems is that the individual makes choices based on his own learning style and paces himself.

Where the development of decision-making abilities is important the current literature abounds with special media such as games and simulated environments in which students take roles corresponding to roles of persons in the real-life situations. Students take roles in hypothetical business, social, and political systems and are asked to make decisions about the conduct of the system.

One technique developed over the years to promote critical and creative thinking is "brainstorming." Usually done in small groups, brainstorming involves free-wheeling exchange of ideas aimed at solving a particular, defined problem of importance to the group members. Although more experimentation is needed in this area to see a clear-cut trend, there is some evidence that brainstorming groups may be less productive than a system of pooling the results of individual brainstorming by people working in isolation. (31)

An increasing number of educators are currently reiterating an expanded and reapplied educational philosophy which has roots in the thoughts of John Dewey. The student can only learn through a personal involvement in discovering knowledge; in short, to learn by doing.

A summary of the previous section shows that a number of educators and psychologists have in the last decade made suggestions for fundamental changes in course instruction. These suggestions have generally been divided into two broad areas corresponding to two types of college courses:

1. Courses which teach basic skills or a definable body of information necessary for more advanced study or career goals, e.g. introductory courses in psychology, mathematics, sciences, biology.
2. Courses designed to encourage independent study, curiosity about topics related but not specifically assigned in the course, creative and original thought, and criticism of the subject matter, e.g. seminars in creative writing, humanities, philosophy, and

advanced social and natural science courses.

Rogers has suggested a similar dichotomy emphasizing the transmission of stored knowledge vs. the nurture of the process of discovery.⁽³²⁾ Although this dichotomy is somewhat artificial, since many courses contain elements of both, the two typologies have made clear to educators that the first step in instructional design is a specification of goals or objectives. These objectives may involve various levels of complexity of learning. They may involve specific behaviors which the student is expected to perform or they may involve attitudinal or emotional change and development. After objectives have been specified, an instructional method and educational materials must be chosen. After repeated applications of methods and materials each element must be studied for efficiency and change in performance which we call learning.

Commercially produced learning packages

But the main question, "How do we teach those with reading deficiencies," remains unsuccessfully answered. Some signs of innovative and individualized instruction have been documented. However, these are not necessarily related to high-risk student retention programs. A careful search for commercially prepared study skill packages revealed a dearth of information. Eventually eight programs in reading and study skills were identified. Six programs were printed verbal information with workbooks. One was audio cassettes with workbooks, and the final program was a filmstrip/audio cassette format.

Of the available material six out of eight, or 75%, depended almost entirely on reading for understanding the

study skills material. In other words, at the present time the most common method of teaching study skills programs is by giving them study skills information which must be read. McGraw Hill has a study skills diagnostic test which is primarily a written test.⁽³³⁾ They also have a program, "How to Survive in College," which is an audio tape series on study skills. It is primarily for students who have the necessary background and skills but need a few hints or quick review on note taking or library research, etc.

A Life/Time presentation which is primarily visual in orientation with an interactive workbook is the only one of the eight commercially produced learning packages which approaches the study skills/reading problem realistically.

Summary

Three points have been documented:

1. More students with poor academic backgrounds are attending institutions of higher education.
2. Most common problem of high-risk students is deficiency in reading/study skills.
3. Most materials developed in the area of reading/study skills are heavily verbal in orientation.

Ingredients of Successful Retention Programs

The stated purpose of this study is threefold:

1. to survey literature of current college and university retention programs;

This purpose has been met with an extensive review of programs currently in operation and previously mentioned.

2. The second purpose of this field study is to determine

common elements of successful programs;

It seems fairly clear at this point that a successful study skills program for high-risk students should include the following ingredients:

- a. Enhancement of self-concept
- b. Techniques in self-help management
- c. Diagnostic measurement to identify learning styles, strengths, and weaknesses
- d. Programs geared to maximize strengths and improve weaknesses
- e. Materials which initially stress high-visual/low-verbal content
- f. Self-paced interactive learning packages in study skills
- g. High inter-personal involvement
- h. Improvement in reading
- i. Carry college credit

It is essential that a successful retention program begin with courses which recognize and deal with all of the nine points previously listed. However, before these nine points can be applied to a suggested course for Eastern Illinois it is necessary to determine special needs and entry level of these specific students and, in addition, to understand how the structure of each university necessitates compromise of these various ingredients.

3. Suggest a possible course appropriate to the needs of students at Eastern Illinois University.

Before the third purpose of this investigation can be satisfied, it will be necessary to document the interrelationships which exist among these three points. Together these

three points will provide a scientific basis for a course designed to teach reading and study skills at Eastern Illinois University. Assuming the points above are indeed components to successful retention programs it would seem fairly simple to initiate high risk programs which have these incorporated. Yet, few of the programs investigated did, in fact, incorporate even a majority of these.

Eastern's own proposed program (Appendix i) will not include all of the above points. Because of the structure of the University itself, compromises are usually necessary so that existing courses can be utilized, present faculty and current facilities maximized. All suggested new programs go through a series of University channels and committees, each committee has the authority of revising and review. Before the GS 1000 course, Reading and Study Skills, was submitted to the University Curriculum Committee, three other approaches to the problem of meeting the needs of high-risk students were proposed, (Appendix i, ii, iii, iv). These three programs, written to be submitted to the Higher Board, were much broader in scope. These were designed to better meet the needs of all students at Eastern. All programs were developed using the information gleaned from the research which has been previously cited.

CHAPTER III

RETENTION PROBLEMS AT EASTERN ILLINOIS UNIVERSITY

Identification of High Risk Students

Beginning Fall semester, 1975, General Studies 1000 will be offered at Eastern. It has been designed to meet as many of the nine criteria, listed previously, as possible within our own existing University structure. It has a totally new designation, General Studies. This area designation indicates the multi-departmental interest and involvement in this course. To provide the support necessary and to insure maximum benefit to Eastern's high-risk students, this must be approached as more than a course, it provides the heart of a retention program for the entire university.

According to Eastern's ACT Class Profile, the mean scores of entering freshmen have changed very little over the past few years. Further examination of these entrance scores, however, does show a steady increase in the numbers of incoming Eastern freshmen in the low quartile ranges. This tends to illustrate that increased numbers of freshmen entering Eastern are potentially high-risk students, and we have not escaped the national trend outlined previously.

High risk is defined as those Eastern Illinois students in the lower quartile of the ACT entrance level test, those who predict below the 2.0 grade point average which is required for graduation and to maintain good standing within the University;

or those scoring among the lowest students in entrance-diagnostic standardized tests. At the end of Fall semester, 1974, approximately one hundred and fifty students were lost due to low academic achievement, and almost seven hundred and fifty more were on academic probation. According to the most recent ACT scores of incoming Freshmen, Fall, 1975, twenty per cent of incoming students have a score of fourteen or less. A score of fifteen predicts a grade point average of 2.0, at the end of the first semester at Eastern.

A Course Proposal

There are obviously a great number of reasons why a student does not achieve academic success. Only a minute number have been suggested in this study. However, it is in the best interests of society that we provide all students with learning experiences to maximize their potential. The General Studies 1000 course initially will attempt to provide such experiences for students whose chances of success in an academic setting is poor. Contacts of the initial high-risk target population will be done primarily through Admissions and Advisement at the time of application and enrollment in the University.

The multi-departmental interest in this course includes units of study improvement and self-concept building which will be taught by staff from the Counseling Center. Courses which stress aspects of improving self-concept also tend to increase chances of personal academic success. Facets of reading improvement will be staffed by faculty and personnel from the Reading Clinic. Administration of the course and coordination of

components will be done through the department of Elementary, Junior High, and Special Education. Evaluation will be varied and carried out by faculty from the Psychology Department.

The initial target population will encompass a large proportion of students with low probability of success (as determined by the ACT Class Profile Report) when competing with other Eastern students. The most appropriate approach to these students as shown in the review of literature is high interest, low verbal material. To help satisfy this need five slide-tape presentations have been produced to cover basic study skills areas. They are cartoon in nature and provide for opportunities to practice and discuss problems in a non-threatening, non-failure setting. These have also been constructed to be used with interactive workbooks. The workbooks provide a variety of near foolproof success exercises. The high interest, non-threatening slide-tape presentations will help to draw students toward the content long enough to incorporate self-motivation techniques. These, in turn, will help prepare students for self-maintenance in the longer, vital, academic reading improvement program.

Materials have been produced with the help of the Audio-Visual Center and workbooks will be financed through the Office of the Vice-President of Student Affairs. This course must cross departmental boundaries to provide the expertise necessary for the wide variety of needs of high-risk students. It requires cooperation from many areas on campus and increases the probability of campus wide support. This is particularly

true of the controversy involved in offering a study skills course for university credit. The addition of credit is essential to motivate students and to provide teaching credit for the many, many contact hours involved.

According to the Faculty Handbook, "The chief interest of this university is instruction. Its primary aim is to develop minds of students, to help students toward self-discovery, and to challenge the development of their individual talents." It would seem impossible to accomplish this without providing the necessary tools.

Chapter IV

MEDIATED LEARNING UNITS

Developing materials for students who have a history of previous academic failures, reading and/or study problems present some unique difficulties. Because learning experiences, to be of maximum value, must possess life likeness for the learner, and because these students tend to have reading difficulties, materials must be high-interest, low-verbal, content oriented packages. The packages for this course will be five specially prepared tape-slide presentations, two video-tape lessons, with appropriate practice of new learning activities and behaviors provided by an interactive workbook. The content of the visual learning modules had been written specifically with examples and activities that relate to Eastern Illinois University. Characters used in the learning modules are depicted to be college age, backgrounds are of Eastern Illinois University and Charleston locations. Places and names are familiar to the student at Eastern Illinois University such as Booth Library, Ike's, Marty's, etc.

Learning Modules

Motivation: This slide-tape module, contains 57 color cartoon slides, an audio tape and script. The purpose of this unit is to provoke discussion and understanding of personal motivation. The definition of motivation in this case means, "The impelling force for one's own active involvement in life."

The content and discussion will focus on identifying previous ways of reacting in academic situations as unsatisfactory, so that one is stimulated to try new ways of responding and using positive aspects of motivation to bring about active change in behavior. Activities of this unit will provide the learner with guidance in trying to carry out the new behavior he is interested in obtaining. A schedule of continued opportunities to practice more satisfying behavior and ways to judge his own progress will encourage the constant self-evaluation to record desired change. Four transparencies are used for class discussion. Class discussion focuses on key points and allows each student to publicly state their immediate goals and to report to the group at the next meeting their degree of success in meeting these goals.

Scheduling: This is designed as the second unit in the study skills area. Unit one, Motivation, ends with Using Time Wisely. The second unit deals entirely with expanding this basic topic. The unit is composed of 48 color cartoon slides with script and audio tape. The purpose is to use various formulas to establish a suggested balance of study and free time. The unit is continuous without interruption through the entire 48 slides. The total time for viewing is approximately 21 minutes. The majority of slides and content deals with arguments to encourage scheduling of time. Only the last three or four minutes deals with techniques, instructions and formulas on how to make decisions for scheduling. This is followed by exercises in the workbook. The most important aspect of this unit lies in the various activities and commitments on the part

of the student to make and carry out a schedule of his own design. The student will have adequate help in designing and formulating his own schedule, the schedule will be adjusted and revised by the student after trying to follow it in daily events. Guidance will be provided and students encouraged to actually follow the schedule by providing a copy for the teacher who will make unexpected periodic check-ups, discuss any problems and have other students in a buddy system provide ample support for the student to practice until it has become part of his behavior.

Learning: The purpose of this unit is to acquaint the student with basic information on how learning occurs and to provide aids which maximize the potential for learning to occur. This unit presents the idea that learning is influenced by such factors as motivation, fatigue, interest, previous attitudes, and importance of the information to the student. This unit is not designed to familiarize students with a variety of learning theories, but will stress application of basic principles to enhance memory and comprehension.

This unit is composed of 43 color slides, cartoon in nature, an audio tape and script are provided. The series is divided into several sections including comprehension, importance of organization, learning curves, learning plateaus, methods of memorization, and forgetting. At the end of each section, workbook exercises provide activities for reinforcement and review. A general class discussion using several transparencies on major points will focus on strengths and weaknesses of each type of technique to aid learning and reduce forgetting.

At the end of the class discussion each student will express and practice at least one way to maximize his learning using his current courses.

Note Taking: This unit is composed of two related parts. Each part contains more than 65 slides. These slides have the greatest variety of content, including cartoons, definitions, practice exercises, and outline format. The Units are approximately equal in length. The first is on note taking from classroom lecture, and the second is on note taking from textbooks. The purpose of these modules is to provide supervised activities in which students practice skills in listening and note-taking. Each module is composed of many small, three to seven slide series, followed by an exercise to complete, score, review, and/or discuss. Two video-tapes will be produced so that an uninterrupted lecture is provided from which the student practices taking notes. This is followed by an outline for the student to compare his notes with those of the lecturer. At this point the tape can be restarted and a brief explanation of why these were the main points and of techniques the teacher used to "cue" the student concerning main points.

Strategies

Most study skill courses show little success because they are not content oriented, but rely on basic individual behavior changes which must be accomplished in the space of a very limited period of time. The learning modules and activities for General Studies 1000 introduce techniques which maximize self-help and self-evaluation so that behavior can be monitored and adjustments made constantly by each individual. Once the student has learned

these techniques he can continue to apply them in new situations after he has completed the course. The "buddy" system and commitment to the class will help to reinforce behavior change as a face saving device. Since human beings are gregarious creatures, a "buddy" system gives each individual or "buddy" the strength and the knowledge he is not "in this alone." The teacher will act primarily as a facilitator to aid students in distinguishing levels and types of goals, and/or will aid them in choosing experiences which will lead to outcomes deemed to increase their personal change toward success.

Activities have been included in sufficient number to enhance the acquisition of desired new and more appropriate behaviors. When these behaviors are employed correctly the underlying premise of self-help techniques is: That students will eventually obtain satisfaction from carrying on the kind of behavior implied by the activities and improvement itself will become a powerful reinforcer of the new behaviors.

Chapter V

RECOMMENDATIONS

Perhaps two recommendations are most obvious: 1. record keeping, and 2. evaluation.

Record Keeping

All courses include a certain amount of record keeping; a new course requires even more. But record keeping in a study skills course for high risk students must be continuous, accurate, and constantly disseminated for the reinforcement and motivational value to students. Immediate scores on each exercise and the many test results on reading improvement in both speed and comprehension must be available so the student can begin to recognize those behaviors, internal as well as external, which succeed; and identify those which are not helpful.

Evaluation

The absolute necessity of constant evaluation and adjustment of course content and materials is obvious. Evaluations of the attitude of students toward the course and materials will initially depend on teacher perception of overt and covert student behavior. Attitude toward the material and class can be assessed by attendance, completion of interactive workbook, quality and extent of student questions.

Evaluation of the mediated learning units will be based on the Ely model. The Ely model of designing effective instruc-

tion has been used in the development of the learning modules. A variety of feedback systems will be utilized to insure maximum individualization, flexibility, and adjustment of all aspects of the modules. The strength of the Ely model is that it guarantees success if evaluation procedures are employed on a regular basis which can detect the weaknesses in any unit, and enough time provided for continual readjustment. Unfortunately, time may be against the General Studies 1000 course. The course is to be offered on a two year experimental basis. Two years may be insufficient time to adequately develop an effective course which must change basic personality characteristics in a wide variety of individuals.

It is unfortunate that the course as proposed will not incorporate all nine points which make up essential components for successful retention programs for high-risk students. However, the fact that such a course will become a reality on the campus of Eastern Illinois University provides an opportunity that heretofore did not exist.

FOOTNOTES

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APPENDIX i

GST 1000 JUSTIFICATION

In the decade of 1960-1970 deliberate social policies by federal, state, and local government brought about changes in educational opportunities for millions of high school graduates. Federal funds have been used to encourage students from minority groups to continue formal education beyond high school. In the past ten years, 1965-1975, it has also been increasingly brought to the attention of the general public that schools do not have equal facilities or staffs; nor do they provide equal educational opportunities due to their existing or shifting tax base, size, and/or location. As a partial consequence of these four variables, post-secondary education includes a significant portion of students who lack abilities formerly assumed to be possessed by college students. Therefore, access alone to higher education will not guarantee a fair chance of reaping the traditional benefits of that experience.

Eastern Illinois University has not escaped the results of the limiting factors cited above. According to our ACT Class Profile, the mean scores of entering freshmen have changed very little over the past few years. Further examination of these entrance scores, however, does show a steady increase in the numbers of incoming freshmen in the lower quartile ranges. This tends to illustrate that increased numbers of entering freshmen are potentially high-risk students. High risk is defined as those in the lower quartile at the ACT entrance level test, predicting below the 2.0 grade point average which is required for graduation and to maintain good standing within the university, or those scoring among the lowest students

in entrance-diagnostic standardized tests. At the end of fall semester, 1974, approximately 150 students were lost due to low academic achievement, and almost 750 more are on academic probation.

There are obviously a great number of reasons why a student does not achieve academic success. Perhaps some of these students cannot be helped. However, according to the Institutional Self-Study prepared for the North Central Association of Colleges and Secondary Schools Commission on Institutions of Higher Education, 1974, the "primary aim is to develop the minds of students--to help students learn how to think and reason for themselves, to encourage students toward self-discovery, and to challenge the development of their individual talents." As the incoming student body changes, the university must satisfy the needs of new and academically different students. At the present time, the university is unable to adequately satisfy the needs of some students because the necessary courses in skill development have not received the support of the university. These high-risk students have special needs which are not being met by the existing curriculum.

The question remains; how best can we attempt to satisfy these needs. While elementary education has made significant efforts to provide a viable and very meaningful course under the auspices of E1 Ed 0990, significant problems have been encountered, many of which contributed to difficulty for the students and the professor offering the course. Because of the designation of E1 Ed most students assume this is a course for elementary majors, preparing them to teach reading and study skills. It is a course without

credit, which provides little motivation for students whose very problems may be motivation, individuals who need some external incentives. Small enrollment and high attrition rates clearly indicate the need for an alternative in E1 Ed 0990, an alternative which can retain its strengths, but go beyond its present purview.

To this end a new course is proposed with a totally new designation for Eastern--General Studies 1000. This area designation indicates the multi-departmental interest and involvement in this course. It must be expanded to meet the needs of essentially any student within the university, regardless of major. To provide the support necessary to insure success this must be approached as more than a course; it provides the heart of a retention program for the entire university.

It will be necessary to identify and contact the initial target population, which will be composed of high-risk students. This can be done primarily through admissions at the time of application to the university; advising to encourage high-risk students to enroll in the course; utilization of the Counseling Center to improve self-concept, which also tends to increase chances of personal success; and the expertise of the faculty and personnel in the Reading Center, who are capable of dealing with all facets of reading improvement. This course must cross departmental boundaries and requires cooperation from many areas on campus. The addition of credit is essential to motivate students and to provide teaching credit for the many, many contact hours involved.

The initial target population will encompass a large proportion of students with low probability of success (as determined by the ACT Class Profile report) when competing with other EIU students. The most appropriate approach to these students is high-interest, low-verbal material. The high interest will draw students toward the course long enough to incorporate self-motivation techniques. These, in turn, will help prepare these students for self-maintenance in the longer, vital, academic, reading improvement program. One of the changes apparent in the new course will be the initial focus on motivation for change

Because it is the intent of this course to aid in the retention of students who are academically able but lack appropriate skills, a planned program of evaluation is essential. This could be appropriately handled through the Office of the Vice President for Student Affairs via the Counseling and Testing Center. This seems most logical by virtue of the hardware and trained personnel they have to attend to these evaluation details. Evaluation of the program would in no way hinder the academic freedom of the teacher or interfere with the handling of the class material. It would instead be designed to identify strengths and weaknesses of the overall program so constant validation of results can continue to increase retention rates. Criteria for evaluation would be:

1. Number of contacts to target population.
2. Enrollment, attendance, and completion rate.
3. Comparison of predicted CPA (using ACT Research Report for EIU) with actual GPA of students enrolled in GST 1000.

According to the Faculty Handbook, "The chief interest of this university is instruction. Its primary aim is to develop minds of students, to help students toward self-discovery, and to challenge the development of their individual talents." It would seem impossible to accomplish this without providing the necessary tools.

APPENDIX ii

PROPOSAL FOR NEW COURSE

COURSE NUMBER: GST 1000

COURSE TITLE: Reading and Study Improvement

CREDIT: 2-2-2

CATALOG DESCRIPTION: Learning principles as they apply to the development of efficient study skills, emphasis on reading instruction designed to improve comprehension and rate.

RATIONALE

Few adults read as well as their abilities permit. Old habits, improper practice, and reduced opportunities for improving reading skills conspire to keep them far below full performance. For university students, poor reading may prove a severe handicap to academic achievement. In addition to problems related to reading, many incoming students are confused and disorganized in their approach to studying. At the end of fall semester, 1974, 149 students were dismissed from the university and 644 were on academic probation. One hundred and sixty freshmen in the 1974-75 class were at least one standard deviation below the mean of those students with whom they will be competing. Finally, 29% of the 1974-75 freshman class expressed a need of assistance in improving study skills. The course will be taught in a lecture/laboratory setting.

OUTLINE

Week One:

Course introduction:

- Objectives
- Methods and procedures
- Introduction to equipment

Standardized diagnostic test administered
(Nelson-Denny Reading Test)

Week Two:

Return diagnostic test.

Explanation and introduction to individualized program.

Introduction to:

Principles of motivation.

Techniques of self-motivation.

Further diagnosis with informal tests to determine functional vocabulary, comprehension levels, and study skills.

Week Three:

Philosophy of independent action.

Review and implementation of reinforcement techniques.

Introduction to principles of time management.

Individual conferences for evaluation of time management concept and assess student needs in the area of reading and study skills.

Weeks Four through Thirteen:

During these ten weeks specific practice is given in areas listed below. Each student participates in at least two activities each class period and works independently from the student workbook or the materials checking and charting his own progress for the types of exercises being completed.

Instructor and student determines which of following areas need major independent emphasis:

Word-recognition skill development

Vocabulary development

Literal comprehension

Inferential comprehension

Speed (fluency)

Review and revise additional practice of skills:

Scheduling

Note-taking: Lecture

Text

Types of outlining

Principles of remembering and forgetting:

Long-term memory
Short-term memory

Principles of test taking:

How to prepare for: Objective tests
Subjective tests

Prepared practice materials and exercises are used to:

- a. Improve general work recognition, vocabulary, and reading comprehension so that the reader will be able to react to all major types of writing going beyond the literal, or recall, level with increasing emphasis on interpretive and evaluative reactions.
- b. Expedite use of structural and format clues for various types of textbooks and reference books so that the reader can both survey and review reading materials more efficiently.
- c. Teach the use of study habits, including use of table of contents and index, skimming, locating specific information, note-taking and outlining, and summarizing.
- d. Increase rate when reading narrative and subject content materials.

Major materials and procedures used for carrying out this portion of the course are:

- a. Student workbook (practice manual) issued from Textbook Library.
- b. Other printed practice materials from reading improvement workbooks and instructor's manuals.
- d. Dictionaries.
- e. Encyclopedias and other general reference materials.
- e. Reading improvement editions of Reader's Digest.
- f. Individual reading accelerators (pacers).
- g. Controlled reader, filmstrips, and comprehension work sheets.

- h. Iowa Silent Reading Films series.
- i. Keystone tachistoscope and slide series
- j. Tach-X and filmstrips.
- k. Learning Unit Modules (LUM's), specially prepared slide/tape presentations with interactive workbooks.
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Week Fourteen

Choice of major.

Career planning.

Course selection.

Tour of self-study materials center.

Week Fifteen

Administer standardized test (Nelson-Denny Reading Test--companion form to first test).

Return test and estimate improvement.

Evaluation conference and recommendations to student.

IMPLEMENTATION

Faculty will be assigned on a voluntary basis, and may include representatives of the College of Arts and Sciences, the School of Education, the Counseling and Testing Center, and other faculty with specific expertise. Administration, scheduling, and staffing will be the responsibility of the Department of Elementary, Special and Junior High Education and the Reading Center. Coordination of staff assignments will be made by Dr. Blair, Director, Reading Center.

TRANSFER CREDIT

Transfer of credit from other colleges or universities will not be accepted.

DATE APPROVED BY COUNCIL ON ACADEMIC AFFAIRS: _____

APPENDIX iii

CAREER DEVELOPMENT SKILLS PROGRAM

I. Description of the Program

A. Statement of objectives and definition of program outputs.

1. Provide opportunities for students to develop learning skills which will increase the probability of success in academic life.
2. Provide opportunities for students to gain necessary skills for career development and decision making.
3. Provide experiences and information to aid students in understanding personal and academic strengths and weaknesses which will enable them to make appropriate academic and career decisions.

B. Overall summary of the important features of the program.

Career Development Skills - a one semester-hour undergraduate (required?) course. To increase the possible retention of students. Provide student with life-long skills necessary for academic and occupational success.

Course description: An introduction to academic policies and procedures. Emphasis is placed on university resources to aid students in occupational information and career choice, personal and social adjustment, financial aids, and study skills.

C. Principal faculty and administrators for the program.

The program would be under the division of Student Affairs, and the chief administrator would be the Vice President for Student Affairs. Staffing would be accomplished by use of existing personnel within student services; no additional personnel is anticipated.

D. Detailed description of the means of implementation for this program.

As an addition to the present orientation week for new freshman and transfer students, and intensified program of test administration and interpre-

tation would be necessary. This would be accomplished by the combined efforts of the Advisement and Counseling/Testing Centers. The purpose of the tests would be to provide academic and personal information of individual strengths and weaknesses. The result would be a cognitive map which includes learning style and entry level in basic study skills. Using this information, students would be grouped according to needs and assigned to either a first or second semester career-development course. Programs will vary for each study skills level. Large group sessions will be held on academic procedures and policies, career information and placement, financial aid, and counseling and special small group activities on career information and choice and improvement of study skills.

II. Rationale For the Program

- A. Clientele to be served by this program and specific needs of this clientele that will be met by this program.

According to the ACT Class Profile, the mean scores of entering freshmen have changed very little over the past few years. However, further examination of these entrance scores does show a steady increase of the numbers of incoming freshmen at the lower quartile ranges (See Table #1). This tends to illustrate that increased numbers of entering freshmen are potentially high-risk students. High risk is defined as those in the lower quartiles of the ACT entrance level test, predicting below the 2.0 grade point average which is required for graduation and to maintain good standing within the university, or scoring among the lowest students in entrance-diagnostic standardized tests.

- B. Factual assessment of client demand for this program.

In the decade of 1960-1970 deliberate social policies brought about changes in educational opportunities to millions of high school graduates. Local, state, and federal government reduced the cost barrier by offering

subsidies to students from economically deprived families. Economically deprived families often have been unable to provide educational opportunities which allow their children to develop to the full intellectual potential. In the past ten years it has been increasingly brought to the attention of the general public that schools do not have equal facilities, staff, or provide equal educational opportunities. As a result, the generation now beginning its post-secondary education includes a significant portion of students who lack abilities formerly assumed that college students would possess. Typically, this type of student lacks the self-concept and confidence as well as the skills essential for advanced academic work. Therefore, access to higher education alone will not guarantee a fair chance of reaping the traditional benefits of that experience. Eastern Illinois has not escaped the results of this movement as show in Table #1. At the end of the fall semester, 1974, approximately 150 students were lost due to low academic achievement, and almost 750 more are on academic probation. There are obviously a great number of reasons why a student does not achieve academic success. Perhaps some of these students cannot be helped; however, the purpose of this university is to "encourage the maximum in individual self-development, achievement, and fulfillment." This can be accomplished more completely by providing means of gaining those skills which will increase chances of academic success.

C. Not applicable.

D. Relation of this program to the institution's score and mission and to the recommendations of Master Plan Phase III.

"Since Eastern Illinois University is a relatively small, senior, state-supported university, it emphasizes quality as a chief operating principle. The tradition and philosophy of 'infinite riches in a little room' demands academic excellence on the part of faculty and students--faculty selected for their competence in teaching and dedication to scholarship, students selected for their

intellectual promise and desire to benefit by a university education. Further, such a philosophy is fostered in an atmosphere of mutual respect that is generated by a cohesive residential campus which promotes close teacher-learner relationships and which challenges and encourages the maximum in individual self-development, achievement, and fulfillment.

"The chief interest of this university is instruction. Its primary aim is to develop minds of students--to help students learn how to think and reason for themselves, to encourage students toward self-discovery, and to challenge the development of their individual talents. The ultimate purpose of this university is to produce broadly educated responsible citizens who are prepared, through associations and knowledge gained both in and out of the classroom, to serve and to lead in a free society."¹

As the incoming student body changes, the university must satisfy needs of the new and academically different students. At the present time, the university is unable to adequately satisfy the needs of some students because the programs and materials needed are not in existence. The mission and score of Eastern Illinois, as previously quoted, is to fulfill intellectual promise and encourage maximum individual achievement. Students may have the desire to benefit by a university education but lack the skills and confidence to succeed.

E. Relationship of this program to other programs within the institution.

1. There is no program within the university which currently meets these particular student needs.
2. How will this program support other programs?

Study skills directly influence virtually every academic program within the university setting. By providing these opportunities for skill development and career enhancement we increase each student's probability for success. These skills do not terminate at the end of a college

¹Faculty Handbook, Eastern Illinois University, Spring 1974

or university program but will continue to enhance the individual's ability to be a responsible well-informed citizen in a democratic society and to maximize his potential in the labor force.

3. How will this program be supported by other programs?

Eastern Illinois currently has a masters level program in the area of Student Personnel Services. This will provide additional opportunities to involve graduate students in a more comprehensive approach to student needs.

The entire staff, facilities, and resources in the existing division of Student Affairs can be used more efficiently and maximize the effectiveness in meeting student needs.

III. Evaluation of the Program

A. For those programs being proposed:

1. Outside evaluation of the proposed program to date.

Not applicable.

2. Criteria and methods that will be used to evaluate the program once it has been implemented.

a. Primary evaluation will be based upon increased successful retention of students.

b. Evaluation of student interest and satisfaction will also be assessed.

C. If program proved to be unsuccessful, how would it be reduced or eliminated?

1. To reduce it:

a. Provide information on academic procedures, policies, and university resources on a voluntary basis only.

b. Discontinue the credit of one semester hour.

2. To eliminate it:

- a. Fail to offer the one-hour credit course for three successive years.
- b. Discontinue testing during orientation week.

IV. Implementation of Program

Projected schedule for implementating the new program.

Implementation Fall 1975

Identification of high-risk student only. Testing during orientation week followed by registration based upon results of tests. One-half of the high-risk students would be grouped according to entry level scores and appropriate study skills would be implemented. Large lecture sessions on university policies, procedures, and resources would be given to all levels. A comparison of grade point averages between the high-risk students in the Career Development program to those who were not registered would be made.

Implementation Summer 1976

A program for all incoming freshmen with varying programs available based upon entrance level scores.

- A. What resources have been allocated for the development of this program to date?

Not applicable

- B. Indicate the maximum size the new program or expanded program is likely to achieve during a six-year program.

Involvement of all incoming freshmen and transfer students. This is not a degree program.

ACT CLASS PROFILE
 PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS

	<u>1971-73</u>	<u>1972-73</u>	<u>1973-74</u>			
				<u>ENGLISH</u>		
26-36	11	10	8			
21-25	51	50	43	71-72	72-73	73-74

16-20	30	28	36			
1-15	7	12	14	37	40	50

				<u>MATH</u>		
26-36	46	42	40			
21-25	26	22	19	71-72	72-73	72-73

16-20	17	21	26			
1-15	11	14	15	28	35	41

				<u>COMPOSITE</u>		
26-36	28	25	21			
21-25	44	42	42	71-72	72-73	72-73

16-20	22	25	25			
1-15	6	9	11	28	34	36

APPENDIX iv

RETENTION OF HIGH-RISK STUDENTS
A
COOPERATIVE STUDY SKILLS PROGRAM
PILOT PROGRAM - SUMMER 1975

High-risk students in this program will be defined as:

1. Those in the lower quartiles of the ACT entrance level test.
2. Predict below the 2.0 grade point average needed to maintain good standing within the university.
3. Score among the lowest students in entrance-diagnostic standardized tests.

According to the ACT Class Profile, the mean scores of entering freshmen have changed very little over the past few years. However, further examination of these entrance scores does show a steady increase of the numbers of incoming students at the lower quartile ranges (see Table #1). Eastern requires students to be in the upper one-half of their graduating class or have an ACT composite score of 22. Many students come from high schools which vary in the quality of preparation. In an attempt to meet these needs Eastern has developed variable entrance requirements:

Fall Semester - Upper 1/2 Graduating Class or ACT Composite Score of 22

Spring Semester - Upper 2/3 Graduating Class or ACT composite Score of 20

Summer Semester - High School Graduate Only

The proposed program allows Eastern to meet the special needs of these students without requiring a large initial investment of time, staff, or money. The program would be developed along several facets: study skills, reading, career choice, self-motivation, and personal enhancement. A brief outline of the investment of each school follows:

Lake Land

At least one full-time staff member to supervise, implement, and direct approximately sixty students with varying needs and level of skills. Initially, the course would be developed by combining two existing Lake Land classes, which

would be modified to meet the needs of this program:

1. Reading-Study Skills I (See Attachment #1), 2 Quarter Hours
2. Human Potential Seminar (See Attachment #2), 2 Quarter Hours

Materials, equipment, and tuition for all students would be provided by Lake Land.

Eastern Illinois

Facilities needed would include existing space in the self-study materials center with materials housed in the media library. Office space for one full-time staff member--a faculty carrel on the second floor of the library would be adequate. A room near the self-study materials center would need to be assigned for seminar and class meetings. This would allow record keeping, special material distribution, small-group meetings and seminars, discussion, and special help for students. The room would need to be available on a permanent basis because the size, composition, and frequency of meeting times must be flexible as students gain skills at varying rates. The Human Potential seminars, on a group basis, should be staffed by a professional in the area of counseling and guidance. Dr. Sanders on a one-to-four or one-to-three basis would be ideal. The real benefits for Eastern would result from increased retention of students and the strong possibility of external funding for continuing or expanding this cooperative venture.

ACT CLASS PROFILE
 PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS

	<u>1971-73</u>	<u>1972-73</u>	<u>1973-74</u>			
				<u>ENGLISH</u>		
26-36	11	10	8			
21-25	51	50	43	71-72	72-73	73-74

16-20	30	28	36			
1-15	7	12	14	37	40	50

				<u>MATH</u>		
26-36	46	42	40			
21-25	26	22	19	71-72	72-73	72-73

16-20	17	21	26			
1-15	11	14	15	28	35	41

				<u>COMPOSITE</u>		
26-36	28	25	21			
21-25	44	42	42	71-72	72-73	72-73

16-20	22	25	25			
1-15	6	9	11	28	34	36

READING-STUDY SKILLS I

A. Course Description:

A course designed to improve basic reading abilities through developmental exercises for increasing reading rate and comprehension. Included is the application of techniques for improving skills in listening, note taking, and study-type reading.

B. General Objectives for Student Achievement:

A student not achieving at reading levels commensurate with his desires and abilities will improve his skills so that he will be able to use them successfully in his scholastic work and in the practical experiences of his daily life. He will, before leaving the program, be familiar with the library and study-related materials so that he will be able on his own to make use of a wide variety of materials, techniques, and equipment to increase the probability of continuing success in academic life.

C. Methods of Teaching:

One lecture and class discussion period is held at the beginning of each week to explain and discuss skills, techniques and use of equipment. Two laboratory periods follow in which students practice the exercises, use the equipment, and consult with the instructor.

D. Proposed Course Outline:

Week 1 - Introduction to method, equipment, procedure

Week 2,3,4 - Study Skills, Reading

Week 5,6 - Continue reading improvement, specific academic problems

Week 7 - How to prepare for examinations

Week 8 - Evaluation

HUMAN POTENTIAL SEMINAR

A. Course Description:

A group which places emphasis upon positive human qualities in others as well as in oneself. Also incorporated in this group process is the establishment of realistic academic goals toward which the participant is encouraged to work.

B. Course Objectives:

To help the student become aware of the available resources on the university campus: financial aid, advisement, career information, counseling, etc. To increase an individual's self-affirmation, self-determination, self-motivation, and desirability of a college education. Self-affirmation is defined as liking oneself more as the individual is able to recognize his strengths and achievements. Self-determination is the deciding upon and setting immediate and long-range personal and academic goals. Self-motivation means the development of techniques directing one's energy toward achieving the goals he has set for his academic and personal life.

C. Methods of Teaching

This is a group process which is structured. Students are encouraged to share life and academic experiences, relate achievements, explore personal values. The instructor's role is to orient the participants to the resources on the university campus and to guide the group through a series of experiences designed to meet course objectives.