

**Appalachian**  
STATE UNIVERSITY  
National Center for  
Developmental Education  
(828) 262-3057

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**Kellogg**  
**INSTITUTE**  
**2017**

**July 8—July 21**

**NATIONAL CENTER FOR  
DEVELOPMENTAL EDUCATION**

Dear Kellogg Participant:

Welcome to the 37<sup>th</sup> Kellogg Institute for the Training and Certification of Developmental Educators! This handbook contains general information about the Kellogg Institute as well as guidelines for the **campus application project** that many participants will complete as a requirement for the optional Kellogg certification. Please keep this book; you will need to refer to it during and after your Kellogg residency. This information is also available on our Web site: [www.ncde.appstate.edu/kellogg](http://www.ncde.appstate.edu/kellogg)

If you have any questions, feel free to contact me at the phone number or e-mail address below. We look forward to having you with us for your Kellogg Institute experience.

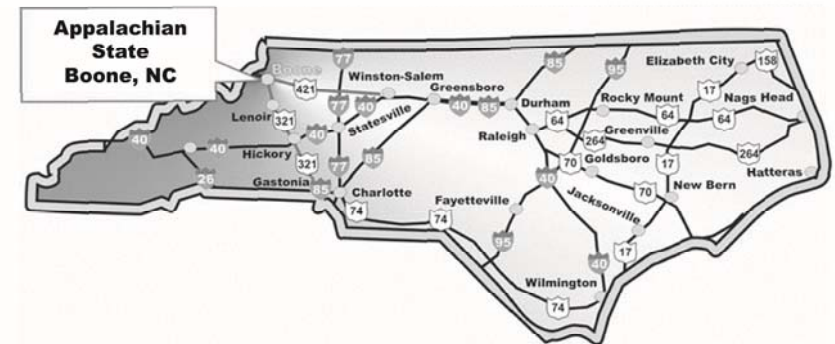
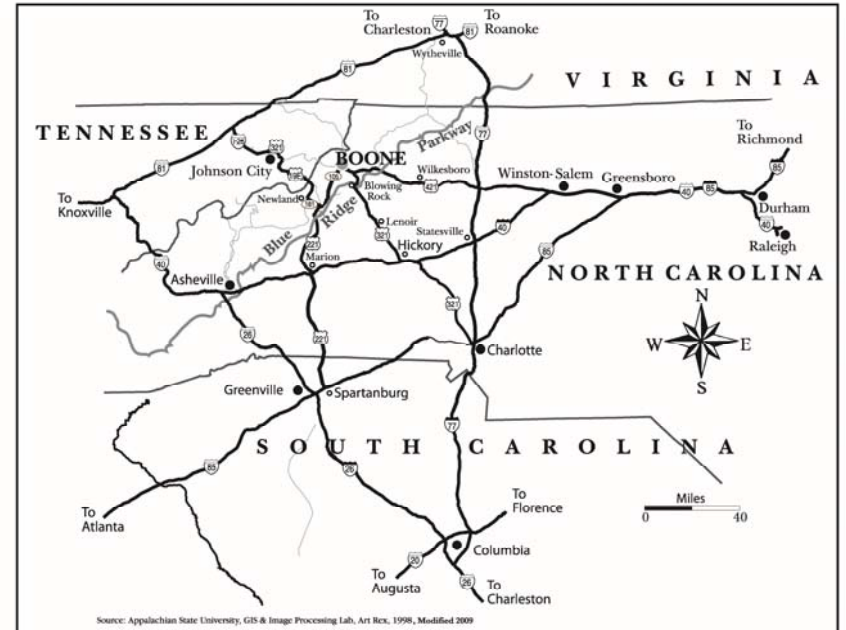
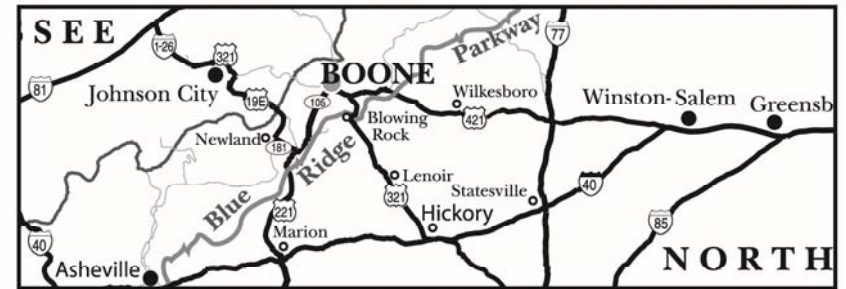
Sincerely,



Wes Anthony, Director  
Kellogg Institute  
Phone: (828) 262-2805  
E-mail: [kellogg@appstate.edu](mailto:kellogg@appstate.edu)

*If you have questions about any portion of this booklet or the forms requested, please contact the National Center for Developmental Education, Appalachian State University, Boone, NC 28608. Phone (828) 262-3057. FAX: (828) 262-7183.*

[www.ncde.appstate.edu](http://www.ncde.appstate.edu)



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## NOTES

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### APPALACHIAN STATE UNIVERSITY

Appalachian State University is a public comprehensive university, offering a wide variety of degree programs at the baccalaureate, master’s, and intermediate levels as well as the Ed.D. in Educational Leadership. With a distinctively residential campus and a faculty and staff characterized by high quality and broad diversity of professional skills, Appalachian takes as its mission the practice and propagation of scholarship. This is accomplished particularly through instruction, but also through the research, creative, and service activities of the university community. Appalachian is committed to excellence in its undergraduate and graduate educational programs, while continuing to serve as a center of cultural and professional activity within its state and region.

*-The University of North Carolina Board of Governors (2006)*

### THE NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION

The National Center for Developmental Education is housed in Appalachian State University’s Reich College of Education. The mission of the National Center is to provide resources for educators who work with underprepared adults in college and university settings. The National Center seeks to improve the quality of practice in the field of developmental education through specific services that support this mission: instruction and training (coordination of the M.A and Ed.S. graduate programs and the Kellogg Institute); publications (*The Journal of Developmental Education, Research in Developmental Education, Annotated Research Bibliographies in Developmental Education [ARBIDE], The Annotated Bibliography of Major Journals in Developmental Education, Vols. 1 & 2*); research (ongoing research projects and the visiting scholars program); and resource dissemination (resource library, database searches, and delivery of conferences and workshops).

### KELLOGG INSTITUTE

The nationally recognized Kellogg Institute was established in 1980 to train and certify developmental educators and learning skills specialists. The Institute provides an intensive summer training program followed by a semester-long campus innovation project carried out on participants’ home campuses. The Institute’s summer residency features two weeks of seminars on the topics such as innovation and change, adult learning and development theory, the ThinkWell/LearnWell Project, Self defense in the media, acceleration models, technology tools, and U.S. post-secondary educational issues. The seminars are led by carefully selected practitioners and theoreticians from across the country. During the summer session, participants also have the option to design a program development project in consultation with Institute staff and advisors. The project is then implemented on their home campus during the fall semester under the supervision of selected faculty. Initially funded by the W. K. Kellogg Foundation and subsequently by the Fund for the Improvement of Postsecondary Education (FIPSE), the Institute is now supported entirely through receipts and other University resources. All Kellogg graduate courses are offered through the department of Leadership and Educational Studies.

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## Part 2: THE KELLOGG INSTITUTE

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### ARRIVAL AT THE KELLOGG INSTITUTE

When you get to Boone, please go to Summit Residence Hall which is located on the ASU campus. Please refer to the map in the information that was mailed to you, or visit <http://maps.appstate.edu/>

### ORIENTATION ACTIVITIES

It is very important to be here by 4:00 p.m. on Saturday, July 8, in order to participate in the Saturday-Sunday orientation.

### INSTITUTE SCHEDULE—A detailed schedule will be provided at Registration

- In general, Institute seminars run from 9:00 a.m. until 4:00 p.m. on Monday, Tuesday, and Thursday and from 9:00 a.m. until 11:30 a.m. on Wednesday and Friday.
- Most Wednesday and Friday afternoons are free for individual study, project advising, library research, and recreational activities.
- Periodic breaks will take place during each seminar, and a lunch break will be taken from approximately 11:30 a.m. until 1:00 p.m. on Mondays, Tuesdays, and Thursdays.
- **All participants are expected to attend each seminar.**
- Optional evening mini-workshops may be scheduled between 7:00 and 9:00 p.m. on nights to be designated. Individual study time will be available during weekends and evenings.

### SEMINAR DESCRIPTIONS

(As available at time of printing)

#### WEEK I (July 9—July 14)

##### **Week 1:** *Strategic Initiatives in Developmental Education*

Focuses on strategies for success in the classroom. Seminars will include: Innovations and Change; a panel of former NADE President's discussing change across the country; Adult learning and Developmental Theory; The ThinkWell/LearnWell Project; and Self-Defense in the media.

#### WEEK II (July 16 -July 21)

##### **Week 2:** *New approaches for Developmental Education*

Addresses models to incorporate new ideas for classroom success. Seminars will include: Implementing Acceleration Models; Technology tools; and Post-secondary educational issues across the United States.

## SCHEDULE OF DUE DATES

### July 21, 2017

Project Prospectus Due 5pm  
Pay any charges for copying, faxing, etc.

### July 21, 2017

Departure from Kellogg Institute  
Shuttle for Charlotte-Douglas Airport departs at 12 NOON

### December 1, 2017

Mid-Term Report Due

### June 1, 2018

FINAL Project Report due, including Impact Letter

The Mid-Term and Final Applications Projects **must be mailed to:**

Director,  
Kellogg Institute  
ASU Box 32098  
Boone, NC 28608

DO NOT mail these to your Project Advisor.  
We will forward them.

### REMEMBER TO:

**COMPLETE** all paperwork in a timely fashion.  
Pay attention to due dates and contact us if you have difficulty meeting a deadline.

**INFORM** us of any changes in your contact information: postal, email, and telephone.

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## Part 4: MISCELLANEOUS INFORMATION

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### DEPARTURE INFORMATION

#### WHEN YOU PREPARE TO DEPART BOONE

- An individualized invoice for copy, fax, or other charges incurred during Kellogg will be distributed. These charges must be paid before leaving;
  - accepted forms of payment include cash, personal check payable to Kellogg Institute, or Visa/MasterCard.
- Mail received after your departure will be forwarded to your home address of record. We will provide you a “change of address card” to complete for the ASU Post Office.
- Check out time on Friday is 11:00 a.m. - 1:00 p.m.
- Return key when you check out (**or \$60.00 fine**).
- One copy of the approved Project Prospectus must be turned in before you leave Kellogg.
- Balance on your meal card is non-refundable. You can use any monies left to purchase non-perishables at the Marketplaces on campus. If you do not wish to take these food items with you, we will provide a box for donations to the local homeless shelter.
- A trip to UPS will be scheduled the Wednesday before you depart.
- Please return all borrowed materials, books, practicums, etc. to the resource room.
- Please return BELK library items to the appropriate book return(s).
- When you return to your campus, feel free to send us materials which you feel will enhance the resources housed at the National Center. Examples are program descriptions, course syllabi, reports, evaluations, etc.
- If you wish to communicate your Kellogg Institute experience to our administration, you may write to any or all of the following:
  - Chancellor — Dr. Sheri Noren Everts
  - Provost— Dr. Darrell Kruger
  - Associate Dean, Reich College of Education — Dr. Nickolas JordanAddress correspondence to :
  - Appalachian State University
  - Boone, NC 28608
- The Kellogg Institute Networkers newsletter (KINN) will be published online. Input will be solicited from Institute alumni. Please advise us of any change in your e-mail address so that we can notify you of publication dates.
- You are invited to the KELLOGG receptions at the next annual meetings of NADE and CRLA. Check conference programs and the NCDE Web site for dates and times.
- Official **transcripts** of courses taken while enrolled in the Kellogg Institute may be requested through the Appalachian State University Registrar’s Web site: <http://www.registrar.appstate.edu/records/index.html>

### OPTIONAL CERTIFICATION

In order to be certified, participants must complete the residency requirement—attend all Seminars—and complete a campus innovation project (see **Part 3: Campus Innovation Project**) on their home campus. Those who successfully complete the above requirements will be certified as “Developmental Education Specialists.”

### CAMPUS INNOVATION PROJECTS

Each participant has the option to negotiate a campus innovation project topic in consultation with Institute staff prior to the end of the Institute. Participants should have tentative topics and objectives in mind when they arrive at the Institute. Projects should be enhanced, however, with knowledge and information acquired at the Institute. The project will be completed on the participant’s home campus.

### GRADUATE CREDIT

#### I. Campus Innovation Project - required for certification

Each participant will enroll in HE 6545, Developmental Education Applications, and will earn 3 hours of graduate credit upon completion of the application project on her/his home campus. Enrollment for the project will occur during the summer residency of the Kellogg experience. Incompletes will automatically be given for that period. University policy allows 1 year to clear an incomplete. A grade of “satisfactory” is given for the project. These credits may be applied to the MA or EdS degrees at Appalachian State University. Contact us for information regarding transferability of credits to other institutions and/or programs.

#### II. Optional Credit - not required for certification

3 hours of *additional* graduate credit may be earned by enrolling in HE 6090—Seminar in Adult and Developmental Education (3 semester hours). Those taking HE 6090 for credit must attend all seminars.

All students enrolled for additional credit must complete any assignments given and prepare a 5-8 page reaction paper for each of the seminars. The “synthesis/reaction paper” is designed to encourage students to reflect upon their seminar experiences and articulate major areas of learning - to review what has been learned, react to it, and consider its implications.

**A. Reaction Paper**

1. Reaction papers should be typed and double-spaced on 8 ½ x 11 inch paper. Each paper should include the following sections:
  - (a) a summary (1 to 1-1/2 pages) of the information presented by the seminar leader, including the highlights of the information presented, theoretical foundations of this information or relevance to developmental education, etc.;
  - (b) a critique (1 to 1-1/2 pages) of the seminar's content, including reactions to the information, agreeing or disagreeing with what was said: did it provide you with any significant insights, did you find the material to be useful, etc., expressing your personal reaction to the concepts discussed; and
  - (c) a description of the implications (1 to 1-1/2 pages) of the materials for your work—how you can use the information in your program, how you might revise it to make it more applicable, specific circumstances of your work that make the information more or less useful, etc.
2. Reaction papers are due each Monday of the Institute by 5:00 p.m. The final paper may be turned in before leaving the Institute or mailed/e-mailed from your home the week following the Institute.

3. Each paper will be graded according to the level of thought expressed in the paper (evidence that your experience for the seminar was seriously considered before writing the paper), the extent to which the paper demonstrates insight into the material being presented, and the technical quality of writing (an absolute minimum of spelling and grammatical errors). Papers receiving grades lower than a "B" will be returned to the writer for revision.

**B. Credit**

Credit for each seminar (see Description for details):

- Seminar in Adult and Developmental Education (HE 6090) — 3 hours

Topics such as the value of developmental education and teaching and learning are embedded throughout the Kellogg curriculum. They are a major emphasis of the Institute and reflect the bulk of learning activities. In addition, HE 6090 is a requirements in our graduate curriculum. Those who intend to pursue graduate degrees at Appalachian following the Institute find it advantageous to use their Kellogg credits to meet requirements. **A letter grade is given for the course.**

**ALPINE CAMPUS**  
Box 775288 1370 Bob Adams Drive  
Steamboat Springs, Colorado 80477  
303-879-3288

Kellogg Institute

May 1, 2015

Dear Sirs:

Sally Wither has produced some powerful information which we intend to use as the basis for an improvement and expansion program for our local Learning Laboratory. Sally's recommendations were simultaneously an affirmation of some of the objectives we had already established for expanded Learning Laboratory services, and a fresh perspective on some of the other objectives we had been discussing.

We hope to be able to use Sally and the results from her practicum to achieve these goals: increased use of basic skills and self-help software; increased availability of laboratory services; and increased contact with students requiring laboratory services.

We are very pleased that Sally has participated in your program, and look forward to continuing what has proven to be a very rewarding relationship.

Sincerely,

*Larry Lucas*

Larry Lucas  
Assistant Campus Dean

- I. Cover page
- II. Table of Contents
- III. Abstract
- IV. Body of report
  - A. Introduction of study
    - 1. Background
    - 2. Problem
    - 3. Literature review
    - 4. Purpose
    - 5. Statement of goals and objectives
    - 6. Limits
    - 7. Population
    - 8. Importance of study
- V. Procedure of the study
- VI. Results of the study
  - A. Objective #1
  - B. Objective #2
  - C. Objective #3
  - D. Objective #4
- VII. Conclusion and Recommendations
  - A. Findings
  - B. Problem restated
  - C. Recommendations
- VIII. References (APA or MLA Format, as approved by practicum advisor — APA preferred)
- IX. Attachments
  - A. Impact letter(s)
  - B. Other supporting documentation, if applicable

**C. Credit Toward Appalachian State University Degree Programs**

The opportunity to convert from non-degree to degree status is available during the first 2 weeks of the Institute to individuals who might be interested in the Master’s or Educational Specialist degree in Higher Education with a concentration in Adult and Developmental Education. Credits taken during the Institute can be applied toward a degree if the student is later admitted to the graduate program.

**RESOURCE SHARING & SPECIAL INTEREST GROUPS**

One important feature of the Institute is that participants share resources and program information with each other. Special Interest Groups (SIGs) will be formed during Kellogg and time will be allowed during afternoon and evening sessions for informal presentations on techniques or materials. If you have information that you are willing to share with other participants (such as instructional or tutorial materials, computer software used for instructional or management purposes), please bring copies with you.

The **National Center for Developmental Education Resource Library** contains research and technical reports, unpublished manuscripts, program descriptions, and instructional aids of interest to the developmental educator including books, journals, and exemplary campus innovation projects. The Resource Library will be available for use by Institute participants.

**NOTES**

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*Submit one hard copy, 15-50 pp. double-spaced, and one copy on USB or CD-ROM.*

The final report and supporting documentation must be mailed to:  
Kellogg Institute, ASU Box 32098, Boone, NC 28608  
No later than June 1, 2018

**DO NOT SEND FINAL REPORT TO YOUR PROJECT ADVISOR.**

# Part 3: The PROJECT

## DESCRIPTION OF THE APPLICATION PROJECT

During the summer portion of the Institute, our staff of project advisors works individually with participants in developing and designing their project. Before leaving the Institute, participants are expected to turn in a "project prospectus" outlining the objectives of the project and the steps to be taken in accomplishing those objectives.

The project should:

- a. be representative of skills or knowledge obtained as a result of Institute activities
- b. demonstrate that the participant has mastered some aspect of the skills or knowledge acquired through the Institute, and
- c. serve to improve the delivery of developmental education services on the participant's home campus.

## PROJECT SELECTION

Choosing a project idea is not a simple task. Some participants arrive with no ideas in mind. Frequently though, participants arrive at the Institute having already considered a tentative application project. This facilitates the advising process and makes it easier to implement the project.

You are encouraged to begin thinking about your application project and to discuss it with your colleagues and supervisor(s) before coming to the Institute. It is recommended that you get an informal commitment and verbal support from your supervisor to carry out the project that you choose. Suggestions: a) Review the content of Institute Seminars (see Kellogg Institute Resource Manual) in making this decision, and b) Review representative project topics and reports (at the end of this section) for ideas.

## ADVISOR'S ROLE AND RESPONSIBILITY

It is the job of the advisor to assist participants in clarifying these ideas and converting them to meaningful performance objectives. In determining objectives for the projects, it is important to consider whether or not they are:

- a. attainable within the time constraints (1-2 semesters),
- b. realistic within the limits of resources at the participant's institution,
- c. realistic within the limits of support available at the participant's institution,
- d. measurable in some mutually agreeable context,
- e. consistent with the home institution's mission, and
- f. compatible with Institute content.

### During the summer session, the advisor will:

- a. initiate a meeting with the advisee to explore project possibilities,
- b. initiate one or more meetings to conceptualize & negotiate the final project, and
- c. approve the Project Prospectus and sign the Project Approval Form.

FORM:

## KELLOGG INSTITUTE MID-TERM REPORT

NAME AND INSTITUTION: \_\_\_\_\_

TITLE OF APPLICATION PROJECT: \_\_\_\_\_

PROJECT ADVISOR: \_\_\_\_\_

Please restate your time line for completion of project activities on the left-hand side of this sheet. On the right-hand side of this sheet, indicate the status of each activity listed (i.e., completed, not completed, in progress, etc.). Due December 1, 2013.

TIME LINE FOR ACTIVITY	STATUS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SAMPLE

**The Mid-Term Report must be mailed to Kellogg Institute by  
December 1, 2017**

Download from: <http://www.ncde.appstate.edu/kellogg>



2. Labor required to abstract the LSI manual to make LSI explanatory materials: These materials will include definitions of what each category measures and what activities will promote learning based on the indicated learning preferences of the faculty and students tested.

**SATISFACTORY COMPLETION TO BE JUDGED BY:**

1. The submission of the (revised) project prospectus, all required paperwork, and comparative statistics.
2. The completion and meeting of the goals and objectives of the practicum prospectus (esp. the mid-term and final reports).
3. Submission of letters of documentation from a campus administrator (chairman Math/Computer Dept.) and faculty involved. These letters will cite the impact of this practicum on themselves, their classes, and their students.

SAMPLE

**After the Institute, the advisor will:**

- a. communicate with and provide support to advisee during implementation of the project,
- b. approve mid-term report,
- c. approve the final report and impact letter, and
- d. submit final grade report and approval for certification.

Once the project topic and objectives have been agreed upon, the advisee should develop a plan of action for accomplishing the project objectives. Some assessment of the resources required should also be included to assist the advisee in developing a realistic understanding of his or her project's resource needs.

When the project prospectus has been developed to the satisfaction of the advisor, the Project Approval Form is signed by the advisor and the advisee. This form represents an agreement between the advisor and the participant that credit will be granted for completion of the specified activity. It also represents an agreement by the Institute to grant certification upon completion of the specified activity and upon appropriate documentation of the project's impact.

Following negotiation of the project prospectus, the advisor then serves as a resource person and consultant for the project's implementation. In most cases, this will involve correspondence and telephone consultation.

**PARTICIPANT'S RESPONSIBILITY**

It is the participant's responsibility to provide the Kellogg Institute with the following:

1. Completed PROJECT PROSPECTUS and APPROVAL FORM signed by both the advisor and advisee before leaving the Institute.
2. MID-TERM progress report on the project's implementation due by December 1, 2017. (See page \_\_)
3. FINAL REPORT (due on or before June 1, 2018) summarizing the project and documenting the impact of the project.  
The format and content of this report should include:
  - a. A general narrative describing what was done, including a copy of project objectives and a description of what was accomplished for each objective, ranging from 15-50 pages in length double spaced; and evaluative data, samples of materials, course syllabi, etc. ,
  - b. A letter from the immediate supervisor and/or campus official familiar with the project, documenting the project's IMPACT on the campus ,
  - c. Any other supporting documentation may be included.

*NOTE: Sample reports are available to review in the NCDE resource library.*

**RECOMMENDATION**

It is strongly recommended that the participant begin to implement the project as soon as possible upon returning to his/her campus.

**GRADING OF THE PROJECT REPORT**

Participants will be given an In Progress (IP) grade for HE 6545 at the end of the summer Institute, as grades are required to be turned into the registrar. **It will be the responsibility of the participant to complete the project by the due date, or to communicate with the Kellogg Director and their Project Advisor a rationale for an extension.**

**CERTIFICATION**

The purpose of the Institute is to train and certify developmental educators. **In order to be certified, participants must satisfactorily complete the residency requirement and complete an application project on their home campus.** Upon acceptance of the project report and receipt of the impact letter, the Kellogg Institute will send a personalized certificate indicating that the individual has been certified as a DEVELOPMENTAL EDUCATION SPECIALIST.

**SUGGESTED TIMELINE FOR PRACTICUM PROCESS**

**April / May, 2017**

- Conduct a needs assessment with supervisor/colleagues on topic of project which will positively impact the developmental education program at your institution.

**July, 2017**

- Meet with Institute project advisor. Prepare the Prospectus and Approval Form. Submit before departing the Institute. Due July 21, 2017.

**August / September, 2017**

- Begin to implement the project – start early!

**December 1, 2017**

- Mid-term Report DUE to Kellogg Institute Director.

**June 1, 2018**

- Submit FINAL REPORT and IMPACT LETTERS to the Kellogg Institute Director.

**February 2018**

1. Discuss the administration of the LSI to all faculty and students before the end of the second week in February.
2. Discuss the usefulness, validity, and reliability of the Canfield LSI as well as ways to complete statistical studies of LSI measurements with faculty who have backgrounds in research in education and statistics (Jim Baldwin, Faith Ripps, and Bob Rosenfeld).
3. Visit classes of students inventoried to present them with their profiles and then discuss how the information from the inventories might prove useful. I will also distribute copies of the abstracted test manual which will include definitions of what each category measures and what activities will promote learning based on the indicated learning preferences of the faculty and students tested.
4. Make up class profiles for all classes tested and present this information to the teachers of the classes inventoried. I will also explore with these teachers how this information can be of use to them. I will also present each teacher with his or her LSI profile and discuss how it compares with students' individual profiles as well as the class profile.
5. Request copies of the final grade rosters from faculty whose classes took the LSI.

**April-June 2018**

1. Compute comparative statistics to see if there is any significant difference in preferred modes of learning with and between each of the following 5 groups of students:
  - Students participating in the Math Anxiety Program
  - Students enrolled in Developmental Math Courses
  - Students assigned to the Learning Center for additional help with their developmental math course
  - Students enrolled in the liberal arts math courses
  - Students enrolled in Calculus II or higher math courses
2. Compute comparative statistics to see if there is a relationship between the learning styles of teachers and their classes.
3. Compute comparative statistics to see if there is a relationship between the learning styles of the teachers who take The Learning Styles Inventory.
4. Compute comparative statistics to see if there is a relationship between students' expectations as measured on the LSI and the final grade of each student inventoried.
5. Meet with faculty involved in practicum to do formative evaluation of the LSI practicum to see if the LSI should be changed and/or used in the spring 2015 semester.
6. Prepare and submit final report and impact letters to Kellogg Institute Director. Due June 1, 2015.

**RESOURCES REQUIRED:**

1. Canfield LSI materials:
 

A. Starter set (with Manual)	\$ 62.95
B. Inventories 25 @ \$1.50	\$ 37.50
C. Answer sheets 300 @ \$.08	\$ 24.00
D. Profile sheets 300 @ \$.18	\$ 54.00
E. Shipping \$ 7.00	
<b>Total Cost:</b>	<b>\$185.45</b>

(Sample Prospectus, Continued)

strategies. I will prepare a Learning Style Profile for each student during their class period. I will also distribute printed materials which will explain the categories of the inventory and, based on those categories, what activities would promote learning based on student-indicated learning preferences.

6. To see if there is any significant difference in preferred modes of learning within and between each of the following 5 groups of students:
  - students participating in the Math Anxiety Program
  - students enrolled in Developmental Math Courses
  - students assigned to the Learning Center for additional help with their developmental math course
  - students enrolled in the liberal arts math courses
  - students enrolled in Calculus II or higher math courses
7. To see if there is a relationship between the learning styles of teachers and their classes.
8. To see if there is a relationship between the learning styles of the teachers who take the Learning Styles Inventory.
9. To see if there is a relationship between students' expectations as measured on the Learning Styles Inventory (LSI) and the final grade each student receives from his or her teacher.

#### **POTENTIAL BENEFITS OF APPLICATION PROJECT:**

1. LSI information will help sensitize faculty to the learning needs of students in more holistic ways.
2. LSI information will help faculty to improve their instructional techniques.
3. LSI information will help students to become better learners in their math and other courses by improving their learning skills and strategies.
4. The use of LSI will help to improve the Math Anxiety Program, Math/ Computer Department math courses, and the operation of the Learning Center

#### **TIME LINE FOR PROJECT IMPLEMENTATION:**

##### **August 2017**

1. Purchase the Canfield Learning Style Inventory - Form E (fifth grade reading level) for the use of measuring learning styles.

##### **October 2017**

1. Begin Math Anxiety Program.
2. Share plans with chairman of the Math/Computer Department, the director of the Learning Center and the teachers whose classes are involved in the practicum.

##### **November/December 2017**

1. Begin administration of LSI to all faculty and students involved.
2. Complete the preparation of the LSI explanatory materials. These materials will be abstracted from the LSI test manual. These materials will include definitions of what each category measures and what activities will promote learning based on the indicated learning preferences of the faculty and students tested.
3. Prepare and submit the Mid-Term Report to Kellogg Institute Director by December 1, 2017.

#### **SAMPLE APPLICATION PROJECT IDEAS**

Listed below are summaries of some sample application projects which have been successfully completed.

1. **Development of an Academic Intervention Program for a Community College.** This project included scheduling of on-going orientation activities, individual consultations with students, preparation of hand-out sheets and manuals for developmental students to use in academic processing. Evaluation included samples of materials, a report of activities undertaken, support letters from campus administrators, and pre/post retention data for students served.
2. **Implementation of a Study Skills Program Based on the Canfield Inventory.** Project included administration of the Canfield Learning Styles Inventory followed by individual conferences with students to explain results and implications. Program later expanded to include all freshmen at a small four-year college. Workshops were held with faculty to train them in using and interpreting the inventory. Evaluation included pre/post data on grades and retention and letters of testimonials from faculty.
3. **Development of an Ongoing Developmental Program Evaluation.** Several projects involved setting up a design for overall program evaluation of developmental studies or learning center activities. Projects included a complete plan for evaluation input, data gathering, analysis, and dissemination of results. Evaluation materials included a sample of the plan, forms used, data collected, and reports generated.
4. **Redesign of Instructional Programs.** Several projects involved refinement or development of instructional activities to accommodate individual student learning styles. These projects usually involved administration of a learning styles inventory and development of instructional activities compatible with the styles of learners. Evaluation included copies of syllabi; letters of support from faculty, administrators, and students; and, in some cases, pre/post evaluation of student performance or comparison of student performance with other more traditional courses.
5. **Orientation and Training for Part-time Faculty.** Using a variety of materials, two projects involved training programs for part-time or adjunct faculty. The aim of these training programs was to familiarize adjunct and part-time faculty with institutional procedures, assessment and instructional techniques, and intervention practices. Evaluation included a narrative description of the program, calendars of activities, numbers of participants served, comments from participants, and letters of support from campus administrators.

There are many representative project reports in the Kellogg Institute's resource files which may be examined during the summer residency.

**2017 KELLOGG INSTITUTE  
PROJECT PROSPECTUS APPROVAL FORM**

**Name of Student:** \_\_\_\_\_

**Institution:** \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

**Advisor's Approval:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

**Brief Abstract:**

**Practicum Goals and Objectives:**

**Potential Benefits of Project:**

**Resources required:**

**Timeline for project process:**

1. Submit Project prospectus and approval form before departing Institute.  
**Due** not later than **July 21, 2017**.
2. Mid-term report – **Due** not later than **December 1, 2017**.
3. Final report and Impact Letter — **Due** not later than **June 1, 2018**.

Submit mid-term and final report to: Kellogg Institute National Center for Developmental Education ASU Box 32098 Boone, NC 28608

**KELLOGG INSTITUTE PROJECT PROSPECTUS**

**STUDENT:** Joan Smith

**INSTITUTION:** State Community College

**TITLE OF PROJECT:** Introducing the Use of the Canfield Learning Styles Inventory Instrument to the Faculty, and Students of SCC.

**ADVISOR'S APPROVAL:** *Dr. Hunter Boylan*

**STUDENT SIGNATURE:** \_\_\_\_\_

**BRIEF ABSTRACT:**

To introduce the faculty and professional staff of the Math/Computer Department and the Learning Center to the uses of the Canfield Learning Styles Inventory as it relates to academic intervention processes to help students and faculty achieve better insights into the learning/teaching process.

**GENERAL GOALS:**

1. To give students added insight into their academic strengths and weaknesses through knowledge of learning styles as revealed by the Canfield Learning Styles Inventory.
2. To help students develop a better awareness of the learning process and its relationship to classroom teaching.
3. To see if there is a relationship between students' expectations as measured on the Canfield Learning Styles Inventory and final grades for their math or computer course.
4. To see if there is a relationship between the learning styles of teachers and the learning styles of students in their classes.

**PROJECT OBJECTIVES:**

1. To administer the Canfield Learning Styles Inventory to the faculty and professional staff of the Math/Computer Department (to about 20 out of 68 members) and the Learning Center (to about 7 out of 15 members). An individual and group Learning Style Profile will be developed for faculty members who take the inventory.
2. To set up a workshop to explain to faculty and professional staff of the Math/Computer Department and the Learning Center the meaning and uses of the Canfield Learning Styles Inventory.
3. To explore with faculty and professional staff ways in which the Canfield Learning Styles Inventory could be used to improve classroom instruction.
4. To administer the Canfield Learning Styles Inventory to the following student groups:  
(Not during normal classroom time)
  - students participating in the Math Anxiety Program (MAP), a voluntary supplemental classroom activity (about 15 students will be tested)  
(During assigned time in the Learning Center )
  - students assigned to the Learning Center for additional help with their developmental math course; this is done in addition to their normal classroom time (about 20)  
(During normal classroom time)
  - students enrolled in Developmental Math Courses (about 50)
  - students enrolled in the liberal arts math courses (about 40)
  - students enrolled in Calculus II or higher math courses (about 40)
5. To explain to students how a knowledge of their learning styles can be helpful in understanding how they learn and in finding ways of improving their learning