CALIFORNIA COMMUNITY COLLEGES AND
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

#92-0024
92-0024 --- FII --- SUMMARY

California Community Colleges
Curriculum and Instructional Resources Division

<table>
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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
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<tr>
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<td>92-0024</td>
<td>Rancho Santiago</td>
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**PROJECT TITLE**

Staff Development and Student Success: Evaluating the Link

<table>
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<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tr>
<td>Grant = $60,000</td>
<td>B --- Improving Teaching Ability</td>
<td>Research Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
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**PROJECT DIRECTOR**

Julie Slark, Dir Resrch, Plann’g & Resource Dev

**PROJECT SUPERVISOR**

Avril Lovell, Staff Development Coordinator

**PROPOSAL DESCRIPTION**

This proposal is a grant request. This project is a consortium effort to develop an evaluation model to determine the impact of professional/staff development programs on teaching, student learning and student success and addresses programs for improving teaching abilities of faculty members and five Basic Agenda Priorities. As a result of AB 1725 funds, programs to support and implement professional/staff development programs to improve teaching and learning, have grown, been enhanced and become available to all staff classifications. The programs of the consortium colleges have all been evaluated. However, the evaluation components are generally attitudinal and not behavioral. There appears to be no evaluation method, reported in the literature or in actual practice, that directly measures the relationship between the broad scope of these programs and student success.

This is a consortium project.
Staff Development and Student Success: Evaluating the Link

This project is a consortium effort to develop an evaluation model to determine the impact of professional/staff development programs on teaching, student learning and student success and addresses programs for improving teaching abilities of faculty members and five Basic Agenda Priorities.

As a result of AB1725 funds, programs to support and implement professional/staff development programs to improve teaching and learning, have grown, been enhanced and become available to all staff classifications. The programs of the consortium colleges have all been evaluated. However, the evaluation components are generally attitudinal and not behavioral. There appears to be no evaluation method, reported in the literature or in actual practice, that directly measures the relationship between the broad scope of these programs and student success.

Rancho Santiago College, with the help of four southern California colleges proposes to develop an evaluation model that will enable colleges to define and measure the impact of these programs on teaching, student success and student learning. This project would provide the staffing and expertise to review the literature, design the instruments, and train the consortium college personal and hire experts to pilot the model at the participating colleges.

In response to this need, the consortium proposes to:
- develop a draft of a professional/staff development evaluation design that assesses the relationship between staff development and student success
- pilot-test the evaluation design
- assess the evaluation design and outcomes of the pilot-test, revise and disseminate the information

The expected outcomes of the project is that the consortia colleges will be able to show the relationship between professional/staff development programs and student success and, therefore be able to adjust programs and funding accordingly, as well as justify past and current funding to the Board of Governor's, the legislature, the local boards of trustees and the public. Because of the variability in professional/staff development programs of the consortia colleges and the general nature of the evaluation design it will be easily adaptable to other institutions, thus increasing the likelihood of its usage.
To facilitate formative evaluation, each activity has corresponding products and dates by which to be completed. Summative evaluation will be accomplished by completion of the three objectives which will sequentially evaluate each of the objectives. An advisory committee will evaluate progress, modify work plans, and make recommendations in the final evaluation model and report of findings.

The survey and evaluation instruments and summary report and analysis of the data will be disseminated widely across the state and to all other interested parties. Presentations will be made at two professional/staff development conferences and an annual research conference.

The consortium is requesting $80,582 to develop, pilot-test, revise, and disseminate this evaluation model. The local match will be $13,808.
1. Specific Educational Program Being Addressed

ELIGIBLE PROGRAMS AND SERVICES

Student success is the primary goal of the California Community Colleges, and professional/staff development is a major strategy for accomplishing this goal. This is a consortium proposal and funding will result in a Professional Development Evaluation Model that will determine the impact of professional/staff development programs in California Community Colleges on teaching, student learning and student success.

Professional/staff development programs provide a variety of opportunities for faculty, staff and administrators to update their knowledge and skills so they can work more effectively with the diverse student population optimizing their chances for success. During 1990/91, the consortia colleges, Rancho Santiago (RSC), Orange Coast, Goldenwest, Saddleback and Victor Valley, collectively spent more than $3,200,000 on professional/staff development. In order to determine the efficacy of this significant expenditure, we must evaluate the impact of professional/staff development on teaching and student outcomes.

This proposal addresses one of the Fund for Instructional Improvement's approved programs and services, programs for improving teaching abilities of faculty members and five of the Basic Agenda Priorities, 1) implement AB3 and AB1725, 2) implement faculty and staff development programs to improve the skills of college personnel, 3) maintain and improve the quality of instruction to promote excellence in the classroom, in both teaching and learning, 4) expand the cultural pluralism aspects of community college courses, and 5) establish accountability for results, at both the State and local levels.
2. Specific Problems Being Addressed

NEED FOR THE PROJECT

In 1988 the California State Legislature created a fund to be administered by the Board of Governors of the California Community Colleges "to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs".

A recent report entitled The Evaluation of the Effect of AB1725 on Statewide Faculty and Staff Final Report on the Spring 1991 Coordinator's Survey- suggested that AB1725 Faculty and Staff Development Funds have:

a. stabilized, enhanced, and in many cases, initiated faculty and staff development activities on campuses where there was little if any prior effort;

b. resulted in an increased level of participation by all staff classifications, especially for support staff and part-time faculty members;

c. AB1725 faculty and staff development and flex day programs have grown and developed, have evolved from separate entities three years ago, to considerably intertwined campus programs in 1990/91.

The professional/staff development programs offered at the five consortia colleges vary in their history, scope, emphasis, and comprehensiveness. All are on the Flexible Calendar (an option available to California Community Colleges to replace up to 15 days of regular instruction with instructionally-related activities). Rancho Santiago College has been on a "flex" schedule and has had 13 flexible calendar days per year since 1983. RSC has a comprehensive professional/staff development program, for which it received the Outstanding Program award for Staff Development for the 1984/85 academic year from the National Council for Staff, Professional and Organizational Development (NCSPOD) . In 1991, RSC offered over 216 workshops/activities with a total enrollment of over 3000 and a workshop average of 13. Victor Valley College has been on the "flex" schedule since 1983 or 1984 and has 4 mandatory days. The professional/staff development program at Victor Valley has suffered due to the lack of continuity and release or reassigned time for the position since October, 1991; thirty flex activities were offered last year. Saddleback College was one of six colleges to test the flexible calendar concept (1976-78) and has had an active professional/staff development program with nine "flex" days since that time. Cultural Diversity has been a major focus, at Saddleback and, as a result, the College was awarded a $190,000 grant for an in-depth study of Asian and Pacific Rim Cultures. Golden West has been on the "flex" calendar for three years and in 1991-92, offered independent projects and discipline and division workshops in addition to 36 other different activities. The college planned its training and developed its activities in conjunction with standing committees and departments on campus, with an organizational focus, in an attempt to institutionalize change and innovation. Orange Coast went on the "flex" schedule in 1988 and has gone from four to three days. In 1991-92, Orange Coast offered 40 - 60 workshops and a variety of options labeled independent projects.
All of the professional development activities offered at each of the consortia colleges, however, are based on the identified needs (i.e. needs assessment surveys and workshop evaluations) of their faculty and staff as they relate to student success and are justified according to nine authorized categories identified in AB1725. Activities are offered on classroom assessment, cooperative learning, infusing diversity into the classroom, and computers to enable instructors to improve the quality of instruction, to promote excellence in the classroom, and expand cultural pluralism in community college courses. Workshops are also presented for teachers of English As A Second Language, Basic Skills and for those teaching in the Older Adults Program. Funding is available for job-related travel, or to bring in consultants, to enable vocational education instructors to incorporate modern techniques into their curriculum and make vocational education programs more relevant and effective in preparing students for employment. Support staff have attended workshops on telephone registration, changes in immigration laws, and pesticide use and asbestos removal training to help them facilitate a safe and supportive environment for students to achieve success. Themes of management workshops have included better communication and updates on trends and the legislative impact on community colleges.

In times of limited funding, professional/staff development is particularly vulnerable to reduction or elimination at state and district levels because of the lack of reliable and verifiable information to establish the relationship between professional development and student success. When this FII proposal was discussed at a recent California Community College Council for Staff Development (4CSD) meeting, representatives from 18 southern California community colleges acknowledged in writing the need for this type of activity (see Attachment A and letters of support).

We have use and satisfaction data from all programs, and at RSC the program is highly rated, however, in most instances, evaluation components are generalized or attitudinal, and not behavioral. Some campuses are looking at evaluation as components with pre- and post-test preceding classroom-based research training. There is a growing body of information in the literature on professional/staff development evaluation. In the evaluation methods reported, however, there appears to be no evaluation method that directly measures the relationship between the broad scope of professional/staff development programs and student success.

Why isn't such an evaluation method available?

- There is no universally accepted definition of student success or criteria for measuring improved teaching or learning.

The “AB1725 Model Accountability System" prepared by the California Community Colleges AB1725 Accountability Task Force refers to "indicators of institutional and student commitment and effort to success"; however, it merely states that the concept of student success is complex and that "institutional efforts to help students learn are but one side of the equation". It further states that "the road to success is a shared journey by colleges and students".
There is a lack of adequate release or overload time for staff development coordinators or adequate support staff to develop an effective evaluation model.

The final report of the Spring 1991 Coordinators Survey showed that two-thirds of the California community colleges had someone in the position of staff development coordinator with some reassigned or overload time (only 20% had someone with 76% - 100%). One-third of the colleges had no designated staff development coordinator or had assigned coordination responsibilities to an individual without any additional reassigned time. Staff development coordinators are struggling just to plan and implement professional development programs for their campuses. There is no time, or staffing, to design and implement other than the most rudimentary types of program evaluation.

It is difficult to demonstrate that positive outcomes or student success is due, at least in part, to professional development.

Recent studies show that RSC students are becoming more persistent (they complete classes and re-enroll the following semester at higher rates). Is this increased persistence due to improved teaching because of professional development workshops, or to high unemployment rates, or to matriculation or increased fees at four-year schools?

On January 31, 1992 a workshop entitled "Staff Development and Student Success" was held for RSC staff to explore methods to effectively tie RSC's professional/staff development program with improved student outcomes. Thirty-five RSC employees attended, representing all three employee groups. The groups included members of the Faculty, Classified and Management/Supervisory/Confidential Staff Development Committees, the Faculty and Staff Development Coordinating Committee, the Academic and Classified Senates, Administrative and Supervisory/Confidential Liaison Committees, the Chancellor's Cabinet, and representatives from the Resource Development Department. Harlene Barrett, Program Faculty and Staff Development, from the State Chancellor's Office, was a speaker and workshop participant.

The following recommendations were made:

- search the current literature on professional development program evaluation and carefully review this data for techniques, strategies, and assessment instruments which could be utilized in designing an evaluation model

- define student success and identify criteria by which improved teaching/learning can be measured

- write a proposal to apply for funds to develop such a model and invite other Southern California Colleges to participate
• design a professional development evaluation model that would be adaptable to all California Community Colleges in the state

Information from the Board of Governors, legislators and decision makers indicate that continuation of AB1725 funds are contingent on tying professional/staff development to student success.

The Solution

The solution to the problem outlined above and the goal of this proposed project, is to develop a Professional Development Evaluation Model that will enable colleges to define and measure the impact of professional/staff development programs on teaching and student learning and, student success, if indeed this is found to be the case.

Rancho Santiago College, with the help of four other Southern California community colleges, will develop a professional development evaluation model that can be used by any community college. This will require collaboration and research, not only to develop an evaluation plan, but to identify an acceptable definition of student success and criteria for improved teaching and learning. It also requires the design of instruments or vehicles to assess the impact of individual activities (such as conferences), as well as the overall impact of professional development programs. Evaluation components of the model must be general enough to be applicable to individual professional development programs across the State.

Julie Slark is the Director of Research, Planning and Resource Development at RSC, and she will be the Project Director of this proposed project. She has had extensive experience in leading and participating in statewide and consortia research projects. For example, she was the Director of the LARC Student Outcomes Studies (1986 - 1989, 50,000 student, 50 colleges) and the Research Director of the Student Services Program Review Project. Currently, she serves on the C.C.L.C. Research Advisory Group and is a past President of SCCCIRA.

Avril Lovell, is the Staff Development Coordinator at RSC and in this capacity she coordinates RSC’s professional/staff development program which serves approximately 2100 faculty and staff. The award winning program is recognized as one of the premier programs in the State, and perhaps the nation. The Staff development office receives frequent phone calls and visitors requesting information about various aspects of the program. Avril is active in the Southern California 4CSD and has been a presenter at both 4CSD and NCSPOD.

The funds from this grant would enable the hiring of a half-time Research Assistant for five months for each consortia campus to provide assistance to the campus professional development coordinator to pilot-test the Program Development Evaluation Model. A Research Coordinator and Assistant will also be employed 50% time each to work with the Project Advisory Committee to assist in designing and pilot-testing this model. This would provide the staffing and expertise to review the literature, design the evaluation instruments,
and train consortia college personnel and Research Assistants to implement the model at each of the participating colleges.
3. Population To Be Served

The professional development programs at the five consortia colleges collectively serve more than 3,483 faculty, 1,983 support staff and 219 management employees. Improved instruction and an environment conducive to teaching and learning will ultimately benefit the student. Thus, the students of Rancho Santiago, Orange Coast, Goldenwest, Saddleback and Victor Valley Colleges (approximately 118,000 students), and students from colleges across the State who implement the Professional Development Evaluation Model, are the population to be served by this proposal.

The consortia colleges are characterized by a rapidly growing population which is becoming increasingly diverse. Although all five of the consortia colleges are characterized by rapidly growing and increasingly diverse populations, there is considerable variability between the districts. RSC is the largest with a student enrollment of 44,343 followed by Orange Coast (25,200), Saddleback 5 (23,596), and Golden West (15,364). Victor Valley is the smallest with 9,398 students in the Fall of 1991.

Saddleback has the greatest percentage of white students and RSC the lowest. RSC has the highest percentage of Hispanics (projected to increase to 61% by the year 2000) and Golden West and Orange Coast the largest number of Asians. Golden West College is located in the middle of little Saigon and has a large Vietnamese population (8.1%) and has, perhaps, the most diversely ethnic population of the five colleges. The percentage of blacks is low at all of the five colleges (1.1 to 2.3%).

FIVE CONSORTIA STUDENT POPULATION PERCENT OF ETHNIC DISTRIBUTIONS

<table>
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<tr>
<th></th>
<th>GOLDENWEST</th>
<th>ORANGE COAST</th>
<th>RSC</th>
<th>SADDLEBACK</th>
<th>VICTOR VALLEY</th>
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<tr>
<td>WHITE</td>
<td>62.5</td>
<td>64.97</td>
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</tr>
<tr>
<td>ASIAN</td>
<td>17.5</td>
<td>17.0</td>
<td>14.18</td>
<td>5.9</td>
<td>4.0</td>
</tr>
<tr>
<td>BLACK</td>
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<td>1.5</td>
<td>2.3</td>
<td>1.1</td>
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</tr>
<tr>
<td>OTHER</td>
<td>9.6</td>
<td>6.53</td>
<td>1.87</td>
<td>5.4</td>
<td>2.0</td>
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Golden West, Orange Coast and Saddleback can be described as urban, middle-class institutions as compared to RSC and Victor Valley College. At RSC a sizeable percentage of the Hispanics and Asians fall into the "very poor" category (i.e. below 75% of the federal poverty guidelines) and at Victor Valley the percentage of students approved for Board of
Governor's Grants is 54% (a reflection of the economic status of the student population. Many of the minority population are limited or non-English proficient.

Faculty and staff need ongoing professional/staff development to work effectively with this diverse population. Faculty, support staff and management employees who have been in their profession for a long time were trained to work with a primarily white, middle class population. They are now dealing with students who are very diverse. Additionally, many part-time instructors, although experts in their particular subject area, have had neither teacher training, training in non-traditional learning styles or working with diverse students.

A Professional Development Evaluation Model is critical to assure that California community colleges' professional/staff development programs are utilizing available funds in the most efficient and cost effective manner to have the greatest impact on student success.
4. Objectives

OBJECTIVES

Objective 1  By October 31, 1992, develop a draft of a professional/staff development evaluation design that assesses the relationship between staff development and student success.

Objective 2  By February 28, 1993, complete a pilot-test of the evaluation design at the five colleges.

Objective 3  By June 30, 1993, complete the evaluation and revisions of the professional development evaluation module, disseminate the evaluation results, and investigate the possibility of administering a state-wide community college evaluation.
WORKPLAN NARRATIVE

Developing the evaluation design for pilot-testing will require four months, from July through September. The project will begin in July 1992, with the RSC Director of Research and Staff Development Coordinator hiring both a 50% FTE Research Coordinator and a 50% FTE Research Assistant, in July the first meeting of the Project Advisory Committee will be held. This committee will consist of the Staff Development Coordinators of the four participating colleges, the RSC Director of Research and Staff Development Coordinator, and the Project Research Coordinator and Research Assistant/Analyst. Other individuals will later be invited to participate in this Committee, including the participating colleges’ Research Assistants and interested faculty and staff, and a representative from 4CSD. At the first meeting of the Committee, the work plan for the year will be refined.

During August 1992, in preparation for a workshop of all participants to begin the development of the design, the Research Coordinator and Assistant will review literature related to staff development evaluation and student success indicators, as well as existing evaluation taking place at the participating colleges. They will prepare written summaries and materials for the September workshop.

In addition, in August, RSC will create contracts for the participating colleges and hire a workshop facilitator, and the participating colleges will each hire a 50% FTE Research Assistant for the five months (October through February) of pilot-testing the evaluation design. Staff Development Coordinators at each of the participating colleges will need 15% of their time to participate in this project. The project will fund consortia colleges for half of this, and the other half will be contributed by each college.

In September an all-day workshop will be held to begin the development of the evaluation design. A facility will need to be rented for approximately fifty attendees, four or so from each participating college plus project staff. During this workshop, the facilitator will assist participants, using prepared material, to identify indicators of student success that may be related to professional development activities (during the first half of the day), and to identify viable methods for measuring success (during the second half of the day). Following the workshop and using the workshop results, the project’s Research Coordinator, Research Analyst, and Staff Development Coordinator will work together to develop the comprehensive research design and instruments.

A second meeting of the Advisory Committee will be held in October to share the draft of the evaluation design and to incorporate their suggestions into the draft.
Finally, in October a workshop of the Staff Development Coordinators and Research Assistants of the participating colleges will be held for training in the implementation of the pilot test of the evaluation design. The pilot testing of the design will be conducted at each of the five participating colleges between October and April by the Staff Development Coordinator and Research Assistant at each college. While the components of the design are not yet known, it is likely that individual and focus group interviews, questionnaires, and compilation of existing data will be some of the methods included. The participating college staff will conduct the evaluation, sending all data as it is collected to the RSC Research Coordinator for compilation and analysis. Complete time lines for this process will be developed by the Advisory Committee, but all data must be received at RSC by February 1993. After all data has been collected, compiled, and analyzed, perhaps using the Statistical Package for the Social Sciences (SPSS) at RSC, the RSC Research Coordinator and Staff Development Officer will write a draft of the final report of the evaluation process and findings, by the end of March.

The last three months of the project will be used to finalize the final report of the pilot-test findings and the evaluation model, and disseminate the model and findings. The Advisory Committee will meet to review the draft report, make suggestions, and refine the evaluation design as needed according to pilot-test information. The project staff will use the Advisory Committee’s suggestions to refine the report and evaluation design.

The final report, demonstrating findings relative to the relationship between professional development programs and student success, and the evaluation model and its instruments will then be disseminated to the following constituencies: 1) 4CSD college members through meeting and conference presentations and through mailings, 2) ERIC, 3) participating colleges, 4) participants at the Annual Asilomar (or Lake Arrowhead) Research Conference by a presentation, and 5) Staff Development Coordinators at all other California community college and anyone else requesting information. The proposed project staff are active participants in their respective professional networks, a fact which will ensure dissemination and widespread use of the project’s products.
6. Expected Outcomes

OUTCOMES OF PROJECT

Expected outcomes in terms of project objectives

Objective Outcome 1 The consortium will have a draft of an evaluation design that includes criteria and measures of student success, strategies, methods, and instruments by which to measure the impact of professional/staff development programs on teaching and learning and student success; and a plan for pilot testing this design.

Objective Outcome 2 The consortium will have established the quantitative and qualitative impact of professional/staff development programs on teaching and learning and student success.

Objective Outcome 3 The consortium will have established the effectiveness of the evaluation design and will have produced a final evaluation model for professional/staff development programs. Additionally, California community colleges and 4CSD will have knowledge of and access to this model which makes it possible to conduct a state-wide evaluation of the impact of staff development programs on student success.

b. Impact of the project

We will know if there is a relationship between professional/staff development programs and teaching, student learning and student success, the ultimate goal of the California Community Colleges. We will, therefore, be able to adjust programs and funding accordingly, as well as justify past, current and future funding to the Board of Governors, the Legislature, the Boards of Trustees of the consortia members, and the public. It is anticipated that the evaluation process will show that student success was enhanced as was the intent of AB1725.

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

Because the model will, through pilot-testing, have been implemented at the consortia colleges, it is the hope and expectation that it will continue to be utilized. RSC will utilize the model on an ongoing basis. It is anticipated that questions about staff development and student success from all constituencies will increase in the future, increasing the need for RSC to continue this activity. Additional funding will be required to; 1) implement the Professional Development Evaluation Model at other community colleges throughout the state, and 2) carry out a wide-scale study of the California community colleges professional/staff development
programs’ impact on student success using the professional/staff development evaluation model. The need for increased accountability and to address student success will continue to be compelling issues into the foreseeable future.

d. Potential for adaptation to other institutions or programs

The Professional Development Evaluation Model will be easily adaptable to other institutions or programs for the following reasons:

1. It will show the relationship between individual professional development activities and student success and will allow the colleges to adjust their programs to offer activities that are the most efficient and cost effective.

2. Because of the variability in the size and scope of professional/staff development programs at the participating consortia colleges, evaluation components of the model will be designed to be applicable to individual professional/staff development programs across the State.

3. The common activity areas of most professional development programs make it possible to articulate evaluation methods that can be generally applied.

4. A general plan for each type of activity will be presented so that personnel at each college can adapt the method to fit their particular environment.

5. All colleges have the same need for accountability for staff development funds.

Some evaluation processes, although primarily measuring satisfaction and attitudes, are already in place at the consortia colleges. The components of this evaluation model relevant to a particular institution or program can be incorporated into existing procedures followed by the professional/staff development office on a campus. In the case of limited staff, evaluation procedures to measure the effectiveness of one activity, say "travel," could be the first initiated. Once in place, evaluation of a second activity could be added, until all activities are being evaluated using the Professional Development Evaluation Model.
7. Evaluation Plan

EVALUATION

Ongoing and thorough evaluation is a critical component of this project. This will assure its completion within the prescribed timelines, guarantee development of a model which is general and flexible enough to be easily adapted to professional/staff development programs across the State, and will clearly show the relationship of specific professional development activities to student success.

Formative Evaluation

To facilitate the formative evaluation component, each activity to be conducted has corresponding products and dates by which activities are to be completed. The Project Director, Research Coordinator and RSC’s Staff Development Coordinator will continually monitor progress in reaching the objectives. The Advisory Committee will also serve as a "sounding board" to evaluate progress and modify work plans where necessary. This committee may also include other experts who are not project participants on its membership to assist in evaluation.

Summative Evaluation

For the summative portion of the evaluation, the three objectives of the project will be sequentially evaluated thusly: development of the draft of the evaluation design will be reviewed by the Advisory Committee before pilot-testing, as an evaluation of the first objective. The pilot-testing, the second objective, is in itself an evaluation of the product of the first objective, the evaluation design. And, during the activities of the last objective, finalizing the evaluation design, the first and second objectives will be evaluated; that is, the draft of the evaluation design will be assessed by assessing the pilot-testing and the evaluation findings. The Advisory Committee, project staff, and consortia college participants will participate in the assessment of the design and research report. Their recommendations will be reflected in the final evaluation model and report of findings, which will include the identification of effective evaluation model implementation strategies.
The decision to write this developed from a shared concern of professional/staff development coordinators and committee members throughout the state not being able to demonstrate that professional/staff development programs result in improved teaching and learning and student success. Every effort will, thus, be made to make the materials available to as wide an audience as possible.

The materials which will have been developed as a result of this project will be disseminated during April and May 1992 and will include:

• A Professional Development Evaluation Model which will include an evaluation plan for each professional development activity/program offered at each participating college as well as the overall professional/staff development program.

• Survey and evaluation instruments

• A summary report and analysis of the data collected from the pilot testing of the model at the five consortia colleges.

The survey, evaluation, summary report and analysis of the data collected from the pilot-testing will be made available to participating colleges, 4CSD, ERIC, staff development coordinators at all other California Community Colleges, and other interested parties.

Presentations on the Professional Development Evaluation Model and the results of the pilot testing (the findings of the impact of professional development activities on teaching and learning and student success) will be made at the following conferences: 4CSD, NCSPOD, and the Annual Research conference. These presentations will be made at the Spring 1992 and Fall 1993 Conferences of these organizations.

The Southern California 4CSD, which meets approximately 10 times per year, will be apprised of the progress of the project throughout its development and implementation.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]