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Las Positas College proposes to use the computers, networks and resources of the Teaching Resource Center to improve instruction. A Teaching Resource Center to enhance faculty development has been planned as part of the college's Learning Resources program since 1982 when American River College developed their model program. Staff development activities to enhance the quality of instruction have been offered in many formats in the past ten years, with a substantial commitment to purchasing professional library materials on curriculum and instructional improvement, computer tutorials with loaner computers, flex-day activities, video feedback of instructors, and a faculty lecture series. While pieces of a Teaching Resource program are in place, a Center with staffing to develop it as a fully developed program is not. The Learning Resource Center is currently housed in a 3900 square foot area that houses the book collection, reference collection, media collection, periodical and microfilm collection, classroom equipment storage and delivery, television head-end and the professional collection for faculty. Six personal computers are available within the library for students and staff to use, and two additional computers are available for staff use on short term loan. None is equipped for multimedia access, nor are they networked except to a printer. A faculty workroom in another building houses a copy machine, two computers with a printer and a computer-connected Scantron test scoring machine.

Access to the Library's on-line public access catalog is currently limited to the library itself where five on-line terminals are available for student and staff access. Access to CD-rom databases is not available for faculty except for a single periodical index (Info-Trac) at two stations shared with students. No access is available to electronic databases or to networks outside of the college.

All these scattered resources will be drawn together in late spring of 1993, when the Learning Resource Center and its services, the faculty workroom, and the entire faculty will move into a new 33,000 square foot complex. The complex is designed to allow expansion and improvement of all aspects of the Learning Resources program as well as to provide workspace and enhanced access to computing resources for faculty. A key element of that program is to encourage improvement of instruction by providing a space for the Teaching Resource Center.
and Faculty Workroom placed strategically between the faculty office areas and the. This area will provide the quiet workspace needed by faculty and will release the stations in the Library for full-time student use.

The Teaching Resource Center (TRC) will provide training and support for faculty to develop skills in utilizing new instructional/learning technologies to enhance classroom instruction. The TRC will provide computing resources to encourage previewing and evaluating instructional materials in many formats to create new instructional materials for classroom presentations. Access to on-line database information including the Library on-line catalog will be available through computer stations in this area and in the faculty offices as well. Access to external forums and databases such as ISAAC, ED>Net, INFOnet and access to INTERNET will also be provided. Additional hardware and software to implement this program is being purchased as part of the equipment for the new building. Within the Teaching Resource Center and adjacent workroom, there will be at least six computing workstations (three PC's and three Macintoshes) with peripheral equipment and software for one of each platform to be a multimedia workstation. A scanner and high-quality printer will be available in the adjacent faculty workroom, networked for use with these computers.

The space and the equipment for a dynamic computer-based Teaching Resource Center program will be in place by spring of 1993. This grant will provide the Faculty Facilitator and support staff to serve as a catalyst for involving faculty in the use of new instructional technologies to improve classroom instruction.
Las Positas

Impact on Systemwide Need

[No information provided in this document for this section.]
Under Section A--Eligible Program and Services this application focuses on Faculty and Staff Development. Within this area Part F is checked and defined as "Using computers, networks and the Teaching Resource Center to Improve Instruction."

This proposal also addresses the Board of Governors 1992-93 Basic Agenda. Specifically its focus is Educational Quality: to Improve the quality of academic offerings, the Board of Governors proposes the following Initiatives:

- Maintain and improve the quality of excellence in the classroom, in both teaching and learning
- Implement faculty and staff development programs to improve the skills of college personnel
Las Positas faculty members strive to provide the highest quality instruction to promote classroom excellence and to provide outstanding teaching and learning for all students. For example, during the current school year, more than ten percent of the faculty (both part-time and full-time) have participated in the small group instructional diagnosis program which provides mid-course feedback to instructors from more than seven hundred students. These instructors are among a cadre of individuals who want to use other tools, including computers, to improve their instruction. Earlier, during the 1991-92 school year, the college conducted a Computing Needs Assessment for instructional uses. Eighty-seven percent of the faculty responded that they wanted computers to assist them in preparing instructional materials while nearly sixty percent wanted to use them in direct instruction. Some typical expressions of faculty needs follow.

"We need faculty computers and laser printers and a quiet place for their use." "Simulation and modeling for chemistry and the sciences is needed." "Statistics has a computer component--how can we meet it?" (Technology/Science area faculty)

"We need a computer for demonstrations in the classroom." (Health/PE area faculty)

"We need simulations: Rats in the lab are not likely—simulations are needed." "Test scoring and test preparation on the computer are needed." (Social Science/Business area faculty)

"Multimedia materials in music are now available--how can I use them?" (Humanities/Fine and Performing Arts area faculty)

Faculty will have access to up-to-date equipment within steps of their offices. Everything is in place to provide faculty with the technological tools that can enhance their instruction and lead to increased student satisfaction and success. The problem is that the college lacks the funds to hire someone for a sufficient length of time to show the faculty how to gain maximum use from their new tools. Nor does it have anyone on staff who can prepare brief, readable guides so that faculty will not be totally dependent on a single person.

We estimate that it will take a year to train a cadre of faculty members who can then go on to train others in the future, and to create the guides, which we call Pathfinders, necessary to allow the program to
continue. We need someone well versed in computer technology as well as in electronic research techniques.

The person selected to provide for this year of faculty development will also need to be able to translate technology into the tools of teaching and will need to be a true "people person", patient when patience is required, clear, cogent, well-organized and intuitive. This person will need to focus on training the strong core of faculty so that the program can be institutionalized once grant funds have been expended, yet be available to other faculty who will not want to wait a year to get their hands on the new technology.

The college has a candidate in mind. Mr. Joao C. Barretto has been a teacher, a librarian, and a computer support specialist. He is currently providing reference service within the Iberian, Mexican and Mexican American Collections at Stanford University and uses on-line records for literature searching and maintaining dialogue with colleagues through Internet. He has master's degrees in Library and Information Studies and in French, as well as training in business studies. His abilities seem tailored to the fulfillment of the purposes of this grant.
The faculty at Las Positas College, both part-time and full-time, will be served by this grant. That population is comprised of sixty full-time faculty and 150 part-time faculty organized into four instructional areas. This grant will provide training and workshops for 10 percent of each of these target populations during the grant year. In the following years, faculty members thus trained will provide the training to others in their areas, using the materials developed during the grant so that the program will be institutionalized. In combination with other activities for instructional improvement, the Teaching Resource Center will become the focal point for staff development programs for the faculty.

The short term impact on instruction will be very dramatic. The need for computing and the desire to learn how to use computers in instruction is well-documented. (See preceding section.) We expect to see an immediate improvement in the quality of course materials created for handouts. We also expect an immediate increase in use of computers as classroom management tools: generating and scoring tests, creating transparencies and sets of lecture notes. During the year, other instructional uses will be explored.

The long term effects should be equally dramatic. The development of Pathfinders (step-by-step mini-tutorials) will allow access in following years to additional faculty members who will be mentored by this year’s participants. The access to computers as tools for creating instruction as well as for interacting with colleagues and obtaining data through electronic networks will provide an environment where new and creative ideas for instruction will be explored. Within two years, almost half of the faculty is likely to have become involved in some new computer application if each instructor teaches two more teachers. The creative collective energy will sustain an atmosphere of change.
Specific objectives of this grant are as follows:

- Within 30 days of formal receipt of the grant, the Faculty Facilitator and Teaching Resource Assistant will be selected.

- Within 60 days of formal receipt of the grant, the Facilitator, in consultation with the Staff Development committee and the Learning Resources/Instructional Computing committee, will develop a schedule of proposed workshops for the year.

- By October 15, an opportunity for the full-time and part-time faculty to apply to participate will be provided, and faculty members will be scheduled into workshops. The Facilitator will identify at least two faculty from each area, plus one library faculty to participate in each of the workshops.

- Between November 1 and December 15, the Facilitator will develop and provide a minimum of six presentations of a workshop to provide computer literacy skill building using word processing software to increase productivity of faculty and improve the quality of classroom handouts.

- By January 15, the Facilitator will develop and provide a workshop with a Pathfinder for instructors using input devices like the Scantron test scorer for statistical analysis.

- By February 1, the Facilitator will develop and provide a workshop with a Pathfinder for using INTERNET to participate in electronic forums with colleagues in other institutions to exchange instructional ideas and resources.

- By February 15, the Facilitator will develop and provide a workshop with a Pathfinder for instructors to use with test-bank generators and other materials provided by textbook publishers for faculty use.

- By March 15, the Facilitator will develop and provide a workshop with a Pathfinder for utilizing computer hardware/software to complement and enhance other classroom presentation techniques.
• By April 15, the Facilitator will develop and provide a workshop with a Pathfinder for archiving graphics and other documents, via CD-ROM, for incorporation into interactive computer materials and lecture materials.

• By May 15, the Facilitator will develop and provide a workshop with a Pathfinder for exploring the possibilities of the multimedia work stations for instructional presentations.

• By June 1, the Facilitator will develop and provide a workshop with a Pathfinder for instructors to use when learning how to search on-line databases, including Boolean logic, search delimiters, truncation and command language logic. The workshop will be designed so that instructors can use the information to teach these techniques to their students and their colleagues.

• By June 15, the Facilitator will develop and provide a workshop for the participating faculty to help them bring their new skills to others in their teaching areas. Faculty will each identify two other faculty with whom they will work during the next academic year.
The workplan which is attached to this narrative clearly shows the activities, responsible parties and timelines attached to each of the application's objectives. All grant activities will be supervised by two college administrators: Staff Development Officer, John Rath, and Associate Dean of Learning Resources/Instructional Computing, Linda Lucas, who is also Project Director.

The move into the Teaching Resource Center in the new complex will be complete, with all the computing equipment and software to support the grant objectives in place by the end of the spring quarter, 1993, allowing immediate and full use of the Center upon the receipt of the grant. The grant will be used to employ the Faculty Facilitator for eight hours per week during the academic year with twelve hours of clerical assistance.

During the 1993-94 academic year, both Dr. Lucas and Mr. Rath will be working with the Learning Resources/Instructional Computing committee and the Staff Development committee to ensure the active participation of at least ten percent of the faculty who represent four areas and the Library.

These faculty will be invited to participate in eight workshops plus a computer literacy skill building session. Each of the eight workshops will be followed by an evaluation so that the later workshops can be improved.
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<th>Expected Outcomes</th>
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We do not anticipate any difficulty in meeting the project’s objectives. They are easily attainable once funds are available and the Facilitator and the Teaching Resource Assistant are employed. Faculty members can be contacted, Pathfinders can be developed, workshops can be held and follow-up activities can be scheduled as needed. The Pathfinders will be revised as needed and made available as a permanent resource both in printed form and on computer discs for easy accessibility. Every faculty member who wishes to have a set will be provided with copies at the end of the grant period.

We expect that the faculty, so trained, will act as resource persons within their own areas and train at least two other faculty members in each of the following two years so that the program can be institutionalized and expanded. The library faculty will act as additional resource persons to assist in this process.

The project design does not require continued funding after FII funds are expended although clerical assistance will be highly desirable. We expect that it has a high degree of adaptability to other colleges with similar resource centers. Copies of the Pathfinders will be sent to each college with opportunities for additional purchase.
Project evaluation standards are clearly spelled out in the objectives (above) and on the Annual Workplan and Performance Indicators form. They were designed to be easily and objectively verifiable. All results can be documented by July 31, 1994, one month from the final date allowed for grant activities.

Formative Measures:

The Project Director has the primary responsibility for seeing that project activities occur on time and that all objectives are met. It will be her responsibility to identify any problems that may arise and to bring the district’s resources to bear on solving them. The Project Director is responsible for filing quarterly reports with the State Chancellor’s Office detailing how objectives are being accomplished and how funds are being used.

Through formally scheduled meetings, the Project Director will maintain close contact with the Faculty Facilitator in order to identify effective processes and outcomes. The Project Director will also maintain close contact with the Staff Development Committee and the Learning Resources/Instructional Computing committee to ascertain any problems that might arise with the planned activities.

The Project Director will meet periodically with the Faculty Facilitator and the Dean of Instruction to assess the project’s progress. Midcourse corrections will be made as needed.

Summative Measures:

At the end of each workshop, participating faculty will be surveyed for their reactions to the training. These surveys will provide some of the information used during the process evaluation mentioned above.

At the end of the project year, a final report will be made and presented to both the Staff Development Committee and the Learning Resources/Instructional Computing committee. Part of this report will include the Pathfinders that were developed for faculty use as tutorials.
At the end of the funding year, a report detailing the success of the project will be prepared by the Project Director and the Faculty Facilitator for distribution. At a minimum it will contain a description of the year's activities, statistics concerning participation, evaluation summaries from the participants and copies of the Pathfinders. The report will discuss problems encountered in administering the project, and projections of future needs and recommendations for improving and expanding the program of the Teaching Resource Center.

The full report, after being reviewed by the Staff Development and The Learning Resources/Instructional Computing committees will be presented to the College President's cabinet, the Academic Senate, and the District Governing Board. This report will be presented to each group by its first meeting of the 1994-95 academic year.

The Pathfinders will be placed on computer disk in ASCII format for distribution to all community colleges and to the State Chancellor's Office. These materials will be mailed by September 1, 1994, and will include a return envelope and a brief form requesting comments from the recipients. These return forms will be summarized and used as one method for evaluating the project and the dissemination plan.
The proposed budget consists mainly of personnel costs for the Faculty Facilitator and the clerical staff.

Specific budget amounts are listed on the appropriate budget forms. The Faculty Facilitator is budgeted at the hourly instructor rate. Funds for staff benefits and all supervisory funds are provided through the district's match.

Financial participation by the college in the grant totals 35 percent.