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<td>1989-90</td>
<td>89-0013</td>
<td>Sacramento City</td>
<td>Los Rios</td>
</tr>
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</table>

**PROJECT TITLE**

**Extending the Concept and Practices of Classroom Based Research to California Community Colleges**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tbody>
<tr>
<td>Grant = $23,000</td>
<td>E --- Improvement of Trad. Instruction Prog</td>
<td>Classroom Research</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<td>Resource Materials</td>
<td>Institutional Research</td>
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<td>Inter-Disciplinary</td>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tr>
<td>Kirk Wiecking, Instructional Developer</td>
<td>Marguerite Jones, Asso Dean Learning Resource</td>
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**PROPOSAL DESCRIPTION**

This project was designed to increase the number of instructors trained to conduct classroom research, adopt and adapt classroom research practices in the community college system, further development of resource materials and models for classroom research, disseminate research results and stimulate faculty renewal through improved teaching and student success from improved learning. Fourteen classroom based research studies were completed.
Extending the Concept and Practice of Classroom Based Research to California Community Colleges

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 strategies, the classroom environment, assessment techniques, and student outcomes (through research) can result in instructional improvement and can foster faculty renewal. Through a series of structured training sessions, the thrust of this project is to work closely with faculty from Northern California community colleges to expand and enhance the concept and practice of faculty directed classroom research.

The primary goals of this project are 1) an increase in the number of instructors trained to conduct classroom research; 2) adoption and adaptation of classroom research practice in the community college system; 3) further development of resource materials and models for classroom research; 4) dissemination of research results; 5) faculty renewal through improved teaching and student success from improved learning.

The major problems this proposal addresses include: a) the lack of on-going classroom research in the community college system; b) the challenge to provide educational excellence in teaching; c) the need to implement, throughout the system, teaching strategies for improving instruction and learning; d) the need for stronger linkages between research and instruction; and e) opportunities for faculty renewal and professional development.

This project will immediately affect a minimum of fourteen faculty and approximately 700-1,200 students from seven Northern California community colleges. An indeterminate number of faculty, students, and institutions will benefit from continued classroom research efforts which occur as a result of this project.

The project work plan identifies objectives, activities, outcomes, and resources necessary to: a) solicit faculty participation; b) provide for structured training sessions; c) implement classroom based research studies and to generate additional research models; and d) to extend and enhance the concept and practice of classroom research in community colleges.

The desired outcomes for this project consist of: a) an increase in the number of faculty trained to conduct classroom research; b) completion of fourteen research studies; c) an increase in resource materials on community college research; d) adaptation and adoption of the practice
at more community colleges as a viable human resource development, staff development, or professional release time activity.

The project is expected to have a significant impact on the participating faculty, which will lead to adaptation and adoption of classroom research at other community colleges through institutional support of classroom research as an important activity for instructional improvement. Several types of data to be collected and methods of evaluation are identified to ensure a comprehensive evaluation of the project process, products, and impact. The completed project will be prepared in a final report package for simplified dissemination.

The total projected budget for this project is $39,201. Of this amount, $28,792 is requested from the Fund for Instructional Improvement and $10,403.41 is identified as the in kind contribution. Additional in kind contributions are anticipated from participating faculty.
Extending the Concept and Practice of Classroom Based Research to California Community Colleges

1. Specific Educational Program Being Addressed

Educational Program and Services
The purpose of this proposal is to improve teaching and learning through classroom based research. As identified in Article 7, Section 84381 of the California Education code, this proposal is concerned with: "(b) programs for improving teaching abilities of faculty members;" "(e) efforts to improve traditional instructional programs;" and "(f) programs for the improvement of the intellectual development of faculty and staff." It is based on the premise that classroom assessment of student learning, when appropriately conducted, can have a significant impact on student outcomes. Further, that classroom research, conducted by teaching faculty, is most likely to improve teaching and learning since it addresses instructional issues from their perspective. Finally, to extend the concept and practice of classroom based research to other community colleges is the principal thrust of this proposal.

This project also addresses and is in harmony with the Board of Governors 1988-89 Basic Agenda Priorities, specifically 1) Academic Standards and Quality - "To enhance standards and quality, the community colleges must engage in academic and student-oriented research as the basis for program and instructional improvement" and 2) Teaching Incentives - "The Board and Chancellor will review faculty incentives and propose ways in which these may be improved, including provisions for classroom based, departmental and institutional research and recognition of superior teaching." The project goals include:

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

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

- Additional resource materials, models, and research designs on classroom based research for community college faculty.
Dissemination of research results to encourage institutional interest in classroom based research studies.

Adoption and adaptation of classroom based research practice as an instructional improvement and human resource development activity in the community college system.

Through a series of structured training sessions, this project proposes to work with community college teaching faculty to conduct classroom research studies. This is a plan to increase the use of action-oriented classroom research models to improve teaching and learning in the community college classroom.

The thrust is active participation by faculty which focuses efforts on teaching strategies, instructional assessment, the classroom environment, and student learning outcomes, (and not simply on data collection). This project is intended to share the knowledge and benefits to be gained through classroom research which has been learned from previous classroom research studies conducted by Sacramento City College. Also, to build upon classroom research efforts currently being conducted as a consortium effort between Sacramento City College and Irvine Valley College.

The plan for this project is to invite a minimum of fourteen faculty from at least seven neighboring community colleges to participate in training sessions and to carry out a classroom research study. A major strength of this proposal is the experience of Sacramento City College in conducting classroom research. Another advantage of this proposal will be the collaborative efforts and experience of teaching faculty representing different community colleges from a variety of disciplines, which will serve to add diversity of communities and student populations to benefit from this project. The concept and practice of classroom research is gaining momentum throughout the community college system, however, implementing classroom research studies requires a structured approach to ensure success and to maximize results.

Based upon previous experience, it is recognized this project will create a stimulus and renewed enthusiasm for teachers in community colleges who are committed, but who also need fresh ideas and opportunities conducive to experimentation and exploration in order to improve their own teaching. Classroom research is a critical activity to foster innovation and improve instruction. It will supplement staff development and complement institutional research by building stronger linkages between teaching faculty and research personnel.

Classroom research is concerned with human resource development, instructional improvement, and student success by actively involving teachers in the design, implementation, assessment, and replication of improved teaching strategies as validated through classroom based-faculty directed research. Previous 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 others to replicate research efforts and to identify new areas for study. This project will be further enhanced by collaborative efforts of community college faculty cooperatively working for instructional improvement. This project does not "seek the stars" of the colleges, but rather dedicated teachers who want to contribute their expertise and energy leading toward educational excellence.

It is expected the benefits and results of this project will promote further development of classroom based research work, and through campus human resource development plans, increase the number of faculty actively engaged in classroom research to improve instruction.

This project is the result of ongoing classroom based research efforts by Sacramento City College. Previous work includes: 1) Fund for Instructional Improvement project, Classroom Based Research (1985-86, extended to 86-87), conducted at Sacramento City College (final report attached); 2) Sacramento City College, Staff Development project, Classroom Based Research (1957-88) follow-up project to original FII grant (final report attached); and 3) Fund for Instructional Improvement project, Improving Teaching and Learning Through Classroom Research (1988-89) conducted as a consortium effort between Sacramento City College and Irvine Valley College (in progress).

As a result of the high degree of interest and success with classroom research at Sacramento City College and the partnership work with Irvine Valley College, SCC is now prepared and anxious to extend this practice to other California community colleges within the Northern California region. Our experience, expertise, and commitment to classroom research presents an opportunity to utilize our knowledge and practical approach to implementing the concept and practice of classroom research at other community colleges. We are in a unique position to lead and help guide the efforts of other teaching faculty to gain useful experience in successfully conducting classroom research.

For this project, SCC will invite faculty participation from nearby colleges. A minimum of fourteen teaching faculty will be invited from at least seven colleges to participate in training sessions and to conduct a classroom research study. The project will be coordinated by at Sacramento City College under the direction of the project director and in consultation with an in-house research advisor. The Dean of Learning Resources (and Staff Development Officer) at Sacramento City College will provide administrative oversight to project activities, and a project secretary (who has contributed to all classroom research endeavors at SCC) will function to handle secretarial tasks associated with project activities.
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 educational excellence, 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 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. Although structure, resources, and guidance is necessary, there is nothing so complicated about classroom research that a dedicated instructor cannot carry out.

Within the community college system, there is a minimum of classroom research conducted by teaching faculty. Based upon requests for information from SCC, it is clear that interest is growing, but the practice is still limited. The nature of inquiries identify two specific areas of concern: 1) How is classroom research conducted, and 2) What are the resources necessary to successfully implement classroom research. The historical emphasis of research at the community college primarily consists of data gathering and reporting which does not specifically address teaching and learning. In addition, institutional research offices at the community college level are often overwhelmed with research efforts directed at emerging trends, demographics, institutional effectiveness, state mandates, and other data gathering needs. This may be attributed to the fact that most teaching faculty do not lead institutional research, simply because their area of interest and expertise, as well as demand for time, is instruction. Finally, institutional research is generally carried out through administrative operations which is often not compatible with the needs of classroom research.

This project will serve as a catalyst and function to facilitate the practice of classroom research in the community college system. It will provide the essential training to answer the question of "how" and provide the necessary resources to support the needs of classroom research. Prior experience and a systematic and structured approach will ensure project implementation in a cost effective, time efficient manner.

This project will provide training that will lead to research questions which will create designs and models to generate evidence on specific teaching practices that result in instructional improvement and student achievement. In addition, another benefit of classroom research is that it can simultaneously provide for instructional improvement and faculty development.

This project can also serve to provide participating faculty with sound ideas for instructional
improvement at their home campus. As community colleges respond to AS 1725 requirements and the call for human resource development plans, the practical experience accomplished through this project should lead toward bringing this practice back to the home campus and potential adoption as a viable endeavor for human resource development plans.

Many previous FII projects have provided valuable information and exemplary examples of how instruction in the community college classroom can be improved. As a result of an initial FII grant to SCC for classroom research, we are now in partnership with Irvine valley College in a cooperative classroom research project involving twelve faculty (six from each college). Classroom research is unique in that it can, but does not need to, be a single campus endeavor. The nature of this activity lends itself to wider dissemination and adoption with a minimum of difficulty. Increased participation by faculty from other colleges will increase the practice of classroom research and provide more visibility for fostering instructional improvement. Classroom research works at Sacramento City College and is now working at Irvine Valley College. However, there is a need to continue and expand 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. On the premise that careful examination and detailed analysis of teaching strategies and learning outcomes can be accomplished through classroom research, this project will further develop, refine, extend, and enhance the practice of classroom research in the community college system.

Classroom research is a success because it provides an opportunity for faculty to measure their effectiveness and to make 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 ongoing revitalization of teaching faculty, and conducting classroom research is an exciting way for faculty to seek new challenges that will benefit learners.

It allows for experienced faculty to share their expertise and new faculty to learn more about teaching and learning. By including faculty from various colleges and disciplines, the concept and practice of classroom research will be expanded, enhanced, energized, and improved through cross fertilization exchange and enthusiasm. Workshops, seminars, and conferences for faculty provide new ideas and techniques to be tried in the classroom. Conducting classroom 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 bring experience, dedication, and commitment with a new perspective to the classroom and become more actively involved in the teaching/learning process.

Existing Literature/Current Practices

When Sacramento City College first initiated the concept and practice of conducting classroom research (FII 1985-86), it was evident that minimal classroom research was being conducted in the community college system, especially in California. Since then, and we hope partially due to dissemination efforts of SCC (made possible by FII), more community colleges
have become involved in conducting classroom research. However, it seems to only be emerging at those institutions with the resources and knowledge of how to implement the practice. There is still a need to advance the practice of classroom research among many of the California community colleges. Further, that the practice of classroom research be embraced beyond the resident campus "research experts" and carried into the ranks of teaching faculty. A very important concept of classroom research is the improvement of teaching and learning and not complex hypothetical statistical treatments. To fully realize the benefits of classroom research, it must be taken up by the teaching professional who strives to innovate and improve the classroom learning environment. Although essential to foster growth, it is critical that classroom based, action oriented research does not get hampered by "formalized educational research". Classroom research is different because it uses a practical approach to research. It is vital, to ensure success of classroom research and instructional improvement, that teaching faculty become more involved in research and research experts become more aware of classroom needs. Each side can make an important contribution, yet it is important that teaching faculty lead and research personnel support. To match the efforts of both and to maximized results requires an investment in faculty and confidence in their talents.

National

On a national level, the individual generally recognized for bringing this issue to the attention of community college educators is Dr. K. Patricia Cross. During the past few years, Dr. Cross has done considerable research and has written a number of articles on this topic. The essence and continued theme of her message is, "there is a 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 areas 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 indicates "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." The third area 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. Further, that knowledge gained from doing research is more likely to be used than what is gained from reading about research. This approach will help teachers to evaluate their effectiveness, foster intellectual stimulation and professional renewal for teachers. One of the many benefits of classroom research is that it permits faculty to step aside from normal routines and to attempt a more objective analysis of what they are attempting to accomplish.

State

Recently, Dr. K. Patricia Cross and Dr. Thomas A. Angelo coauthored a handbook,
Classroom Assessment Techniques (1988), which is intended to assist faculty with classroom assessment techniques. Although it is a useful resource, it is not a stand alone document for implementing classroom research studies. Presently, Dr. Cross and Dr. Angelo are working with three San Francisco bay area colleges to assist with the implementation of classroom research at the community college level. This is due to federal grant funding and Dr. Cross's recent move to UC Berkeley Graduate School of Education. Informal discussions with Dr. Angelo reveal a desire to conduct training and to disseminate information on classroom research, but limitations of time and resources prevent Dr. Cross and Dr. Angelo from reaching everyone.

Sacramento City College has been actively involved in classroom research for the past four years. Through our experience we have developed a comprehensive approach to classroom research which also incorporates many of the ideas developed by Dr. Cross and Dr. Angelo.

Our experience is further strengthened by our awareness and sensitivity to implementation difficulties which can and does occur at the campus level. As a result of our efforts, previous FII support and institutional commitment to classroom research Sacramento City College is prepared and capable of providing training for classroom research efforts. As a result of FII and support from SCC, representatives involved in classroom research presented at the 1988 CACC Annual Research Conference and have been accepted to present in April 1989 again. In 1988 we were the only group to present on classroom research. This year we are one of two presentations on classroom research. A review of the 1989 agenda for the CACC Research Conference reveals the primary thrust of community college research is still concentrated on "institutional research".

As a result of our cooperative efforts with Irvine Valley College and support from FII, information is being shared and action initiated to conduct classroom research. During the Fall of 1988, Irvine conducted an in-service workshop on classroom research and because of the FII support, six faculty are now actively engaged in classroom research. Other statewide activities on classroom research for the community college are limited and remain to be targeted at "research personnel". Recently, (December 88) a drive-in conference was sponsored by NORCAL and held in the bay area (College of Marin) on classroom research. Attendance was limited, but the program was well received. Again, the majority of participants were research" oriented. The point is, efforts need to be continued to engage teaching faculty in this endeavor. In May of 1989, Sacramento City college will sponsor a drive-in conference on classroom research directed at teaching faculty. If this grant is recommended for funding, the potential for research opportunities will be announced.
Local

Since the initial FII grant was awarded to SCC, the success of the first project encouraged the institution to support applications for further development. For 1987-88 the Staff Development Committee allocated funds to support three faculty to replicate studies originally funded under FII. During 1988-89 the college Research Committee identified classroom research as a high priority to receive institutional support.

As a result of the current FII grant (88-89), faculty interest, an institutional commitment to classroom research, and success of previous efforts, the Staff Development Committee has again allocated funds to support the continued development of classroom research at SCC.

Summary

Sacramento City College is committed to fostering the growth and sharing its expertise about classroom research to improve teaching and learning. At institutional expense it has supported faculty to present the results of their work at conferences. In addition, requests for information have been responded to promptly and disseminated widely. In addition to final reports, we have also sent copies of original grant applications to colleges that have requested them. Hopefully, this will be reflected in a number of applications to the FII to support classroom research studies. These efforts by different colleges are applauded and we hope indicative that SCC has been successful in dissemination efforts to encourage replication. Due to experience, SCC is in a position to extend the benefits of its work to other nearby colleges in a cost effective, time efficient manner.

This project will involve at least seven community colleges in Northern California and promote the concept of improved teaching and learning through classroom research. Finally, it is expected that as a result of this project, a minimum of 50% of the participating colleges will adopt classroom research as a viable and meaningful endeavor for human resource development, faculty release time, and staff development activity.
3. Population To Be Served

Population Served

Those people who will benefit from this project include:

a. A minimum of fourteen teaching faculty from various disciplines (academic and vocational) who participate in this project.

b. An estimated seven-hundred students directly and immediately involved in the classroom research project.

c. A serendipitous multiplier effect occurs when conducting classroom research which results with more faculty and students being affected than originally anticipated. Office partners and division colleagues become intrigued (from an instructional perspective) on what is being done. Faculty who volunteer to have their classes serve as control groups become interested in the activities and results of the research. Since the instructor informally carries the concept and application of classroom research into the other sections and classes they are teaching, these classes become indirectly affected.

d. The seven community colleges who send participating faculty will benefit by having teaching faculty experienced with classroom research who may foster this activity on their campus through human resource, staff development, or professional release time activity.

e. At Sacramento City College, our experience has been that when faculty complete their study, there is tremendous pride in the work accomplished. As a result, these faculty are motivated to present their studies in division meetings, at local, state, and national conferences, and to submit their work for publication. An indeterminate number of faculty and students benefit from this effort.
4. Objectives

Project Objectives

#1 Establish classroom research topics to be investigated
    Sept. 1988

#2 Identify teaching faculty from participating colleges
    Sept.-Oct. 1989

#3 Implement project work plan with training sessions

#4 Conduct classroom research studies and provide assistance to research faculty
    Jan.-June 1990

#5 Prepare final report and initiate dissemination efforts
    June-Aug. 1990
WORKPLAN

5. Workplan Narrative

OBJECTIVE #1: Establish classroom research topics

BENCHMARK: A set of research topics

The project director in consultation with the research advisor will prepare a list of topics suitable for classroom research. Topics identified for investigation will include a narrative which explains the rationale for the selection and suggestions for research applications. Special attention will be directed at emerging or troublesome instructional issues, such as basic skills, ESL, underprepared students and applications of technology. This set of research topics will be prepared for distribution as specified in Objective #2. Additional ideas on critical issues will be solicited from responding faculty.

PERSONNEL:
Personnel will consist of the project director, research advisor, administrative dean (staff development officer), and secretarial support.

EVALUATION QUESTIONS:
1. Was a set of research topics prepared?
2. Were additional ideas solicited?
3. Was this activity completed on schedule?

EVIDENCE TO COLLECT:
1. A copy of the prepared research topics
2. A copy of other suggested topics
3. Date of completion

BUDGET IMPLICATION(S)
1. Professional time (research and writing)
2. Secretarial (typing/word processing)
3. Materials (paper, computer supplies, duplication)
4. Facilities and equipment provided by SCC

OBJECTIVE #2: Identify teaching faculty from participating colleges

BENCHMARK: A roster of teaching faculty including college represented, instructional discipline, and area of research

A request for participating faculty will be prepared and directed to college presidents, chief instructional officers, faculty senate presidents, and research personnel at each of the seven identified colleges. Due to close driving proximity and the need to attend training sessions, seven colleges will be invited to have two faculty members participate. It is important that a minimum of two faculty from each college participate. This provides for a copartner to collaborate with at the individual colleges and creates an informal support sometimes known as a "buddy system". The nearby colleges to be invited to participate are as follows: 1) American River College, 2) Cosumnes River
College, 3) Sacramento City College, 4) San Joaquin Delta College, 5) Sierra College, 6) Solano College, and 7) Yuba College. The letter of request for faculty to participate will include: 1) an overview of the project, 2) set of research topics for investigation, 3) a sample form for soliciting faculty participants, and 4) a work schedule for the project.

Colleges who wish to have more than two faculty participate will be encouraged to do so with equitable compensation and resources provided by the individual college (e.g., human resource/staff development funds from AB 1725). It is also possible to invite faculty from other colleges who may wish to participate if the other colleges wish to provide equitable compensation, support, and resources.

PERSONNEL:
Personnel will consist of the project director, research advisor, administrative dean (staff development officer), and secretarial support.

EVALUATION QUESTIONS:
1. Were invitations for participation distributed?
2. Did invitations include:
   a) Project overview?
   b) Set of research topics?
   c) Sample form to solicit participation?
   d) Project schedule?
3. Did participating colleges elect to support more than two faculty at their expense?
4. Did other colleges elect to support a minimum of two faculty at their expense?

EVIDENCE TO COLLECT:
1. Copy of invitation letter and accompanying material
2. List of participants including additional faculty supported by participating colleges
3. Date of completion

BUDGET IMPLICATIONS:
Professional time (planning, writing, response, and follow-up contact)
Secretarial (typing/word processing, file management, correspondence)
Materials (office supplies and duplicating)
Facilities and equipment provided by Sacramento City College

OBJECTIVE #3: Implement project work plan with training sessions
BENCHMARK: A minimum of fourteen faculty will have successfully completed all project tasks

The proposed project work plan with training sessions outlines the work products, time commitments, and deadlines for the duration of the project. It identifies focus of training, tasks to be completed, and evidence to be collected. It provides the operational structure for the project and identifies areas to evaluate.
PERSONNEL:
Personnel will consist of project director, research advisor, administrative dean (staff development officer), and secretarial support. In addition to participating faculty, guest speakers will be requested to participate as presenters according to area of expertise.

TIMELINE:
Work Plan --- Project Schedule Summary

<table>
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<tr>
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<th>Activity</th>
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<tr>
<td>9/1/89</td>
<td>Project Start</td>
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<tr>
<td>9/8/89</td>
<td>1. Research Topics</td>
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<td>9/15/89</td>
<td>2. Invitation Package</td>
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<tr>
<td>10/9/89</td>
<td>3. Participant Response</td>
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<td>10/13/89</td>
<td>4. Faculty Notification</td>
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<td>10/25/89</td>
<td>5. Orientation Session</td>
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<td>11/15/89</td>
<td>6. Design Session</td>
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<td>12/6/89</td>
<td>7. Methodology Session</td>
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<td>12/13/89</td>
<td>8. Consultation Session</td>
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<tr>
<td>1/1/90</td>
<td>Implement Research</td>
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<td>2/21/90</td>
<td>9. Status Session</td>
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<td>10. Findings Session</td>
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<td>4/18/90</td>
<td>11. Report Session</td>
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<td>5/16/90</td>
<td>12. Consultation Session</td>
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<td>6/1/90</td>
<td>Final Report</td>
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<td>6/13/90</td>
<td>13. First Draft</td>
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<td>7/11/90</td>
<td>15. Final Proof/Report</td>
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<td>8/1/90</td>
<td>Dissemination</td>
</tr>
<tr>
<td>8/31/90</td>
<td>Project End</td>
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Work Plan --- Project Schedule Overview

1. Research Topics - September 8, 1989
   - Research and identify a set of research topics for faculty to respond to for conducting classroom research
   - Provide for and encourage faculty to submit additional ideas for conducting classroom research
   - Prepare for distribution

2. Invitation Package - September 15, 1989
   - Cover letter with project abstract
   - Set of research topics
   - Form to solicit participation
   - Project (schedule/requirements) commitments
   - Deadline date
   - Contact for additional information
   - Package and distribute

3. Participant Response - October 9, 1989
   - Review responses to invitation
Follow up to resolve any problems
Prepare notification package
Discuss increase in participants (if applicable)

4. Faculty Notification - October 13, 1989
Prepare welcome to project and orientation session agenda
Reiterate project intent/requirements
Include project schedule/commitments
Include introductory resource material

5. Orientation Session - October 25, 1989/1:00-5:00 p.m.
Review roster of participants
Project overview/intent/requirements
Concept/practice classroom research (guest speaker)
Resource material distribution (samples)
Pilot test assignment
Questions and answers

6. Design Session - November 25, 1989/1:00-5:00 p.m.
Review pilot test assignment
Research designs/models (guest speaker)
Resource material distribution (samples)
Research abstract assignment
Questions and answers

7. Methodology Session - December 6, 1989/1:00-5:00 p.m.
Review research abstract assignment
Research methodologies, strategies, instruments, forms, etc. (guest speaker)
Resource materials distribution (samples)
Instrument assignment
Questions and answers

8. Consultation Session - December 13, 1989/1:00-5:00 p.m.
Review instrument assignment
Discuss areas of interest, concern
Resource materials distribution (samples)
Final preparation for Spring 90 research study
Questions and answers

9. Status Session - February 21, 1990/1:00-5:00 p.m.
Share progress on start-up activity
Discuss problems, setbacks, needs
Resource materials distribution (samples)
Data compilation assignment
Questions and answers

10. Findings Sessions - March 21, 1990/1:00-5:00 p.m.
Review data compilation assignment
Present qualitative and quantitative analysis (guest speaker)
Review statistical treatments
Final report assignment
Questions and answers
11. Report Session - April 18, 1990/1:00-5:00 p.m.
   • Review final report assignment
   • Resource materials distribution (samples)
   • Presentation graphics
   • Review draft passes schedule
   • Questions and answers

12. Consultation Session - May 16, 1990/1:00-5:00 p.m.
   • Share preliminary results
   • Review presentation problems
   • Discuss remaining tasks
   • Questions and answers

   • No meeting

14. Second Draft/Evaluation - June 27, 1990/1:00-5:00 p.m.
   • Review all final compiled reports
   • Evaluate project
   • Discuss campus institutionalization
   • Plan dissemination conference, Fall 1990

   • Proof
   • Copy
   • Disseminate

* Note: All training sessions scheduled Wednesdays, 1:00-5:00 p.m.

EVALUATION QUESTIONS:
1. For each training session, was an evaluation instrument used to assess the effectiveness of the workshop?
2. For each training session, was the question asked if the material was covered according to the project work schedule?
3. For each training session, was it completed on schedule?

EVIDENCE TO COLLECT:
1. Copies and summaries of evaluations
2. Copies of materials disseminated by presenters and created by faculty participants.
3. Dates of completion

BUDGET IMPLICATIONS:
Professional time (Planning/preparation/materials packaging/workshop training)
Honorariums (Guest presenters)
Secretarial (Typing/word processing/materials packaging/file management/communications)
Materials (office supplies/duplicating)
Facilities, equip Provided by Sacramento City College
Other: refreshments for training sessions
OBJECTIVE #4: Conduct classroom research studies

BENCHMARK: Fourteen research reports submitted by faculty which document the research conducted, including research designs, methodologies, information findings, analysis, conclusions, and recommendations for replication.

This objective will be supported by tasks completed for Objective #3, and independent classroom research activity carried out by participating faculty.

EVALUATION QUESTIONS:
1. Did faculty conduct the classroom research study?
2. Did faculty prepare the final research report?
3. Did faculty complete their research work on time?

EVIDENCE TO COLLECT:
1. The completed final research report will serve as documentation of faculty efforts and research results. The content of the final report will serve as evidence of tasks carried out and the report as proof of completion. Final report submission dates will be noted to report on completion dates.
2. An evaluation instrument which solicits open ended comments and response to selected questions will be completed by participating faculty.

PERSONNEL:
Personnel will include the project director, research advisor, administrative dean, and secretarial support. Research faculty will submit all reports in typewritten form to be processed by the project secretary. Where feasible, computer disks will be exchanged.

BUDGET IMPLICATIONS:
Professional time: Consultation and report review
Research faculty: Stipends (paid at completion of work and upon submission of research report)
Secretarial: Report preparation
Format standardization
Drafts and proofs
Materials: Office supplies
Computer disks
Duplication

Research faculty allowance:
Supplies/materials/duplicating In addition to faculty stipends for professional activities, an "allowance" for instructional supplies is configured into the budget. As part of in kind contributions, each college will be requested to support individual participating faculty with: a) necessary release time to attend training sessions, b) some office supplies (paper, computer disks, etc., c) some duplicating needs, and d) some clerical assistance. if appropriate.

OBJECTIVE #5: Prepare final report and initiate dissemination efforts

BENCHMARK: Completed final report including dissemination efforts and points of distribution
The project director with assistance from the research advisor will compile all research reports, prepare a final report, and initiate dissemination efforts. This task involves entering all reports into a word processor for standardization of format presentation, careful review by the project director and research advisor, consultation with research faculty, and final revisions by research faculty. A second draft with all reports compiled is generated and distributed for final proofing to all participants, this draft also includes report comments and evaluation comments from research faculty, the project director and research advisor. Final copy is then produced for duplication and distribution.

PERSONNEL:
Personnel will include project director, research advisor, administrative dean (staff development officer), and secretarial support. Research faculty will also have a critical role in the completion of the finished final report document.

BUDGET IMPLICATIONS
Professional time: 
- Report preparation
- Review of research studies
- Statistical treatment proofs
- Evaluation synthesis

Secretarial: 
- Preparation of research study reports and final report

Materials: 
- Paper, office supplies, postage, etc.
- Extensive duplicating

Finished report estimated at a minimum of 100 pages and 350-700 copies.

Facilities, equipment 
Provided by SCC
6. Expected Outcomes

Expected Outcomes
a. Objectives

1) An increase in the number of faculty trained in the practice of conducting classroom based research studies to improve teaching and learning

2) A minimum of seven community colleges becoming more aware of the concept and practice of classroom research

3) A minimum of three community colleges supporting the continued development of classroom research through human resource, staff development, and/or professional release time activity

4) A minimum of fourteen completed classroom research studies directed at improving teaching and learning

5) An increase in available resource materials (instructional strategies, teaching, and evaluation instruments, research designs and models) for improving instruction

6) Improved teaching and learning in the classroom leading toward excellence, and further understanding and recognition of the quality of professional instruction taking place in the community college classroom

7) An increased awareness of the benefits to be gained by investing in faculty to excel in the classroom through classroom research

8) A more informed appreciation and closer working relationship between institutional research personnel and teaching faculty

b. Probable or eventual impact

One of the advantages of classroom based research is that it may be applied in any instructional environment to address important educational issues concerned with teaching and learning. In addition, classroom research is faculty directed and controlled. At Sacramento City College, some of the impact has resulted as follows:

1) Initial involvement motivates faculty to repeat the research to further validate, improve, refine, and expand upon the original research.

2) Faculty who become aware of their colleague's research express interest in doing a similar project, because they want to solve an educational problem and because it is something they too can do.

3) Faculty who attempt classroom research for the first time will seek the experience and ideas of those who have already completed a study.

4) Results of the study do affect what changes the instructor will make in the classroom.

5) When the research is oriented toward methodology to achieve outcomes, the methods are carried into other classes for application.

6) Professional pride emerges from a challenging and successful endeavor which creates positive reinforcement and renewed vitality and appreciation for teaching.

c. Potential for continued support
At Sacramento City College, classroom based research has been embraced by the institution as a vital activity to improve instruction. The Staff Development Committee supported classroom research follow-up studies (87-88) to the original FII (85-87) studies. As a result of new human resource development plans, the Staff Development Committee will support follow-up studies to the current (88-89) FII project. In addition, the college Research Office, Research, Planning, and Development Committee, and Staff Development Committee are working closely to institutionalize classroom research as it has already been given high priority through the shared governance process at Sacramento City College.

It is anticipated that some of the colleges who participate in this project will also implement the practice of classroom research. This is particularly likely due to AS 1725 staff development funds for human resource development. As faculty and administrators become more knowledgeable about the concept, practice, and benefits of classroom research and the minimal investment to support it, the potential for continued support is very good.

d. Potential for adaptation

Classroom based research is now being implemented at a few community colleges, however, it appears to be limited to institutions participating in special projects/grants to implement initial start-up training activities. Again, it is hoped that FII will see more applications to conduct classroom research as a result of the initial FII grant to SCC and dissemination sharing efforts of SCC. Irvine Valley College is now involved in classroom research because of FII support.

In summary, the thrust of this FII proposal is to encourage the adoption/adaptation of classroom research at other community colleges. In fact, as part of the final training session outlined in this proposal, attention and time will be devoted to suggestions on how to institutionalize classroom based research.
Evaluation Plan
As described in Section 4 (Work Statement) for objectives and activities, specific questions will be asked and evidence collected to determine if objectives were accomplished. In addition, specific evaluation instruments will be created to obtain faculty feedback and to assess the effectiveness of each training session. These will be simple to create, and to complete instruments, to measure the value and information gained in each training session. Resource materials (articles, samples, instruments) produced and distributed for training and copies of correspondence, agendas, and minutes will serve as evidence for evaluation of the project process. Completed faculty research study reports and the final FII report will serve as stand alone evidence for evaluation of the project product. Finally, open ended assessment of the concept, practice, and benefits of classroom research by participating faculty, and responses to a standardized evaluation instrument for a comprehensive analysis will be compiled and presented as evidence for evaluation of the project impact.
Dissemination plan
As described in Section 4 (Work Statement) for objectives and activities, appropriate material will be collected for inclusion in the final FII report package. Materials will include, but not be limited to:

1) A list of participating faculty, colleges represented, disciplines, and area of research
2) Completed research studies by each individual faculty
3) Copies of articles and bibliography of references on classroom research
4) Promotional and operational materials produced for the project
5) Other materials as discovered during the project and determined appropriate for distribution.

Dissemination points will include participating faculty and ample copies for distribution at each college. Appropriate community college organizations and journals such as CACC, ACCCA, NORCAL, LRACCC, LARK, and ERIC clearinghouse will be sent copies. Community colleges statewide will be sent letters of notification making copies available at cost. Individual faculty will be encouraged to present at conferences and submit work to appropriate instructional journals for publication. SCC project staff will continue to be available to respond to inquiries. SCC will cosponsor a drive-in conference in the Fall of 1990 on the results of the project.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]