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ABSTRACT

This report, initiated at the request of the Lincoln Trail College (LTC) faculty, provides a series of recommendations regarding a continuing professional development program specially tailored to meet the needs and characteristics of the staff at LTC. A questionnaire was developed to determine activity relevance and availability, preference toward different formats, and obstacles which might impede participation in staff development activities. Responses of the 43 respondents were tabulated for the entire group and for four subgroups: 16 full-time faculty, 14 part-time faculty, 7 administrators, and 6 support staff. Program recommendations are then made by subgroup on the basis of responses to the survey. For each cluster a list of activities and resources are presented. This is followed by recommendations for a basic first year program. The program is based on results indicating that not enough time has been allocated for staff development in the past, staff development opportunities are not available in reasonable proximity to LTC, and staff members prefer one-day workshops at LTC offered by outside consultants. Organizational schemes and means for program evaluation are discussed. The appendix includes an interview guide and the responses to the survey. (AH)

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STAFF DEVELOPMENT

AT

LINCOLN TRAIL COLLEGE

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THE COMMUNITY COLLEGE PROJECT
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STAFF DEVELOPMENT AND THE COMMUNITY COLLEGE

On November 30, 1972, the American Association of Community and Junior Colleges convened the first National Assembly for the purpose of studying the major issues of concern to community colleges. One hundred and twenty-five leaders from all facets of American life met to formulate "An Agenda for National Action" centered on the theme "Educational Opportunity for All." In formulating the agenda, members of the Assembly affirmed the central mission of the community college. That affirmation called for community colleges to provide appropriate post-secondary education opportunities to all seeking the experience, and to serve the American community in as many ways as possible and appropriate. In addition, it affirmed that community colleges must commit themselves to the task of seeking out potential students, discovering their needs, and devising educational programs to help them.

If this mission is to be achieved to any great extent community colleges need to consider the continuing professional development of faculty and staff as a major priority. "The quality of education in the community junior college depends primarily on the quality of the staff. Community junior colleges can enroll increasing numbers of students; they can develop a variety of different educational programs, they can house these students in attractive facilities; but all these efforts will avail little if their staff are not highly competent and well prepared for the unique tasks assigned them by this new venture in American education." (Preface, PEOPLE FOR THE PEOPLE'S COLLEGE, National Advisory Council on Education Professions Development, 1972).

The Comprehensive Community College Act submitted to the United States Congress in 1969 placed a high priority on state plans which would provide

for "...the training and development of faculty and staff...." During the 1968 Special Session of the Florida Legislature a bill was enacted which provided funds for staff and program development in the community colleges of that State. The Florida Board of Education stated that the "purpose of this program is to improve the total effectiveness of the college curriculum through the continuing development and improvement of faculty, staff and program." A bill similar to that of Florida's has been prepared for the California legislature. If passed, millions of dollars will be available for staff development programs in California community colleges. Texas, Oregon and the provinces of Quebec and Ontario are also in the process of developing regional staff development programs.

In 1971, the President's National Advisory Council for Education Professions Development initiated a study which further underscored the importance of staff development in the nation's community colleges. The 215 page report PEOPLE FOR THE PEOPLE'S COLLEGE has been distributed to universities, community colleges, professional organizations, foundations, and other governmental education agencies across the nation.

More recently the American Association of Community and Junior Colleges has endorsed the need for staff development programs. The first National Assembly held in the summer of 1972 recognized that many currently employed college personnel need additional training to more effectively serve students. The Assembly also recommended that community colleges across the nation develop in-service training programs for all their staff, faculty, counselors, administrators and trustees. At the second National Assembly of AACJC in Washington in November of 1973 the topic was "New Staff for New Students." At that meeting the Assembly stated "A college's staff is the expression of its purpose, the collective manager of its missions." The Assembly went

on to say that as the colleges' purposes change and adapt to social needs the college faculty and staff deserves, and must have, the opportunity to adapt and change also.

Over a decade ago Thornton warned that either the community college would have to teach excellently or it would fail completely. In a national study on community colleges Gleazer stated, "many conscientious faculty members appear to be wondering whether they can teach at all...My impression is that many faculty members are deeply concerned that their skills do not match this changing, most complex educational assignment."

The need for staff development in community colleges is no longer just being recognized; it has been recognized. Staff development has been identified very clearly as a most effective process for insuring that community colleges achieve their mission. As a result, colleges across the nation are for the first time considering the development of comprehensive programs that will insure the continuing professional development of their faculty and staff. In the State of Illinois community colleges are just beginning to turn their efforts toward staff development. Parkland College in Central Illinois has been operating a new staff development program for one year. Moraine Valley College in Palos Hills initiated a program this year. Oakton Community College in Morton Grove is beginning to budget money for people with expertise in the area of staff development. Early this year staff members from Lincoln Trail College in east central Illinois expressed their interest in a staff development program by contacting the Community College Project Staff at the University of Illinois.

This report is the result of the interest expressed by staff members from Lincoln Trail College. The report was initiated at their request and attempts to provide a series of recommendations regarding a continuing

professional development program that will meet the special needs and characteristics of the people who work at Lincoln Trail College.

BACKGROUND OF THE PROJECT

In the Fall of 1973, Dwight Link, Dean of Instruction at Lincoln Trail College, and Terry O'Banion, Professor of Higher Education at the University of Illinois held several conversations regarding staff development programs in the community college. During these discussions Terry O'Banion suggested that it might be possible to relate a spring Seminar on Staff Development to some of the interests in staff development emerging at Lincoln Trail. Dwight Link wrote Terry O'Banion on December 17, 1973 and stated, "the possibility of your Seminar on Staff Development becoming involved in the future of Lincoln Trail sounds exciting. Our President, Joe Piland, is very open to staff development innovation and is most concerned about administrator's and faculty member's growth. I should also add that our faculty generally supports staff development concepts."

On January 24, 1974 Dean Link and President Piland met with Professor O'Banion and several students to discuss possible relationships between members of the seminar and Lincoln Trail College. In later conversations with the eleven graduate students enrolled in the seminar, it was agreed that members of the seminar would work with Lincoln Trail College to design a model staff development program for the College, and Lincoln Trail agreed to make necessary resources available to support the project.

The assessment of institutional and individual needs at Lincoln Trail College was the first step in the development of a model program. This assessment consisted of two phases. In Phase I members of the seminar interviewed all available staff members at the College. Following a brief meeting with the faculty in which the purpose of the project was explained, interviewers held approximately 1 hour appointments with all administrators, full-time faculty members, classified staff, a few part-time staff and one administrator from the district office.

Phase II of the assessment consisted of a follow-up questionnaire completed by a total of forty-three staff members during March, 1974. Staff members were asked to indicate the relevance and availability of such staff development activities as the community college context, faculty, administrative, and support staff concerns, personal development, incentives, and staff development activities and programs.

Members of the seminar participated in two other major activities designed to review the current state of staff development programs in community colleges across the country. All members of the seminar visited model staff development programs in Florida during the week of March 13-19. Colleges visited included Miami-Dade, Broward Community College in Ft. Lauderdale, and Santa Fe Community College in Gainesville. All of these colleges have staff development programs that have been recognized as models throughout the country. In addition members of the seminar served as consultant/facilitators in a one-day staff development workshop for thirty-five community college staff involved in NOVA University. Five community college administrators from colleges in Canada, New York, and Maryland accompanied the seminar and provided a further resource for information and ideas regarding staff development programs.

In addition to viewing these staff development programs at first hand, members of the seminar also reviewed most of the available literature regarding staff development programs in community colleges. This literature included reports of studies, national assessment, state and institutional projects, and descriptions of staff development activities in selected community colleges.

From this assessment and review process members of the seminar have designed the program that follows.

SHARPENING THE FOCUS ON LINCOLN TRAIL:
ASSESSMENT OF NEEDS

From the beginning of the project, it was agreed that those who knew Lincoln Trail College most intimately -- its faculty, staff, students and the community which supports it -- were those from whom the most accurate and complete information about needs could be gathered. It was repeatedly emphasized that whatever information might be collected regarding model staff development programs throughout the country or whatever ideals might be developed, the ultimate frame of reference was always to be the realities with which Lincoln Trail must deal on a day to day basis.

To give seminar members some feeling for the College as a place and as a group of people, the first effort involved a visit to Lincoln Trail for personal interviews with the college's faculty and staff. Operating on the assumption that one of the most useful ways to identify the interests and needs of a group of people is to ask them their preferences, these interviews became Phase I of our need assessment effort. Building upon information gathered from faculty and staff during the interview process, a questionnaire was later developed and administered to the faculty and staff as Phase II of the assessment effort.

Phase I - The Interview Process

The guide (Appendix I) used by seminar members conducting interviews at the College was developed from information obtained from the College's self report, and other materials provided by Dwight Link. Additional data were gathered from the Colleges' 1973 fall retreat report.

A total of thirty staff members were interviewed during the initial visit. While every effort was made to allow each person to identify and develop areas of particular import to him or her, an effort was also made to discuss the same general topics with each person interviewed. The

general areas discussed were: interest in further resources or programs in discipline competency, instructional competency, community college context, and personal development. Perceptions of staff development needs for the entire staff at Lincoln Trail and impressions of current staff development resources available at Lincoln Trail were also discussed. After analyzing the interview responses, it was possible to identify specific areas of concern and interest and to design a questionnaire to be administered to the entire Lincoln Trail staff.

Phase II - Constructing the Questionnaire

Guided by the information collected during Phase I, an instrument was designed (Appendix II) to more precisely determine the staff development needs of the College. Need appraisal instruments used by other institutions in organizing staff development and continuing professional education programs were reviewed, and a composite picture was developed of the areas these programs emphasized. Within this general context, the impressions gained from Phase I served to highlight areas of particular concern at Lincoln Trail College.

The final questionnaire consisted of three parts: areas of activity, formats for organizing and presenting staff development activities and obstacles to participation in staff development programs. In the first section, areas of activity, Lincoln Trail staff members were asked to rate the relevance of a particular activity to their own professional development. In addition to rating relevance for each activity they were also asked to indicate the activity's current availability at Lincoln Trail College. In the second section faculty and staff were asked to indicate their preferences toward different formats for staff development activities, and in the third section they were asked to identify obstacles which might impede their participation

in a staff development activity.

Procedures

Once the questionnaire was complete, copies were mailed to the College. Dean Link distributed them to faculty (including part-time), administrators and support staff. When completed, the questionnaires were collected in Dean Link's office and returned to the University of Illinois. No interpretation or evaluation of them was made at Lincoln Trail.

Usable responses were received from sixteen (16) full-time faculty members, fourteen (14) part-time faculty members, seven (7) administrative staff members, and six (6) support staff members making a total response group of forty-three (43). Responses were tabulated for each of the forty-three individuals completing the questionnaire. Analysis of the responses was then completed for the group of forty-three and separately for each of the four groups.

Criteria Used To Describe Responses

Prior to beginning an analysis of the information contained in the questionnaire, it was agreed that elaborate statistical techniques or guidelines would not be used for determining the "significance" of the responses to any given item. The small size of each of the groups made statistical testing of responses difficult and inappropriate, and the explanatory nature of the questionnaire meant that there was generally no need for statistical evidence to confirm or deny any hypotheses. Therefore, the only numerical analysis performed on the questionnaire consisted of tabulating each individual's responses so that the overall responses to each item could be summarized.

Section I:

The responses to the last two sections of the questionnaire were relatively simple to tabulate. For section two respondents merely rated the various formats they preferred according to the following scale: highly preferable, preferable, no opinion, minimally preferable, not preferable. For the third section respondents indicated if a particular statement described a major obstacle, minor obstacle, or no obstacle to their participation in staff development activities.

The first section, however, called for two responses to each item. As a result respondents indicated both the "relevance" of a particular activity and the current "availability" of that activity at Lincoln Trail College. To aid in the discussion of these combined responses and to permit comparisons, the criteria noted below were established. It seemed particularly important to be able to distinguish among the items on the basis of whether they appeared most or least relevant and most or least available. After examining the responses of the group as a whole, the following criteria were established.

For the first section of the questionnaire:

- An item was judged to be of HIGH RELEVANCE if 60% or more of those responding to it classified it as "relevant."
- An item was judged to be of MEDIUM RELEVANCE if 60% or more of those responding to it classified it as "relevant" or "fairly relevant."
- An item was judged to be of LOW RELEVANCE if fewer than 60% of those responding to it classified it as "relevant" or "fairly relevant."
- An item was judged to be of HIGH AVAILABILITY if 60% of those responding to it identified it as "always available."

--An item was judged to be of MEDIUM AVAILABILITY if 60% or more of those responding to it classified it as "always available" or "usually available."

--An item was judged to be of LOW AVAILABILITY if fewer than 60% of those responding to it identified it as "always available" or "usually available."

For the section dealing with Staff Development and Program procedures and formats:

--An item was judged to have HIGH PREFERENCE if 60% or more of those responding to it classified it as "Highly Preferable."

--An item was judged to have MEDIUM PREFERENCE if 60% or more of those responding to it classified it as "Highly Preferable" or "Preferable."

--An item was judged to have LOW PREFERENCE if fewer than 60% of those responding to it classified it as "Highly Preferable" or "Preferable."

For the Section dealing with Obstacles to Participation in Staff Development Programs it appeared useful to tabulate mean scores for each item based on the scale of major obstacle = 3 points, minor obstacle = 2 points, and no obstacle = 1 point.

--Items were defined as MAJOR OBSTACLES if the mean score of the responses to it was 2.40 or above.

--Items were defined as MINOR OBSTACLES if the mean score of the responses to it was between 1.50 and 2.39.

--Items were defined as NO OBSTACLE if the mean score of the responses to it was below 1.50.

Using the Criteria

A reader wishing to review the total responses to any item or groups of items will find a complete copy of the questionnaire in Appendix III. A record of all responses to each item is provided, along with its appropriate classification on the Relevance, Availability, Preference or (bstacle indicators. It should be stressed that these criteria were developed to be useful only in relation to the responses given in this questionnaire.

STAFF DEVELOPMENT ACTIVITIES

In this Chapter, the reader will find information about staff choices for activities. Since various parts of the questionnaire were directed at particular groups information is presented according to the results obtained from these particular groups -- faculty, administrative staff, and support staff. Two other parts of the questionnaire, community college context and personal development, solicited information from the total staff and therefore this information will be presented as total group responses. (For those who might be interested in the responses of the three sub-groups to these two topics, they can be found in appendix IV).

At this point, the reader may wish to review the questionnaire contained in appendix II. In the first section of the questionnaire respondents were asked to rate each item according to its relevance to their professional development and according to its availability at LTC. The results of the questionnaire were examined and those items which had a combined total of 60% rating of "fairly relevant" or "relevant" were considered to be important priorities for staff development. Hereafter items having this combined total will be referred to in the discussion as relevant items. Following this tabulation, the items within each section fell into natural organizational groupings which are referred to as clusters in the discussion.

Staff members were also asked to rate each item according to their perception of its availability at LTC. As a result, information about the perceived availability of each activity is presented for each item selected as relevant.

There appeared to be some problems with the meaning and interpretation of "availability." One of the problems in interpreting this factor was the meaning assigned to "available" or "usually available" by the respondents.

First, it is possible that a respondent could have marked any response as highly available thinking that many of the things he indicated as important were things within his own power to do something about. In other words, the respondent may have felt that these were items he could be doing something about on his own and therefore the resources were usually or always available.

It is also possible that when the respondent indicated that the activity described by an item was always or usually available he had some feeling that the item was around or available, (regardless of whether or not he took advantage of it). However our questionnaire had no indication of whether or not the respondent took advantage of available activities. So in making suggestions for possible activities for staff needs, the reporting group made suggestions for activities regardless of the indicated availability of each item.

In order to better help the reader understand the discussion of the various sections, it will be helpful to keep the following outline in mind.

- I. Faculty (Full-time n = 16: Part-time n= 14. Total n= 30)
- II. Support Staff (n= 6)
- III. Administrative Staff (n= 7)
- IV. Community College Context (n= 41 total group response)
- V. Personal Development (n= 41 total group response)

Within each of the first three sections relevant items are discussed in clusters. Following each cluster, the reader will find a chart with selected activities and resources listed to assist in meeting these needs. The chart is constructed to also serve as a worksheet to allow for additions suggested by the LTC staff. Following each of these sections, there is a discussion of the incentives, obstacles, and preferred activities for participation that were listed by each of the groups responding to the questionnaire.

In summary then, this is the format which will be followed for the first three sections of the report.

- I. Relevant items grouped into clusters
- II. Chart of suggested activities and resources
- III. Incentives, preferred activities affecting staff development at LTC, and obstacles.

Sections IV and V of this chapter follow the same format as the above with two exceptions; they present the responses for the total group, and only the relevant items, suggested activities and resources are included.

FACULTY RESPONSES

Within the area of faculty responses, information is presented for both full-time and part-time faculty. There were numerous relevant items reported by faculty, including both full-time and part-time. As mentioned earlier, these items were grouped into the following clusters:

- A. Designing instructional activities
- B. Implementing instructional activities
- C. Discipline needs
- D. Student concerns

Cluster A - Designing Instructional Activities

Items in this cluster center around those activities performed in the planning of instructional activities: such as, "preparing content," "selecting objectives for a course," etc.

In the chart below, relevant items in this cluster are listed with a percentage indication of perceived relevancy and availability for both full-time and part-time faculty.

DESIGNING INSTRUCTIONAL ACTIVITY Table 1 - Cluster A

Preparing content and selecting objectives for courses.

FT 100%= relevancy = PT 92%
FT 88%= availability = PT 57%

Using learning resources, such as audio visual materials, library materials, etc.

FT 100%= relevancy = PT 64%
FT 94%= availability = PT 49%

Determining levels of student competency and assigning grades.

FT 100%= relevancy = PT 85%
FT 75%= availability = PT 57%

(continued on next page)

Table 1 - Cluster A Continued.

Designing examinations that are fair and reliable.

FT 100% = relevancy = PT 85%
FT 94% = availability = PT 57%

Designing instructional experiments.

FT 80% = relevancy = PT 64%
FT 56% = availability = PT 42%

Developing better course syllabi.

FT 75% = relevancy = PT 65%
FT 62% = availability = PT 2%

FT= Full-time Faculty
PT= Part-time Faculty

Table 2 contains suggested activities and resources to aid in designing instructional activities.

RESOURCES TO AID IN DESIGNING INSTRUCTIONAL ACTIVITY

Table 2.

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
1. Workshops on instructional objectives and the mini-course.	Dr. James Russell Purdue University Staff who attended EPDA Institute at Purdue	
2. Maintain a master file on course syllabi and make available to PT and FT faculty. Suggest a short procedural file on how to check materials in and out of LTC		
3. Visit Sangamon State and learn about student competency		
4. Utilize resources of vo-tech staff in developing objectives in terms of student competency		
5. Bring someone in from UofI or Murray State and offer class on LT Campus	LT would pay costs and release faculty to attend	
6. Classroom objectives for Social Studies Courses	Dick Kingman Southeastern Michigan College	

Reading List

Blocker, Plummer and Richardson, THE TWO YEAR COLLEGE: A SOCIAL SYNTHESIS (pp. 201-239).

Gronlund, Norman, PREPARING CRITERION-REFERENCED TESTS FOR CLASSROOM INSTRUCTION

Tyler, Ralph, BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION

Cohen, Arthur, DATELINE '79.

Monroe, Charles, PROFILE OF THE COMMUNITY COLLEGE (p. 46-128.)

Mager, Robert, PREPARING INSTRUCTIONAL OBJECTIVES

Cluster B - Implementing Instructional Activity

Items in this cluster focus on improving skills needed in the classroom to carry out previously designed instructional activities. Table 3 lists the items in this cluster.

IMPLEMENTING INSTRUCTIONAL ACTIVITY

Table 3 - Cluster B

Improving ability to conduct stimulating and productive class discussion.

FT 93% = Relevancy = PT 92%
FT 68% = Availability = PT 35%

Improving ability to give stimulating lectures.

FT 93% = Relevancy = PT 85%
FT 74% = Availability = PT 35%

Table 4 lists suggested activities and resources for the items identified in Table 3. The items in this cluster have been very challenging to educators especially in the community college with the wide diversity of students and learning styles. Many of these activities focus directly on the skills available through various faculty members at LTC and so would provide faculty members an opportunity to share teaching styles.

**ACTIVITIES AND RESOURCES TO AID IN
IMPLEMENTING INSTRUCTIONAL ACTIVITY**

Table 4

Suggest List of Activities	Suggested Resources	Other Resources Identified by Staff At Lincoln Trail
Workshop on teaching large groups --bring in best faculty members who do this well and have them teach for 15 minutes, have audience say what they think teachers did		
Brainstorming session with students --get student impressions of great teacher		
Use evaluation form for each class --on days when evaluation has been high-try to figure out what happened that day.		
Workshop on Cognitive Mapping	Dr. Joseph Hill Oakland Community College Bloomfield Hills, Michigan Mr. Kay Martens Two-Year College Student Development Center Albany, New York	
Develop climate to encourage teachers to visit classrooms of other teachers.		

Cluster C - Discipline Needs

The Items in Cluster C all center around the faculty member's particular discipline concerns for his/her teaching area. The focus of many of these items centers around keeping up in one's discipline as well as sharing information with other members of the same discipline. If LTC moves into interdisciplinary offerings, the items in this cluster should be reexamined to meet those particular needs.

DISCIPLINE NEEDS

Table 5 - Cluster C

Consulting with experts in my discipline.

FT 93% = Relevancy = PT 64%
FT 43% = Availability = PT 42%

Attending conventions in my discipline.

FT 93% = Relevancy = PT 49%
FT 31% = Availability = PT 42%

Taking additional course work in my discipline.

FT 80% = Relevancy = PT 64%
FT 56% = Availability = PT 28%

Learning the skills and techniques of other disciplines.

FT 68% = Relevancy = PT 49%
FT 43% = Availability = PT 35%

Developing interdisciplinary teaching experiences.

FT 61% = Relevancy = PT 35%
FT 25% = Availability = PT 21%

Table 6 lists the suggested activities and resources to meet discipline needs. In recommending these activities, the Community College Project Staff attempted to keep in mind the unique situation of having a limited number of people in the same discipline available for consultation and sharing within the LTC faculty. Therefore, the direction of the activities is upon assigning responsibilities for new learning to one or two faculty members and then sharing new information with others interested at the College.

**ACTIVITIES AND RESOURCES FOR
DISCIPLINE NEEDS**

Table 6

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
Organize discipline groups in district		
Discipline centered convention (e.g., Illinois English Assoc.)		
Develop and organize consortium of people in discipline		
Generate list (determine who is expert in discipline in Illinois colleges)		
Develop list of available journals --see how available they are		
Share responsibilities in reading and reporting from journals		
Organize visitation teams to other community colleges		
Develop a professional library		

Cluster D - Student Concerns

Table 7 lists the items within the cluster involving student concerns. The items listed in this cluster involve the concern of the faculty members for students in such areas as advising and grading procedures to the unique characteristics and needs of the students at LTC.

STUDENT CONCERNS

Table 7 - Cluster D

Developing programs for disadvantaged students.

FT 68% = Relevancy = PT 57%
FT 50% = Availability = PT 28%

Improving skills for teaching disadvantaged students.

FT 74% = Relevancy = PT 57%
FT 43% = Availability = PT 28%

Developing means for student feedback about curriculum.

FT 90% = Relevancy = PT 64%
FT 50% = Availability = PT 28%

Developing means for student feedback about teaching methods.

FT 90% = Relevancy = PT 64%
FT 55% = Availability = PT 21%

Advising students on academic affairs.

FT 87% = Relevancy = PT 57%
FT 75% = Availability = PT 28%

Table 8 offers suggested activities and resources to supplement knowledge of the characteristics of the students at LTC and resources to help define grading procedures etc.

ACTIVITIES AND RESOURCES FOR
STUDENT CONCERNS

Table 8

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
Communication Skills	J. Pancrasio (Sangamon State) T. Jones (Illinois State) C. Novak (University of Illinois)	
Disadvantaged students	Faite Mack	
Developmental Work	Cathy Livingston (learning lab--Parkland College)	
Individual Instruction	James Russell (Purdue University)	
Computer Assisted Instruction (PLATO)	U of I PLATO Program	
Student Characteristics	Dick DeCosmo (Moraine Valley)	
Faculty advisors workshop	Moraine Valley Community College	

In the previous section, the relevant needs of the faculty were discussed and activities and resources were recommended to meet these needs. The general clusters were: designing instructional activity, implementing instructional activities, discipline needs, and student concerns. The activities and resources recommended were designed to meet the needs expressed in these clusters. In order to plan an actual program, it is necessary to consider incentives identified by the faculty, preferred program formats, and possible obstacles to participation. The next section will discuss the responses of the full-time and part-time faculty to these items.

INCENTIVES, PREFERRED PROGRAM FORMAT, AND OBSTACLES AS SEEN BY FULL TIME AND PART TIME FACULTY

The question of identifying incentives for participation in staff development activities has been a controversial one. Some staff members voice the opinion that the only real incentive for staff development is one that comes from within the staff member and is sufficient to overcome average obstacles within the environment.

On the other hand, there seems to be some justification for helping the staff member, through incentives, to participate in planned staff development activities. The incentive may be so basic as to designate a two-hour block of time each week when staff development activities will take place and will not conflict with meetings or classes.

The responses to incentives by the full-time and part-time faculty are considered separately. It was felt that the full-time and part-time faculty members would differ in terms of their time commitments and schedules. The reader will note that differences do exist and should be considered when planning programs.

INCENTIVES RECOMMENDED BY FULL TIME FACULTY AS RELEVANT

Table 9

Having nearby opportunity for professional development.

94% Relevancy * 56% Availability *

Having a larger professional travel allowance.

93% Relevancy 18% Availability

Being more directly involved in policy and decisio. making.

93% Relevancy 31% Availability

Receiving extra pay for special assignments.

87% Relevancy 56% Availability

Receiving more time for travel to professional meetings.

87% Relevancy 37% Availability

Receiving higher salary.

84% Relevancy 43% Availability

Being released from some routine work responsibilities.

81% Relevancy 24% Availability

Receiving written notes of appreciation from administrators.

81% Relevancy 24% Availability

Exchanging evaluations of teaching with peers.

74% Relevancy 24% Availability

Receiving special recognition.

68% Relevancy 43% Availability

*The same criteria used previously to determine "Relevancy" and "Availability" are used here.

INCENTIVES RECOMMENDED BY PART TIME FACULTY AS RELEVANT

Table 10

Having nearby opportunity for professional development.

78% Relevancy *

35% Availability *

Receiving extra pay for special assignments.

71% Relevancy

14% Availability

Being more satisfied with my job is reward enough.

63% Relevancy

42% Availability

Receiving tuition rebate for taking credit courses.

56% Relevancy

0% Availability

Receiving higher salary.

56% Relevancy

14% Availability

Tables 11 and 12 list the preferred staff development activity format for the full-time and part-time faculty. While there are some similarities, it is helpful to note the differences to be considered when planning programs.

STAFF DEVELOPMENT ACTIVITIES PREFERRED BY FULL-TIME FACULTY

Table 11

Participate in special seminars, workshops, or "mini-courses" sponsored by colleges and universities.

Prefer one or two day-long workshops.

Utilize outside consultants to conduct discussion groups, workshops, etc. with faculty and staff.

STAFF DEVELOPMENT ACTIVITIES PREFERRED BY PART-TIME FACULTY

Table 12

Participate in special seminars, workshops or mini-courses sponsored by colleges and universities.

Participate in special seminars, workshops, or "mini-courses" sponsored by community colleges.

Enrollment in credit course at a nearby college or university.

Preferred one two-three day workshops

Utilize outside consultants to conduct discussion groups, workshops, etc., with faculty and staff.

The following section of this Chapter presents data related to the faculty's perception about obstacles preventing participation in Student Development activities.

**SEEN AS MAJOR OBSTACLE BY
FULL-TIME FACULTY**

Table 13

There is not enough time.

It is difficult to personally absorb the cost involved in taking courses or traveling to staff development activities and programs.

There is not enough staff for anyone to take time off.

The staff development programs that are available do not meet my needs.

Most staff development activities are too far away.

**SEEN AS MAJOR OBSTACLE BY
PART-TIME FACULTY**

Table 14

It is difficult to personally absorb the cost involved in taking courses or traveling to staff development activities and programs.

Most staff development activities are too far away.

It is difficult to take time away from family affairs and responsibilities.

SUPPORT STAFF

This group is the most diversified group in the study. The group includes both secretarial and custodial staff. However, the concerns of these two groups seemed to be quite similar.

The items in this section are grouped into the following clusters:

- A. Improving Working Relationships With Others
- B. Job Related Skills

As in the other section, suggested activities and resources follow each of the clusters. The definitions of relevancy and availability remain the same.

Following the presentation of the two clusters, this section discusses the responses of the support group concerning incentives, preferred staff development activity formats, and obstacles. The format and rationale of this part of the section are the same as for the faculty group.

Table 15 lists the items in the cluster entitled "Improving Working Relationships with Others."

IMPROVING WORKING RELATIONSHIPS WITH OTHERS
Cluster A - Table 15

Improving working relationships with faculty.

83% Relevancy 33% Availability

Improving working relationships with students.

100% Relevancy 33% Availability

Improving working relationships with other support staff members.

83% Relevancy 33% Availability

Table 16 lists the suggested activities and resources which seemed appropriate to this particular cluster. It should be remembered that the third column of the chart is for the addition of suggested activities and resources identified by staff at Lincoln Trail.

ACTIVITIES AND RESOURCES FOR IMPROVING
WORKING RELATIONSHIPS WITH OTHERS

Table 16

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
Active involvement in planning and participating in a retreat with faculty, administration and students.		
Attendance at meeting or programs concerning student characteristics and attitudes.	Institutional data	
Involvement in meeting with other support staff concerning common work concerns.		
Involvement with college committees for contact with faculty and students.		
Communication Skills	Joseph Kleemann (Kendall College, Illinois)	

Table 17 lists the items in the cluster on "Job Related Skills."

JOB RELATED SKILLS
Cluster B - Table 17

Increasing equipment operation skills.

83% Relevancy

16% Availability

Improving filing skills (sec. only)

100% Relevancy

16% Availability

Improving typing skills (sec. only)

100% Relevancy

16% Availability

Improving record keeping functions

100% Relevancy

16% Availability

Improving office organizational skills.

83% Relevancy

33% Availability

ACTIVITIES AND RESOURCES FOR JOB RELATED SKILLS

Table 18

Suggested List
of
Activities

Suggested
Resources

Other Resources
Identified by Staff At
Lincoln Trail

Both credit and short courses
offered to secretarial staff
on job related skills.

Business faculty at
Lincoln Trail combined
offerings with other
colleges in area and have
an outside consultant or
resource available.

Review procedures manual to update
where necessary for clarity

INCENTIVES, PREFERRED ACTIVITY FORMATS, AND
OBSTACLES AS SEEN BY SUPPORT STAFF

This part of the section discusses the incentives, preferred activity formats, and obstacles as seen by the support staff. The lists have some commonality to the faculty groups and should be helpful in planning joint programs.

Table 19 lists the incentives as noted by the support staff.

SUPPORTIVE STAFF INCENTIVES

Table 19

Being released from some routine work responsibilities.	
67% Relevancy	16% Availability

Receiving higher salary.	
67% Relevancy	0% Availability

Receiving special recognition	
67% Relevancy	16% Availability

Receiving extra pay for special assignments	
67% Relevancy	0% Availability

Having additional assistance (student aids, clerical help, etc.)	
67% Relevancy	33% Availability

Being more satisfied with my job is reward enough	
50% Relevancy	16% Availability

Using office hours for staff development activities	
50% Relevancy	0% Availability

Table 20 lists the preferred types of formats for staff development activities as noted by the support staff.

**STAFF DEVELOPMENT ACTIVITIES PREFERRED
BY SUPPORT STAFF**

Table 20

Enrollment in a formal degree program at a university

Enrollment in credit courses at a nearby college or university

Participate in special seminars, workshops, or "mini-courses" sponsored by the community college

Participate in special seminars, workshops, or "mini-course" sponsored by colleges or universities

Preferred length: one-half day, one day, two days

Take correspondence work or some form of self instruction that can be done at home

Participate in staff development activities that take place off-campus

Utilize outside consultant to conduct discussion groups, workshops, etc. with faculty and staff

Table 21 notes the types of obstacles that the support staff sees to becoming involved in staff development activities.

SEEN AS MAJOR OBSTACLES BY
SUPPORT STAFF

Table 21

There is not enough time

There is not enough staff for anyone to take off

There are other priorities which must be considered before it will be possible to become involved in staff development programs and activities

Beside the various professional and educational journals there are not many opportunities for professional staff development

It is difficult to personally absorb the cost involved in taking courses or traveling to staff development activities and programs

ADMINISTRATIVE STAFF

The general introduction to this Chapter on responses to the questionnaire also pertains to this section concerning the administrative staff. The format of this section will be the same as the one for faculty and support staff. Items have been clustered according to different aspects of administrative responsibility. For each cluster, a list of activities and resources has been prepared. As in the previous section, one column is designated as a type of worksheet so that resources unique to Lincoln Trail can be added. The clusters for the administrative staff are as follows:

- A. Improving Already Existing Procedures
- B. Exploring or Implementing New Concepts
Related To Effective Administration
- C. Giving Direction, Energy, and Spirit to
the Rest of the College

Following the discussion of the clusters, a discussion of incentives, preferred program formats, and obstacles as they relate to the administrative staff will be discussed.

Table 22 lists the responses of the administrative staff in regard to "Improving Already Existing Procedures."

IMPROVING ALREADY EXISTING PROCEDURES
Cluster A - Table 22

Increasing skills in staff and faculty evaluation

100% Relevancy

57% Availability

Increasing skills in staff and faculty supervision

100% Relevancy

71% Availability

Developing broad and effective participation in governance
(students, staff, and community)

100% Relevancy

71% Availability

Enhancing the effectiveness of college committees

85% Relevancy

71% Availability

Recruiting and selecting faculty and staff

71% Relevancy

57% Availability

Table 23 lists suggested activities and resources which will support efforts for changes listed in Table 22.

ACTIVITIES AND RESOURCES FOR IMPROVING
ALREADY EXISTING PROCEDURES

Table 23

Suggested List of Activities	Suggested Resources	Other Resources Identified by Staff At Lincoln Trail
Develop or expand information about the college e.g., handbook		
Consider the diversity of the present staff and recruit people with new skills or talents	Placement bureaus at Educational institutions and referral agencies	
Examine the interviewing procedures for staff and establish good interview objectives which focus on the competencies of the individual in various well defined areas		
Have job responsibilities well defined so goals can be established for the year and evaluation can take place based on the goals	Examine other college programs: College of the Mainland Professional Growth and Development Plan (Don Mortvedt) Santa Fe, Gainesville, Fla. (Tal Mullis) El Centro, Dallas, Tex. (Ruby Herd and Don Creamer)	
Leadership Workshops for Administrators on providing leadership to staff and faculty	UCLA Junior College Leadership Program Publications Dr. Carver and Dr. Sergiovanni at University of Illinois - Urbana College of Education	
Consult with evaluation specialists to examine evaluation procedures	CIRCE at the U of I and also the Office of Instructional Resources	

(Table 23 continued on next page)

(Table 23 continued)

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
Contact with other community colleges for materials on committees and their responsibilities, procedures, etc.	Parkland Community College, Champaign, IL	
Consider another retreat for the fall based on a thorough evaluation of the one held last year and a redefinition of goals		
Study models of governance at other community colleges	Blocker, Richardson, and Bender, GOVERNANCE FOR THE TWO-YEAR COLLEGE	

Table 24 lists the responses of the administrative staff to the cluster of items titled "Exploring New Ideas for Effectiveness in Administration."

EXPLORING OR IMPLEMENTING NEW CONCEPTS
RELATED TO EFFECTIVE ADMINISTRATION

Cluster B - Table 24

Implementing Management by Objectives

100% Relevancy

71% Availability

Upgrading middle management personnel (Division chairmen, coordinators, lead instructors, etc.)

100% Relevancy

28% Availability

Using Management Information Systems

100% Relevancy

85% Availability

Increasing knowledge and understanding about management theory

85% Relevancy

28% Availability

Using Planned Program Budgeting

85% Relevancy

42% Availability

Writing, defining, and measuring educational objectives

85% Relevancy

84% Availability

Table 25 lists suggested activities and resources to support the list of concerns generated in Table 24.

**ACTIVITIES AND RESOURCES FOR IMPROVING
ALREADY EXISTING PROCEDURES**

Table 25

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
Review administrative assignments, expectations, etc. for the administrative unit. Develop through job description	Consultant to work with administrative group	
Examine materials used by colleges involved in management by objectives	William Rainey Harper College Workshop (Book on MBO by President Lahti) El Centro College, Dallas	Don Rippey Papers from 1974 Nat'l Association of Student Personnel Administrators on the use of MBO in education.
Clarify the roles of middle management personnel - do they manage, coordinate, or support?	Examine the organization of the staffs at similar size community colleges	
Examine material on planned program budgeting with emphasis on the community college	Illinois Community College Board and Illinois Board of Higher Education.	Materials prepared by the Ford Foundation
Examine materials on Management Information Systems	OSPI for Illinois-Program available at the District level on possible uses and support	
Participate in workshops on objectives	List of resources for this area listed with faculty responses.	

The last cluster in the administrative group is listed in Table 26. This cluster entitled, "Giving Direction, Energy, and Spirit to Rest of College" lists items which are important in determining patterns for the college and evaluating the patterns.

**GIVING DIRECTION, ENERGY, AND SPIRIT
TO REST OF COLLEGE**

Cluster C - Table 26

Facilitating innovation and change

100% Relevancy

85% Availability

Conducting Costs Analysis

100% Relevancy

70% Availability

Planning and Coordinating Institutional Research

84%

83% Availability

Training of campus faculty and staff to assist in institutional improvement

85% Relevancy

70% Availability

Conducting feasibility studies

85% Relevancy

56% Availability

Table 27 lists the suggested activities and resources for the list of concerns generated by Table 26.

**ACTIVITIES AND RESOURCES FOR GIVING DIRECTION,
ENERGY, AND SPIRIT TO REST OF COLLEGE**

Table 27

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
Examining literature on innovation and organizing for change	Cohen, DATELINE '79 Bushnell, David, ORGANIZING FOR CHANGE: PRIORITIES FOR THE '70's. William Rainey Harper material GT - 70 Johnson, B. Lamar, ISLANDS OF INNOVATION EXPANDING	
Examine with faculty institutional goals of Lincoln Trail and type of research and improvement necessary to reach the goals.	Consider the use of an outside consultant to assist in organizing necessary process.	

INCENTIVES, PREFERRED PROGRAM FORMATS, AND
OBSTACLES AS SEEN BY THE ADMINISTRATIVE STAFF

The discussion here on incentives, preferred program formats, and obstacles will follow the same format as the discussion in the section on faculty and support staff responses.

Table 28 lists the incentives which were preferred by the administrative staff.

ADMINISTRATIVE INCENTIVES
Table 28

Having nearby opportunity for professional development	100% Relevancy	28% Availability
Having additional assistance (student aids, clerical help, etc.)	100% Relevancy	14% Availability
Having a larger professional travel allowance	86% Relevancy	28% Availability
Being released from some routine work responsibilities	86% Relevancy	43% Availability
Receiving higher salary	86% Relevancy	42% Availability
Receiving special recognition.	86% Relevancy	57% Availability
Being more directly involved in policy and decision making	86% Relevancy	100% Availability
Receiving more time for travel to professional meetings	71% Relevancy	14% Availability
Receiving written notes of appreciation from administrators	71% Relevancy	28% Availability

The list of preferred staff development activities (Table 29) is similar to the list generated by the full-time and part-time faculty. This should be helpful when planning activities where the whole college will participate.

PREFERRED STAFF DEVELOPMENT ACTIVITIES

Table 29

Participate in special seminars, workshops, or "mini-courses" sponsored by community colleges.

Participate in special seminars, workshops, or "mini-courses" sponsored by colleges and universities.

Preferred length: one to two days long

Utilize outside consultants to conduct discussion groups, workshops, etc. with the faculty and staff.

Table 30 lists the major obstacles for involvement in staff development projects as seen by the administrators.

SEEN AS MAJOR OBSTACLES

Table 30

There is not enough time.

There is not enough staff for anyone to take time off.

Most staff development activities are too far away.

This Chapter has thus far been divided into three sections: faculty, support staff, and administrative staff. The next two sections discuss the responses of the total of the groups to community college context and personal development.

COMMUNITY COLLEGE CONTEXT

Since the total staff was encouraged to respond to this section, the results given represent the response of the total group (N= 41) rather than a breakdown by individual components of the staff. This section as well as the following section on Personal Development offer opportunities to bring the entire staff together for staff development activities.

The priorities in this section were reported as one general cluster. Basically that is how they turned out. There was one priority which dealt with information on community college students in general, but all of the other responses dealt with particular information about Lincoln Trail students or Lincoln Trail College.

COMMUNITY COLLEGE CONTEXT
Table 31

Increased understanding of personnel policies and business operational procedures.

90% Relevancy

70% Availability

Increased understanding and knowledge about the characteristics and needs of Lincoln Trail students.

90% Relevancy

70% Availability

Increased understanding and knowledge about the characteristics of community college students.

85% Relevancy

54% Availability

Orientation to a new college campus.

80% Relevancy

60% Availability

Increased understanding about the history, development, and current concerns of the Central Eastern Illinois Community.

75% Relevancy

50% Availability

ACTIVITIES AND RESOURCES FOR
COMMUNITY COLLEGE CONTEXT

Table 32

Suggested List of Activities	Suggested Resources	Other Resources Identified by Staff At Lincoln Trail
Review studies on Community College Students	<u>Beyond the Open Door</u> Pat Cross	
Develop research activities and gather information about students and then disseminate information to staff.	Richard Alfred - Metropolitan Community College - Kansas City, Mo.	
Develop procedures manual about college policies; have available to staff.		
Plan Orientation for new campus	<u>Kelley - Wilbur - Orientation To The Two-Year College.</u>	

PERSONAL DEVELOPMENT

The area of personal development uncovered similar results for all groups. The general category of personal development can be reviewed in terms of two general clusters: those responses dealing with one's relationship with oneself; and, those responses dealing with one's relationship with others. The following tables give the results of each of these categories:

RELATIONSHIP WITH SELF

Table 33

Develop more extensive plans of personal and professional development.
Increasing ability to understand human emotions.
Increasing ability to clarify personal values and goals.

RELATIONSHIP WITH OTHERS

Table 34

Increasing ability to communicate with and understand students.

Developing more effective interpersonal relationship.

SUGGESTED ACTIVITIES AND RESOURCES FOR
PERSONAL DEVELOPMENT

Table 35

Suggested List of Activities	Suggested Resources	Other Resources Identified By Staff At Lincoln Trail
Bring in someone who is qualified to run Human Potential Seminars	Joe Kleemann Jim McHolland Kendall College	
Arrange opportunities for staff to mix professionally and socially		

The activities identified in this Chapter have been selected to match the special needs of Lincoln Trail staff. However, these activities are only suggestions, and staff members at Lincoln Trail must determine the priority of these activities and consider other activities that may be more appropriate for their needs.

A BASIC PROGRAM FOR THE FIRST YEAR

While the needs and preferences of the staff at the College are many and varied, there are special needs and preferences that emerge as central to all others. All members of the College agree to the following:

1. There is not enough time for staff development activities. Also, staffing levels are not such that released time is possible for large groups of staff.
2. Opportunities for staff development are generally not available in reasonable proximity to the College.
3. Staff members prefer one-day workshops on the Lincoln Trail campus which are offered by outside consultants.

These central needs and preferences suggest a basic program of staff development. The basic program is realistic in that it is designed to respond to the primary needs of the staff and is a program that can be implemented with minimum effort and cost. If additional funds become available, then other alternatives should be reviewed, but given the present situation the following basic program is recommended.

The College should launch a staff development program with a series of one-day college-wide workshops scheduled on college time throughout the 1974-75 academic year. The workshops should be part of the College Calendar and should begin before the Fall term, followed by a series scheduled between quarters. A review of the calendar indicates time possibilities between quarters Nov. 22-Dec. 3; Feb. 28-March 10; June 11-June 16; August 15-Sept. 3. Except where it is inappropriate and for special circumstances, all staff members should be expected to participate in the workshops.

The series of workshops could be organized around a central theme such as Focus on Learning: The Lincoln Trail College Project on Staff Development. The following one-day workshops emerge from the relevant needs identified by all groups in the College:

Workshop I - The Learning Environment: Organizing
and Managing the College

The workshop should focus on the various models of college organization appropriate to community colleges. If staff members had an opportunity to consider various models prior to the workshop and have selected a model the workshop should be devoted to planning to make the model work at Lincoln Trail. If a model has not been selected the workshop time should be devoted to considering and selecting an appropriate model for Lincoln Trail.

Possible consultants for such a workshop include:

Dr. Dale Tillery
Professor of Higher Education
University of California at Berkeley
Berkeley, California

Dr. Donald Rippey
President
El Centro College
Dallas, Texas

Dr. Gregory Goodwin
Chairman, Social Science
Bakersfield College
Bakersfield, California

Workshop II - Building a Community of the Learning
Facilitators: Applying Human Relations Skills

The workshop should be organized into two parts. It would be very helpful if two days could be arranged for this workshop. In part one staff members should spend the morning (or one day) in a series of small and total

group experiences designed to build community. The Human Potential Seminar would be ideal, but other approaches could also be used. During the second part (or second day) staff members should consider the implications of their experiences for (1) organization and management of the college and (2) their respective roles within the college as teachers, counselors, administrators, or secretaries.

Possible consultants:

Dr. James McHolland
2527 Hastings Ave.
Evanston, Illinois

Dr. Joseph Kleemann
Kendall College
Evanston, Illinois

Workshop III - The Learning Process: Causing Learning

This workshop focuses on the teacher as a person who makes learning happen. Teaching style should be a central focus. Participants should have an opportunity to examine their own teaching styles and become aware of other styles.

Possible consultants:

Dr. John Roueche
Professor of Education
University of Texas
Austin, Texas

Mr. Roger Garrison
Chairman, Communications Division
Westbrook College
Portland, Maine

Workshop IV - The Learning Process: Measuring Learning

This workshop focuses on the outcomes of learning and how to measure those outcomes. Special attention should be given to writing behavioral objectives and constructing indices of measurement.

Possible Consultants:

Dr. Thomas Hastings
Professor of Education
University of Illinois

Dr. Robert Stake
Professor of Education
University of Illinois

**Workshop V - The Learning Needs of Facilitators of Learning: Organizing
a Continuing Staff Development Program**

This workshop should be designed to consider staff needs and plan for the continuation of the staff development program. Consideration should be given to how staff development is related to organizational development, program development, student development and staff evaluation. Staff members should explore the possibilities of planning staff development plans for each individual in the college.

Possible consultants:

Dr. Max Raines
Professor of Education
Michigan State University
East Lansing, Michigan

Ms. Connie Sutton
Dr. Carol Zion
Staff Development Officers
Miami-Dade Junior College - North Campus
Miami, Florida

ORGANIZING THE STAFF DEVELOPMENT PROGRAM

Several organizational schemes come to mind when approaching the task of establishing a staff development program at a community college. These vary according to the needs and desires of a given institution. The following are brief descriptions including the strengths and weaknesses of alternative organizational arrangements. Any one or combination of these could be implemented at Lincoln Trail College.

ORGANIZATION "A": Establish a "nuclear" committee of faculty, administration, support service, students and community with responsibility to implement the program, reporting to the President or Dean of Instruction. The Committee would have a chairperson who should act as a liaison between the Committee and the President or Dean.

Strengths

- a. A highly representative body.
- b. Immediate and broad knowledge of the environment.
- c. Adequate understanding of present administrative operations.
- d. Already known to the college making input easier.
- e. Adequate and diverse knowledge of immediate resources.
- f. Access to and support of the President and Dean.
- g. Insurance of a diversity of input before a campus-wide forum.

Limitations

- a. A potential for impeded action because of conflicting views.
- b. Less efficient time.

Recognizing the demands already placed on the time of each member of the Lincoln Trail campus community, each individual serving on this committee ideally would receive some released time for their endeavors. More realistic, perhaps, would be a situation in which a chairperson were to receive released

time to coordinate the committee's activities while each of the committee members would be relieved of one standing committee assignment for such service.

ORGANIZATION "B": Identify a present faculty member with present or potential expertise in personal/professional development approaches, grant the individual released time, and place this individual under the Dean of Instruction or President. A small Advisory Committee could work with this staff development officer.

Strengths

- a. Direct administrative support.
- b. Immediate knowledge of the environment.
- c. An adequate understanding of present administrative operations.
- d. Person known to the faculty.
- e. Knowledge of immediate resources.
- f. More accountable

Limitations

- a. Difficulty of insuring objective leadership when chosen from within the ranks.
- b. Could become a one-person operation.
- c. Less representative

ORGANIZATION "C": Hire a full-time person as coordinator of staff development and place that person under an appropriate administrator.

Strengths

- a. Staff development credentials.
- b. Administrative support.
- c. Wide knowledge of existing staff development programs in diverse settings.

- d. Knowledge of and access to external resources and contacts.
- e. External objectivity and "clout."
- f. Accountability.

Limitations

- a. Need for orientation period because of limited knowledge of environment, resources, etc.
- b. Less "grass roots" involvement, input, and support.
- c. Potential for distrust by peers.
- d. Less representative.

The credentials of such a staff development person might include proficiency in management skills, human relations skills, a broad knowledge of the philosophy and characteristics of staff and students in the community college setting, research and evaluation expertise, understanding of instructional methods, and some job-related experience in the community college. Such a coordinator could greatly benefit from a representative, advisory committee. Another variation of this option might be to hire a part-time coordinator. This might take the form of an internship for a doctoral student, a full-time employee with part-time responsibilities in other areas (institutional research, program development, etc.), or a consulting relationship.

ORGANIZATION "D": Identify a staff member from within the district to be the district staff development coordinator with Lincoln Trail College as a pilot project.

Strengths

- a. Administrative support.
- b. Some knowledge of the district and campus environment.
- c. Eventual coordination of district-wide needs and resources.
- d. Accountability.

Limitations

- a. May promote competition rather than cooperation between campuses.
- b. Difficulty in becoming adequately familiar with specific, day-to-day needs of Lincoln Trail College.
- c. Difficulty of obtaining easy input and visibility.

A Basic Proposal for Organization

At Lincoln Trail College, ninety-three percent of the faculty feel that being more directly involved in policy and decision making is a relevant concern. Only thirty one percent see such opportunities as presently existing. On the other hand, one hundred percent of the College's administrators think that developing broad and effective participation in governance is relevant. They feel that such participation should include students, staff and community representatives. In addition, the support staff places high priority on the improvement of working relations with all elements of the campus community, and all three groups indicate a desire for increased student feedback.

Taking all of the above factors into account, it seems that a combination of several of the organizational schemes presented above would be most appropriate for Lincoln Trail College. An advisory council or committee should be set up which includes all groups who are part of the campus community. This group should be coordinated by a released time faculty member or the Dean of Instruction; this person should concentrate the appropriate percentage of his/her time on staff development concerns only.

Such an organizational scheme has two major advantages for Lincoln Trail College. In the first instance, the advisory council or committee satisfies indicated needs for involvement on the part of faculty, staff and students. Such a council sets up an organizational machinery which

enhances opportunities for participation from all facets of the campus community. Secondly, this sort of organizational scheme also provides for the individual leadership a staff development program needs. One person, whether a faculty member or the Dean of Instruction, is needed to help eliminate inconsistencies, mediate conflicts, expedite routine paperwork and coordinate the overall staff development effort.

SUGGESTIONS FOR EVALUATION OF THE STAFF DEVELOPMENT
PROGRAM AND ACTIVITIES

Evaluation is an essential component of any staff development process. It should be a continuous process in the development of programs and activities for faculty and staff. Program evaluation enables one to accurately describe what is currently going on in a specific staff development activity as well as make judgments about the value of the procedures, programs or products of that activity. These descriptions and judgments assist the program planner in the development of new programs, improving procedures and products of existing programs and justifying the existence and continuance of ongoing programs.

It will be helpful for planners of staff development programs and activities to answer several critical questions before implementing program evaluation plans at Lincoln Trail College.

Why evaluate -- what are the benefits?

How important is it to assess the effectiveness of a particular program or activity? Program planners need to assess the focus and extent of program evaluation to insure that the time and costs involved are commensurate with the benefits to program participants, instructors, the institution, and planners of staff development programs and activities. For the learner, evaluation might consist of a series of self-administered diagnostic tests that can serve as an indication of the need for increased knowledge and skills. The instructor can benefit from evaluation by students, peers, and outside observers of teaching techniques to improve classroom instructional methods. In addition, evaluation data on instructor performance can be utilized as criteria for reward and recognition. The institution can use evaluation data to justify the financing of staff development programs

as well as supportive evidence for accrediting agencies interested in the institution's commitment to the professional development of faculty and staff. Program planners can use evaluation data from students, faculty, and staff observations of a program or activity to facilitate development of new or improvement of existing programs.

What is the focus of the evaluation?

Any staff development program includes various purposes which should be evaluated to insure a sound program or activity. Essentially these purposes include:

1. Increased competence of the learner - Has the participant demonstrated any increased knowledge or skills as a result of participation in a staff development activity? Does a participant attending a seminar on "learning ability levels of the community college students" increase his/her knowledge of the low achiever?
2. Changes in participant's performance - Has the participant's application of the material learned in a workshop on teaching techniques resulted in changes in instructional methods in the classroom?
3. Effectiveness of instructional materials - What has been the usefulness of various educational materials - for example, are problem solving exercises more effective than simulation games teaching specific administrative skills?
4. Performance of the instructor or resource person - What are program participant's evaluations of the performance of faculty, staff or resource persons responsible for conducting a staff development program?

5. Process used in development of program or activity - Did program development process account for faculty and staff real needs, educational obstacles to their participation, and the types of programs and activities preferred?

6. Changes in the institution -- Has the staff development program contributed to an improvement in the climate of the institution? Is morale and a sense of community higher? Has the level of experimentation increased?

How should evaluation data be collected?

Although the traditional method for collecting evaluation data on program effectiveness has been measurement of student achievement based on paper and pencil tests, a more comprehensive approach to the evaluation of a program requires descriptions and judgments about program content, instructors and the program development process. Techniques commonly used for collection of this more comprehensive evaluation data include: questionnaires, interviews, observation scales, participant observers, checklists, attitude scales, biographical data. Information from existing reports on particular programs or activities (e.g., final project reports can assist in comparing past efforts with current efforts to assist in identifying trends in program effectiveness. Data collection techniques should be compared in terms of effectiveness, time and effort needed to collect substantive evaluation data. In the evaluation of a particular staff development program a series of participant observations may not be as objective as a questionnaire but it may take considerably less time and money than development, printing, and data analysis of a questionnaire, and yet offer a substantial evaluation of a particular program or activity.

How should evaluation data be reported and to whom?

An attempt should be made to consider a variety of reporting methods contingent upon the audience. Evaluation reports generally include: written documents, oral presentations, descriptive reporting, series of recommendations, etc. These methods of presentation will often consist of a series of case studies, portrayals, test scores, and simulations. However, the critical variable in reporting evaluation data is the audience addressed. Potential audiences consist of the student participants, instructors, resource persons, program administrators, college administrators, policy makers, and the general public. The evaluation report should be responsive to all these groups but in particular the group that initiated the evaluation.

How frequently should evaluations be conducted?

The frequency with which one conducts evaluation is dependent on the various aspect of the program that needs to be evaluated. For the participant, periodic evaluation of performance (diagnostic test) may serve as a progress report that assists in identification of area of greatest need for increased knowledge and skills. The program planner may find it advantageous to have evaluation forms completed following each session of a particular program so that better planning can improve future sessions. However, the program planner may find it necessary to evaluate the biographic data (clientele analysis) of participants only once every three years. The frequency of evaluation is a condition of the anticipated evaluation needs of program participants, instructors, institutions, and program planners.

How should program data be categorized for evaluation - measurement of program effectiveness?

The major purpose of program evaluation is to collect information that enables one to measure the extent to which various intended program

outcomes are achieved. To assist in the collection of program data for evaluation requires attention to program inputs: characteristic of program participants, instructors, materials, administrators, and other resources; transactions: the activities in which participants, instructors and instructional material interact; and outcomes: the achievement of specific program objectives. Program evaluation should consist of collection of program data categorized as intended (what is planned to take place in a certain activity) and observed (what actually occurs) inputs, transactions and outcomes. Comparisons of congruence between program intents and actual program outcomes identifies areas in which a program or activity may be functioning effectively or where there is a gap between what was planned and actually occurred. Where a gap is identified there may be need for improvement of the existing program or development of a new program that is more compatible with the needs of program participants, instructors, institutions, and program planners.

The following descriptions and schema represent one way in which program data can be collected to evaluate the effectiveness of a particular staff development program or activity. This entails utilization of the program evaluation process that includes program rationale, inputs, transactions, and outcomes. (See Figure I.)

Rationale -- For each program or activity to be evaluated there should be some planning as to the purpose of the evaluation: If it is a new program there should be a brief history of how the program started, the current demand or constraints (why is this particular evaluation needed), and future developments (will there be a continued demand for such an activity).

Developing the rationale assists the program planner in determining the magnitude

of an evaluation and the extent to which certain aspects receive more attention than others.

Inputs -- The program evaluation should include descriptions of the intended inputs and observed inputs so that comparisons of the two can reveal discrepancies, if any, in actual programs. Inputs consist of characteristics of program participants, instructors, materials and program planner, and the amount of time and effort that will be expected of them for a particular staff development program.

Transactions -- Program evaluation should consider the intended and observed interactions of program participants, instructors, and instructional materials that produce changes in the participant's knowledge, skills and attitudes. Participant-instructor transactions can occur in an individual setting such as independent study, correspondence courses; temporary group setting in an adult evening class; organizational setting, a staff development program; and community setting, college working relationships with a community organization or group. Information on the extent of participant interaction with instructor, other resource person, or in independent study are important elements to consider in measuring the effectiveness of participant-instructor transactions.

Outcomes -- Staff development programs and activities generally include specific objectives or goals whether implicit or explicit. For each objective there will be an intended outcome that will demonstrate achievement on the part of the participant. A comparison of intended outcomes and observed outcomes is one indication of the success or benefit of a particular program.

Intended and observed, input, transactions, and outcomes should be subjected to two additional comparisons. They should be compared to model staff development programs that serve as benchmarks of excellence as well

as programs that are very similar in nature to the focus and extent of ones own pro. .m.

In order to facilitate a better understanding of how the aforementioned program evaluation process might be used, the following example of a staff development program in the "Use of multi-media techniques to improve classroom instruction" is described.

Staff Development Course - Use of Multi-Media Techniques to Improve Classroom Instruction.

Rationale -- The use of multi-media (transparencies, rear projection screens, cassette tapes) is a new program designed to:

- 1) disseminate subject matter with more clarity
- 2) disseminate larger amounts of information in less time
- 3) provide alternative forms of dissemination of information within the classroom
- 4) free up lecture time so instructors may spend more time attending to individual student needs
- 5) allow students to study at their own pace using numerous information sources

Intended Inputs -- What materials, resource persons, faculty, and staff released time will be necessary for this program? What types and how many program participants will the program attract?

- 1) Materials - purchase of projectors, screens, cassette tapes, transparencies - \$800.00
- 2) Resource persons - \$300.00 will be needed to pay 3 consultants \$100.00 each for a total of 3 days.
- 3) Faculty and Staff - a. one faculty member will need released time from one course for one semester (cost \$750.00), b. two persons from the learning resource centers will be released one hour each week to conduct seminars
- 4) Fifty program participants are expected for each of two sessions.

Intended Transactions -- What program participant-instructor, instructional material transactions are expected to result from the series of multi-media seminars.

- 1) Consultants will conduct two large group lectures, series of small group discussions, and conduct problem solving exercises for each full day of consultation.
- 2) Program participants will be required to spend 10 hours outside of seminar in independent study and produce a 20 minute multi-media presentation in front of the seminar group.
- 3) Faculty member, released time, assigned as seminar instructor will be responsible for lecture series on multi-media, leading small group discussions, and assisting in preparation of program participants media presentations.
- 4) Learning resource persons will demonstrate use of multi-media equipment and conduct a series of practical work exercises for program participants.

Intended Outcomes -- What does this particular staff development program expect to achieve?

- 1) Faculty will make better use of existing multi-media equipment in the classroom.
- 2) Faculty will be able to better adopt multi-media techniques for use in the classroom.
- 3) Faculty will spend more time with students as a result of multi-media shortening lecture time.
- 4) Students will find that subject matter is easier to learn - students are more attentive and motivated in the classroom.

These statements serve as projections of what the multi-media program is intended to represent. As the program develops as well as after the program has concluded evaluation data should be collected on what actually has occurred in the program. Periodic comparisons of the congruence between intended and actual inputs, transactions and outcomes will indicate where the

program might need improvement. Final evaluation of a staff development program should also include comparisons with a model staff development program (serves as absolute comparison) and with a program that is similar in focus and extent to your own (relative comparisons). These comparisons can assist in improving present programs as well as planning new and better programs for the future.

Program evaluation should be an integral part of any staff development program or activity designed for LTC faculty or staff. Program planners should be careful to analyze the benefits, focus and extent of any evaluation plan prior to implementation of a staff development program. Information about the value and usefulness of an evaluation should be in part based on the inputs of people who will be directly involved and who will benefit from the evaluation.

The program planner will find that developing an evaluation plan provides a clearer perception of the objectives, resources needed and expected outcomes of a program or activity. For the planners of staff development programs and activities continuous program evaluation results in improvements to ongoing programs as well as better planning in the development of new programs.

EPILOGUE

The professional educators who have designed this proposal for Lincoln Trail College have come to realize that staff development is much more complex than it first appears. In the beginning it seemed obvious that if staff needs and institutional resources could be determined, it would be a simple matter to prescribe a program based on those needs and resources. As the project developed, however, it became increasingly clear that staff development was not an isolated program in the institution. Staff development leads naturally to (in fact requires) a consideration of program development and organizational development. Given opportunities and encouragement to grow and develop in personal and professional ways staff members will create and experiment with new programs as well as raise questions and make proposals regarding the organization of the college. In other words, if staff development is successful the college will make substantive changes in programs and organization. Staff development becomes, therefore, the catalyst for institutional renewal and as such a key to achieve the major purpose of education, student development. Hopefully, this proposal will be of some assistance to the staff members of Lincoln Trail College as they begin to take care of their own needs in order to better provide for the needs of their students.

APPENDIX I.

Interview Guide -- Lincoln Trail College

NAME OF STAFF MEMBER _____

COLLEGE POSITION _____

INTERVIEWER _____

I. Assume that every staff member wants to do his/her job better at the College. If you had an opportunity to develop new skills and competencies or to improve in any way what would be important to you?

DISCIPLINE/SUBJECT AREA - CONTENT COMPETENCE

- | | |
|--|--------------------------------------|
| A. Further academic work in discipline | D. Consultants in discipline area |
| B. Travel to conventions of disc. | E. Syllabus and/or course planning |
| C. Professional publications | F. Learning interdisciplinary skills |

COMMUNITY COLLEGE CONTEXT

- | | |
|---------------------------------------|---|
| A. Background setting (nat'l & local) | C. Use of facilities (type, availability, etc.) |
| 1. philosophy | D. Resources (within college and community) |
| 2. history | E. Orientation to college services for students and staff |
| 3. student characteristics | F. Community relations program |
| 4. institutional goals and objectives | |
| B. Personnel policies | |

II. Consider the institution as a whole. What are the major needs of staff members if educational services are to be improved in the College or if new services are to be offered?

INSTRUCTIONAL SKILLS - PROCESS COMPETENCE

- | | |
|--|---|
| A. Preparation of materials for classroom (technical skills) | F. Techniques for teaching disadvantaged students |
| B. Cognitive mapping (academic advising) | G. Communication skills |
| C. Test construction | H. Syllabus and/or course planning |
| D. Grading | I. Learning interdisciplinary teaching styles |
| E. Teaching techniques (lecture, discussion, small groups, projects, etc.) | J. Programmed learning techniques |
| | K. Behavioral Objectives |

PERSONAL DEVELOPMENT

- | | |
|---|---|
| A. Human Development Activities | D. Task oriented group processes (committees, etc.) |
| B. Participation in community, state, and national seminars | E. Social activities |
| C. Development of an individual plan for individual staff development | |

III. What resources are available for meeting these needs? Area resources? Personal expertise you are willing to share? Expertise of other staff members?

IV. What is necessary to encourage you to participate in personal/professional development activities? (Released time, extra pay, special recognition, involved in planning, etc.)

APPENDIX II

SUMMARY OF RESPONSES
TO THE
STAFF DEVELOPMENT SURVEY

Frequencies for entire respondent group

Staff Development Survey
Lincoln Trail College

The University of Illinois is cooperating with Lincoln Trail College in a special project to determine the inservice needs of faculty and staff. Once needs have been determined a program of staff development activities will be designed for the College.

In an effort to begin determining the shape of a staff development program at your college, staff members from the University of Illinois interviewed most members of the faculty and staff in February. Following the interviews, the attached questionnaire was developed in order to obtain additional and more specific information related to an assessment of faculty and staff needs.

As a result we would greatly appreciate it if you would take a few minutes of your time to complete the questionnaire. It has been designed in order to more specifically examine needs and available resources at Lincoln Trail College. Directions on the questionnaire are self explanatory, and all information reported will remain confidential. Once you have completed the questionnaire, please seal it in the attached envelope and return it to Dwight Link.

Thank you very much for your cooperation.

Terry O'Banion
University of Illinois

TO'B/kg

PART ONE
AREAS OF ACTIVITY

DIRECTIONS: The following statements in Part One represent selected dimensions (e.g., activities, resources, study) of in-service faculty development programs. Please respond to each statement according to two criteria: (1) Your perceptions of the "relevance" to your needs of the particular area of activity, and (2) Your perceptions of the 'availability' of the described area of activity at Lincoln Trail College.

LEFT SCALE: Use the scale on the left side of the page to rate "RELEVANCE" as follows:

- 1= Relevant
- 2= Fairly Relevant
- 3= No Opinion
- 4= Minimally Relevant
- 5= Irrelevant

RIGHT SCALE: Use the scale on the right side of the page to rate "AVAILABILITY" as follows:

- 1= Always Available
- 2= Usually Available
- 3= No Opinion
- 4= Seldom Available
- 5= Never Available

I. Community College Context (Total Number of Respondents= 43)

(1) Relevant	(2) Fairly Relevant	(3) No Opinion	(4) Minimally Relevant	(5) Irrelevant		(1) Always Available	(2) Usually Available	(3) No Opinion	(4) Seldom Available	(5) Never Available
26	13	1	2	1	A. Increased understanding of personnel policies and business and operational procedures.	7	23	3	9	1
24	13	2	4		b. Increased understanding and knowledge about the characteristics of community college students.	3	21	9	9	1
6	12	13	11	1	c. I creased understanding about the history and development of the community college in America.	3	10	20	8	2
15	17	4	5	2	d. I creased understanding about the history, development and current concerns of the Central Eastern Illinois Community.	7	15	10	7	4

Relevant	Fairly Relevant	No Opinion	Minimally Relevant	Irrelevant		Always Available	Usually Available	No Opinion	Seldom Available	Never Available
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
29	7	1	3		e. Increased understanding and knowledge about the characteristics and needs of Lincoln Trail students.	8	20	3	9	
23	10	2	5	1	f. Orientation to a new college campus.	11	13	10	5	2
					g. Other _____					

II. FACULTY CONCERNS (only individuals with any teaching responsibilities should respond to this section)

The following statements represent areas of activity and study which can enhance teaching. Please respond to each according to "RELEVANCE" and "AVAILABILITY." (A total of thirty faculty members completed the survey, but one did not complete this section. The total response group is therefore twenty nine.)

14	12	1	2		a. Taking additional course work in my discipline.	9	6	2	8	4
18	7	1	3		b. Attending conventions in my discipline.	4	10	4	9	1
4	6	6	9	4	c. Writing articles or books in my discipline.	4	3	14	4	4
21	7		1		d. Consulting with experts in my discipline.	6	9	2	11	1
27	2				e. Preparing content and selecting objectives for courses.	11	14	1	3	
9	10	4	5		f. Learning the skills and techniques of other disciplines.	6	6	7	10	
22	6				g. Using learning resources, such as audio-visual materials, library materials etc.	12	15		1	1
14	12	1	1	1	h. Advising students on academic matters	6	14	6	2	1
26	2		1		i. Designing examinations that are fair and reliable.	13	12	1	3	
24	4				j. Determining levels of student competency and assigning grades.	11	12	2	3	1

Relevant (1)	Fairly Relevant (2)	No Opinion (3)	Minimally Relevant (4)	Irrelevant (5)		Always Available (1)	Usually Available (2)	No Opinion (3)	Seldom Available (4)	Never Available (5)
23	4	1	1		k. Improving ability to conduct stimulating and productive class discussion.	7	14	3	4	1
20	7		2		l. Improving ability to give stimulating lectures.	6	15	4	3	1
12	9	3	5		m. Developing programs for disadvantaged students.	4	10	6	9	
14	8	2	5		n. Improving skills for teaching disadvantaged students.	4	9	5	9	2
12	11	3	2		o. Developing better course syllabi	5	11	8	3	1
7	11	9	2		p. Developing interdisciplinary teaching experiences.	3	4	13	7	1
14	9	3	3		q. Designing instructional experiments.	6	12	4	7	
9	9	3	3	2	r. Using programmed learning techniques	3	11	7	3	3
21	5	1	1	1	s. Developing means for student feedback about curriculum.	4	10	6	6	2
20	6	1	1		t. Developing means for student feedback about teaching methods.	4	14	6	3	1
					u. Other _____					

III. ADMINISTRATIVE CONCERNS (Individuals with any administrative responsibility should respond to this section.)

The following statements represent areas of further activity and study which can enhance administrative skills. Please respond to each according to "RELEVANCE" and "AVAILABILITY." (A total of seven administrators completed this section.)

5	2				a. Implementing management by objectives.	4			3	
6	1				b. Increasing skills in staff and faculty evaluation.	4			3	
6	1				c. Increasing skills in staff and faculty supervision.	5			2	

Relevant (1)	Fairly Relevant (2)	No Opinion (3)	Minimally Relevant (4)	Irrelevant (5)		Always Available (1)	Usually Available (2)	No Opinion (3)	Seldom Available (4)	Never Available (5)
5	2				d. Upgrading middle management personnel (division chairman, co-ordinators, lead instructors, etc.)		2		5	
33	3	1			e. Planning and coordinating internal institutional research.		5	1	1	
4	3				f. Facilitating innovation and change.	1	5	1		
2	1	1	2	1	g. Orienting board members to their role and function.	1	2	3		
1	5	1			h. Enhancing the effectiveness of college committees.	5	1	1		
4	3				i. Developing broad and effective participation in governance (students, staff and community).	1	4		2	
4	2	1			j. Training of campus faculty and staff to assist in institutional improvement.	1	2		4	1
4	2	1			k. Using Planned Program Budgeting.	2	1	1	1	2
5	2				l. Using Management Information Systems.	4	2		1	
2	4		1		m. Increasing knowledge and understanding about management theory.		2	1	3	
5	1	1			n. Writing, defining, and measuring educational objectives.	3	3	1		
4	3				o. Conducting cost analysis studies.	2	3	1	1	
4	1	2			p. Recruiting and selecting faculty and staff.	2	2	2	1	
4		2	1		q. Conducting feasibility studies.	1	3	2	1	
					r. Other _____					



IV. SUPPORT STAFF CONCERNS (Only individuals with clerical and plant operational responsibilities should respond.)

The following statements represent areas of further activity and study which can enhance administrative skills. Please respond to each according to "RELEVANCE" and "AVAILABILITY." (A total of six support staff members completed this section.)

	Relevant (1)	Fairly Relevant (2)	No Opinion (3)	Minimally Relevant (4)	Irrelevant (5)		(1) Always Available	(2) Usually Available	(3) No opinion	(4) Seldom Available	(5) Never Available
5	1					a. Improving office organizational skills.		2	2	2	
6						b. Improving record keeping functions.	1		2	3	
1				1	1	c. (Secretarial staff only) Improving typing skills.	1		1		1
3						d. (Secretarial staff only) Improving typing skills.			1	1	1
3						e. (Secretarial staff only) Improving filing skills.	1		1		1
5						f. Increasing equipment operation skills.	1		1	1	1
4			1	1		g. Improving working relationships with other support staff members.	1	1		1	2
5				1		h. Improving working relationships with faculty.	1	1	1	2	1
6						i. Improving working relationships with students.	1	1		3	1
						j. Other _____					

V. PERSONAL DEVELOPMENT (Total responses = 43.)

The following statements represent areas of activity and study which can enhance human relations and like skills. Please respond to each according to its "RELEVANCE" and "AVAILABILITY."

Relevant (1)	Fairly Relevant (2)	No Opinion (3)	Minimally Relevant (4)	Irrelevant (5)		Always Available (1)	Usually Available (2)	No Opinion (3)	Seldom Available (4)	Never Available (5)
26	13	2	1		a. Developing more effective inter-personal relationships.	7	12	8	13	1
30	10	1	1		b. Increasing ability to understand human emotions.	6	14	6	11	5
24	11	5	2		c. Increasing ability to clarify personal values and goals.	8	11	12	10	
12	19	8	1	2	d. Increasing ability to work in task centered groups.	4	12	13	11	2
23	17	1		1	e. Developing more extensive plans of personal and professional development.	5	13	10	11	3
20	3	9	6	4	f. Increasing ability to more effectively use leisure time.	6	6	11	9	10
34	6		2		g. Increasing ability to communicate with and understand students.	8	15	6	11	1
					h. Other _____					

VI. INCENTIVES. (Total responses = 43.)

In this section incentives or rewards for participating in in-service education activities are listed. Please rate each item in terms of the value it holds for you by marking its relevance. Rate the item on the availability scale in terms of its availability at Lincoln Trail.

18	9	4	5	3	a. Being released from some routine work responsibilities.	2	8	6	11	10
25	7	3	2	2	b. Receiving higher salary.	2	5	13	10	9
18	9	5	4	3	c. Receiving special recognition.	4	10	10	10	9
16	14	4	4	1	d. Being more directly involved in policy and decision making.	2	11	9	11	6
21	11	3	3	1	e. Receiving extra pay for special assignments.	2	11	13	7	6

Relevant (1)	Fairly Relevant (2)	No Opinion (3)	Minimally Relevant (4)	Irrelevant (5)		Always Available (1)	Usually Available (2)	No Opinion (3)	Seldom Available (4)	Never Available (5)
18	9	5	3	3	f. Having a larger professional travel allowance.	1	5	14	13	5
20	6	6	5	1	g. Receiving more time for travel to professional meetings.	3	6	13	11	5
13	4	12	6	2	h. Sharing teaching assignments with faculty from other areas.	2	4	15	12	4
20	7	6	5		i. Receiving written notes of appreciation from administrators.	5	8	11	7	7
11	13	10	2	1	j. Exchanging evaluations of teaching with peers.	3	2	17	9	6
24	11	2			k. Having nearby opportunity for professional development.	4	9	6	10	8
13	14	6	2	2	l. Being more satisfied with my job is reward enough.	8	12	11	3	2
13	9	10	3	2	m. Receiving tuition rebate for taking credit courses.			17	1	19
13	14	6	2	2	n. Using office hours for staff development activities.	2	4	20	6	4
21	11	3	1	2	o. Having additional assistance (student aids, clerical help, etc.)	2	16	6	11	3
					p. Other _____					

PART TWO
STAFF DEVELOPMENT ACTIVITIES AND PROGRAMS

DIRECTIONS: The following statements describe various approaches to staff development activities and programs which are available to community college staff members. Please respond to each statement in terms of the approaches you prefer on a five point scale as follows:

- 1= Highly preferable
- 2= Preferable
- 3= No Opinion
- 4= Minimally preferable
- 5= Not preferable

	Highly Preferable	Preferable	No Opinion	Minimally Preferable	Not Preferable
	(1)	(2)	(3)	(4)	(5)
A. Enrollment in a formal degree program at a university.	9	10	4	13	4
b. A leave of absence in order to enroll in a formal university degree program.	2	17	8	7	5
c. Enrollment in credit courses at a nearby college or university.	11	14	4	7	3
d. Participate in special seminars, workshops, or "mini-courses" sponsored by community colleges.	19	10	6	4	1
e. Participate in special seminars, workshops or "mini-courses" sponsored by colleges and universities.	19	13	3	3	1
f. Participate in special seminars, institutes, or courses, etc. which are:					
1. One half day long	6	6	4	9	9
2. One day long	14	13	4	2	3
3. Two days long	12	14	3	5	1
4. Three days long	8	10	6	10	2
5. One week long	6	6	7	7	8
6. One month long	2	2	7	8	15
7. Over one month	1	1	7	9	16
g. Take correspondence work or some other form of self-instruction that can be done at home.	7	5	4	13	10
h. Participate in staff development activities that take place off campus.	8	13	5	8	5
i. Utilize outside consultants to conduct discussion groups, workshops, etc. with faculty and staff.	17	16	3	3	
j. Other _____.					

PART THREE
OBSTACLES TO PARTICIPATION IN
STAFF DEVELOPMENT PROGRAMS

DIRECTIONS: The following statements describe obstacles and difficulties which might prevent community college staff members from participating in inservice staff development activities. Please respond to each statement by indicating whether the item is a major obstacle, minor obstacle or no obstacle.

	No Obstacle (1)	Minor Obstacle (2)	Major Obstacle (3)
a. There is not enough time.	4	9	26
b. There is not enough staff for anyone to take time off.	6	13	19
c. Beside the various professional and educational journals there are not many opportunities for professional staff development.	10	16	11
d. It is difficult to personally absorb the cost involved in taking courses or traveling to staff development activities and programs.	3	13	23
e. The college is not able to provide funds for staff members to participate in staff development activities and programs.	2	18	13
f. There has been no encouragement and support for participation in staff development activities and programs.	19	12	5
g. The staff development programs that are now available do not meet my needs.	8	12	14
h. It is difficult to take time away from family affairs and responsibilities.	9	16	13
i. Most staff development activities are too far away.	5	11	20
j. The staff has not been notified of available staff development activities and programs.	14	13	19
k. There are other priorities which must be considered before it will be possible to become involved in staff development activities and programs.	4	18	15

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CLEARINGHOUSE FOR
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