California Community Colleges  
Curriculum and Instructional Resources Division

88-0014 --- FII --- SUMMARY

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-89</td>
<td>88-0014</td>
<td>Santa Rosa Junior</td>
<td>Sonoma County</td>
</tr>
</tbody>
</table>

**Project Title**

**Instructional Skills Workshop Program Demonstration Project**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $34,713</td>
<td>B --- Improving Teaching Ability</td>
<td>Implementation Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>Faculty/Staff Develop</td>
<td>Training</td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

**Project Director**

Charles Miller, Project Director

**Project Supervisor**

Robert Blanchard, Ass’t Dean of Instruction

**Proposal Description**

The purpose of the Instructional Skills Workshop (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 Community 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.
Instructional Skills Workshop Program 1988-89 Implementation 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 1988-89 Implementation Project is to provide support for implementation of the ISW Program as a model for faculty development throughout the California Community Colleges. The 1988-89 Implementation Project is a continuation of the ISW Program Demonstration Project (Fund for Instructional Improvement project #591-87-01) conducted during 1987-88.

The ISW Program 1988-89 Implementation 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 to conduct eight Facilitator Skills Workshops to train thirty-six faculty as ISW Facilitators; to conduct two Trainer Trainings to train eight faculty as Facilitator Trainers; and to conduct four Demonstration Instructional Skills Workshops to serve twenty faculty. Grant funds will also be used to provide eight regional dissemination seminars, project coordination, and evaluation.

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 and the positive results of the Demonstration Project currently being conducted in California.

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 Implementation 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 $46,106 will be used primarily to conduct Regional Facilitator Skills Workshops and support the training of Facilitator Trainers. The consortium district match of $25,300 will be used primarily to conduct Instructional Skills Workshops.

The ISW Program 1988-89 Implementation Project will have a positive and far-reaching impact on the students and faculty of the participating 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 1988-89 Implementation Project will be evaluated continuously throughout the year. A summative report will be completed in June of 1989. Dissemination will be through seminars, conference presentations, and reports.
Instructional Skills Workshop Program 1988-89 Implementation Project

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 1988-89 Implementation Project is to assist the California Community Colleges in implementing the Instructional Skills Workshop (ISW) Program. The 1988-89 Implementation Project is a continuation of the ISW Program Demonstration Project (Fund for Instructional Improvement project #591 -87-01). The objectives of the 1988-89 Implementation Project are to:

1. continue to develop a base of experience with the ISW Program in California
2. conduct four regional demonstration workshops,
3. conduct eight regional dissemination seminars, and
4. conduct eight regional facilitator training workshops combined with two regional trainer trainings.

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.

History of ISW Program Demonstration Project:

The ISW Program Demonstration Project (1987-88) was organized in two phases. The first phase was a pilot phase conducted by the consortium colleges at district expense during the 1986-87 academic year.

The second phase (project phase) has been 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.

Demonstration Project Results:

Faculty members trained as ISW Facilitators have successfully conducted Instructional Skills Workshops at each of the consortium colleges during the 1987-88 academic year. In addition to the four consortium colleges, faculty trained as Facilitators at College of the Sequoias also conducted workshops for their colleagues. All report successful results and enthusiastic faculty response to the ISW experience. At this writing (2115/88), 52 members of the faculty and administration at Santa Rosa Junior College have completed a workshop.

Four regional dissemination seminars have been conducted and two conference presentations have been made. Additionally, two more regional presentations and one more conference presentation are planned for the spring of 1988. These seminars 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.

As a direct result of activities carried out in accordance with the provisions of the Demonstration Project grant, the number of colleges interested in implementing the program during the 1988-89 academic year has grown to at least twenty at this writing, necessitating an expansion of the regional trainings scheduled for June, 1988. The original project design was to conduct three Facilitator Skills Workshops. The number of workshops has been expanded to accommodate additional faculty to be trained at district expense.

The colleges planning to implement the program in 1988-89 include: College of Marin, College of San Mateo, Skyline, Canada, Foothill College, College, Riverside, Ohlone, Crafton Hills, West Hills, Santa Monica, Cerritos, Cypress, Rancho Santiago, and the Los Angeles Community College District.
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.

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 has proved itself as a vehicle 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 on a volunteer basis rather than being imposed from above, and the feature of faculty working with faculty contributes to faculty acceptance.

Consortium-based project:

The proposed Implementation Project 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 two Instructional Skills Workshops during the year and will cooperate in conducting the regional Demonstration Workshops, the Facilitator Skills Workshops and the Trainer Training Courses. 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, 1989. Locally, the resources of the Staff Development Committee of The Academic Senate for the California Community Colleges and the California Association of Community Colleges will be used.

BASIC AGENDA
The project addresses the Objective of Educational Excellence, Faculty and Staff Renewal as described in the 1987-88 Basic Agenda. 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:

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.

Rationale for the Implementation Project:

It is evident from the experience of the colleges now participating in the ISW Program that the model provides an effective vehicle for faculty development that directly affects the quality of instruction. While the model is replicable, implementation of the program on a state-wide basis depends upon the training of a sufficient number of Facilitators. The greatest expense incurred by each college implementing the program is the training of Facilitators. By providing support for regional trainings, not only is the cost to each district for facilitator training defrayed, but training to the standards necessary for successful implementation is ensured.

Desired outcomes of the 1988-89 Implementation Project:

The desired outcomes of the Project are several and are described on three levels:

1. Specific outcomes related to individual participants:
   a. Train 36 faculty as ISW Facilitators
   b. Train eight experienced faculty as Facilitator Trainers;
c. Present eight Instructional Skills Workshops, to serve 40 faculty members at the four consortium colleges;
d. Present four regional Demonstration (preview) Instructional Skills Workshops, to serve twenty faculty members in colleges planning to implement the program;
e. Improve teaching capabilities of newly hired as well as experienced faculty in respect to instructional strategies and design, communication, interpersonal skills, sensitivity to needs of the learner, and enhanced self-knowledge;
f. 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.

2. General outcomes related to over-all college programs:
   a. Activate the potential new roles of experienced faculty as facilitators and instructional consultants;
b. Establish supportive networks among faculty that transcend disciplines, college, generation, gender, ethnicity or other boundaries;
c. Support improved instructor relationships which will serve to reduce isolation and break the student/teacher and teacher/teacher barriers. This should facilitate 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;
d. Develop leadership and facilitation skills among faculty to serve as resource persons for effective problem solving/decision making meetings and other campus governance needs.

3. Outcomes related to state-wide implementation:
   a. Train eighteen faculty from colleges in northern California and eighteen faculty from colleges in southern California as ISW Facilitators;
b. Train experienced eight faculty state-wide as Facilitator Trainers;
c. Conduct four regional Demonstration (preview) Instructional Skills Workshops for faculty at colleges planning to implement the program in the 1989-90 academic year.
d. Conduct eight 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 has 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. The ISW Program is the largest faculty development effort in post-secondary education ever undertaken. Since its inception in 1979, the program has been disseminated to other provinces across Canada, where over 300 participants have completed the five-day Facilitator Skills Workshop and an estimated 3,000 faculty have completed the Instructional Skills
Workshop. Seven 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 ISW Directors from the B.C. system who have been instrumental in the development of the ISW Program there. They will direct the Regional Facilitator Skills Workshops and the Trainer Trainings.

Materials for ISW participants and ISW Facilitators have been developed in British Columbia and are being used in the project. These materials are being updated and revised and will be adapted to meet the conditions particular to the community colleges in California.

In California as of this writing (2/15/88) 24 faculty have been trained as facilitators and 74 faculty and administrators have completed a workshop. With the development of the program in California, we are gaining experience with different formats for conducting the workshops. So far, all have been successful. As on-going feedback and evaluation is a key component of the workshop design, variations are readily tested and improvements are shared through intercollegiate networking.
3. Population To Be Served

POPULATION SERVED

Persons or groups benefited by the ISW Program 1988-89 Implementation 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 objectives of the new matriculation and assessment policies will be supported by the development of greater student centered instruction resulting from ISW participation.

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 ISW Program for the 1988-89 academic year are as follows:

- Experienced faculty trained as ISW Facilitators 36
- Experienced ISW Facilitators trained as Facilitator Trainers 8
- Newly hired and experienced faculty participants 60
  (Directly related to grant provisions)
- Newly hired and experienced faculty participants 70-140 (District contribution)

In the 1988-89 academic year an estimated 47 to 62 ISW Facilitators will be available state-wide to conduct workshops. During the same period the 8 Facilitator Trainers will be available to train 20 to 40 additional Facilitators. With support for the June 1989 regional trainings, these numbers should double in the 1989-90 academic year.

At those colleges now participating in the ISW Program, faculty members are networking to develop additional services such as facilitating student feedback, videotaping of instruction and consultative evaluation, and developing specialty workshops utilizing micro-teaching and contract lessons. 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 1988-89 Implementation Project with measurable outcomes, time schedule for completion, and amount and source of funds budgeted to attain each objective:

OBJECTIVE 1:
Project Director to coordinate project development, schedule trainings, provide ongoing program coordination, conduct dissemination seminars, liaison with Chancellor’s Office, evaluate project, and prepare reports.
BUDGET: $8,132 (Grant)

OBJECTIVE 2:
Consortium colleges to conduct eight 24-hour Instructional Skills Workshops for 40 faculty at district expense
TIMELINE: July 1988 to June 1989
BUDGET: $12,320 (District)

OBJECTIVE 3:
Consortium colleges to conduct tour 24-hour Demonstration Instructional Skills Workshops for 20 faculty with grant funding.
TIMELINE: July 1989 to June 1989
BUDGET: $6,160 (Grant)

OBJECTIVE 4:
Consortium to conduct four 40-hour Facilitator Skills Workshops for eighteen experienced faculty in northern California combined with one 45-hour Facilitator Training for four experienced ISW Facilitators
TIMELINE: June 1989
BUDGET: $3,000 (District)
$11,690 (Grant)

OBJECTIVE 5:
Consortium to conduct four 40-hour Facilitator Skills Workshops for eighteen experienced faculty in southern California combined with one 45-hour Facilitator Training for four experienced ISW Facilitators
TIMELINE: June 1989
BUDGET: $3,000 (District)
$13,990 (Grant)
OBJECTIVE 6:
Achieve advanced level training by five ISW Facilitators through participation in the annual British Columbia ISW Network Instructional Skills Institute
TIMELINE: June 1989.
BUDGET: $3500 (Grant)
5. Workplan Narrative

ACTIVITIES

Sequence in which the ISW Program 1988-89 Implementation Project will be conducted: The following sequence highlights the activities and events of the ISW Program Implementation Project:

January to March 1988
Grant preparation/application with assistance from consortium colleges, resource needs assessed, outcomes and consequences anticipated, prospective staff and participants considered, grant renewal application completed and submitted

July 1988 to June 1989
Program development: Develop contract with British Columbia Directors, prepare for Regional Facilitator Skills Workshops and Facilitator Trainings, orient and prepare each consortium member college for participation in the ISW Program 1988-89 Implementation Project. Contract with Trainers, select faculty for regional trainings.

July 1988 to June 1989
Conduct district funded Instructional Skills Workshops at each consortium college.

July 1988 to June 1989
Conduct grant funded Regional Demonstration Instructional Skills Workshops.

January to March 1989
Conduct eight ISW Program Regional Dissemination Seminars

June 1989
Conduct four Facilitator Skills Workshops combined with one Trainer Training in northern California.

June 1989
Conduct four Facilitator Skills Workshops combined with one Trainer Training in southern California.

June 1989
Advanced level training: Select five experienced ISW facilitators for participation in the annual Instructional Skills Institute held in British Columbia.

July 1988 to June 1989
Project evaluation: Evaluation will be continuous throughout the project. See Evaluation Plan for details.
July 1988 to June 1989

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 1989.

Activities to accomplish objectives:

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

**ACTIVITY:**
Provide project direction and coordination, develop and present four dissemination seminars for college personnel in northern California and four 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).

**OBJECTIVES 2 and 3:**
To conduct twelve 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 4 and 5:**
To conduct eight 40-hour Facilitator Skills Workshops and two Facilitator Skills Workshops combined with two Trainer Trainings.

**ACTIVITIES:**

PERSONNEL:
2 Directors,
4 Trainers,
36 experienced faculty for the Facilitator Skills Workshops and
8 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 provided by Project Director.

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

OBJECTIVE 6:
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.
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. Administrators are providing each other with feedback regarding public presentations and techniques in chairing meetings.

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. The consortium colleges are reporting that this is beginning to occur, and the program is developing on each campus as expected. 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 and at colleges now implementing the program will support the continued involvement of faculty at those institutions in the ISW Program and subsequent and related improvement of instruction activities. Each college implementing the program will commit to the support of continued offerings of Instructional Skills Workshops with district funds. Once established at a college, the ISW Program will continue with district support limited to stipends or flex credit for Facilitators.

Both The Academic Senate for the California Community Colleges and the California Association of Community Colleges have indicated their 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.

Since the inception of the Demonstration Project, College of the Sequoias, Hartnell College, Ohlone College and Yuba College have joined the consortium colleges in the ISW Program by providing for the training of facilitators to conduct ISW’s for their faculties.

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.
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 overall 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 1988. A summative evaluation report will be written by the Project Director and submitted at the end of June, 1989.

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:

Dissemination of the program to the California Community Colleges will be achieved in four ways: participant reports, dissemination seminars, demonstration workshops, and regional trainings. At each college participating in the ISW Program, those who have completed a workshop will be able to share their experience with their departmental colleagues and with colleagues at other colleges.

Eight one-day regional Dissemination Seminars will be held in the spring of 1989 for faculty and administrators interested in an in-depth exploration of the possibility of establishing an ISW Program at their college. 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.

Four Demonstration (preview) Workshops will enable faculty at colleges interested in implementing the program to experience the ISW first hand, thus lending support to plans for implementation.

The Regional Trainings will be the major vehicle for implementation of the ISW Program through the provision of an additional eight trainers and 36 facilitators statewide.

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 following organizations have each pledged support for the dissemination of information about the program: The Academic Senate for the California Community Colleges, California Association of Community Colleges, the Northern California Staff Development Group, and the Southern California Staff Development Consortium.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]