DOCUMENT RESUME

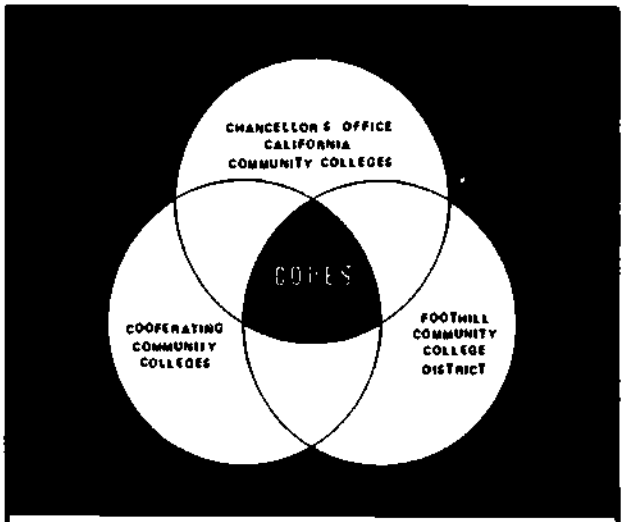
ED 120 383 CE 006 595

TITLE COPES Report: System Reliability Study.
INSTITUTION Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.
NOTE 28p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS *Community Colleges; Comparative Analysis; Data Analysis; Educational Needs; Educational Programs; *Evaluation Methods; Occupational Guidance; *Program Evaluation; Rating Scales; Tables (Data); Testing Problems; *Test Reliability; Test Results; *Test Reviews
IDENTIFIERS *Community College Occupational Programs Eval Syst; COPES

ABSTRACT

The study examines the reliability of the Community College Occupational Programs Evaluation System (COPES). The COPES process is a system for evaluating program strengths and needs. A two-way test, college self-appraisal with third party validation of the self-appraisal, is utilized to assist community colleges in future institutional planning and allocation of resources. Reliability of the COPES process was tested by conducting two independent site visits at five participating colleges in California. The degree of agreement between the two groups, separately considering the same information and following the same procedures, was examined. Ratings of the two teams on 60 evaluation items (which were based on COPES criteria statements) were compared. The test results revealed some rating imbalance due to different rating approaches and inadequate heed or misunderstanding of criteria. A discussion of reliability test results and discernible factors affecting reliability includes tabulated data. Recommendations for improving the test are presented based on an analysis of the findings. Appended are: lists of participating colleges and site visit team members, team leader survey questions and responses, and causes of major rating differences based on explanations by site visit chairmen and team leaders. (Author/EC)



REPORT: SYSTEM RELIABILITY STUDY

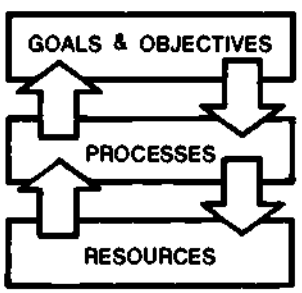
COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

sponsorship:
CHANCELLOR'S OFFICE
THE CALIFORNIA COMMUNITY COLLEGES

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT

coordination:
GEORGE EBEY ASSOCIATES

development, refinement:
COMMUNITY COLLEGE PROFESSIONALS:
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES



CONTENTS

Section 1

INTRODUCTION

This report deals with the testing of a "test." The "test" is called COPES (Community College Occupational Programs Evaluation System). Created in 1971 by the Chancellor's Office of the California Community Colleges with the support and participation of local community college leaders in the state, COPES' timeless goal is to improve the quality and availability of occupational education at California's community colleges.

Working toward that goal, COPES' first two years were devoted primarily to development, refinement and application of evaluation instruments and procedures. By the end of this period, 31 colleges had participated in the COPES process, which combines college self-appraisal with validation of the self-appraisal by a visiting COPES team made up of California community college professionals and knowledgeable lay persons.

Each participating college hoped this two-way test would enable it to secure accurate identification of occupational education strengths and needs for improvement to assist in future institutional planning and allocation of resources. Through COPES, each college had certain strengths and improvement needs identified.

Yet a question remained: How accurate were the identifications?

The answer would depend on the soundness of COPES, on whether its testing mechanism was as objective, as solidly based on measurable, quantifiable elements as had been intended.

The answer also would determine whether COPES, in its existing form, was really capable of being helpful to the participating colleges, really constituted to make progress toward its goal.

For 1973-74, a special COPES study, sponsored by the Chancellor's Office, was designed to seek that answer:

The objectives of the study were to:

- Test the statistical reliability (accuracy and dependability) of the COPES instrumentation and methodology through replicated procedures at five colleges.
- Develop recommendations for strengthening the existing COPES design as indicated by the results of the testing.

As proposed, the testing was accomplished by utilizing two independent site visit teams at each of the five colleges so that the degree of agreement between two groups, separately considering the same information and following the same procedures, could be ascertained. The teams, consisting of six members each, were planned to be of parallel composition, in the standard COPES make-up, including community college generalists (e.g., presidents, deans of instruction), occupational education deans and occupational education teachers, as well as lay persons and Chancellor's Office representatives.

The five cooperating colleges were chosen from among the total of 14 which had requested 1973-74 COPES evaluations. Although the project proposal originally had called for random selection, it was subsequently agreed that this approach would not be necessary, since the aim was to test the COPES system rather than the colleges. The important factor in selection, it was decided, was institutional size, in order that the simultaneous presence of two visiting teams could be readily accommodated. Thus, the concentration was on colleges of medium to large enrollments.

At each college, members of each team were paired with their counterparts from the other team to share all inputs of a regular COPES site visit schedule (e.g., interviews with staff, students and persons in the community, and analysis of pertinent college documents and materials). These inputs, however, were the only significant things shared by the

pairs; they were specifically cautioned against sharing perceptions. Indeed, aside from the time spent as pairs, the first-night overall orientation session with the site visit chairman and such affairs as a college-hosted luncheon, there was little, if any, contact between the two teams and no conversation dealing with the substance of their assignments.

Upon completion of the interview and study schedules, each team independently reached consensus on the 60 evaluation items contained in Form 7 (Summary Profile by Site Visit Team) of the COPES instrumentation. Ratings assigned each item were based on COPES criteria statements.

Subsequently, the ratings of the two teams involved in each site visit were compared, and exploration was conducted concerning the causes of any significant differences in team perceptions.

Then, in the light of the findings, recommendations were formulated for strengthening the COPES design.

Hopefully, the result of this undertaking will benefit not only COPES but the community colleges of California for which COPES exists--and, most importantly, the students and communities for which the colleges exist.

Grateful acknowledgment is made to all who participated in the study. The five cooperating colleges are identified in Appendix A. Names and affiliations of site visit team members are shown as Appendix B.

This report is organized to deal first in summary form and second, where warranted, in expanded form with the outcome of the tests, the analysis of significant differences and the recommendations for system refinements.

Section 2

SUMMARY

Subsequent to the conduct of the reliability testing of instrumentation and procedures at five cooperating colleges, the COPES research study concentrated on three basic processes:

- Determination of test results
- Analysis of test results
- Formulation of recommendations, as indicated by the results, to strengthen the existing COPES design

TEST RESULTS

1. The Form 7 "summary profile" ratings of the two teams at each college visited were statistically correlated, and their correlation coefficients were found to be significant in all cases.

2. The overall mean ratings of the two teams were virtually identical at three colleges (difference of .02 of a point or less on a five-point scale). At the college where the greatest difference occurred, the margin was less than half a point.

3. The average per-item rating difference between the two teams at each college ranged from a low of .37 of a point to a high of .73.

4. The number of items rated equally by both teams at a college ranged from a high of 33 (out of the total of 60) to a low of 16. Of the grand total of 300 individual-item rating comparisons at all five colleges, only 26 were more than one point apart on the five-point scale and only two more than two points apart.

5. The number of items which each team rated higher than the other at a college ranged from a "balance" of 16 and 16 (i.e., Team A rated 16 items higher than did Team B, and Team B rated 16 items higher than did Team A) to an "imbalance" of 9 and 29.

ANALYSIS OF TEST RESULTS

1. In exploring possible reasons for rating "imbalance," it was learned that some teams had used different rating approaches than others. Some had adopted a "demanding" approach; others a "middle of the road" approach; still others at least a semi-"kindly" approach. Some had based ratings solely on current performance; others had also taken into account improvements scheduled or in the planning stage. While these differences could not be demonstrated to be prime causes of "imbalance," they were identified as important elements in the teams' major differences in rating individual items and, thus, as significant reliability factors.

2. Other important elements in major team rating differences were identified as inadequate heed or misunderstanding of criteria, failure to obtain sufficient inputs for well-considered judgments, misunderstanding of item intents and over-reliance on the perceptions of a single team member.

RECOMMENDATIONS INDICATED BY TEST RESULTS

1. The approach to ratings should be standardized in terms of rigor (a middle area between the "demanding" and "kindly" approaches is suggested) and in terms of restriction to current performance or permitting consideration of planned improvements (the former is suggested for Form 7 ratings, with note to be taken of the latter in the teams' oral and written reports).

2. Emphasis on full use of evaluation criteria should be continued.

3. All instrument evaluation items and criteria should be reviewed to assure precision and understandability of wording.

4. Site visit procedures should be revised as necessary to avert any over-reliance in team ratings on the perceptions of a single member. (Assignment of two members to share responsibility for making preliminary assessment applicable to each portion of Form 7 is suggested.)

Section 3

RELIABILITY TEST RESULTS

CORRELATION COEFFICIENTS AND THEIR SIGNIFICANCE

Coefficients of correlation were developed from the item ratings of the two teams at each of the five colleges.* These coefficients, from low to high, were Cerritos College .44, Santa Monica College .49, West Valley College .66, Santa Ana College .68, and College of Alameda .76. These positive correlations between the ratings of the paired teams are considered statistically significant (i.e., not due to chance), since mathematically all exceed 99 chances in 100 that there is a positive correlation. The one percent level critical point (99 in 100) is .3308 and the five percent critical point (95 in 100) is .2546.

Since a perfect correlation between the ratings of two teams (probably never achievable) would be 1.0, the data suggest that further steps should be taken in system refinement and the education of team members to minimize human perceptual differences.

OTHER TEAM RATING COMPARISONS

In addition to the statistical testing, the ratings independently assigned by the two COPES teams to the 60 evaluation items which make up the "summary profile" instrument (Form 7) were compared for each of the five site visits involved in the reliability study in five ways:

- Overall mean (the difference between the teams' average rating for all 60 items)
- Overall mean point spread (the average per-item rating difference between the teams)

*Courtesy of James Stewart, research analyst, Division of Occupational Education, Chancellor's Office, California Community Colleges.

- Agreement-disagreement (the number of items rated differently, together with the extent of difference)
- High-low (the number of items rated higher by each team than the other team)
- Individual-item point spread (the extent of difference on each item rated differently).

Five-college averages or totals also were calculated.

(All ratings were on a five-point scale, ranging from 1.0, "poor," to 5.0, "excellent.")

These additional comparisons were undertaken to study various aspects of alignment and non-alignment in the two teams' ratings at each site visit, so as to facilitate the isolation of discernible factors affecting reliability of system instrumentation and procedures (see Section 4, following).

OVERALL DIFFERENCE IN MEAN RATINGS

At three of the five colleges visited, the overall mean ratings of the two teams were virtually identical. At the college where the greatest difference occurred, the margin was less than half a point on the five-point scale.

Table 1 summarizes the results.

Table 1

DIFFERENCE IN OVERALL MEAN RATINGS BY TWO TEAMS
AT FIVE COOPERATING COLLEGES

INSTITUTION	ACTUAL (on five-point scale)	PERCENTAGE
Cerritos College	.01 of a point	0.25
College of Alameda	.11 of a point	2.75
Santa Ana College	.02 of a point	0.50
Santa Monica College	.02 of a point	0.50
West Valley College	.43 of a point	10.75
Five-College Average	.12 of a point	2.95

OVERALL MEAN POINT SPREAD

The average per-item rating difference between the two teams at each college ranged from a low of 0.37 point at College of Alameda to a high of 0.73 at West Valley College.

Table 2 summarizes the complete results.

Table 2

AVERAGE PER-ITEM RATING DIFFERENCE
BETWEEN TWO TEAMS AT FIVE COOPERATING COLLEGES

INSTITUTION	ACTUAL (on five-point scale)	PERCENTAGE
Cerritos College	.53 of a point	10.60
College of Alameda	.37 of a point	7.40
Santa Ana College	.57 of a point	11.40
Santa Monica College	.68 of a point	13.60
West Valley College	.73 of a point	14.60
Five-College Average	.58 of a point	11.60

EXTENT OF AGREEMENT-DISAGREEMENT

The number of items rated equally by both teams for each site visit ranged from a high of 33 (out of the total of 60) at College of Alameda to a low of 16 at Santa Monica College. Of the grand total of 300 individual-item rating comparisons at all five colleges, only 26 were more than one point apart on the five-point scale.

Table 3 summarizes the results:

Table 3

AMOUNT OF EQUAL AND DIFFERING RATINGS
BY TWO TEAMS AT FIVE COOPERATING COLLEGES
(N=60)

	DEGREE OF DIFFERENCE (by points on five-point scale)								
INSTITUTION	0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4
Cerritos	27	12	15	3	3	0	0	0	0
Alameda	33	11	15	0	1	0	0	0	0
Santa Ana	28	4	23	2	3	0	0	0	0
Santa Monica	16	16	22	3	2	1	0	0	0
West Valley	22	2	28	3	4	0	1	0	0
Total (N=300)	126	45	103	11	13	1	1	0	0
Percent of Total	42	15	34.3	3.7	4.3	0.3	0.3	0	0

HIGH-LOW "BALANCE"

Differing ratings at each site visit were studied to determine the number of items which each team had rated higher than the other team. The best "balance" occurred at Santa Ana College, where, of 32 differing ratings, Team A was high on 16 and Team B high on 16. At West Valley College, on the other hand, of 38 differing ratings, Team A was high on only 9, while Team B was high on 29.

Table 4 summarizes the complete results.

Table 4

NUMBER OF HIGH RATINGS BY EACH TEAM
ON ITEMS OF DIFFERENCE AT FIVE COOPERATING COLLEGES

INSTITUTION	TEAM "A"	TEAM "B"
Cerritos College	17	16
College of Alameda	17	10
Santa Ana College	16	16
Santa Monica College	24	20
West Valley College	9	29

ITEMS OF GREATEST POINT SPREAD

The greatest rating difference (3 points) between two teams at a site visit involved item 3.5 ("Balance between academic and occupational education interests on college curriculum committee").

Table 5 shows all items on which there was more than a one-point spread.

Table 5

ITEMS OF GREATEST RATING DIFFERENCE

ITEM	MAXIMUM SPREAD SINGLE COLLEGE (Five-point scale)	SPREADS AT FOUR OTHER COLLEGES (Five-point scale)				TOTAL SPREAD
Balance on curriculum committee	3.0	1.5	1.0	1.0	0	6.5
Provisions for handicapped	2.5	1.0	1.0	0	0	4.5
Concurrence of programs, plan	2.0	1.5	1.0	1.0	1.0	6.5
Provisions for disadvantaged	2.0	2.0	1.0	1.0	0	6.0
Completions vs. enrollments	2.0	1.5	1.0	0.5	0	5.0
Provisions in operating budget	2.0	1.0	1.0	1.0	0	5.0
Administration's commitment	2.0	1.0	1.0	0.5	0	4.5
Planned enrollments vs. community needs	2.0	1.0	1.0	0	0	4.0
Collection of needs information	2.0	1.0	1.0	0	0	4.0
In-service education	2.0	1.0	1.0	0	0	4.0
Participation in plan development	2.0	1.0	0.5	0	0	3.5
Adequacy of facilities	2.0	1.0	0.5	0	0	3.5
Individualized instruction	2.0	1.0	0.5	0	0	3.5
Use of success/failure information	2.0	0	0	0	0	2.0
Articulation with other institutions	1.5	1.0	1.0	1.0	0	4.5
Utilization of facilities	1.5	1.0	1.0	1.0	1.0	4.5
Use of measurable learner objectives	1.5	1.0	1.0	0.5	0	4.0
Job success of former students	1.5	1.0	1.0	0.5	0	4.0
Qualifications of coordinator(s)	1.5	1.0	1.0	0	0	3.5
Provision for coordination	1.5	1.0	0.5	0	0	3.0
Salary schedule provisions	1.5	0.5	0	0	0	2.0
Organization for coordination	1.5	0	0	0	0	1.5

Section 4

DISCERNIBLE FACTORS AFFECTING RELIABILITY

At all but one of the five colleges visited for purposes of the reliability study, the teams' overall perceptions of institutional performance in occupational education (as expressed in the difference of their average rating for all evaluation items, shown in Table 1), were quite close.

Yet the facts are that, at all but one college, average team ratings per item disagreed by more than a half-point (Table 2) and that, again at all but one college, the teams disagreed on more than half of the 60 items (Table 3).

In view of those disagreements, how could the overall perceptions agree as nearly as they did?

Of even greater importance, why did the disagreements occur and what might be done to lessen them in COPES' future?

ANALYSIS

The closeness of team's overall perceptions, despite their differences on individual items, can be largely explained by the "balance" of the differences (Table 4).

Generally speaking, the sum-total effect of any team's ratings lower than those of the other team were pretty well offset by ratings higher than the other team.

Note that the three site visits (Cerritos College, Santa Ana College and Santa Monica College) with the least difference in overall mean ratings were also the three site visits with the best "balance" between the teams in number of high ratings on items of difference. Note, too, that the site visit where the greatest difference in overall mean ratings occurred (West Valley College) was also the site visit of greatest "imbalance."

EXPLORATION OF REASONS FOR "IMBALANCE"

Uniform team understandings of the intent of each evaluation item and of the criteria statements for its rating probably can never be realized.

Uniform team thoroughness of observation and data review relating to each item probably can never be assured.

Certainly these two factors are significant causes of rating differences (as is shown under the next heading). But they can also be assumed, under normal circumstances, to have been relatively equally applicable to both teams at any of the site visits, and resultantly to have been part of the "balance" picture.

Thus, reasons for "imbalance" should be sought elsewhere.

Two possibilities, based on past COPES experiences, immediately suggested themselves:

- Some teams may have made much less use of the criteria statements than others.
- Some may have encountered unusual problems which prevented them from obtaining sufficient inputs on a significant number of items.

One other possibility, never before generally considered, also emerged:

- Some teams may have taken a markedly different philosophical appraoch to rating than others.

To explore these possibilities, project staff queried the leaders of all 10 teams involved in the site visits (see Appendix C). Four questions were asked:

- "Did your team base each rating of a Form 7 item soundly on the criteria established for that item?"
- "Did your team generally adopt a 'demanding,' 'middle of the road' or 'kindly' approach to item ratings?"
- "Did your team base its ratings solely on current institutional performance or also take into account improvements scheduled to be made or in the planning stage?"
- "Did your team have time to make enough observations and secure enough data for well-considered ratings on each item?"

Team leaders' responses indicated that all 10 teams had based all (or, in one case, "most") ratings on the criteria and that nine teams had had time to obtain sufficient inputs for well-considered ratings.

There were considerable differences, however, in the rating approaches taken by the teams.

Three were "demanding" and seven "middle of the road," with two of the seven on the "kindly" side of the middle and one more possibly on that same side.

Five rated on, or largely on, the basis of "current performance;" the other five took into account "improvements scheduled or in the planning stage."

For the sake of the tidiness of analysis, it would be nice to be able to demonstrate that these differences in approach were prime causes of "imbalance" between teams, but no such demonstration can legitimately be made. For example, at West Valley College, the most likely site visit for establishing a causal relationship, Team A's "demanding" approach could probably be expected to produce lower ratings than Team B's "middle of the road, but did recognize extenuating circumstances" approach. On the other hand, Team A's inclusion of "scheduled and planning-stage improvements" could probably be expected to produce higher ratings than

Team B's focus on "current performance." Thus, there would be at least some offsetting effect, and any attempt to gauge the extent of offset would be sheer guesswork.

Nevertheless, while the exploration may have arrived at a "dead end" in that regard, its identification of the different team approaches taken to the rating process made the undertaking decidedly worthwhile, since such differences can only detract from COPES' reliability (as is shown under the next heading).

EXPLORATION OF REASONS FOR ITEM RATING DISAGREEMENTS

For all instances where ratings between the teams at a site visit differed by two or more points, team leaders and site visit chairmen were asked to provide explanations.

Analysis of the explanations (see Appendix D) indicated the following reasons for disagreement:

- Different team approaches (on the "demanding" to "kindly" scale) - 6 instances.
- Inadequate heed or misunderstanding of criteria - 5 instances.
- Insufficient inputs - 3 instances.
- Heavy reliance on planned improvements - 2 instances.
- Misunderstanding of item intent - one instance.

In addition, one chairman cited the following as the reason for all significant differences between his two teams:

- "Every one...can be traced to the perceptions of a particular individual on a given team who had been assigned the responsibility for making a preliminary assessment applicable to a portion of the Form 7...I have concluded that one of the greatest weaknesses of the approach used is the fact that only one member of a given team may have observed an event, and his or her judgment becomes the basis for the expression of consensus that everyone else is obliged to support..."

RECOMMENDATIONS

In the light of the foregoing discussion, the following actions are recommended to strengthen the existing COPES design:

1. Standardize the approach to ratings, in terms of "demanding," "middle of the road" or "kindly." While there is something to be said on behalf of both extremes (the rigorous and the supportive), a middle ground is probably to be preferred. Seven of the 10 team leaders so indicated; three favored "demanding." One team leader defined the middle ground as "conscientiously probing and non-inspectorial."

2. Standardize the approach to ratings, in terms of considering only "current performance" or also taking into account "improvements scheduled to be made or in the planning stage." Team leaders were evenly divided, five to five, on which approach they favored. Since it is often difficult to be sure when or whether a scheduled improvement will actually be instituted or a planned improvement implemented, perhaps the approach should be, as one team leader suggested, to rate on current performance, but note significant planned improvements in the oral and written reports.

3. Continue emphasis on full use of evaluation criteria.

4. Re-evaluate all instrument items and evaluation criteria to assure precision and understandability of wording. Particular attention might be given those items on which there were the greatest aggregate rating differences at the five colleges involved in the reliability study (Table 5).

5. Revise site visit procedures as necessary to avert any over-reliance in team ratings on the perceptions of a single member. One means of achieving this would be to eliminate the current procedure of assigning each member to a special task (see page 3, "COPES Oetailed Site Visit Schedule," shown as Appendix B in the "Site Visit Manual") and, instead, have two members share responsibility for making preliminary assessment applicable to each portion of Form 7.

APPENDIXES

Appendix A

CALIFORNIA COMMUNITY COLLEGES COOPERATING IN THE STUDY

College of Alameda
Alameda
Site Visit: January 22-24

Cerritos College
Norwalk
Site Visit: March 26-28

Santa Ana College
Santa Ana
Site Visit: November 27-29

Santa Monica College
Santa Monica
Site Visit: March 26-28

West Valley College
Saratoga
Site Visit: February 20-22

Appendix B

SITE VISIT TEAM MEMBERS PARTICIPATING IN THE STUDY

College of Alameda

John R. McKinley (Chairman), Dean of Administrative Services, Chabot College; John M. Hubbard (Team Leader), Assistant to Chancellor for Community Relations, San Mateo Community College District; Shirley B. McGillicuddy (Team Leader), Consultant; Rolf Bruckner, Associate Dean of Instruction, Gavilan College; Ross A. Carkeet, Jr., Instructor, Columbia Junior College; Dr. Wallace F. Cohen, Vice President-Instruction, El Camino College; Chester P. Gromacki, Director of Vocational Education, North Orange County Community College District; David D. Hurford, Director of Public Relations, Sears-Roebuck & Co.; Thomas D. Nesbitt, Consultant; Dr. John H. Rivers, Associate Dean-Student Personnel & Special Services, Monterey Peninsula College; Charles D. Rucker, Instructor and Counselor, Southwestern College; J. Winston Silva, Specialist, Occupational Education, California Community Colleges; and Ted S. Sypolt, Specialist, Occupational Education, California Community Colleges.

Cerritos College

Dr. Ray E. Loehr (Chairman), President, Ventura College; Dr. Ellsworth R. Briggs (Team Leader), Vice President for Instruction, College of the Redwoods; Dr. M. Jack Fujimoto (Team Leader), Dean of Instruction, Los Angeles Pierce College; Edward Bratset, Educational Consultant; Fred E. Ittner, Associate Dean of Instruction-Occupational Education, Bakersfield College; Shirley B. McGillicuddy, Consultant; David V. Robles, Deputy Director, Economic and Social Opportunities, Inc.; Julie Rosado, Specialist, Occupational Education, California Community Colleges; Harry E. Simonds, Educational Consultant; William B. Steinberg, Director of Vocational Education, San Diego Community College District; James F. Stewart, Specialist, Occupational Education, California Community Colleges; Nino B. Valmassoi, Instructor, Pasadena City College; and Burton T. Yount, Instructor, San Diego City College.

Santa Ana College

Dr. John C. Petersen (Chairman), President, Skyline College; Dr. Nathan H. Boortz (Team Leader), Director, Technical Education, Foothill Community College District; C. Allen Paul (Team Leader), Dean of Technical-Vocational Education, Grossmont College; Charles C. Dahl, Associate Dean

Santa Ana College (Continued)

of Instruction-Career Education, Ventura College; Louise S. Dyer, President, Board of Trustees, San Diego Community College District; Dr. Robert E. Horton, President, Los Angeles Valley College; Thomas D. Nesbitt, Consultant; David V. Robles, Deputy Director, Economic and Social Opportunities, Inc.; Donald Y. Saguchi, Program Developer, East Los Angeles College; Herbert L. Schlackman, Assistant Dean, Occupational Education, Laney College; and Nino B. Valmassoi, Instructor, Pasadena City College.

Santa Monica College

Jack Snyder (Chairman), Dean of Occupational and Continuing Education, Cabrillo College; John M. Hubbard (Team Leader), Assistant to Chancellor for Community Relations, San Mateo Community College District; John V. Russo (Team Leader), Dean, Division of Science & Technology, Santa Ana College; Joseph E. Berruezo, Assistant Dean of Instruction, Vocational-Technical Education, College of Marin; Karen Bradstreet, Administrative Associate, George Ebey Associates; Dr. Arthur N. Cherdack, Director, Educational Research and Analysis, Los Angeles Community College District; Louise S. Dyer, Lay Representative, Former Trustee, San Diego Community College District; Lenore H. Eisenstein, Chairman, Home Economics Department, Los Angeles Harbor College; Melvin J. Elkins, Assistant Dean, Vocational Education, Santa Barbara City College; George Hall, Specialist, Community College Programs, California Community Colleges; Jay B. La Foe, Assistant Vice President-Urban Affairs, Wells Fargo Bank; Edward J. Muraski, Director of Cooperative Education, Rio Hondo College; Manque Winters, Specialist, Community College Programs, California Community Colleges.

West Valley College

Shirley B. McGillicuddy (Chairman), Shirley McGillicuddy & Associates; C. Allen Paul (Team Leader), Dean of Technical-Vocational Education, Grossmont College; Herbert L. Schlackman (Team Leader), Assistant Dean, Occupational Education, Laney College; Edward Alfaro, Dean of Occupational Education, Santa Ana College; Roger D. Beam, Assistant Dean, Occupational Education, Compton College; Dr. Ellsworth R. Briggs, Vice President for Instruction, College of the Redwoods; Dale Collins, Programs Specialist, California Community Colleges; Dr. M. Jack Fujimoto, Dean of Instruction, Los Angeles Pierce College; Virginia A. Gries, Director, Home Economics, Pacific Gas & Electric Company; Don Richardson, Programs Specialist, California Community Colleges; Rollin M. Russell, Administrative Assistant to Vice President for Drilling & Production, McCulloch Oil Corporation; Marjorie L. Sanchez, Director of Vocational Nursing, Sierra Community College; and John W. Tontsch, Assistant Professor-Coordinator, Los Angeles Pierce College.

Appendix C

TEAM LEADER SURVEY - QUESTIONS AND RESPONSES

1. DID YOUR TEAM BASE EACH RATING OF A FORM 7 ITEM SOUNDLY ON THE CRITERIA ESTABLISHED FOR THAT ITEM?

Cerritos College

Team A: "No. Most ratings were made by common-sense judgment. When disagreement arose within the team, we referred to the criteria for re-judging that item."

Team B: "Yes."

College of Alameda

Team A: "Yes."

Team B: "Yes, if 'soundly' takes into consideration individual interpretation of criteria which can't be absolute."

Santa Ana College

Team A: "Yes."

Team B: "Yes."

Santa Monica College

Team A: "Yes."

Team B: "Yes."

West Valley College

Team A: "Yes."

Team B: "Yes."

2a. DID YOUR TEAM GENERALLY ADOPT A "DEMANDING," "MIDDLE OF THE ROAD" OR "KINDLY" APPROACH TO ITEM RATINGS?

Cerritos College

Team A: "Middle of the road."

Team B: "Middle of the road."

College of Alameda

Team A: "Middle of the road, but leaning toward kindly."

Team B: "Middle of the road, but not wishy-washy."

Santa Ana College

Team A: "Demanding."

Team B: "Demanding; the team usually took a firm approach."

Santa Monica College

Team A: "On the kindly side of middle of the road."

Team B: "Middle of the road."

West Valley College

Team A: "Demanding."

Team B: "Middle of the road, but did recognize extenuating circumstances."

2b. (In response to a request to indicate which approach they considered the most appropriate, seven team leaders indicated they favored a middle ground, while three favored "demanding." One of those listed as a middle-ground advocate actually stated: "None of the above. Prefer to consider it conscientiously probing and non-inspectorial." Other amplifying comments: "Demanding, but, in view of some recent observations, we should probably stress this with the college in advance of visit." "Middle of the road, but we should not hesitate to indicate areas of less-than-acceptable performance when so observed or perceived."

3a. DID YOUR TEAM BASE ITS RATINGS SOLELY ON CURRENT INSTITUTIONAL PERFORMANCE OR ALSO TAKE INTO ACCOUNT IMPROVEMENTS SCHEDULED TO BE MADE OR IN THE PLANNING STAGE?

Cerritos College

Team A: "Current performance."

Team B: "Included scheduled and planning-stage improvements."

College of Alameda

Team A: "Stuck pretty closely to current performance."

Team B: "Included scheduled and planning-stage improvements."

Santa Ana College

Team A: "Essentially current performance."

Team B: "Included scheduled and planning-stage improvements, particularly where a commitment had been made to rectify a problem or care for an unmet need. There were a few 'lingering' old commitments in evidence but not implemented which we discounted."

Santa Monica College

Team A: "Largely current performance."

Team B: "Included scheduled and planning-stage improvements."

West Valley College

Team A: "Included scheduled and planning-stage improvements that had some solid commitment behind them."

Team B: "Current performance."

3b. (In response to a request to indicate which approach they considered the more appropriate, five team leaders favored "current performance" and five favored inclusion of planned improvements. Amplifying comments were: "Ratings should accommodate the college's identification of vulnerable or soft areas and their plans to change or correct such conditions." "Probably the latter, provided there is clear evidence." "Rate on current performance; however, during the oral the reference to planned improvements should be noted and briefly discussed." "The latter, particularly where there is a commitment to rectify a problem or care for an unmet need.")

4. DID YOUR TEAM HAVE TIME TO MAKE ENOUGH OBSERVATIONS AND SECURE ENOUGH DATA FOR WELL-CONSIDERED RATINGS ON ALL ITEMS?

Cerritos College

Team A: "No, but I would say most all, so that judgments were not greatly in error."

Team B: "Yes."

College of Alameda

Team A: "Yes."

Team B: "Yes, with some qualifications."

Santa Ana College

Team A: "Yes, but barely."

Team B: "Yes."

Santa Monica College

Team A: "Yes."

Team B: "Yes."

Appendix D

CAUSES OF MAJOR RATING DIFFERENCES BETWEEN SITE VISIT TEAMS - BASED ON EXPLANATIONS BY SITE VISIT CHAIRMEN AND TEAM LEADERS

(All differentials of 2 or more points on the five-point scale considered)

Differential	Explanation
3.0	Inadequate heed or misunderstanding of criteria by low-rating team. (Consensus: high rating.)
2.5	Inadequate heed or misunderstanding of criteria and insufficient inputs by low-rating team; heavy reliance on planned improvements by high-rating team. (Consensus: half-point above low rating.)
2.0	Inadequate heed or misunderstanding of criteria by low-rating team; "kindly" approach by high-rating team. (Consensus: middle ground.)
2.0	*(Consensus: half-point below high rating.)
2.0	"Demanding" approach by low-rating team; "middle of road" to "kindly" approach by high-rating team. (Consensus: middle ground.)
2.0	Heavy reliance on planned improvements by high-rating team. (Consensus: low rating.)
2.0	Inadequate heed or misunderstanding of criteria and misunderstanding of intent of item by high-rating team. (Consensus: low rating.)
2.0	"Demanding" approach by low-rating team. (Consensus: half-point below high rating.)
2.0	Inadequate heed or misunderstanding of criteria by high-rating team. (Consensus: half-point above low rating.)
2.0	*(Consensus: half-point below high rating.)
2.0	"Demanding" approach by low-rating team. "Middle of road" approach by high-rating team. (Consensus: middle ground.)
2.0	Insufficient inputs by low-rating team. (Consensus: half-point below high rating.)

Differential	Explanation
2.0	*(Consensus: middle ground.)
2.0	"Kindly" approach and/or insufficient inputs by high-rating team. (Consensus: low rating.)
2.0	"Demanding" approach by low-rating team. (Consensus: high rating.)

*Site visit chairman's explanation: "Every one of these differences can be traced to the perceptions of a particular individual on a given team who had been assigned the responsibility for making a preliminary assessment applicable to a portion of the Form 7. As you know, when each team goes over the Form 7, the final rating decided upon for each item is usually the result of an expression of consensus, with a particular evaluator's observation or impression serving as the core."

"I have concluded that one of the greatest weaknesses of the approach used is that which stems from the fact that only one member of a given team may have observed an event, and his or her judgment becomes the basis for the expression of consensus that everyone else is obliged to support."

"Some circumstances on a college campus are so readily apparent to every member of the team that it is easy for all team members to support a consensus statement. In other instances, the judgment of the team is substituted for that of the team member who observes a particular event and reports on it. The reason why each team scored the items as they did is less to be found in the judgments of the total team than in the reported observations of a team member whose observations become those of the team. Most of the differences noted here, in my judgment, are grounded less in fact than in the feelings certain team members had about items they were supposed to specifically observe and report on to the rest of their colleagues."