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As colleges throughout the state face the immersion of new technologies into the classroom, instructors face the challenge of adapting to a technology of rapidly changing hardware and software. This project seeks to implement the Board of Governors Basic Agenda priority of educational quality, and specifically, implements faculty and staff development programs to improve the skills of college personnel in the use of new technologies.

The project will address this priority through the completion of several recommendations of the district’s comprehensive plan, Vision 2,000, as it relates to Vision 7, "effective use of technology to allow for innovative instruction in the classroom." The need for increased knowledge and training in the use of new technologies will be diminished through an increased skill level of faculty and staff in the Yosemite Community College District. Through the use of such technologies as Info-Net to disseminate the project to colleagues throughout the system, the project will offer guidance to other colleges as they accept the challenge of adapting to new technology. The need for such training will thereby be reduced statewide.
The specific program or services this project addresses involves faculty and staff development to integrate new technologies into the classroom and thereby promote effective instruction within the Yosemite Community College District. This service relates to the area in the Basic Agenda of *educational quality; evidence that it is being addressed will be demonstrated by the achievement of specified objectives that not only train staff in emerging technologies but guide them through the process of technology immersion through the promotion of these technologies in various modes.
Introduction to the Problem Being Addressed at Yosemite Community College District

The Yosemite Community College District, in its May 1992 Distance Learning Task Force Report, identified several needs of the district's two colleges in the integration of new technologies into the classroom. By integration of new technologies, the task force meant instruction that uses computer technology as a development and/or delivery medium, and which may integrate other media as well, such as videodisc, CD-ROM and digital audio. These needs included offering a cost-effective curriculum with breadth, reducing the demand for on-campus facilities, allowing delivery of specialty courses through non-traditional means, displaying quality instruction and providing public relations and marketing tools on the technologies available.

In meeting these needs, the members of the task force recognized that educators everywhere are struggling for ways to make significant changes and improvements in their educational systems. Math teachers, for example, use computers in class for rapid analysis of large amounts of data and graphing calculators to visually demonstrate the results. Science teachers put computer technology to work through linking computers with devices such as the sonic ranger and photogates, to allow more rapid and detailed studies of phenomena, such as motion. In the social sciences, teachers use computers connected to videodiscs to offer students a wide range of visual imagery to accompany lectures on history, language and art.

The Broader Issue of Technology Immersion
Based on the experience at some colleges throughout the nation, teachers who had typically been using the technology developed increasing knowledge that they were willing to share with those who had little access to the college's computers. Others did not become adept at the new technologies. At the same time, new technologies were constantly being introduced that no one on staff had yet an opportunity to try. ("Three Steps to Technology Immersion, by John Manuel and Gina Norman, The Technological Horizons in Education Journal October 1992, p.82)

The Problem at Modesto Jr. College
Likewise, at both Modesto Jr. College and Columbia College, the experience adjusting to new technologies has been difficult. Over 73% of the faculty at Modesto Jr. College are over the age of 55 (Yosemite Community College District Atlas, 1991-92, p. ...
and are among a class of instructors accustomed to more conventional teaching modes. On the one hand, the college lies in an area that is a receiving site for complex technology: over 58,000 cable connections are available in Stanislaus County and an internal network of channels originate on the East Campus. Any video or audio source may be recorded from the Forum Building complex to 105 various locations. Four transfer level classes via community access channels are currently offered to between 400 and 500 students in Cultural Anthropology, Healthful Living, American History and Business Administration. Audio visual sources include a KU and C Band satellite downlink, local classes for planned distance learning and a video library of approximately 9,300 tapes.

The college is also the statewide site for a major multi-line computer bulletin board system, Info-Net, which is currently operated out of the district’s Data Processing Center. Faculty, administrators and staff use Info-net to communicate both internally and externally to other college colleagues via its E-Mail system, which requires simple knowledge in word processing, a computer and a modem. Although the system could easily be adapted for distance learning with the addition of a small amount of host-system hardware and software, added terminals and modems, its’ use is not being optimized.

On the other hand, despite these technologies, many faculty need to make the adjustment to not only using the new equipment but monitoring and evaluating the work of students who use it. Those faculty accustomed to more conventional teaching modes will have to acquire new skills and organize instructional resources suitable in content and format. Furthermore, faculty engaged in the new instructional technology must be adept at facilitating students’ learning through both content and process, unlike traditional classroom based teachers, whose more common role has been confined to selecting and sharing content.

The Problem at Columbia College
Similarly, at Columbia College, despite a major infusion of computer equipment to the college through a Title III Strengthening Institutions grant, many faculty there have followed the traditional trend in which some faculty and students became adept at some technologies, but others have not. Many of those who have access to the equipment still need to obtain training in understanding and using the technology. The experience at Columbia revealed that instructors cannot be simply provided computers and be expected to use them effectively.

Addressing the Problem:
The district's management Council recognized that the introduction of new technologies represents a major shift from the traditional model, where the teacher is the exclusive source of information, to one where the teacher is one of several resources available to learners. In response, it created the Distance Learning Task Force and charged the group with the investigation of distance learning within the Yosemite Community College District's service area.

The task force recognized that the future of distance learning depended first on the need to stimulate interest in and provide assistance to faculty to prepare them to work with students in the new technology. Technology instruction would be one component of an overall distance learning program, which might occur in a series of phases, beginning with a feasibility study, the implementation of the study, construction of a system, interactive distance education, and finally, an evaluation of the previous efforts and expansion of the program.

In response to these recommendations, the district, in its Vision 2000 plan, developed Vision 7, which envisioned that "the district purchase and maintain state-of-the-art equipment for all programs and services and be recognized for its effective use of technology, to allow for innovative instruction in the classroom, workplace, and in the home." This vision seeks to make the most of the opportunities provided by the new information and communication technologies and enhance the quality of education in the Yosemite Community College District service area and beyond.

Why the Specific Solution was Chosen
To do so, however, the Distance Learning Task Force recognized that the effective use of the technology requires adequate organizational support. The desirable ingredients not only include financial and technical support, but staff development for faculty to acquire the knowledge to use the technology and share it with others.

This proposal seeks to provide reassigned time to a key faculty member, Tom Eckle, of both the Distance Learning Task Force and Vision 7 Resource Team to implement the charges of the Vision 7 committee, that is, to facilitate the implementation of the vision statement and its objectives. Mr. Eckle brings to this position a varied background that will lend strength to the project. He is a veteran community college instructor who over the last 18 years has been a catalyst to other staff in the adaption of various technologies to the learning process. He has assisted numerous faculty with such activities as gradebook automation, computerized test/quiz
generation, and computer simulated experiments. Other staff joining Tom Eckle will include members of the Vision 7 Resource Team, who will contribute their time to this effort.

While this solution is but an initial step towards meeting the needs of faculty in using the new technology, it represents a key element to develop the instructional support necessary for a learning distance program. To do so, it is necessary to orient faculty and staff to technology options, in order to garner their support for more expansive efforts in the area of distance learning.
The population to be served will include faculty at both Modesto Jr. College and Columbia College. Additionally, those staff identified as full participants in the Technology Fair will be targeted. This population needs these services as evidenced by both the findings of the Vision 7 Task Force of the district's Vision 2000 Plan and the Distance Learning Task Force.

Short and Long Term Impact on the Target Population
The short term impact on the district's population will be to raise the level of awareness and skills of faculty and staff to new technologies in the classroom. The long term impact will be to enable the target faculty to better monitor and evaluate the work of students who use the new technologies. Further, it will enable them to organize their instructional resources in a manner that is most appropriate in content and format to meet the students' needs.
To meet the needs identified above, the following objectives will be implemented:

1. Plan and coordinate a "Technology Fair, to occur in Fall 1993 at both colleges, which will demonstrate state of the art technology available to both colleges and what will be available in the near future. Evaluation or Benchmark Standard: post evaluations and surveys of those attending the Technology Fair.

2. Support the expansion of telecourse offerings during the project year, via various channels, including local TV, library check-out of taped materials, or local tape distribution centers. Evaluation or Benchmark Standard: FTE generated telecourses or independent learning delivery systems.

3. Utilize the Flex Workshop forum during the project year to develop technology training for all staff. Evaluation or Benchmark Standard: Post surveys of training sessions

4. Provide recommendations to each unit within both colleges at the end of the project year, to enable them to develop a "Technology Plan. "Evaluation or Benchmark Standard: Recommendations created with survey to determine if plan developed; final report created on outcomes of whether Technology Plans developed.
To accomplish the above objectives, the workplan will be implemented in the following manner:

1. Plan and Coordinate a Technology Fair at Each College.
   1.1 Offer a Technology Fair that features demonstrations of hardware and software by staff and faculty. Exhibits and presentations might include, but not be limited to, four primary areas: (1) learning how to use a multi-media approach in the classroom, (2) improving communication, both on-campus (Info-Net) and off-campus (Inter-net), (3) using the computer to produce classroom materials, and (4) using an office automation package.
   Responsible Staff. Tom Eckle, Project Director Joan Barrett, Assistant Dean, Columbia College Timeline: August to November, 1993

2. Support the Expansion of Telecourse Offerings
   2.1 Increase telecourse offerings at MJC and Columbia College
   Responsible Staff. Ron Manzon4 Vice President of Instruction, MJC; Ken White, President, Columbia College Timeline: August 1993 to June 1994

3. Utilize Flex Workshops to Offer Technology Training
   3.1 Following the Technology Fair, send a questionnaire to all staff asking which of the technologies were of most interest to them.
   Responsible Staff. Robin Richards, Director of Research, YCCD Timeline: November -December 1993
   3.2 Through flex workshops, design hands on technology sessions with the technologies or programs of interest indicated through the surveys.
   Responsible Staff. Flex Coordinators, MJC and Columbia College Timeline: January 1994 -June 1994
   3.3 Advertise and announce the flex workshops.
   Responsible Staff. Flex Coordinators, MJC and Columbia College Timeline: January 1994 - June 1994
   3.4 Offer the flex workshops to all staff.
   Responsible Staff. Flex Coordinators, MJC and Columbia College Timeline: January 1994 to June 1994

4. Make Recommendations to Each Unit to Develop Technology Plans
   4.1 Work with the Vision 7 Resource Team to develop
recommendations for each unit at the colleges to develop a technology plan within each unit's comprehensive plan. 
Responsible Staff. Tom Eckle, Project Director Timeline: January 1994 to June 1994

4. 2 Evaluate the district's progress towards implementation of a technology plan within each unit's comprehensive plan. 
Responsible Staff. Robin Richards, Director of Research, YCCD Timeline: January 1994 to June 1994
Objective Impact on Project

1. Plan and Coordinate Technology Increase in faculty and staffs' ability to use new technology and work with students on new learning modes.

2. Support expansion of telecourse Increase in # of telecourse offerings

3. Utilize flex workshops Increased skills of faculty in using new to offer technology technologies training

4. Develop unit Technology Plans Incorporate the district's long term Vision 2000 plans into annual planning process.

Potential for Continued Support

The District's Distance Learning Task Force and its Vision 7 Resource Team are charged with the investigation and implementation of distance learning within its service area. As part of that charge, the task force developed a report outlining plans for both the immersion of new technology into the colleges within the district as well as the development of a learning distance plan.

Such a plan will require funding beyond that provided through FII, because the plan addresses an assessment of distance learning equipment, identification of equipment needs, the need for adequate organizational, instructional and technical support, and financial support. To this end, both colleges are committed through the district's Vision 2000 plan to seek out further sources of external funding to support this endeavor, in order to institutionalize and assimilate both technology instruction and distance learning into district operations. The initial support through the Fund For Instructional Improvement will strengthen the credibility of the project and allow for the first step to be initiated in the development of a distance learning program.

Potential for Adaption to Other Institutions

Colleagues at other institutions will learn of the project when it is disseminated at such statewide conferences as the Academic Senate. This will aid them in the development of similar programs and assist them in providing a model for technology immersion and distance learning, within the context of an overall comprehensive plan of a multi-campus district. Timely updates can also be
provided to other institutions via Info-Net, the statewide community college electronic bulletin board system.

As the project is shared with other colleges, it will facilitate ease of planning for other institutions. Although the project may involve the need for continued support, its significance lies in the fact that it represents an effort at cooperative planning by a variety of divisions within both the institution and the district, which other institutions may want to adopt.
The evaluation below will contain an identification of the problems incurred within each objective, effective methods followed, identification of successes and the development of recommendations. The plan is outlined below:

Objective 1: Plan and Coordinate Technology Fair
Evaluation Method (Process) Outcome Measure (Success)
Planning Meetings 50% more staff increase their Plan for Fair understanding of available Travel to Visit New Technologies technology Info-Net Bulletins Publicity flyers, ads for event # of attendees

Objective 2: Support Expansion of Telecourse Offerings
Evaluation Method Outcome Measure
Advertisements/Announcements 30% increase of telecourses re: offerings

Objective 3: Utilize Flex Workshops to Develop Technology Training
Evaluation Method
Copies of Ads for Workshops # of Attendees at Workshops as evidenced by Attendance List Evaluation Forms of Participants

Objective 4: Develop Unit Technology Plans
Evaluation Method
Recommendations Distributed at College Councils and to other college meetings
Outcome Measure
Excellent to Good ratings of workshops

Outcome Measure
At least 20% of units include Technology Plans appear in unit plans

Two audiences will be interested in learning more about this project: faculty, particularly the Academic Senate, and staff within the Yosemite Community College District and colleagues at other community colleges. The results of these initial efforts to integrate technological instruction into the classroom will be incorporated into a final report on the status of Vision 7, "Promoting the Use of Advanced Technology," to be widely disseminated throughout the district.

External dissemination will occur through a presentation at a statewide conference, which may include, but not be limited to, the Statewide Academic Senate Conference. The target population will include faculty at other college faculty facing the same challenges, who desire guidance in seeking to integrate new technologies into their institutions.

Methods Used to Target and Disseminate the Project
The methods used to target and disseminate the project will include such technologies as Info-Net to communicate to other institutions the availability of the Yosemite model. The timetable for dissemination will depend on the completion of various post-assessment instruments at the end of the project but regular updates will be featured at other colleges via Info-Net. Sharing the project through various technologies will greatly facilitate planning due to both the reduction in paperwork and staff support to transmit the communication. It will also ensure the broadest audience possible is targeted.

Evaluation Methods for the Dissemination Plan
An evaluation instrument will be developed and entered on Info-Net, to enable long distance viewers of the teleconference to review and assess the project and its applicability to their institutions. Those who attend workshop presentations of the project at various conferences will be provided evaluation forms with the same information, to return to the Project Director.

The Project Director, in cooperation with the Yosemite Community College District Director of Research, will compile the results and submit them to the district's Vision 7 Resource Team.
The Project Director will also incorporate the evaluation of the dissemination in the Final Report on the project.

Unique features of this project include the significant cooperation and support from the district and the college and the fact that it follows a reasonable approach of targeting an initial component of staff development in technology to address a potentially expensive and complex area of distance learning. These features should ensure the project's success and the likelihood that others will want to emulate it.
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