CALIFORNIA COMMUNITY COLLEGES
AND
LOS RIOS
COMMUNITY COLLEGE DISTRICT

#88-0008
Through a consortium effort between Sacramento City College and Irvine Valley College, this project will:
1. Increase the number of faculty trained to conduct classroom based research.
2. Further development of classroom based research activity throughout the community college system.
3. Develop additional resource materials and models for classroom research for community college faculty.

The major problems this project will address include: (a) the lack of ongoing classroom research in the community college system; (b) the challenge to provide educational excellence in teaching; © the need to implement teaching strategies for improving instruction and learning; and (d) the need to secure essential resources for faculty and staff renewal.
Improving Teaching and Learning Through Classroom-Based Research

The purpose of this proposal is to improve teaching and learning through classroom based research. It is based on the premise that careful analysis of instructional techniques, the classroom environment and student outcomes, through research, can have a positive impact on instructional improvement and foster faculty renewal.

Through a consortium effort between Sacramento City College and Irvine Valley College, the project goals include:

1. An increase in faculty trained to conduct classroom based research
2. Further development of classroom based research activity throughout the community college system.
3. Additional resource materials and models on classroom based research for community college faculty.
4. Dissemination of results to encourage institutional interest on classroom research studies.

The major problems this proposal address include: (a) the lack of ongoing classroom research in the community college system; (b) the challenge to provide educational excellence in teaching; © the need to implement teaching strategies for improving instruction and learning; and (d) the need to secure essential resources for faculty and staff renewal.

The desired outcomes for this project consist of: (a) an increase in faculty trained to conduct classroom research; (b) development, implementation and validation of twelve classroom based research studies; (a) an increase in available resource materials for community college research; and (d) improved teaching, student success, and faculty development.

This project will directly affect twelve faculty and approximately 6001000 students. It is estimated an additional eighty faculty will also benefit from this consortium project between Sacramento City College and Irvine Valley College. An indeterminate number of faculty and students will benefit through project replication statewide.
The project objectives are to: (a) build upon previous classroom research studies and expand the practice of classroom research within the community college system; (b) conduct twelve classroom based research studies; (c) increase the number of faculty trained to conduct research; (d) create additional resource materials on classroom research for community college faculty; and (e) improve teaching and learning leading toward educational excellence.

The project will be implemented as a consortium effort using college advisory committees, and a collaborative project team with administrative, professional and support staff from Sacramento City College and Irvine Valley College.

The total projected budget for this project is $43,910. Of this amount, $30,200 is requested from the Fund for Instructional Improvement and $13,710 is identified as the combined in-kind contribution from Sacramento City College and Irvine Valley College. Several evaluation methods have been identified to ensure comprehensive evaluation of project components and the overall project. The complete project will be summarized in a final report and individual research studies, recommendations for replication, and guidelines for establishing classroom research studies in the community college classroom.
Improving Teaching and Learning Through Classroom-Based Research

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

1. The purpose of this proposal is to improve teaching and learning through classroom based research. As identified in Article 7, Section 84381 of the Education Code, this proposal is concerned with "(b) programs for improving teaching abilities of faculty members" and "(e) efforts to improve traditional instructional programs." It is based on the premise that minor adjustments in teaching methodologies, when appropriately identified and implemented, can have a significant impact on learning. The project goals, which support the Board of Governor’s Agenda objective for educational excellence, include:

1. An increase in the number of community college instructors trained to conduct classroom based research.

2. Further development of classroom based research activities throughout the community college system.

3. Additional resource materials and models on classroom based research for community college faculty.

4. Dissemination of research results to encourage institutional interest in classroom research studies.

Working with individuals from Research, Staff Development, Instructional Development, and college faculty, this project will build upon previous classroom based research work conducted at Sacramento City College. This proposal is a plan to increase the use of organized and direct classroom based research models to improve teaching and learning in the community college classroom. The thrust is active participation by faculty which focuses on analyzing instructional issues affecting teaching and learning. This research approach focuses faculty
efforts on instructional techniques, the classroom environment and student learning outcomes, and not simply on data collection. The plan for this project is to further validate previous research work through a consortium effort with another California community college. Sacramento City College will work with Irvine Valley College to identify special instructional problems and conduct twelve classroom based research studies. One strength of this proposal is the collaborative efforts of two community colleges working together to provide for active faculty participation in the analysis of teaching methodologies and student learning. The project will provide a means for establishing focused goals for faculty to achieve.

Based upon previous experience, it is recognized that this project will create a stimulus and enthusiasm for teachers in community colleges who are committed, but who also need fresh ideas and an atmosphere conducive to exploration in order to improve their own teaching. Classroom based research is viewed as an emerging trend which can both supplement staff development and complement institutional research. It is concerned with instructional improvement by actively involving teachers in the design, implementation, testing and replication of improved teaching strategies as validated through classroom based-faculty directed research. Prior experience supports the premise that as teachers become trained and proficient in developing research questions to examine learning outcomes and student success, they become more active in further analysis of teaching methodologies and will encourage and assist others to replicate research efforts and to identify new areas for study. This project will also be enhanced by joint efforts of two colleges cooperatively working for instructional improvement. Finally, the results of this project will promote further development of classroom based research work, and increase the resources available to other interested community college personnel.

2. This project is an adaptation and further development of a previous Fund for Instructional Improvement project, Classroom Based Research, (1985-86, extended to 86-87), conducted at Sacramento City College. (Final report attached.) The project was primarily concerned with conducting pilot/demonstration projects on classroom based research, and obtaining resource materials for conducting research in the community college classroom.

This project is concerned with validation of research models and designs, collaborative classroom research studies, development of new classroom research studies, and extending the practice of classroom based research studies to other community colleges.

3. This project will be conducted as a consortium effort between Sacramento City College and Irvine Valley College. However, final results will be widely disseminated and it is anticipated other community colleges will replicate successful research models. This joint effort is the result of Irvine valley college's expressed interest after reviewing the results of classroom based research initially conducted at Sacramento City College.

4. Other sources will consist of internal resources and staff from Sacramento City College and Irvine Valley College. Administrative, professional and support staff at both colleges will allocate a percentage of time for in-kind staff. In addition, other related project costs, such as
facilities, duplication, telephone costs, and resource materials will be absorbed partially or fully by both colleges.

BASIC AGENDA

The Board of Governor's Basic Agenda has established Objective B, Educational Excellence, as a priority for community colleges. The expectation: that our efforts focus upon the challenge of providing educational excellence in all teaching and teaching-related activities that comprise the foundations of our institutions. This project is in harmony with this priority by using research to improve instruction. Further, it supports the Board's initiative for faculty renewal.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM(S)

To examine, analyze, and solve the variety of teaching and learning problems encountered in a community college classroom requires a multi-dimensional approach to instructional improvement. New and diversified students continue to enter the system and teachers need the skills and resources to meet the needs and expectations of these students. In addition, the use of new technologies, an aging faculty, and the demand for improved academic standards and accountability require constant attention to instructional validity, integrity, and improvement. There is a definite need to focus faculty attention on classroom based research at the community college level. However, teachers are not experienced researchers and yet they need to be exposed to existing successful teaching methods and to be provided with opportunities for discovering and proving new ideas.

Within the community college system there is a minimum of classroom based research conducted by faculty. Through the previous FII grant, it was discovered that Sacramento City College was one of the first and few California community colleges investigating the need for classroom based research. The historical emphasis of research at the community college level primarily consists of data gathering and reporting which does not specifically address teaching and learning. This may be attributed to the fact that most teaching faculty are not active participants in institutional research, simply because their area of interest and expertise is instruction. This project will provide models which are driven by research questions that will directly lead to improved teaching and student achievement. It will also generate evidence on specific teaching practices and provide models for implementing proven instructional strategies. Prior experience and a systematic and structured approach will facilitate project implementation in a cost effective, time efficient manner. In addition, an added benefit of classroom based research is that it can simultaneously provide for faculty development and instructional improvement.

Previous FII projects have provided valuable information and exemplary examples of how instruction in the community college classroom can be improved. The previous FII grant awarded to Sacramento City College provided an excellent foundation for the continued advancement of classroom based research. However, in order to fully realize the benefits of innovation often requires an investment which supports development beyond initial concepts and pilots, and extends the practice to others.

Conducting classroom based research studies at the community college level is an emerging trend which is gaining momentum. There is a need to continue and build upon research efforts that will improve teaching and learning, promote accountability, document successful teaching strategies, support student success, recognize excellent faculty, and further validate the quality of community college instruction. Under the premise that careful examination and detailed analysis of teaching strategies and learning outcomes can be accomplished through
classroom based research, this project will build upon initial research efforts through collaborative research activity concerned with validating previous work, conducting new studies, and introducing another college and faculty to the practice of classroom based research.

Classroom based research is unique because it provides an opportunity for faculty to measure their effectiveness and to make necessary adjustments based on their own findings. It adds a new dimension to how they evaluate their own performance and provides them with a useful benchmark for assessing student achievement and success. There is a definite need for on-going revitalization of teaching faculty, and conducting classroom based research is an exciting way for faculty to seek new challenges that will benefit learners. Workshops, seminars, and conferences for faculty provide new ideas and techniques to be tried in the classroom. Conducting classroom based research allows faculty to discover for themselves what really works and what changes can be made to improve learning. Perhaps the greatest benefit is that they become more actively involved in the entire teaching/learning process.

**Desired Outcomes of Project:**

1. An increase in the number of faculty trained in design and implementation of classroom based research studies to improve teaching and learning.
2. Development and validation of community college classroom based research designs.
3. Development and implementation of twelve classroom based research studies.
4. An increase in available resource materials for conducting classroom based research in the community college.
5. Improved teaching and learning in the classroom leading toward excellence, and further recognition of the quality of instruction taking place in the community college classroom.

**Existing Literature/Current Practice Related to Proposed Projects:**

When the concept of conducting classroom based research was initially proposed to the Fund for Instructional Improvement in the 1985-86 cycle, it was evident that minimal classroom based research was being conducted at the community college level, especially in California. Since then, it has become increasingly evident that there is a definite need to conduct this type of research, yet action is still limited. This is attributed primarily to the fact that classroom based research is still an emerging idea at the community college level.

**National**

On a national level, the individual generally recognized for bringing this issue to the forefront of community college education is Dr. K. Patricia Cross. During the past few years, Dr. Cross
has done considerable research and written a number of articles on this topic. The status of classroom based research is succinctly described in a paper presented by Dr. Cross at the League of Innovation Conference in October, 1986 in Miami, Florida. In her presentation entitled "Improving Learning in Community Colleges," Dr. Cross addressed that need for classroom research. She suggests that not just what is taught is important, but how it is taught is critical. In addition, there will continue to be discussion as to what constitutes good or effective teaching, which has been based primarily on instructor ratings and not student outcomes, and there is need to identify better measures and criteria for measuring quality education.

In reviewing the need for improved methods or standards for evaluating the quality of instruction, Dr. Cross identifies three major factors which she indicates are missing from available literature. First, information on what teachers are trying to accomplish, what they want students to learn from them, and what are they doing in the classroom. She suggests more attention should be given to what teachers are trying to do. Second, that there is a gap between research and practice because there is a need for a "constructive approach" to apply research to improve practice. Dr. Cross suggests "that the exchange of knowledge from many specific classrooms will give teachers more useful insight into the teaching/learning process than the search for generalizations across a representative sample of students, teachers, and subject matters." Also, that knowledge gained from doing research is more likely to be used than what is gained from reading about research. The third item that is missing from the literature, according to Dr. Cross, is "how to conduct research in and on the classroom." She suggests that the most useful research will be done by teachers in their own classrooms. This approach will help teachers to evaluate their effectiveness, foster intellectual stimulation and professional renewal for teachers.

State

Recently, Dr. K Patricia Cross was the keynote speaker at the California Association of Community Colleges (CACC) conference in October, 1987. The theme of her address was the need for classroom research. The major points she raised were in essence the same ones made in Miami, Florida the previous year.

Due to the success of the Classroom Based Research project funded by the Fund for Instructional Improvement and conducted at Sacramento City College, members of the project team made a presentation on classroom based research at the October, 1987 CACC conference. Sacramento City College was the only institution at the conference presenting a discussion of classroom based research. Since the Conference, many community colleges have inquired about the results of the project, and in fact, this proposal was prepared as a result of Irvine Valley College requesting to conduct a consortium project. Discussions with representatives from other colleges revealed very few institutions actively involved in classroom research but many indicated an interest. Further, applications to the FII for 1988-89 to conduct classroom based research may increase and reflect the growing interest in this activity.
Finally, increased awareness, interest, and activity is also evident from two up-coming Spring 1988 Conferences. First, NORCAL has scheduled a conference in March, 1988 on classroom based research. Second, CACC’s Commission on Research has identified measuring student success as the theme for their April, 1988 conference and classroom research is a major topic scheduled for discussion. Faculty from the Sacramento City College project team for classroom based research are planning to present the results of the FII grant at both conferences.

Local

Since the initial FII grant was awarded to Sacramento City College the success of the first project encouraged the institution to support applications for further development. Applications for continued development were submitted to the Fund for Instructional Improvement for the 1987/88 cycle and to the Fund for the Improvement of Post Secondary Education (FIPSE) for the same funding period. Although these applications were not funded, Sacramento City College continues to support, though modestly, classroom based research activity.

The Staff Development Committee at Sacramento City College voted to allocate funds to three instructors who were part of the original FII grant. The purpose of the grant was to conduct follow-up research studies during 1987-88. This work is still in progress. Also, as SCC refines its institutional research plan, classroom based research is included as a top priority.

Summary

Existing literature and current practice related to community college classroom based research is limited. Sacramento City College has established itself as a leader and is committed to further development of classroom based research. Through a partnership with Irvine Valley College, this project should advance the practice, expertise, and benefits of classroom based research in the community college system. Through the initial FII grant awarded to Sacramento City College, we have learned much about the concept of classroom research and understand that there is a tremendous amount of work still to be accomplished. We are prepared to share what we have learned with others. The most important knowledge gained is that faculty are very much interested in this concept and that they are willing to engage in classroom research with appropriate resources and assistance.
3. Population To Be Served

POPULATION SERVED

Those people from Sacramento City College and Irvine Valley College who will benefit from this project include:

a. An estimated eighty faculty expected to attend the pre-training seminars on conducting classroom based research.

b. Twelve faculty members from various disciplines (academic and vocational) selected to conduct the classroom based research studies.

c. Approximately 600-1000 students involved in the classroom based research studies.

d. An indeterminate number of faculty and students from community colleges that will benefit from the use of a research approach to improve instruction.

e. A serendipitous effect occurred with the first classroom based research project which consisted of a high level of interest and participation from faculty who volunteered to have their classes serve as control groups. This resulted in the project affecting more individuals than originally intended. With the repeat of this project, it is anticipated that these individuals will also benefit from the projects.

f. Sacramento City College and Irvine Valley College should each benefit as institutions. This partnership will provide for the exchange of ideas and resources between an established, large inter-city college and a relatively new, small suburban college. This project provides for addressing common as well as unique instructional problems. The combined efforts of each college will provide advantages and insight for each institution.
4. Objectives

OBJECTIVES

#1. Establish institutional advisory committees, one at each college, for project implementation.
   Schedule: September - October, 1988
   FII Projected Budget $1,762.16

#2. Establish collaborative team for project coordination, review of project design, goals, objectives, activities, evaluation components, implementation strategies, timelines, use of resources, and adopt procedures for project operations.
   Schedule: October - November, 1988
   FII Projected Budget $2,595.92

#3. Conduct pre-training seminars, call for applications to conduct classroom based research projects, and select twelve faculty, from various disciplines, to implement research studies.
   Schedule: November - December, 1988
   FII Projected Budget $2,834.97

#4. Conduct classroom based research studies and provide assistance to research faculty.
   Schedule: January - June, 1989
   FII Projected Budget $21,070.56

#5. Prepare final report and initiate dissemination efforts to promote replication.
   Schedule: June, 1989 - Ongoing
   FII Projected Budget $1,936.39
5. Workplan Narrative

ACTIVITIES

OBJECTIVE #1:
Establish institutional advisory committees

BENCHMARK:
A list of advisory committee members and functions they serve.

ACTIVITY:
Each college will be responsible to convene a meeting of college staff to serve in an advisory capacity for implementing the project, as resource personnel for research activities and to also participate in the evaluation process.

PERSONNEL:
Personnel will consist of appropriate staff from each institution including administrative, professional and support staff. Key personnel will include the designated administrator from each college, the project director, a site facilitator, and an internal research advisor from each college.

EQUIPMENT AND MATERIALS:
Each college will provide the necessary facilities, supplies, and equipment for this activity. Coordination activities will be managed by written correspondence and telephone. Primary tasks include briefing committee members on project intent, adopting a project schedule and identification of tasks to be completed.

EVALUATION QUESTIONS:
1. Were advisory committee members convened?
2. What is the representation of each team?
3. What specific functions did they serve?
4. Were project schedules adopted?
5. Were project tasks identified?
6. Were the activities completed on schedule?

DATA TO BE COLLECTED:
1. A listing of advisory committee members from each college and functions they served.
2. Copies of meeting agendas and minutes.
3. Copies of project schedules.
4. Date of completion.
5. List of project tasks.

DATA COLLECTION SCHEDULE: October, 1988

PERSON(S) RESPONSIBLE:
College administrators
Project Director
Site Facilitator
Professional time

BUDGET IMPLICATION:
OBJECTIVE #2:
Establish collaborative team for project coordination.

BENCHMARK:
A master schedule, record of implementation strategies, and documentation of procedures for project operations.

ACTIVITY:
Representatives from Sacramento City College and Irvine Valley College advisory committees will serve on the collaborative team to coordinate project operations. Personnel will consist of select staff from each college including administrators, research advisors, the project director and other advisory committee members as appropriate. Each college will provide the necessary facilities and equipment for this activity. Coordination activities will be managed by written correspondence and the telephone. An on-site meeting will be scheduled for Irvine Valley College representatives to meet at Sacramento City College with participants of the first FII project and to complete planning for this project.

(a) Review of project design, goals, objectives, activities, evaluation components, implementation strategies, timelines, use of resources and procedures for project operations.

(b) Planning for pre-training seminars.

(c) Identification of topics and establishing the agenda for training.

(d) Determining the
- Criteria for selecting classroom based research studies.
- Promotional strategies to encourage faculty participation.
- Application procedures for faculty to conduct classroom based research studies.
- Responsibilities of internal research advisors.
- Responsibilities of the Irvine Valley College site facilitator.
- Availability of Sacramento City College research personnel for consultation.
- Communication and reporting mechanisms and procedures.
- Availability of existing literature and resources.
- Methods for data collection and analysis.
- Format for project reports.
- Requirements for project compliance.
EVALUATION QUESTIONS:
1. Were topics for training identified?
2. Were promotional strategies outlined?
3. Was the application process established?
4. Was the criteria for selecting classroom research studies established?
5. Were the responsibilities of the internal research advisors and the Irvine Valley College site facilitator defined?
6. Were communication and reporting mechanisms identified?
7. What literature and resources were made available?
8. Were methods for data collection and analysis identified?
9. Was the format for project reports established?

DATA TO BE COLLECTED:
1. Written correspondence and record of meetings
2. A list of training topics and pre-training agenda.
3. An outline of recommended promotional strategies.
4. Explanation of application process (including samples) and identified criteria for selecting studies.
5. Identified responsibilities for research advisors.
6. Illustration(s) and narrative of reporting mechanisms and process.
7. A bibliography of literature and list of resources.
8. A list of data collection and analysis methods.

DATA COLLECTION SCHEDULE: November, 1988

PERSON(S) RESPONSIBLE:
College administrators
Project Director Site Facilitator Research Advisors

BUDGET IMPLICATIONS:
Clerical
Correspondence
Telephone
Professional time
Travel
Graphic art

OBJECTIVE #3:
Conduct pre-training seminars and select faculty to conduct classroom based research.

BENCHMARK:
Twelve faculty members selected from a variety of disciplines, both academic and vocational, to conduct classroom based research studies.

ACTIVITY:
3.1 Based upon tasks completed for Objective #2, a pre-training seminar will be conducted at each college for all interested faculty. Members of the Sacramento
City College collaborative team will conduct the seminar at Sacramento City College and will assist Irvine College staff with their on-site pre-training seminar. Three persons from Sacramento City College will meet with Irvine Valley College advisory committee members and then assist with the pre-training seminar. Personnel will consist of collaborative team members, seminar presenters, and college faculty who attend the seminars. Each college will provide the necessary facilities and equipment for this activity. Funds are requested to help offset the cost of promotional and resource materials for the seminars. Also, funds budgeted for travel would be used for expenses incurred by Sacramento City College personnel to conduct the on-site training session at Irvine College.

3.2 Produce and distribute advance agenda of pre-training seminar and application form.

3.3 Conduct pre-training seminars which will (a) provide an overview on the concept of classroom based research; (b) inform faculty about the intent of the FII grant; and (c) advise faculty of the opportunity and process for participation in conducting classroom based research studies.

3.4 Institutional advisory committees will review applications and make recommendations for studies to be conducted. The collaborative team will review committee recommendations and select studies to be supported. Each college will conduct three independent research studies, and three additional studies will be conducted jointly by faculty from both colleges.

EVALUATION QUESTIONS:
1. Were promotional materials and application forms produced and distributed?
2. Were pre-training seminars conducted?
3. How many faculty attended the seminars?
4. Were the seminars evaluated?
5. Were faculty applications screened?

DATA TO BE COLLECTED:
1. Copies of promotional materials and application forms.
2. Materials distributed for pre-training seminars.
3. Count of faculty attending seminars and evaluation instruments.
4. Copies of faculty applications.
5. Evaluation criteria for selecting applications.

DATA COLLECTION SCHEDULE: December, 1988

PERSON(S) RESPONSIBLE:
College administrators
Project Director
Site Facilitator
Research Advisor

BUDGET IMPLICATIONS:
OBJECTIVE #4:
Conduct classroom based research studies

BENCHMARK:
Twelve reports submitted by faculty which document the research conducted, including research designs, teaching strategies, data collection and sampling techniques, analysis of results, and suggestions for replication.

ACTIVITY:
4.1 Twelve Faculty informed they have been selected to conduct a classroom based research study. Three faculty from Sacramento City College and three faculty from Irvine College selected to conduct six research independent studies. In addition, three faculty from Sacramento City College and three faculty from Irvine Valley College selected to collaborate on three research projects (i.e., two faculty per research study.) Personnel will consist of faculty participants, project director, site facilitator, internal research advisors, clerical assistants, and college administrators. Each college will provide the necessary and equipment for this activity, including computer support. Funds are requested for stipends for research faculty, and some hourly costs for the internal research advisors, project director, site facilitator, clerical assistance, instructional supplies and duplicating costs. In addition, if necessary, funds are requested for Sacramento City College collaborative team members to travel to Irvine to resolve any unanticipated project difficulties.

4.2 Selected faculty consult with the internal research advisor at each college, the Irvine Valley College site facilitator, and the project director.

4.3 Faculty conduct classroom research studies.

4.4 Faculty meet with advisors on a regular basis.

4.5 Faculty complete data collection, synthesis and analysis.

4.6 Faculty to complete research report, including the design, teaching strategies, data collection and sampling techniques, analysis of results, and suggestions for replication.

EVALUATION QUESTIONS:
1. Were faculty selected to conduct research studies?
2. Did selected faculty meet with the internal research advisors and project director?
3. Did faculty conduct the classroom research studies?
4. Did faculty complete data collection, synthesis and analysis?
5. Did faculty complete final research reports and according to the designated format?

DATA TO BE COLLECTED:
1. A list of selected faculty and research designs.
2. Documentation of meetings that transpired.
3. Twelve completed research reports.

DATA COLLECTION SCHEDULE: January - June, 1989

PERSON(S) RESPONSIBLE:
- Research faculty
- Internal research advisor
- Project Director
- Site Facilitator

BUDGET IMPLICATIONS:
- Faculty stipends
- Hourly cost:
- Research advisors
- Project Director
- Site facilitator
- Clerical assistance
- Duplicating
- Travel
- Graphic Art

OBJECTIVE #5:
Prepare final report and initiate dissemination efforts.

BENCHMARK:
Completed final report and list of distribution points.

ACTIVITY:
5.1 The project director will compile all research reports and prepare the final report for distribution.

5.2 Prior to distribution, research faculty, research advisors, and committee members will review the final report document for recommendations.

5.3 Research faculty and advisors will complete an evaluation of the project.

5.4 A notice of availability of the final report, including resource materials will be disseminated to California community colleges and other appropriate educational and research agencies.

5.5 Project faculty will be available for on-site college visits to report on their activities.

5.6 A record of inquiries, requests for materials and site visits will be maintained for follow-up information on replication results.
EVALUATION QUESTIONS:
1. Were research reports compiled and was a final report prepared?
2. Was this document reviewed by individuals concerned with the project?
3. Were evaluations completed by appropriate project participants?
4. Was a notice of availability prepared and distributed?
5. Was a record maintained on inquiries?

DATA TO BE COLLECTED:
1. Copy of the completed report including recommendations from project participants.
2. Summary of evaluations provided by project participants.
3. Copy of the notice of availability and list of distribution points.
4. A record of inquiries.

DATA COLLECTION SCHEDULE: June, 1989 - Ongoing

PERSON(S) RESPONSIBLE:
- College administrators
- Project Director
- Site facilitator
- Research faculty
- Research Advisors

BUDGET IMPLICATIONS:
Hourly costs:
- Project Director
- Site facilitator
- Clerical assistance
- Duplicating
- Graphic art
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

1. One of the advantages of classroom based research is that it may be applied in any instructional environment to address important issues concerned with teaching and learning. In addition, classroom based research is faculty directed and controlled. Finally, the results of the first FII project conducted at Sacramento City College have proven that this type of project can reach all disciplines.

2. Continued support is likely for a number of reasons: (a) modest support has already been provided for at Sacramento City College through Staff Development; (b) there is a growing awareness and interest in the value of classroom based research; © faculty who have conducted classroom research studies can assist others; and (d) through demonstrated success, institutional support is more likely to be provided.

3. The potential for replication at other institutions is very good. This proposed project is the result of a growing interest in classroom based research at the community college level. It is expected that this consortium effort will serve to further generate more statewide interest. This is attributed to a number of factors: (a) high level interest resulted from the first FII project conducted at Sacramento City College; (b) an increase in professional organizations examining this issue; © transport of the Sacramento City college model to Irvine Valley College and other community colleges; (d) an increase in faculty awareness and interest in this concept.
7. Evaluation Plan

EVALUATION PLAN

As described in the activities section for each objective, several evaluation methods will be used to ensure comprehensive evaluation of project components and the overall project. These methods include: (a) data collection and document samples; (b) written documentation of project activities and operations; © statistical results of research studies and analysis of data; (d) evaluations submitted by project participants; and (e) review of final research studies and the completed final report.

At the conclusion of this project, it is anticipated that conducting classroom based research will become a viable activity for staff development at Sacramento City College and Irvine Valley College. Faculty at each college will be encouraged to further explore classroom based research activities. Results of such work will continue to be shared at each college and between the colleges.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

As described in the activities section of the proposal, appropriate items for dissemination will be collected upon completion of each objective and compiled for a final report package. Materials for dissemination will include the following:

1. A list of individuals involved in the project and functions performed.
2. A compendium of appropriate articles on classroom based research.
3. A bibliography of readings.
4. Promotional and operational materials used for the project.
5. Final results and reports of classroom research studies.

Other materials as determined appropriate and discovered during project operations would also be included.
9. Budget Narrative

[NO “BUDGET NARRATIVE ACCOMPANIES THIS DOCUMENT.”]