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<td>91-0014</td>
<td>Fullerton</td>
<td>North Orange County</td>
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**PROJECT TITLE**

**Part - Time and Evening Faculty: Promoting Teaching Excellence for Adult Evening College Students**

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<td>Grant = $14,670</td>
<td>B --- Improving Teaching Ability</td>
<td>Classroom Research</td>
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**PROJECT DIRECTOR**

Diana Kelly, Staff Development Coordinator

**PROJECT SUPERVISOR**

John Walker, Dean Staff Development & Ext Day

**PROPOSAL DESCRIPTION**

Through this project, Fullerton College provided faculty development activities in teaching methods for adult learners for part-time and evening faculty. Two major goals were identified: 1. to promote excellence in teaching and learning in evening classes and 2. to increase the involvement of adult learners in their own learning in order to increase student retention and success.
ABSTRACT #1 OF 91-0014

The project is designed to evaluate new computer instructional concepts as working prototypes which can be implemented on a larger scale as funding becomes available.

The three areas that the Computer Mentor Project will focus on in 1991-92 are

1. Establishing advanced computer workstations to facilitate the development of computer generated instructional materials.

2. Providing training and technical assistance to support faculty development of traditional and innovative instructional methods in the classroom environment.

3. Expanding the availability of computer equipment for faculty to develop instructional materials.

Three primary categories of instructional media will be supported in the current mentor program:

- **Print Materials**
  Word processing and desktop publishing documents that incorporate charts and graphics and output as "camera ready" copy produced on postscript laser printers.

- **Interactive Instruction**
  "Real time" classroom demonstration using portable carts equipped with a computer, overhead project, and Liquid Crystal Display (LCD) panel that display a computer screen to an entire class. Computer applications can be demonstrated or "electronic slide presentations" can be used to increase the effective exchange of information between faculty and students.

- **Hypermedia**
  Hypertext software allows faculty to interface with CD-ROM and Laser Disc players to create a multi-sensory instructional environment complete with color,
sound, full animation graphics, database, and a computer to interface and control the entire process.

MiraCosta College and its faculty are entering into a joint agreement to develop a long term plan to implement an "Electronic Learning Environment" (ELE). This will be implemented through a 40-hour Professional Development Program of Flex In-service Training (Flex), shared computer faculty workstations, technical/design assistance, and faculty purchases of their own personal computer equipment under a contract agreement that supports the tax deductibility of equipment purchases and related home office expenses. Faculty participating in the Flex training will have priority time scheduled on the computer workstations. They can also apply for the use of a computer or arrange an interest free loan to purchase their own computer equipment and software.

A team of faculty will be selected to develop a hypertext interface for the Macintosh and Windows 3.0 platforms to access a 50-disc set of The Video Encyclopaedia of the 20th Century. Prototypes of instructional materials will be created and evaluated under classroom situations.

A computer fair will be organized to acquaint faculty and students with projects developed under the auspices of the Computer Mentor Project.

A committee will be established to develop a comprehensive long range computer plan for the school. The committee will develop and implement a plan to evaluate the potential benefits that faculty and students will derive from introducing computer technology into the classroom learning environment.

**ABSTRACT #2 OF 91-0014**

The purpose of this project is to promote excellence in teaching and learning in evening classes by providing faculty development activities for Fullerton College part-time and evening faculty in teaching methods for adult learners. These teaching methods, including the Classroom Assessment Techniques advocated by K. Patricia Cross and Thomas A. Angelo, recognize the needs and goals of adult learners, show respect for the life experiences of adults, and provide opportunities for adults to take more responsibility for their own learning. Through these teaching methods, adults in evening classes are likely to become more involved in their own learning.

Fullerton College has shown a substantial commitment to providing faculty development opportunities for part-time faculty. A portion of A.B. 1725 funding has been providing faculty development workshops for part-time faculty. This project would build on these efforts by providing an on-going, year-long group project.
This project has two major goals: 1) to promote excellence in teaching and learning in evening classes through faculty development; and 2) to increase the involvement of adult learners in their own learning in order to increase student retention and student success. These goals are directly related to two of the stated funding priorities of the Fund for Instructional Improvement and two of the stated Board of Governor’s Agenda items.

Two problems will be addressed: 1) part-time and evening faculty who are not familiar with effective teaching methods for adult learners; and 2) adults who are not as involved in their learning as they might be, due to the use of traditional teaching methods which do not actively engage students. The two major expected outcomes of this project are increased teaching effectiveness in evening classes, and increased involvement in learning for adult evening students.

This project has seven objectives which are summarized here. During the Fall 1991 semester, the Project Director will select a group of twelve part-time and evening faculty who represent twelve Divisions of Fullerton College, and will train the group in the use of teaching methods for adult learners. The group members will make plans to use these techniques during their Spring 1992 evening classes. During the Spring semester, the group will hold monthly meetings to discuss their experiences with the new techniques and each group member will facilitate a workshop for his or her own Division. Students in the evening classes will be surveyed three times during the semester to monitor their involvement in learning. Finally, the Project Director will evaluate the project, and will write and disseminate the Final Project Report.

This project may be easily adapted to other community colleges, because the issues of promoting teaching excellence in evening classes and increasing adults' involvement in learning are issues which are not unique to Fullerton College.

The total funding requested for this project is $14,670, which includes the following three major categories: $7,560 for a part-time replacement for two classes per semester for the Project Director; $6,000 for a $500 stipend for each of the twelve participants; and $1,100 for materials and supplies.

The Evaluation Plan includes the analysis of student surveys to determine if students increased their involvement in learning, and a summary of meeting notes to analyze the experiences of the group members as they used adult teaching methods.

The Final Project Report will be disseminated to all Evening Deans in the 107 California Community Colleges, to the ERIC Clearinghouse, and to several national organizations of community colleges, faculty development, and higher education.
1. Specific Educational Program Being Addressed

INTRODUCTION
The purpose of this project is to provide faculty development activities for Fullerton College part-time and evening faculty in teaching methods that are appropriate for adult learners in evening classes. These positive teaching methods recognize the needs and goals of adult learners, show respect for the life experiences of adults, and provide opportunities for adults to take more responsibility for their own learning. By experiencing Classroom Assessment Techniques and other teaching methods designed specifically for adult learners, adults in evening classes will become more involved in their own learning.

BACKGROUND: Previous Involvement of Fullerton College in Part-Time Faculty Development and Classroom Assessment Techniques for Adult Learners

Fullerton College has shown a substantial commitment to providing faculty development opportunities for part-time faculty. Each year, a portion of the A.B. 1725 Staff Development fund has been allocated for a series of faculty development workshops for part-time faculty. The response to the workshops has been very enthusiastic, and a substantial proportion of part-time faculty have attended at least one workshop. However, research in Faculty Development has shown that although "one-time" workshops can be designed to serve many people, they are less effective overall than an ongoing program of development for a smaller group of faculty. With 450 part-time faculty, Fullerton College would like to continue to provide the "one-time" workshops to meet the needs of the large population of part-time faculty. This project would provide an opportunity to take the next step by providing a unique on-going, year-long group project for a select group of faculty who will ultimately have an impact on other faculty.

In 1990, Fullerton College Staff Development Coordinator Diana Kelly was awarded a grant by the National Center on Adult Learning at Empire State College, SUNY, New York, to study the impact of the use of Classroom Assessment Techniques on adult learners in evening
community college classes. This research project was conducted at Fullerton College during the 1990-91 school year. A select group of part-time faculty representing a wide range of vocational and academic disciplines were trained in the use of Classroom Assessment techniques prior to the Fall 1990 semester. Participants in the research project used the techniques to assess student learning in their classes throughout the Fall semester. After each assessment, the part-time faculty participants submitted a brief report about the assessment and the modifications that were made in the class in order to better meet the needs of the adult learners. The Project Director, Diana Kelly, is currently compiling and analyzing the data that was gathered throughout the Fall 1990 semester. A final report of the findings of this research project will be submitted to The National Center on Adult Learning in May, 1991.

In the preliminary analysis of the data, several important benefits of Classroom Assessment techniques have emerged consistently. One student commented, "It helped me to realize what I needed to work on." Another one said, "She [the instructor] seemed to be more concerned and worked harder with us on the subject." And another student reflected the feelings of many: "It made me feel like I was important. I felt like I had some say in what needed more explanation and in what occurred in the class."

The part-time faculty in the project also experienced many benefits as a result of using Classroom Assessment techniques. They had more confidence in their teaching because they had a clearer view of student difficulties and questions. They found that because they had a better understanding of the needs of their students, they developed a better rapport with them. Most importantly, they became more creative in their teaching. One part-time instructor said, "When I found out that something wasn't working, I'd have to think of another way to get students to learn." The group members agreed that one of the most important benefits of participating in the Classroom Assessment project was the opportunity to meet with other faculty to talk about teaching. As part-time faculty they had rarely had the opportunity to meet regularly with other faculty to discuss teaching issues. They learned new techniques and ideas from the experiences of others in the group, and were became even more motivated to try out some different techniques in their own classes.

One problem that emerged from this project was the need for a stipend for the faculty who were participating in the project. The relatively small grant from the National Center on Adult Learning was not sufficient to allow for faculty stipends. All of the part-time faculty who participated in the project volunteered their time for the opportunity to learn new teaching techniques. Although this is commendable, as the project progressed, some of the group members chose not to participate fully in all of the group activities or in the writing of assessment summaries. Most of the participants were part-time faculty who have limited time because they work full-time or part-time in other institutions. The effectiveness of this project would have been enhanced by rewarding the participants with a small stipend.
EDUCATIONAL PROGRAM AND SERVICES TO BE ADDRESSED BY THIS PROJECT.

This project will address two of the Board of Governor's basic agenda items. First, the project's emphasis is on improving the quality of instruction in evening classes through faculty development activities. This objective is stated in the Board of Governor's Agenda. item 6c: "Human Resources, Quality: implement faculty and staff development programs to improve the skills of college personnel." Second, the project will seek to "promote excellence in teaching and learning for evening adult students", Board of Governor's Agenda Item 3.

In addition, two of the stated funding priorities of the Fund for Instructional Improvement will be addressed. First, funding priority b: "programs for improving teaching abilities of faculty members," will be an integral part of this project, and is directly related to the two Board of Governor's agenda items mentioned above. Finally, this project will "provide educational services for new clientele, including older, working adults," funding priority d.

The two major goals of this project are, 1) to promote excellence in teaching and learning through faculty development in order to increase instructional effectiveness in evening classes; and 2) to increase the involvement of adult learners in their own learning. Adult learners will increase their involvement in learning through the use of Classroom Assessment Techniques and other teaching methods which are designed to move adult learners toward self-directed learning. The goal of promoting excellence in teaching and learning in evening classes will be met by providing a select group of part-time and evening faculty with faculty development in the use of these techniques. Ultimately, teaching and learning will be improved by using teaching techniques which are learner-centered, and which meet the unique needs of adult learners more effectively than traditional methods of instruction.
2. Specific Problems Being Addressed

Specific Problems to be addressed by this Project.

This project will address two problems: 1) part-time and evening faculty who are not familiar with effective teaching methods which meet the needs of adult learners in evening classes; and 2) adult learners who are not as involved in their own learning as they might be, partly because of outside commitments, and partly because of traditional teaching methods.

Problem 1: Part-time and evening faculty who are not familiar with effective teaching methods which meet the needs of adult learners in evening classes.

The population of adults over age 25 attending community colleges has reached significant proportions. According to estimates by the American Association of Community and Junior Colleges (AACJC), in 1985, 41 percent of the students enrolled in the nation's community colleges were age 25 and over. The percentage of part-time students has also increased. In Fall 1986, 63 percent of all community college students were part-time students. At Fullerton College the statistics are similar: in Fall 1990, over 38 percent of the students were age 25 and over, and over 67 percent of the students attended part-time. In addition, 38 percent of Fullerton College’s student population attends evening classes.

At Fullerton College and at many other community colleges, the majority of evening classes are taught by part-time faculty. It is likely that many adult evening students are taught exclusively by part-time faculty throughout their community college experience. For this reason, it is critically important for community colleges to provide opportunities for part-time faculty to benefit from faculty development activities which address teaching and learning issues. Through a strong commitment to the professional development of part-time faculty, colleges can ensure a consistently high quality of teaching in evening classes which serve the needs of the important adult student population.

Although the adult student population in community colleges continues to grow, many faculty members are unaware of the characteristics and motivations of adult learners who return to college. Faculty who are accustomed to teaching younger students are often not familiar with teaching methods which are particularly effective for adult learners. Moreover, faculty members who have been teaching for many years are often hesitant to incorporate new teaching methods. In order to be more effective teachers of adult learners in evening classes, faculty must be provided with the opportunity to learn about adult learners and about Classroom Assessment techniques and other teaching techniques which are effective in teaching adults.
Problem 2: Adult learners who are not as involved in their learning as they might be, partly because of outside commitments, and partly because of traditional teaching methods which tend not to engage students actively in their own learning.

Despite high initial motivation, adults are often more likely to drop out of college classes because of their multiple commitments and many time pressures. However, it is possible that the use of Classroom Assessment Techniques may provide the relevance necessary to encourage adults to complete their classes. Researchers in adult learning, including Malcolm Knowles, K. Patricia Cross, Stephen Brookfield, Alan Knox, and others, have long advocated the principle that adults should be actively involved in their own learning rather than passively receiving information. Although Classroom Assessment techniques are intended primarily to increase involvement in learning, they are also likely to result in the increased retention of adult students. Adults who are more actively engaged in their learning may also be more likely to complete a semester-length course.
3. Population To Be Served

Populations to be served by this Project.

Two populations will be served by this project: part-time and evening faculty who teach evening classes of primarily adult learners, and adult learners in evening classes at Fullerton College. First, a select group of part-time and evening faculty will be trained in the use of Classroom Assessment techniques and other teaching methods which are effective in teaching adults. These faculty will benefit through learning more about the characteristics and needs of their students, and by increasing their teaching effectiveness with adult learners. Second, adult learners in evening classes taught by these faculty members will benefit through more effective instruction and a higher quality of collaborative teaching and learning which addresses their needs and goals.
4. Objectives

Project Objectives.

In order to promote teaching excellence and increase involvement in learning among adult learners in evening classes, the following objectives will be met through this project:

1. In Fall, 1991 a group of part-time and evening faculty will be selected to participate in this project, and will be trained in the use of Classroom Assessment techniques and other teaching methods for adult learners. This group will be representative of the disciplinary Divisions at Fullerton College. One part-time or evening faculty member will be selected from each campus Division. The members of the project group will participate in a series of faculty development activities during the Fall 1991 semester in order to enhance their teaching effectiveness with adult learners, including
   - A workshop on the characteristics, motivations, and needs of adult learners.
   - A workshop on the diversity of Learning Styles among adult students.
   - A workshop on the use of Classroom Assessment Techniques.
   - A workshop on alternatives to lecture: collaborative learning, interactive techniques, and active learning modes.

2. The members of the project group will determine ways of incorporating these techniques into their evening classes for the Spring 1992 semester. Although some of the techniques might be immediately applied to Fall semester classes, other techniques will require advance planning in order to allow sufficient time to use the techniques within the semester-length class. This process will be facilitated by the Project Director through a group meeting before the Spring semester.

3. The members of the group will use the techniques in their evening classes during the Spring 1992 semester. During the semester the members of the group will keep a “Teaching Journal” to write down their experiences in using the techniques. Group members will be encouraged to share appropriate journal entries with the group or individually with the Project Director.

4. The group will continue to meet regularly to discuss their experiences in using the new techniques. Through a regular exchange of teaching experiences, faculty members will gain new ideas from the other group members which might be incorporated into other classes. The discussions of faculty from a wide variety of disciplines are likely to result in some transfer of teaching ideas from one discipline to another.

5. Each group member will facilitate a workshop for the members of his or her campus Division about effective teaching techniques for adult learners. Faculty in the project should have the opportunity to share with others in their own discipline some of the experiences they have gained as a result of using new teaching techniques with adult
learners. Through this dissemination process, by organizing opportunities for teachers to talk to other teachers about teaching, these new techniques are likely to spread to other classrooms in the discipline. Often faculty who are reluctant to use new teaching techniques may be more willing to try the techniques after they have heard of the successes in a colleague’s class. The Project Director will provide assistance in organizing and facilitating these Division-based workshops.

6. Adult students in evening classes will be surveyed to determine their involvement in learning. Survey questions will be devised by the Project Director, with input from the members of the project group. The first survey will be administered at the beginning of the semester to determine student goals and interests in the class. The second survey will be administered in the middle of the semester to assess student perceptions of their own involvement in learning, and their own progress in the class. The final survey will be administered at the end of the semester to assess the students' perceptions of their involvement in the class, and their reactions to the teaching methods used in the class.

7. The Project Director will write and disseminate the Final Evaluation and Project Report. The Project will be evaluated to determine if the two major goals were met: did the group members incorporate new teaching methods?; and did the adult learners increase their involvement in learning? This report will incorporate the student survey data, notes from the faculty group meetings and teaching journals, and student retention data.
5. Workplan Narrative

Work Statement and Timeline

a. Project Objectives:
   1. In Fall 1991, part-time and evening faculty will be selected and will participate in Faculty Development Activities to learn how to use Classroom Assessment techniques and other teaching techniques to promote teaching excellence for adult learners.
   2. The project group members will determine how to best incorporate these teaching techniques into their Spring 1992 classes.
   3. The project group members will use the teaching techniques in their classes in the Spring 1992 semester.
   4. The project group members will meet monthly to discuss their experiences in using the new teaching techniques with adult learners.
   5. Each group member will facilitate a workshop on teaching adults for his or her Division.
   6. Students will be surveyed to determine their involvement in learning over the semester.
   7. The project will be evaluated to determine the impact of the new teaching techniques, and the Final Project Report will be written and disseminated.

b. Timeline of Scheduled Activities:

1.1 August 7-14, 1991: The Project Director will prepare the printed announcement and application form for participation in the project. The announcement will include a full explanation of the project, and will include the dates for faculty development workshops and group meetings.

1.2 August 15, 1991: The Project Director will notify all part-time and evening faculty will be of the opportunity to apply to participate in this project through a printed announcement and application form which will be distributed at the all-campus evening faculty meeting. Selection criteria will be included in the announcement.

1.3 August 19: The Project Director will make preparations for the September 30, 1991: series of faculty development workshops for the group.

1.4 September 30, 1991: Application deadline for participation in the project.

1.5 October 1-4, 1991: The Project Director will review all applications and select a group of 12 faculty members who represent each of the twelve campus Divisions. If a Division is not represented, two faculty members may be selected from different disciplines in the same Division.

1.6 October 7, 1991: Project participants will be notified by the Project Director. If necessary, alternates will also be notified.
1.7 October 18, 1991: The Project Director will facilitate a workshop on the characteristics and needs of adult learners. [3 hours]

1.8 November 1, 1991: The Project Director will facilitate a workshop for the project group on Learning Styles of adults. [3 hours]

1.9 November 16, 1991: The Project Director will facilitate a workshop for the group on Classroom Assessment Techniques. [6 hours]

1.10 December 6, 1991: The Project Director will facilitate a workshop for the group on Interactive Teaching techniques. [3 hours]

6.1 December 13, 1991: With input from the members of the project group, the Project Director will develop a brief survey to be administered to students at the first class meeting.

2.1 January 21, 1992: One final meeting of the group will be conducted by the Project Director prior to the start of the Spring semester. The purpose of this meeting will be to finalize the ways in which the teaching techniques will be incorporated into classes of each group member.

6.2 January 27-31, 1992: Group members will administer the student survey to 1992: their classes during the first week of classes.

3.1 January 27- May 26: Group members will use Classroom Assessment techniques and interactive techniques in their classes and will keep a teaching journal of their experiences during the semester.

4.1 February 10, 1992: The group will hold the first of four monthly meetings to discuss their experiences in using Classroom Assessment and other new techniques in their classes. The Project Director will take notes which will be included in the final Evaluation and Report.

6.3 February 10, 1992: Each group member will complete the tabulation of their own surveys, and will report the total tabulations to the Project Director, who will tabulate the totals from the group members. Results of the student survey will reported in the final Project Report.

4.2 March 6, 1992: The group will hold the second of four monthly meetings to discuss their experiences in using Classroom Assessment and other new techniques. The Project Director will take notes which will be included in the final Evaluation and Report.
6.4 March 6, 1992: The Project Director will develop the mid-term student survey with input from the group members during the group meeting.

6.5 March 16-20, 1992: The second student survey will be administered at the mid-point in the Spring semester.

5.1 March, 1992: The Project Director will meet individually with each group member to plan the Division-based workshop. The Project Director will make arrangements with each Division Dean to schedule the workshops.

4.3 April 3, 1992: The group will hold the third of four monthly meetings to discuss their experiences in using Classroom Assessment and other new techniques. The Project Director will take notes which will be included in the final Evaluation and Report.

6.5 April 3, 1992: Each group member will complete the tabulation of their own surveys, and the Project Director will tabulate the totals of the surveys. Results of the survey will be included in the final Project Report.

5.2 April/May, 1992: Each group member will facilitate a workshop on adult learning for their own Division, with the assistance of the Project Director.

4.4 May 1, 1992: The group will hold the fourth of four monthly meetings to discuss their experiences in using Classroom Assessment and other new techniques. The Project Director will take notes which will be included in the final Evaluation and Report.

6.6 May 1, 1992: The Project Director will develop a survey to be administered to students at the end of the semester, with input from group members at the group meeting.

6.7 May 18-22, 1992: The final student survey will be administered during the last week of classes in the Spring semester.

4.5 May 29, 1992: The group will hold a final meeting at the end of the semester to sum up their experiences in teaching adult evening classes with Classroom Assessment techniques and other non-traditional methods.

6.8 May 29, 1991: Each group member will complete the tabulation of their own surveys, and the Project Director will tabulate the totals of the surveys. Results of the survey will be included in the final Project Report.
7.1 June 26, 1992: The Project Director will complete the evaluation and the Final Project Report, and will disseminate the report to other community colleges and organizations.

7.2 August 13, 1992 The Project Director will make a presentation to the Fullerton College part-time and evening faculty at the all-campus evening meeting.

Responsible Personnel:

The Project Director, Diana Kelly, will facilitate the selection process, the faculty development workshops, the on-going meetings of the group, the Division workshops, the student surveys, and the writing and dissemination of the final project report. Diana Kelly was the recipient of a 1990 grant from the National Center on Adult Learning to facilitate a research project in which Classroom Assessment Techniques were used by part-time faculty who taught primarily adults. Through AB1725 Staff Development funding, since 1989 she has regularly facilitated faculty development workshops for part-time faculty.

The project group members will learn to use Classroom Assessment techniques and other techniques for adult learners, will use the techniques in evening classes, will attend regular meetings of the project group, and will facilitate a workshop for faculty in their own campus Division. Applicants will need to have the recommendation and approval of their Division Dean to participate in the project. The group members will be selected for their capacity to carry out the responsibilities involved in this project as well as their interest in using new teaching techniques for adult learners. One part-time or evening faculty member will be selected from each of twelve Divisions.
6. Expected Outcomes

Expected Outcomes of the Project Activities in terms of

a. Project Goals and Objectives

The goal of this project is to provide faculty development for part-time and evening faculty in order to enhance the effectiveness of teaching for adult evening students. The use of Classroom Assessment and other non-traditional teaching techniques in classes for adults is likely to result in two positive outcomes: increased teaching and learning effectiveness in evening classes, and greater involvement in learning by adult learners.

b. Impact of the Project

This project will have a short-term and long-term impact on the part-time and evening faculty and on the evening adult students at Fullerton College, and is likely to have an impact beyond Fullerton College through the dissemination of the Final Project Report to other community colleges and organizations.

First, the short-term impact on the twelve part-time faculty project group members is likely to be increased effectiveness in teaching adults in evening classes as a result of the faculty development activities and group meetings which are planned as a part of the project.

The short-term impact on the adult learners in these Fullerton College evening classes is likely to be significant in terms of increasing their involvement in learning, and increasing student retention. Each group member will teach at least one evening class at Fullerton College, although it is likely that some group members will teach more than one class. With an average class size of between 25 and 40 students, this would mean that at least 300 to 480 adult evening students will be directly affected by the new teaching techniques during the Spring 1992 semester.

The long-term impact on Fullerton College part-time and evening faculty will be the result of a three-step process. First, once the twelve faculty members in the project incorporate the new teaching techniques into their classes, they are likely to continue using these techniques in future semesters.

Second, each of the twelve faculty members will facilitate a workshop on adult learning for other evening faculty in their own Division. Through this dissemination and demonstration of the techniques, other faculty in each of the twelve campus Divisions are likely to become motivated to try out the new teaching techniques in their evening classes. Although each Division has a different number of evening faculty, if an average of 20 faculty members in each Division were to attend the Division workshops, 240 faculty would be positively affected,
resulting in potentially 6,000 to 9,600 students experiencing some of the new teaching techniques.

Third, the presentation by the Project Director at the beginning of the Fall 1992 semester is likely to result in increased interest in teaching and learning methods for adult learners among the 450 part-time and evening faculty members who attend the all-campus evening meeting.

The long-term impact beyond Fullerton College is likely to be significant. Through the dissemination of the results of this project to all 107 California community colleges and to California and national organizations of community colleges and higher education, it is likely that this project will become a catalyst to stimulate other community colleges to provide faculty development opportunities for their part-time and evening faculty which will promote teaching and learning excellence in evening classes.

c. Potential for continued support after the expiration of the grant.

It is likely that those who are members of the project group will continue to use the new teaching techniques in their evening classes in future semesters, following the conclusion of this project. It is also likely that the Division workshops which are discipline-specific will stimulate greater interest by the Divisions in providing opportunities for part-time and evening faculty to develop new teaching skills which enhance adult learning in evening classes. Although the outside support is necessary to provide sufficient time for a Project Director to facilitate the activities which are an integral part of this project, it is likely that faculty will informally pass along these new teaching techniques to other faculty after the conclusion of this project.

d. Potential for adaptation to other institutions or programs.

Over the past year, the Project Director, Diana Kelly, has made numerous presentations at national and regional conferences on the topic of Faculty Development for Part-Time Faculty. The response by Academic Deans and Faculty Development Coordinators has been overwhelmingly positive. The Project Director has received many written requests for further information on successful faculty development activities for part-time faculty, and for her extensive survey instrument which addresses part-time faculty development. In addition, she has been invited to several community colleges to provide workshops specifically designed for part-time faculty who teach evening classes for adults. This enthusiasm and interest in part-time faculty development is indicative of a general concern over the quality of classes in the evening, and a lack of information on faculty development programs for part-time faculty.

Because of the tremendous interest in faculty development for part-time faculty, it is anticipated that the Final Project Report will be enthusiastically received by the Evening Deans of the California Community Colleges. The two basic problems (outlined in part 2) which are addressed by this project are problems which face every community college: first, many part-time and evening faculty may not be familiar with the most effective teaching methods to meet the needs of adult learners in evening classes; and second, adult learners in evening classes are often not as involved in their learning as they might be, partly because of the
multitude of outside commitments, and partly because traditional teaching methods typically
do not actively engage students in their own learning. Because this project addresses issues
which are universal to the majority of community colleges rather than specific to Fullerton
College, it will be very easy for other community colleges to use the structure and the results of
this project to promote excellence in evening classes through a similar program of faculty
Development for part-time and evening faculty.
Evaluation Plan.

The effectiveness of this project will be evaluated in two parts: evaluation of the impact on the faculty participants, and evaluation of the impact on the students in the classes of the faculty participants.

First, the notes from the group meetings and the teaching journals will chart the progress of the group of part-time and evening faculty as they use the new teaching techniques in their classes. All of this information will be self-reported qualitative data which is provided by the faculty members in the project. This project may be considered successful for the faculty participants if, a) faculty members in the project incorporate new teaching methods for adults into their classes; b) faculty members become more learner-centered in teaching adults; and c) faculty members become more creative in their teaching by trying additional new techniques from ideas generated in the group meetings.

Second, the three student surveys, one at the beginning of the semester, one at the midpoint in the semester, and one at the end of the semester will provide information about the extent of the involvement of the adult evening students in their own learning through the semester. Survey questions generated by the Project Director and the group members will be designed to reveal the self-reported progress of the adult students in their learning involvement through the semester. The surveys will be administered anonymously in order to encourage more candid replies from the students. In addition to the survey results, the overall student retention rate of all classes combined will be compared with the retention rates of the college. Although many circumstances unrelated to involvement in learning can cause adult students to drop out of a class before the end of the semester, it is possible that some students may be retained as a result of becoming more involved in their own learning. This project may be considered successful for the adult learners in the classes of the group members if the overall survey results show an increase in their involvement in learning.
8. Dissemination Plan

Dissemination Plan.
This project has a three-tiered Dissemination Plan: 1) Dissemination to Fullerton College Part-time and Evening Faculty; 2) Dissemination to other California Community Colleges; 3) Dissemination to national community college and higher education organizations.

Dissemination to Fullerton College Part-time and Evening Faculty. One of the built-in features of this project is the component of a workshop for the faculty in each Division, which will be conducted by the project group member from that Division with the assistance of the Project Director. Through discipline-specific workshops, other faculty at Fullerton College will gain new insights into methods for enhancing instruction for adult evening students. In addition to the twelve Division workshops, a presentation will be made at the all-campus evening meeting of part-time and evening faculty before the start of the Fall 1992 semester to provide a brief summary of the project, and to inform other part-time faculty of successful teaching methods for adults in evening classes.

Dissemination to other California Community Colleges. The Final Project Report will be duplicated and sent to the Instructional Deans of Evening Programs of all 107 California Community College in June, 1992. In addition, a summary of the Final Project Report will be sent to the following California organizations for inclusion in their newsletters:
  Community College League of California (CCLC)
  California Community Colleges Council on Staff Development (4CSD)

Dissemination to National Community College and Higher Education Organizations. First, a copy of the Final Project Report will be sent to the ERIC Clearinghouse for Community and Junior Colleges at UCLA for nationwide dissemination through the ERIC microfiche collection. Second, a summary of the Final Project Report will be sent to the following organizations for inclusion in their newsletters and other publications:

  National Council on Staff, Program and Organizational Development (NCSPOD)
  National Institute of Staff and Organizational Development (NISOD)
  American Association of Community and Junior Colleges (AACJC)
  League for Innovation in the Community Colleges.
  The Professional and Organizational Development Network in Higher Education (POD)
  Association for the Study of Higher Education (ASHE)
9. Budget Narrative

Project Budget Explanation.

There are three major categories in the budget for this project: a) two classes of released time per semester for the Project Director ($7560); b. a small stipend of $500 for each of the twelve group members ($6000); c. materials and supplies ($1100).

a. Project Director.
It is anticipated that it will require approximately sixteen hours of work per week, or two full days per week, to coordinate this project. This is equivalent to the time provided to teach two classes, or two-fifths of a full teaching load. The Project Director will be responsible for the following activities: recruitment and training of faculty group members, facilitating six group meetings, assisting group members in facilitating twelve Division workshops, designing three student surveys with input from group members, evaluating the project, and writing and disseminating the Final Project Report. [The full list of the responsibilities of the Project Director are listed in 5. Work Statement. b. Timeline and c. Responsible Personnel.]

b. Stipend for Project Group Members.
Although a stipend of $500 in no way represents the number of extra hours that will be expended by the faculty group members who participate in this project, it does provide an important symbolic reward for a group of exceptionally motivated faculty. As mentioned in the introduction to this proposal, the previous experience of the Project Director with a similar project has led to the conclusion that it is essential to provide a tangible reward to faculty who are willing volunteer their time to be active participants in a project aimed at promoting excellence in teaching and learning. [The full list of the responsibilities of the Project Group Members are listed in 5. Work Statement. b. Timeline and c. Responsible Personnel.]

c. Materials and Supplies.
First, it will be necessary to duplicate announcements and applications for the project for all part-time and evening faculty.

Second, because this project will be introducing faculty to new teaching techniques, it will be essential to provide printed materials about the teaching techniques which may be referred to later as the group members are planning class activities. Printed materials about adult learning will also be distributed in the Division-based workshops. In addition, because Classroom Assessment Techniques will be an integral part of this project, it will be necessary for each group member to have a copy of the book, Classroom Assessment Techniques: A Handbook for Faculty by K. Patricia Cross and Thomas A. Angelo, so that they may use the book to gain additional ideas for learner-centered techniques which may be incorporated into their classes. Materials which are typically used by faculty who use Classroom Assessment Techniques include colored index cards, blank overhead transparencies and transparency pens.
Third, three sets of student surveys will need to be duplicated in order to monitor the progress of the adult learners in the classes of the group members.

Finally, the dissemination of the Final Report will require the duplication, binding, and mailing of the report to the Evening Deans of 107 California Community Colleges.

In addition to the FII funding mentioned above, Fullerton College will provide this project with the following matching funds, which total $20,405: