CALIFORNIA COMMUNITY COLLEGES
AND
SONOMA COUNTY
COMMUNITY COLLEGE DISTRICT

#87-0216
### Instructional Skills Workshop: Program Demonstration Project

<table>
<thead>
<tr>
<th>Funding Category &amp; Award</th>
<th>Eligible Program</th>
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<tbody>
<tr>
<td>Grant = $34,713</td>
<td>F --- Improvement of Fac/Staff</td>
<td>Training</td>
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<tr>
<th>Project Product</th>
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<td>Workshop</td>
<td>Faculty/Staff Develop</td>
<td>Curriculum Improve</td>
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<tr>
<th>Project Director</th>
<th>Project Supervisor</th>
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<tr>
<td>Charles Miller, Project Director</td>
<td>Robert Blanchard, Assistant Dean</td>
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The purpose of the Instructional Skills Workshop Program (ISW) is improvement of instruction. It combines skills enhancement of newly hired faculty with the renewal of experienced faculty through training offered on three levels: for faculty as participants in Instructional Skills Workshops, as facilitators of those workshops, and as facilitator trainers.

The purpose of the ISW Program Demonstration Project is to develop the ISW Program at four colleges and disseminate the ISW Program as a model for faculty development to the California community colleges.
Instructional Skills Workshop Program Demonstration Project

The purpose of the Instructional Skills Workshop (ISW) Program is improvement of instruction. It combines skills enhancement of newly hired faculty with the renewal of experienced faculty through trainings offered on three levels; for faculty as participants in Instructional Skills Workshops, as facilitators of those workshops, and as facilitator trainers.

The purpose of the ISW Program Demonstration Project is to develop the ISW Program at four colleges and disseminate the ISW Program as a model for faculty development to the California Community Colleges. The Demonstration Project is organized in two phases, a pilot phase which is being conducted during the 1986-87 academic year, and a project phase to be conducted during 1987-88.

The ISW Program Demonstration Project is a consortium effort by Santa Rosa Junior College, Diablo Valley College, Los Medanos College, and Solano College. The consortium colleges are committed to conduct eight Instructional Skills Workshops for forty faculty participants at district expense.

Grant funds will be utilized as seed money to conduct eight Instructional Skills Workshops to serve forty faculty; to conduct three Facilitator Skills Workshops to train thirteen faculty as ISW Facilitators; and to conduct one Trainer Training to train four faculty as Facilitator Trainers. Grant funds will also be used to provide four regional dissemination seminars, project coordination and evaluation, and materials development.

The ISW Program builds upon the highly successful experience of a similar approach to the improvement of instruction developed by a consortium of colleges in British Columbia over the past seven years.

The ISW Program addresses the needs of both new and experienced faculty to improve their teaching skills through a laboratory approach in which the participant can review instructional techniques, develop lesson objectives, explore new teaching methods, and receive feedback from colleagues. Thus, the populations served by the ISW Program Demonstration Project include the students and faculty of the California Community Colleges.

Overall supervisory responsibility will be with Dr. Robert Blanchard, Assistant Dean of Instruction, Santa Rosa Junior College. Grant funding of $39,741 will be used primarily to
conduct Instructional Skills Workshops and support the training of ISW Facilitators and Facilitator Trainers. The consortium district match of $19,826 will be used to conduct Instructional Skills Workshops.

The ISW Program Demonstration Project will have a positive and far-reaching impact on the students and faculty of the four consortium colleges. It will provide an informative model for other California Community Colleges seeking to address problems of new faculty preparation and renewal of experienced faculty. The ISW Program Demonstration Project will be evaluated continuously throughout the year. A summative report will be completed in June of 1988. Dissemination will be through seminars, conference presentations, and reports.
1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

Purpose:

The purpose of the Instructional Skills Workshop Program is the improvement of teaching abilities of faculty members. The purpose of the Demonstration Project is to introduce the Instructional Skills Workshop (ISW) Program to the California Community Colleges. The objectives of the Demonstration Project are to: 1) develop a base of experience with the ISW Program in four community colleges, 2) conduct four regional dissemination seminars, and 3) conduct training workshops in both the northern and southern regions of the state. The four consortium colleges are; Diablo Valley College, Los Medanos College, Santa Rosa Junior College, and Solano College.

The goal of the Instructional Skills Workshop Program is the improvement of instructional skills of both new and experienced instructors. It is a comprehensive three-tiered training program. The ISW Program addresses lesson preparation and presentation skills using mini-lesson teaching in peer groups with written, oral and video evaluation in a structured format.

The ISW Program consists of the following three levels:

- **Instructional Skills Training** (the Instructional Skills Workshop, 24-hours) concentrates on development of the fundamental skills of writing instructional objectives, preparing lesson plans, designing pre- and post-assessment strategies, and conducting instructional sessions. The Instructional Skills Workshop utilizes a peer training model that provides the participant with a small group setting (5 members) in which to work on the improvement of his or her instructional skills.
• Facilitator Skills Training (the Facilitator Skills Workshop, 40-hours) prepares experienced instructors to conduct Instructional Skills Workshops (ISW) in their own institution.

• Trainer Training (the Facilitator Trainer Training, 45-hours) prepares the individual who has completed the Facilitator Skills Training and who has led several Instructional Skills Workshops to lead the Facilitator Skills Workshop.

The two phases of the ISW Program Demonstration Project:

The ISW Program Demonstration Project is organized in two phases. The first phase has been a pilot phase conducted by the consortium colleges at district expense during the 1986-87 academic year. This phase consists of three Facilitator Skills Workshops (the first of which was held at Santa Rosa, June 1986), a Trainer Training, four Instructional Skills Workshops at Santa Rosa in the fall and spring of 1986-87 and two ISW's scheduled to be conducted during the summer of 1987.

The second phase (project phase) is the consortium effort to conduct sixteen Instructional Skills Workshops, four one-day regional dissemination seminars, three Facilitator Skills Workshops, and a Trainer Training during the 1987-88 academic year.

The consortium colleges will conduct four Instructional Skills Workshops at each campus during the 1987-88 academic year. As a demonstration of commitment to the ISW Program, two workshops at each campus will be locally funded.

Four regional dissemination seminars will be conducted in the spring of 1988. These seminars will present an in-depth discussion of the ISW model as a vehicle for faculty development and are designed to foster implementation of the ISW Program.

The project will enable the consortium colleges to conduct three Facilitator Skills Workshops (two to be held in northern California and one to be held in southern California). One Trainer Training will be held in northern California in conjunction with the Facilitator Skills Workshops. The purpose of these workshops is to enable other colleges to implement the ISW Program during the 1988-89 academic year by providing additional faculty trained as ISW Facilitators. These trainings will be conducted in June of 1988.

New development:

The Instructional Skills Workshop Program is a new development for the California Community Colleges. It is based upon the successful ISW Program developed over the past seven years by a consortium of community colleges in British Columbia (B.C.). The ISW Program in Canada is the largest faculty development effort in post-secondary education ever undertaken. To date, an estimated 3,000 faculty members have participated in Instructional Skills Workshops and some 240 faculty have been trained as ISW Facilitators.
From the B.C. experience, there is evidence of excellent potential for a ripple effect that will send waves of reinforcement for adaptive, learner-centered and innovative instruction through the faculty at each college involved in the ISW Program. The Demonstration Project is a proposal for expanding the ISW Program to community colleges in both northern and southern California.

The ISW Program is new in that it provides new roles for faculty as peer facilitators and innovators in an ongoing improvement of instruction effort. It is a program that develops at the grass-roots level among faculty rather than being imposed from above, and the feature of faculty working with faculty contributes to faculty acceptance. To date (April 1, 1987) twenty-five faculty members at Santa Rosa Junior College have participated in the ISW Program. The response of all who have participated in the program has been highly enthusiastic.

Consortium-based project:

The proposed ISW Program is an inter-district four-college effort including, Diablo Valley College, Los Medanos College, Santa Rosa Junior College and Solano College. The consortium colleges involved in this project represent the diversity unique to the community colleges in California and include two colleges in a multi-college district, a large single district college, and a small rural college.

Each college will conduct four Instructional Skills Workshops during the year and will cooperate in conducting the Facilitator Skills Workshops and the Trainer Training Course. The consortium format will enable the colleges to share resources and will provide for intercollegiate networking by faculty members. This latter aspect has been cited as a definite advantage in the B.C. experience and lends support to the ongoing development of the ISW Program.

Other sources:

Other resources will include the annual Instructional Skills Institute, an advanced level training institute for the Instructional Skills Network in British Columbia. Five faculty from the consortium will attend this institute in June, 1988. Locally, the resources of the State-Wide Academic Senate Staff Development Committee and the 1986-87 Santa Rosa Junior College pilot experience with the ISW Program will be used.

BASIC AGENDA ADDENDUM

The project addresses the goal of Excellence as described in the Basic Agenda Addendum, 1987. With the enhancement of skills directly applicable to the instructional setting, the ISW Program will serve to promote excellence in community college programs and employees.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM

Specific problem:

The enhancement of instructional skills is an ongoing need in the community colleges for several reasons. Whereas there are training courses for new instructors in the occupational areas, new liberal arts faculty often have had no specific preparation in instructional techniques and may model their teaching practices on their graduate education experience, which are often not appropriate for the community college setting.

Currently, sufficient resources for the upgrading of instructional skills for experienced faculty are not available. Both new and experienced faculty identify the need for inservice training to enhance teaching effectiveness. The changing college environment, including demographic shifts, the changing nature of student preparedness and their shifting curricular choices, the advent of new technologies and changes in the work environment, and the new Title V. regulations regarding objectives and academic standards have increased the need for inservice training.

Absence of problem resolution:

Whereas discipline specific conferences are generally available to faculty, these usually do not address instructional techniques and methodologies. Despite the resurgence in staff development efforts at some colleges, few have developed models that address the ongoing need for preparation of new faculty and the renewal of experienced faculty.

Building on existing literature and current practices:

The ISW Program will have the advantage of building on the considerable experience of the system-wide program of professional development and institutional renewal for the colleges and provincial institutes in British Columbia that has used the ISW as its core program. Since 1979, 240 participants have completed the five-day Facilitator Skills Workshop, an estimated 3,000 faculty have completed the Instructional Skills Workshop, and six annual advanced level training institutes have been conducted for experienced ISW Facilitators.

The Instructional Skills Institutes have been the major vehicle for the introduction of new programming ideas and have provided ongoing advanced training for the delivery of these new program activities. The Instructional Skills Institute and the ISW Facilitator Network serve as a models for the future development of the ISW Program in California.
We are fortunate to be able to utilize the services of senior Trainers from the B.C. system who have been instrumental in the development of the ISW Program there. They will conduct the Facilitator Skills Workshops and the Trainer Training.

Materials for ISW participants and ISW Facilitators have been developed in British Columbia and have been used in the pilot phase of the project. These materials need to be updated and revised to address the conditions particular to the community colleges in California. This revision will be carried out as part of the project.

Desired outcomes of the ISW Program Demonstration Project:
The desired outcomes of the Project are several and are described on three levels:

- Specific outcomes related to individual participants:
  1. Train thirteen faculty as ISW Facilitators and four experienced faculty as Facilitator Trainers;
  2. Present sixteen Instructional Skills Workshops, to serve eighty faculty members at four community colleges;
  3. Accelerate teaching capabilities of newly hired as well as experienced faculty in respect to instructional strategies and design, teaching to objectives, communication, interpersonal skills, sensitivity to needs of the learner, and enhanced self-knowledge;
  4. Establish and reinforce in newly hired and experienced faculty values and attitudes supportive of learner centeredness, flexibility, and experimentation in method, content, and format of instruction.

- General outcomes related to over-all college programs:
  1. Activate the potential new roles of experienced faculty as facilitators and instructional consultants;
  2. Establish supportive networks among faculty that transcend disciplines, college, generation, gender, ethnicity or other boundaries;
  3. Support improved instructor relationships which will serve to reduce isolation and break the student/teacher and teacher/teacher barriers, thus facilitating the continued improvement of instruction in the face of such challenges as the need for developing responsiveness to non-traditional students and the adaptation of new technologies;
  4. Develop leadership and facilitation skills among faculty to serve as resource persons for effective problem solving/decision making meetings and other campus governance needs.

- Outcomes related to state-wide dissemination:
  1. Train eight faculty from colleges in northern California and five faculty from colleges in southern California as ISW Facilitators;
  2. Train four faculty from consortium colleges as Trainer Trainers;
3. Conduct four regional dissemination seminars for faculty and administrators identified as interested in initiating the ISW Program at their college.

Building on existing literature and current practices:

The ISW Program will have the advantage of building on the considerable experience of the system-wide program of professional development and institutional renewal for the colleges and provincial institutes in British Columbia that has used the ISW as its core program. Since 1979, 240 participants have completed the five-day Facilitator Skills Workshop, an estimated 3,000 faculty have completed the Instructional Skills Workshop, and six annual advanced level training institutes have been conducted for experienced ISW Facilitators.

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Materials for ISW participants and ISW Facilitators have been developed in British Columbia and have been used in the pilot phase of the project. These materials need to be updated and revised to address the conditions particular to the community colleges in California. This revision will be carried out as part of the project.
3. Population To Be Served

POPULATION SERVED

Persons or groups benefited by the ISW Program Demonstration Project: Because the ISW Program concentrates on improving instruction, the ultimate and primary beneficiaries will be community college students. The ISW Program will enable new and experienced faculty to more effectively address the needs of the broad spectrum of community college clientele in transfer, general education, occupational and remedial programs. In particular the ISW Program will familiarize faculty with the different learning styles and characteristics of adult learners and can sensitize faculty to the needs of non-traditional students.

The immediate and secondary beneficiaries of the ISW Program will be faculty members at either the facilitator or participant level. The faculty trained as ISW Facilitators will form the core group at each campus upon which a network of resources for instructional improvement can be built. Faculty who participate in the ISW Program will benefit individually and collectively as they begin to network and support improved teaching practices at their institution.

Projected number of participants:

The projected numbers of new participants in the I.S.W Program for the 1987-88 academic year are as follows:

- Experienced full-time faculty trained as ISW Facilitators 13-18
- Experienced ISW Facilitators trained as Facilitator Trainers 4
- Newly hired and experienced faculty participants 80

In the 1988-89 academic year an estimated 27 to 32 ISW Facilitators will be available state-wide to conduct workshops for between 135 and 270 additional faculty. During the same period the 8 Facilitator Trainers will be available to train 20 to 40 additional Facilitators. Moreover, a network would then be in place whereby additional services such as facilitating student feedback, videotaping of instruction and consultative evaluation, and developing specialty workshops utilizing micro-teaching and contract lessons can be developed. Over a period of time these services have the potential for reaching a much larger portion of the faculty, including part-time instructors.
OBJECTIVES

The following is a listing of the objectives for the ISW Program with measurable outcomes, time schedule for completion, and amount and source of funds budgeted to attain each objective:

PILOT PHASE - District Funded (1986-87)

June 1986 to June 1987  S.R.J.C. conducted one ISW Facilitator Skills Workshop and four Instructional Skills Workshops. Two additional ISW's are scheduled to be held during summer of 1987
BUDGET: $10,760 [DISTRICT]

June 15-19 1987  S.R.J.C. to host two 40-hour Facilitator Skills Workshops for 8 experienced faculty from the consortium colleges combined with one 45-hour Facilitator Training for 4 experienced ISW Facilitators
BUDGET: $5,790 [DISTRICT]

PROJECT PHASE- Grant and District Funded

OBJECTIVE 1:
July 1987 to June 1988  Project Director to coordinate project development, provide ongoing coordination, conduct dissemination seminars, revise materials, evaluate project, and prepare reports.
BUDGET: $6000 [GRANT]

OBJECTIVE 2:
July 1987 to June 1988  Consortium colleges to conduct eight 24-hour Instructional Skills Workshops for 40 faculty at district expense.
BUDGET: $12,800 [DISTRICT]

OBJECTIVE 3:
June 1988  Consortium to conduct two 40-hour Facilitator Skills Workshops for eight experienced faculty in northern California combined with one 45-hour Facilitator Training for four experienced ISW Facilitators.
BUDGET: $5,790 [GRANT]
OBJECTIVE 4:
June 1988   Consortium to conduct one 40-hour Facilitator Skills Workshop for five experienced faculty in southern California.
BUDGET $4,800 [GRANT]

OBJECTIVE 5:
June 1988   Achieve advanced level training by five ISW Facilitators through participation in the annual British Columbia ISW Network Instructional Skills Institute.
BUDGET $3500 [GRANT]

OBJECTIVE 6:
July 1987 to June 1988   Design and conduct project evaluation
BUDGET: $600 [GRANT]
5. Workplan Narrative

ACTIVITIES

Sequence in which the ISW Program Demonstration Project will be conducted: The following sequence highlights the activities and events of the ISW Program Demonstration Project:

January to April, 1987: Grant preparation/application: Assistance from B.C. Ministry of Post-Secondary Education in developing ISW Program for California Community Colleges, consensus among consortium partners reached, resource needs assessed, outcomes and consequences anticipated, prospective staff and participants considered, grant application completed and submitted.

March to June, 1987: Program development: Develop contract with British Columbia trainers, prepare for pilot Facilitator Skills Workshops and Facilitator Training at Santa Rosa Junior College, orient and prepare each consortium member college for participation in the ISW Program and Demonstration Project. Establish dates, contract with B.C. trainers, select faculty for June trainings.

June 15-19, 1987: Conduct two pilot phase district funded Facilitator Skills Workshops combined with one Facilitator Training at Santa Rosa Junior College.

Sept to Dec, 1987: Conduct district funded Fall Instructional Skills Workshops at each consortium college.

Conduct grant funded Fall Instructional Skills Workshops at each consortium college.

January to May, 1988: Conduct district funded Spring Instructional Skills Workshops at each consortium college.

Conduct grant funded Spring Instructional Skills Workshops at each consortium college.

Jan to Feb, 1988: Conduct ISW Program Dissemination Seminars, two in northern California and two in southern California.
June, 1988: Conduct two Facilitator Skills Workshops combined with one Trainer Training in northern California.

Conduct one Facilitator Skills Workshop in southern California.

Advanced level training: Select five experienced ISW facilitators for participation in the annual Instructional Skills Institute held in British Columbia.

July, 1987 to June, 1988: Project evaluation: Evaluation will be continuous throughout the project. See Evaluation Plan for details.

Reports: A semi-annual report will be prepared and submitted to the Chancellor's Office in early December. The final program report will be prepared by the Project Director in June of 1988.

Activities to accomplish objectives:

PILOT PHASE:
To conduct one 40-hour Facilitator Skills Workshop and two Facilitator Skills Workshops combined with one Trainer Training.

ACTIVITIES:

PERSONNEL:
2 Trainer Trainers, 13 experienced faculty for the Facilitator Skills Workshops and 4 experienced ISW Facilitators for the Trainer Training.

EQUIPMENT/MATERIALS/FACILITIES:
Videotape recording and playback, handouts, all classroom A.V. aids, classroom.

EVALUATION PROCEDURES:
Pre- and post-questionnaires, observations, participants response, trainer critiques.

OBJECTIVE 1:
To provide project coordination and conduct four ISW Program Dissemination Seminars.

ACTIVITY:
Provide project direction and coordination, coordinate revision of ISW Program training materials, develop and present two dissemination seminars for college personnel in northern California and two in southern California, coordinate project evaluation efforts, and write reports.

PERSONNEL:
Project Director, hourly stipend.
EQUIPMENT/MATERIALS/FACILITIES:
Materials for dissemination seminars to be developed. Facilities to be provided by colleges identified as dissemination seminar sites.

EVALUATION PROCEDURES:
Participants will complete an evaluation instrument at the conclusion of each workshop, training, and seminar. Project Director will conduct an evaluation of the entire project (see Evaluation Plan).

OBJECTIVE 2:
To conduct sixteen 24-hour Instructional Skills Workshops.

ACTIVITIES:

PERSONNEL:
2 ISW Facilitators, 5 new and/or experienced faculty per workshop, Campus Coordinator.

EQUIPMENT/MATERIALS/FACILITIES:
Videotape recording and playback, handouts, all classroom A.V. aids, classroom. Facilities and equipment to be provided by colleges conducting workshops. Materials to be revised and provided by Project Director.

EVALUATION PROCEDURES:
Pre- and post-questionnaires, observations, participant responses, facilitator critiques.

OBJECTIVES 3 and 4:
To conduct one 40-hour Facilitator Skills Workshop and two Facilitator Skills Workshops combined with one Trainer Training.

ACTIVITIES:

PERSONNEL:
2 Trainer Trainers, 13 experienced faculty for the Facilitator Skills Workshops and 4 experienced ISW Facilitators for the Trainer Training.

EQUIPMENT/MATERIALS/FACILITIES:
Videotape recording and playback, handouts, all classroom A.V. aids, classroom. Facilities and equipment to be provided by colleges conducting workshops. Materials to be revised and provided by Project Director.

EVALUATION PROCEDURES:
Pre- and post-questionnaires, observations, participant responses, trainer critiques.
OBJECTIVE 5:
To further training for experienced ISW Facilitators and to support the future development of the ISW Program in California.

ACTIVITY:
Attendance at one Advanced Training Institute for ISW Facilitators.

PERSONNEL:
A team of five ISW Facilitators from consortium colleges will attend the Instructional Skills Institute in British Columbia.

EVALUATION AND FOLLOW-UP:
Participant facilitators will critique their experience, prepare reports, and conduct inservice trainings for other ISW Facilitators at the consortium colleges.

OBJECTIVE 6:
To design and conduct project evaluation.

ACTIVITY:
Evaluation will be continuous throughout the project. See Evaluation Plan for details.

PERSONNEL:
All workshop participants, Campus Coordinators, Project Director.

EVALUATION PROCEDURES:
Pre- and post-questionnaires, observations, participant formative and summative evaluations, trainer critiques.
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

Impact throughout the institution:

The primary impact of the ISW Program will be the improvement of instruction across disciplines. The Canadian experience has shown increased interdisciplinary networking among faculty at their own and at other colleges. At Santa Rosa Junior College, faculty who participated in an ISW are visiting each other's classrooms and have invited their colleagues to videotape and critique class sessions.

An important aspect of the ISW Program is its grassroots nature. As participating faculty endorse the ISW Program, it is expected that other faculty will enroll in an Instructional Skills Workshop. Furthermore, the program is not limited to workshops, but builds as those who have become re-energized about their teaching share their excitement with their colleagues. To support this continued growth, faculty trained as ISW Facilitators can provide a variety of other spin-off activities to enhance faculty development.

Another benefit of the ISW Program is the re-energizing and renewal of senior faculty. For those who participate in the Facilitator and Trainer Trainings, there is the additional benefit of assuming new leadership roles, exploring new career options, and the experience of horizontal advancement.

Continued support:

Continued support for the development of the ISW Program in the California Community Colleges will occur on two levels.

The establishment of a core of trained ISW Facilitators at the consortium colleges will support the continued involvement of faculty at those institutions in the ISW Program and subsequent and related improvement of instruction activities. Each consortium college will commit to the support of continued offerings of Instructional Skills Workshops with district funds. Once established, the ISW Program will continue with district support limited to stipends or flex credit for Facilitators.

The State-Wide Academic Senate has indicated its intent to support the continuation of the dissemination of the ISW Program to colleges throughout the state during the 1988-89 academic year.
Adaptation by other institutions:

The ISW Program is an excellent candidate for adaptation by other institutions. The elements of the Instructional Skills Workshop build upon established techniques for instructional improvement and have the advantage of a voluntary, peer-based approach which can be offered in a variety of formats. The ISW Program is inexpensive considering the potential number of participants and can easily be extended to part-time as well as full-time instructors.

The ISW Program features ease of replication, lending itself to adoption as a model for faculty development state-wide. By carefully selecting experienced instructors to be trained as ISW Facilitators, each campus will be able to initiate the ISW Program. The well-developed structure of the Instructional Skills Workshop ensures a quality experience for those faculty who participate.

At this time (April 1, 1987) personnel at a number of colleges across the state have expressed interest in developing an ISW Program at their institution. College of the Sequoias will be conducting an Instructional Skills Workshop in April to be followed by a Facilitator Skills Workshop in June, 1987.
7. Evaluation Plan

EVALUATION PLAN

Evaluation procedures and outcomes:
Evaluation is an ongoing process and will continue throughout the project. Each workshop has built-in evaluation procedures. The workshops are designed to develop evaluation skills by the participants, to accustom participants to peer evaluation, and to promote effective self evaluation. A primary goal of the program is to encourage faculty to seek feedback from colleagues and students on instructional practices.

Methods:
A variety of methods will be employed in the evaluation of the ISW Program Demonstration Project. Questionnaires will be developed to gather pre- and post-workshop and training data. Each workshop includes both formative and summative evaluation procedures. Other methods to be used include observation, participant observation, surveys, and follow-up interviews. The Project Director will design and conduct the over-all Project Evaluation with assistance from the campus coordinators.

Data will be gathered throughout the year by the program coordinator at each campus. A mid-term evaluation report will be written by the Project Director and submitted in early December 1987. A summative evaluation report will be written by the Project Director and submitted at the end of June 1988.

Incorporation into college operations:
The faculty at each consortium college trained as ISW Facilitators will form a core group. This group will be available to conduct Instructional Skills Workshops and support further improvement of instruction projects that will evolve from the base program.

The ISW Program complements and supports other staff development and instructional improvement efforts currently used by a number of colleges, specifically, classroom research, small group instructional diagnosis, flex calendar workshops, and teaching resource centers.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

Materials and procedures for dissemination:

The primary method of disseminating information about the ISW Program will be through the participants. Participants will be able to share their experience with their departmental colleagues and with colleagues at other colleges.

Four one-day regional Dissemination Seminars will be held in the spring of 1988 for faculty and administrators interested in an in-depth exploration of the possibility of establishing an ISW Program at their college. The projected seminar sites are Sacramento, San Jose, Los Angeles and San Diego. Announcements of the seminars will be distributed to all community colleges in California. Descriptive materials will be developed for distribution at the seminars and by mail as requested.

The consortium approach to the ISW Program provides for the establishment of a support network among faculty from different colleges. This network will enhance the dissemination of information through additional conference and workshop presentations, the State-Wide Academic Senate, the Northern and Southern California Staff Development Groups, other professional organizations, and publications such as Staff Development Notes.

As colleges or districts indicate interest in exploring the Instructional Skills Workshop approach to the improvement of instruction, consulting teams of ISW Facilitators and Facilitator Trainers can be made available for on-site consultation and/or can be available to conduct Instructional Skills Workshops and Facilitator Skills Workshops. It is expected that several colleges outside the consortium will conduct both types of workshops during the 1987-88 academic year.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]