California Community Colleges
Curriculum and Instructional Resources Division

<table>
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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1991-92</td>
<td>91-0013</td>
<td>Napa Valley</td>
<td>Napa Valley</td>
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</tbody>
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**PROJECT TITLE**

Training Faculty to Utilize Classroom Assessment and Techniques to Improve Teaching and Learning

<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 = $100,000</td>
<td>B --- Improving Teaching Ability</td>
<td>Classroom Research</td>
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<thead>
<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>Faculty/Staff Develop</td>
<td>Training</td>
<td>Inter-Disciplinary</td>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tbody>
<tr>
<td>Anita Catlin, Instructor</td>
<td>Diane Carey, VP Instruction &amp; Student Services</td>
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**PROPOSAL DESCRIPTION**

This project employed classroom assessment techniques to improve instructor teaching ability and student retention at several colleges. Funds were used to provide release time for faculty leaders and project director, stipends for participating part-time and full-time faculty, handbooks for participants and a stipend for classified staff.
Training Faculty to Utilize Classroom Assessment and Techniques to Improve Teaching and Learning

This project proposes to improve the teaching abilities of community college instructors and increase student success and retention by involving two hundred California Community College Instructors in the process of classroom assessment. Twenty colleges, two hundred faculty, and 8,000 students will be directly affected by the project, and the results will reach an additional 1,200 faculty and administrators.

We request $165,400 in FII funds to provide:
- Release time for twenty faculty leaders:
- Release time for one project director;
- Stipends to 200 faculty participants (full- and part-time);
- Stipends for ten part-time faculty liaisons;
- Handbooks for all participants.
- Stipend for classified staff
Training Faculty to Utilize Classroom Assessment and Techniques to Improve Teaching and Learning

1. Specific Educational Program Being Addressed

SPECIFIC EDUCATIONAL PROGRAM AND SERVICES ADDRESSED
The proposed project addresses five Fund for Instructional Improvement programs and services, as follows:

A. Improving teaching abilities of faculty members.
B. Improvement in traditional instructional programs.
C. Special learning needs of educationally disadvantaged students.
D. Educational Standards (BOG).
E. Human Resources - quality (BOG).
2. Specific Problems Being Addressed

<table>
<thead>
<tr>
<th>THE problem</th>
<th>Jose</th>
<th>Where have you been? I haven't seen you in class.</th>
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<tbody>
<tr>
<td>Ginneh</td>
<td>Oh, I dropped, I just didn't understand what she wanted. I was doing okay until we reached that part about the cell things.</td>
<td></td>
</tr>
<tr>
<td>Jose</td>
<td>I know what you mean, I've been thinking about dropping, too. I thought I was doing well until that midterm. I must be a dummy.</td>
<td></td>
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<tr>
<td>Lee</td>
<td>Yea, me, too. I don't understand that first stuff we did, and this new stuff depends on it. It's just too late for me to catchup. I don't even know why I'm in this class.</td>
<td></td>
</tr>
<tr>
<td>Ginneh</td>
<td>I don't think that teacher cares. Besides, I didn't even know anybody in that class.</td>
<td></td>
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The preceding scenario reflects common problems that students face. Students are not able to assess their knowledge; they understand weaknesses only after exams; they do not understand the specific goals of the class; they are not clear about their own goals; and they often feel that they are not personally connected to either the teacher or other students.

Teachers, on the other hand, have other problems. They sometimes do not understand that midterms are so far removed in time from where the problem occurred that it is difficult to determine what went wrong, and it is too late to remedy the situation. Even if instructors are aware of this problem, they may not know of ways to intercede.

Moreover, the teacher has problems of perceiving students as being similar in abilities, interests, learning styles, motivation. How often have we heard a teacher say, "My 10 o'clock class is so much better than my 1 o'clock class; it must be those students in afternoon classes."

The result: the motivated teacher ends up being that uncaring, distant teacher referred to above, and only those students who already have the skills and motivation learn.

A SOLUTION

Many of the problems identified above, can be remedied by implementing the classroom assessment techniques of K. Patricia Cross and Thomas A Angelo. Their handbook, Classroom Assessment Techniques, provides over 20 techniques to help teachers obtain and analyze information on what and how students are learning. Let us examine how classroom assessment substantially diminishes many of the major obstacles to student learning.

First, let us address the problem of the inability of students to assess their own knowledge. They do not know how to assess how much they have learned; they think it's a mysterious magical process. They do not have enough self-knowledge, including knowledge of their
learning styles; they do not have enough knowledge of the learning task, including knowing what they do and do not know about the subject; they do not have enough knowledge of the sequential nature of learning; and they do not have enough knowledge of learning strategies. Moreover, they do not know how to monitor whether or not they really do understand a lecture, lab, or text. These deficiencies are especially present among the educationally disadvantaged.

Several classroom assessment techniques address these problems. For example, the One-Sentence Summary technique teaches students how to paraphrase, summarize, and analyze. Punctuated lectures, another technique, teaches students to stop and monitor whether or not they are attending to learning.

Second, another significant obstacle to student learning is that they learn too late what they don't understand. At exam time, instructors are also often frustrated when they cannot pinpoint why they did not effectively communicate a specific aspect of the course.

The RSQC2 (Recall, Summarize, Question, Comment, and Connect) and One-Minute Paper techniques require students to evaluate how much they understand on a frequent basis and long before the first major exam. Thus, these classroom assessment techniques increase student success and the effectiveness of the teacher's communication of the subject matter.

Third, the failure of students to articulate their learning goals and their inability to see the relationship between their goals and the goals of the course often obstruct the learning process. Similarly, the failure of instructors to stipulate the goals of the course and to identify the students' goals in taking a course often results in the instructors not meeting the needs of students and in appearing distant and uncaring.

The Student Goals Ranking and Focused Autobiographical Sketches of Students as Learners techniques require students to identify and discuss their goals and enable instructors to modify course goals and approaches, if appropriate. This builds a bond of communication between student and instructor and enables the instructor to perceive students as individuals with varying interests, skills, and motivation.

Fourth, students feeling unconnected to both teacher and other students leads to a lack of commitment to both the subject matter and the course. If there is a more personal relationship between student and teacher, students will learn more and remain in the classroom.

The classroom assessment techniques, such as Invented Dialog and Exam Evaluations, provide more opportunities for communication between teacher and student and among students. Since this communication is the essence of teaching and the reason why good teachers remain motivated, the more opportunities that we provide for this interaction, the more we will positively affect the quality of teaching. Moreover, Paired Paraphrasing and Concept Mapping allow for student interaction which enhances their relationship with other students and therefore their commitment to the classroom.

Thus, through the use of innovative classroom assessment techniques, teachers can:
Improve their teaching abilities and remain vital.

Increase student success and retention, especially for the educationally disadvantaged.
3. Population To Be Served

POPULATIONS SERVED
This project will involve two hundred (200) community college faculty (academic and vocational) in the process of classroom assessment. Twenty faculty members from ten (10) community colleges in the Northern California LARC (Butte, Cosumnes River, Foothill, Modesto, Napa Valley, Ohlone, Sacramento City, San Jose City, Skyline, and West Valley colleges) will act as lead faculty in training one hundred (100) faculty from these ten colleges and one hundred (100) faculty from ten (10) additional colleges. Thus, two hundred faculty from across the disciplines in twenty (20) California Community Colleges will be directly involved in the assessment project.

We will focus on those techniques developed by K. Patricia Cross and Thomas A. Angelo, in their book, Classroom Assessment Techniques, A Handbook for Faculty. The twenty (20) lead faculty are currently participating in a LARC project to develop a classroom research model. These faculty have received at least twenty (20) hours of training in classroom assessment techniques and have used the research model in their own classes for at least one year.

Each of the two hundred (200) participating faculty will implement, summarize, and evaluate at least five classroom assessment techniques during the 1991-92 academic year, participate in follow up meetings on their own campuses, and participate in one of the two conferences planned to help disseminate information about classroom assessment techniques to other faculty and administrators. Since each of the two hundred (200) instructors will use assessment techniques for at least forty (40) students, a minimum of eight thousand (8000) students will be directly involved in classroom assessment projects.

Through presentations by participating faculty at two conferences (200 people) and the publication and distribution of two newsletters (10 copies of each newsletter to each of the 106 California Community Colleges), the results of the project will reach an additional one thousand two hundred (1200) faculty and administrators.
4. Objectives

PROJECT OBJECTIVES
Through the use of innovative classroom assessment techniques, our objectives are as follows:

- To train 200 community college faculty in classroom assessment techniques;
- To inform additional faculty about classroom assessment techniques;
- To increase student success and retention, especially for the educationally disadvantaged;
- Evaluate the impact of the project on faculty and students.
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

OUTCOMES
A Project Objectives

During the first semester of the project, the 10 colleges will build a strong base of trained faculty. In the second semester of the project, each participating college will reach out to another institution to do classroom assessment training. In each new institution, the staff development officer and nine more faculty will be trained. These faculty can then carry the project to others. The potential number of students helped is exponential.

Upon completion of this project, 200 community college faculty will have been trained in classroom assessment. The quality of instruction in at least 200 courses with 8000 students will be improved. As a result, retention rates, especially for the educationally disadvantaged student, will be significantly improved.

Linkages among faculty at twenty community colleges, all persons interested in bettering the quality of their teaching, will have taken place.

There will also be ongoing dissemination and continuation of the classroom assessment techniques. The heightened morale of instructors as they are more successful in their work will be encouraged.

B. Impact

The project will be one that impacts upon the entire community college system. As more and more instructors are trained in these techniques, the atmosphere of learning and student support will grow throughout the state. When students have the chance to participate and direct their own learning, something magical happens. The lead instructors in the project believe in the classroom assessment process, and are committed to furthering its dissemination to improve teaching and learning.

C. Potential for Continued Support After Expiration of Grant

The ten colleges providing Faculty Leaders for this project have made a general commitment of support towards widening Classroom-Based Research training on their campuses in the 1991-92 year. The FII grant will ensure the establishment of a firm base at each participating lead college while opening the door to a partnership with a neighboring institution which has not joined the LARC program.
Potential for continued support is even more certain because of the following factors:

- Classroom-based Research really works. The results can be seen immediately in teachers' classrooms in higher retention and increased persistence rates among students.
- Because of the effect on retention and persistence, administrators and counselors quickly become advocates of Classroom-Based Research.
- Classroom-Based Research unites the institution, instilling a sense of participation in a shared enterprise.

D. Potential for Adaptation

Classroom-based research makes a great deal of sense to those using it because it directly addresses the acute problems teachers face in educating California's population. Because of this and because of its ease of application, it is anticipated that most post-secondary classrooms, at least at the community college level, will be using some form of it within the next several years.

Many of the arguments made in Section C above also apply to adaptation. The Classroom-Based Research model has been notable for the rapidity at which it has been adapted at a wide number of institutions, not only in California but elsewhere in the country. The program is relatively easy to learn. It is based on common sense and builds from a foundation of techniques developed over time by effective teachers. For this and other reasons, teachers react favorably to it and are able to adapt it for use in their classrooms after just a three- or four-hour training session.

In addition, the principles of classroom research can be successfully adapted to almost all teaching situations and disciplines, from teaching beginning ESL to farm workers who have almost no English to lecturing on economics to a roomful of 100 transfer students.

While being used with wide success at the community college level, classroom assessment techniques can also be used with great success in secondary schools and in four-year colleges. The conferences planned during this project for Spring (see Work Statement) are directed towards including these institutions as well as community colleges which have not yet received information on the program, in the classroom research project.

Networking and the sharing of materials and solutions are a hallmark of this project and will continue. The initial ten colleges and then the subsequent group of ten will welcome visits from all interested teachers and administrators, both to their classrooms and to their workshop sessions. Their geographical locations cover much of Northern California, from Butte County in the North, Modesto in the south, the heavily populated Bay Area, and the Sacramento River Valley.
Finally, adaptation of the classroom-based research is likely to be widespread because it is a positive and affirming movement.
7. Evaluation Plan

EVALUATION OF THE PROJECT
Both students and faculty will evaluate the impact of classroom assessment on student learning. At the end of each semester, students will be asked to describe how this class differed from others they have had because of the classroom assessment techniques.

In addition, faculty who are being trained will evaluate the effectiveness of their individual training and the application of classroom assessment techniques in their courses.

There will also be a quantitative report on the number of techniques implemented, the number of instructors trained, and the number of students affected.

The Dean of Instruction from each participating college will also provide a short summary of the impact of classroom assessment on his/her campus.
8. Dissemination Plan

DISSEMINATION OF THE PROJECT
One of the beneficial aspects of doing classroom assessment techniques through the LARC-FIPSE Project is the creation of rich and productive relationships among instructors and administrators of different colleges. Along with this, participants contribute to a central file documenting actual assessment carried out in classrooms of all disciplines.

Dissemination of this project will expand on these efforts in the following ways:

1) On an ongoing basis, faculty leaders will make available to the Project Director summaries of classroom assessment techniques from all faculty participants.

2) The Project Director will collect material for and publish several newsletters.

3) The Faculty Leaders and Project Supervisor and Director will make presentations at conferences in Northern California introducing classroom assessment techniques to staff development offices and interested faculty from four-year colleges, high schools, and from community colleges not already represented in the project.

4) The Project Director, with the assistance of Faculty Leaders, will prepare a final report to include:
   A report of the year's activities from each of the twenty Faculty Leaders;
   End-Of-Year Evaluations from all 200 participants.
   Five Summaries of Classroom Assessment Techniques from each of the 200 participants, for a total of 1,000 summaries.

The distribution list for all material published through the grant will include the Chancellor's Office and will be available to the Deans of Instruction of all participating colleges.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]