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AUTHOR Cristiano, Marilyn J.
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ABSTRACT

This report details the process undertaken at Paradise Valley Community College (PVCC) to develop a content-valid questionnaire to identify the instructional training needs of full-time college faculty. Chapter 1 discusses the background to the project, reviews the goals of the Employee Development Program at PVCC and stresses the importance of identifying faculty training needs in order to create effective development efforts. Chapter 2 provides a review of the literature on survey strategies and methods, sample size, and effective questionnaire development. Chapter 3 discusses the methodology and procedures utilized in developing the questionnaire, including the formation of a review committee, involvement of three research experts, and field testing of the questionnaire among 5 full-time faculty. Chapter 4 presents the results of the survey instrument development efforts, describing the goals of the questionnaire which included obtaining information on instructional methodology worksnops which faculty would be interested in attending and faculty time slot preferences for workshops. Outlines of potential workshops and strategies for disseminating the questionnaire and analyzing the results are included in this chapter. Chapter 5 discusses implications and presents recommendations for implementing the faculty survey. The questionnaire, a sample data sheet/answer form, and a copy of the questionnaire cover letter are appended. (GFW)

DEVELOPMENT OF A QUESTIONNAIRE DESIGNED TO IDENTIFY THE INSTRUCTIONAL TRAINING NEEDS OF THE FULL-TIME FACULTY AT PARADISE VALLEY COMMUNITY COLLEGE

Emergence of Higher Education in America

by

Marilyn J. Cristiano, M. A.

Paradise Valley Community College

Deo E. Nellis, Ed. D.

Phoenix Cluster

A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

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Administrators at Paradise Valley Community College (PVCC) have never systematically assessed the instructional training needs of the full-time faculty members at PVCC, nor was there a system in place to do so. Therefore, the following research question was studied: What are the instructional training needs of the full-time faculty members at PVCC? A development methodology was used for this study. An extensive questionnaire designed to identify the instructional training needs of the full-time faculty members at PVCC was developed. Specifically, the goals of the instructional training needs assessment were developed, and a means for ensuring the content validity of the questionnaire was developed and implemented. In addition, statistical procedures were chosen for the analysis of the empirical data that will be generated from the future implementation of the questionnaire. Moreover, a procedure for scanning empirical data into an ASCII computer data file and for downloading the file into an IBM-PC was identified. The ABstat version 6.02 computer software statistical program (ABstat, 1989) was chosen for use in the analysis of the data generated from the future administration of the questionnaire. Furthermore, specific procedures were identified for the reporting and the analysis of any written comments that may be generated from the future administration of the questionnaire. Specific procedures for the future administration of the

questionnaire were also identified. Moreover, the questionnaire was field tested. Lastly, the recommendation was made that an instructional needs assessment of full-time faculty members at PVCC be conducted using the questionnaire developed for this study. Moreover, it was recommended that recommendations be presented to the Ad Hoc Committee on Faculty Development for the development of workshops on instructional methodologies for full-time faculty at PVCC. These recommendations should be based on an analysis of the data generated from the instructional needs assessment.

TABLE OF CONTENTS

Chapter 1

INTRODUCTION

Background and Significance

Full-time faculty members who participate in faculty development programs become more effective personally and professionally and contribute to the effective functioning of institutions of higher education (Roueche and Baker, 1983). Paradise Valley Community College (PVCC) has an Employee Development Program in place designed to foster the personal and the professional development of all college employees (Employee Development: A Statement of Philosophy, n.d.). The four goals of the Employee Development Program at PVCC are stated as follows:

> 1. To give employees an opportunity to understand the mission of the institution and their role.
> 2. To help employees improve their job performance in terms of effectiveness, efficiency, and personal satisfaction.
> 3. To provide employees opportunities for professional and personal development.
> 4. To recognize and reward employees for their personal and professional contributions to the institution on a regular and continuing basis (Employee Development: A Statement of Philosophy, n.d.:3).

Included in the college philosophy is the following statement: "The quality of education provided for students depends significantly on the quality of all employees" (Paradise Valley Community College Center Self-Study Report 1990, 1990:46). Administrators at PVCC have developed activities designed to provide employees with a means for achieving the goals of the Employee Development Program. However, administrators have never systematically assessed the instructional training needs of the full-time faculty, nor is there a system in place to do so. Therefore, the following problem was studied: Administrators at PVCC lack a means for assessing the instructional training needs of the full-time faculty at PVCC.

Based on an evaluation of the employee development activities at PVCC, the Employee Development Advisory Committee members recommended that an assessment of the instructional

training needs of the full-time faculty be conducted (Cristiano, 1990). In addition, the Employee Development Advisory Committee members recommended that a questionnaire be designed as a first step in conducting this instructional training needs assessment. Moreover, the Employee Development Advisory Committee members recommended that the questionnaire be designed in such a way that it could be modified each academic year for the purpose of identifying the instructional training needs of the full-time faculty members at the college. Moreover, the Employee Development Advisory Committee members recommended that the appropriate statistical procedures for the analysis of potential empirical data and a system for the analysis of potential written responses generated from the future implementation of the questionnaire be identified. Lastly, the Employee Development Advisory Committee members recommended that procedures for the future implementation of the questionnaire be developed.

Many full-time faculty members teaching in institutions of higher education have had little professional training in instructional methodologies best suited for meeting the needs of students. Case (1988:84) writing about the professional preparation of community college instructors observes:

> Credentials, where they are necessary, require little or nothing by way of professional preparation other than subject matter knowledge or occupational skills and experience. Teachers learn to teach by trial and error, an unguided and lonely experience for the most part . . Ironically, teachers all too often are called upon to be creative, responsible change agents with little or no support or guidance in how to perform this complex, demanding role.

Similarly, Lacey (1988:67) writes: "We have an awareness of the inadequacy of graduate school education for the training of undergraduate teachers." Moreover, Lucas (1989:12) writes: "Most faculty are experts in their disciplines but have never learned how to teach." In addition, Farr and Middlebrooks (1990:210) writing about the competence of professionals suggest that "the continuous proliferation of new technologies and the unlikely event of a decrease in this acceleration are reasons to believe that obsolescence among professionals is

going to be a continuing problem for organizations." Similarly, Knapper (1988:31) writes: "Despite rapid developments in educational technology, teaching methods in postsecondary education remain remarkably traditional. However, the microcomputer has emerged as a powerful tool that is transforming what and how students learn, both inside and outside the classroom."

Hekimian (1984:2) suggests that "one of the requirements of a profession is that its members continue to grow in order that their clients receive the best skills and knowledge available to them." One of the means for measuring the effectiveness of institutions of higher education is "the extent of professional attainment and development of the faculty and the amount of stimulation toward professional development provided by the institution" (Cameron, 1978:614). Furthermore, Case (1988) suggests that the key to creating a preferred future for a community college is the cultivation of faculty through faculty development programs. "If the fifth-generation community college is to be realized, concerns for the role, vitality and effectiveness of the faculty must be addressed, because the faculty is the key to quality, productivity and responsiveness of a college" (Case, 1988:80). In a report titled Building Communities: A Vision for a New Century (1988:13), the Commission on the Future of Community Colleges made the following recommendation for the effective and efficient functioning of community colleges: "It is through the careful selection and continuous renewal of faculty that the future of the community college will be built." However, Votruba (1990:229) warns that "the agenda should not be simply to argue for more faculty development programs. Rather, we need programs that more creatively address the developmental needs of faculty at various career and life stages." Votruba (1990:226) suggests that "it is not enough for administrators to 'think' they know what the developmental needs are. Faculty must be given the opportunity to voice those needs and administrators must listen carefully." Similarly, Wircenski, Sullivan, and Moore (1989:63) conclude that "training departments

must avoid the temptation to conduct training before conducting a thorough analysis of their own needs."

Shuster (1989:70), writing about faculty development programs, states that "the faculty itself must be involved in any effort to create, expand, or evaluate faculty development activities." Moreover, Locke (1985) contends that in order to help ensure the success of faculty development programs, faculty must feel a sense of ownership of the program. Locke (1985:5) writes: "[Faculty] input through a 'needs assessment' program and also through participation in the actual planning of the inservice program is fundamental in developing a sense of 'ownership' and acceptance." Similarly, Eble and McKeachie (1985) report that successful faculty development programs involve the administration and the faculty in identifying instructional training needs so that both the administration and the faculty feel committed to the program. In addition, Nilson (1989:4) suggests that "persons who are involved in the analysis of needs often 'buy into' the solutions to those needs more readily." Furthermore, Nilson (1989:4) writes that "a good Needs Assessment will spark people's imaginations, will often result in discussions or task forces, and will have the potential for changing attitudes, even before a training program is designed."

Several recent studies suggest that higher education is in crisis. Yet, the authors of these studies do not agree as to the changes that need to be made in higher education. Lacey (1988:57) writes that "some are calls to renew a vision, to reclaim a heritage, or to restore integrity to the curriculum; some are polemics of an imagined golden age, and others are mean-spirited diatribes portraying the faculty as enemies of teaching." Moreover, Lacey (1988) suggests that many faculty development programs are being developed in response to recent reports that there is a need to provide faculty of institutions of higher education with faculty development programs that provide faculty with an opportunity to strengthen their instructional skills. Lacey (1988:57-63) writes:

> The faculty development movement of the 1970s and 1980s now turns its attention to the recruitment and preparation of the next generation of college teachers . . . We can conclude that substantial resources and effort are being given to assessing and improving teaching in American colleges and universities.

Eble (1988:xii) suggests that in the past decade little has been done in university programs to improve the instructional skills of future college teachers, yet "the faculty development movement . . . may be a counter effort, an attempt to expand opportunities for faculty to develop as teachers and to provide support for many aspects of instruction."

In order to improve instructional practice, "every community college should have a Faculty Renewal Plan, one developed in consultation with the faculty" (Building Communities: A Vision for a New Century, 1988:14). Smith (1989:177) writes that staff development programs emerged in the 1960s and are an important part of the community college movement today:

> A book or a series of books could be written on the innovations that have occurred in the area of community college staff development programs since the 1960s. Staff development (SD) has become one of the most important programs in the two-year college movement because of the central role it plays in almost all aspects of college life. Staff development today can be viewed as the "heart" of the community college body. It is the organ that pumps life-giving blood and new vitality into the individuals and programs that make up this institution of higher learning.

Bryant, Kintzer, and Wattenbarger (1990:180) write: "Faculty are the key to quality in higher education." Harnish and Creamer (1985-1986:33) suggest that "continuing involvement of faculty with their work as teachers is essential to maintaining the quality of education provided by a college." Since the outcomes of this study are linked to the emergence of faculty development programs of institutions of higher education in America and are related to building a preferred future for PVCC, this study is related to the principles presented in the Emergence of Higher Education in America Seminar.

Research Question

The following research question was studied: What are the instructional training needs of the full-time faculty members at PVCC? A development methodology was used for this study. An extensive questionnaire designed to identify the instructional training needs of the full-time faculty members at PVCC was developed (Appendix A).

Chapter 2

REVIEW OF THE LITERATURE

One way to identify the instructional training needs of the full-time faculty members at PVCC is to develop, implement, and analyze a needs assessment. Nilson (1989:1) writes:

> Training program design has a circular nature about it of "finding and fixing and finding and fixing" problems that affect the performance of people at work. That first smiling encounter between instructor and trainee is only the beginning of the "fix it" phase. What comes before this structured learning activity is a "find it" phase, commonly known in the language of training design as Needs Assessment.

McKay (1979:2) defines a needs assessment as "the process of determining the difference or gap between where one is and where one wants to be or should be . . . To do this correctly, a formal measurement is required." Similarly, Zemke and Rossett (1985:1) suggest that "the classical approach to determining needs or problems is identifying the discrepancy between desired and actual knowledge, skills, and performance."

McKay (1979) recommends the use of the survey method as an effective method for conducting a needs assessment. Isaac and Michael (1981:128) define a survey as "a means of gathering information that describes the nature and extent of a specified set of data ranging from physical counts and frequencies to attitudes and opinions." McKay (1979:7), when discussing the use of a survey to conduct a needs assessment, writes: "The survey is usually a pencil and paper instrument consisting of one or more pages. It usually presents a list of possible topics or need areas to which the individual is to respond according to his level of interest or need." In addition, McKay (1979:7) suggests that the advantages of using a survey to determine staff development training needs are that a survey is "easy to administer and insures [sic] the involvement of those for whom the staff development program will be designed."

Questionnaires are the most commonly used survey method because they "are inexpensive, are wide-ranging, can be well designed, simple and clear, are self-administering, and can be made anonymous" (Isaac and Michael,1981:130). Zemke and Rossett (1985) define a

questionnaire as a printed question and answer format such as surveys, polls, and checklists to which individuals respond by choosing from lists of prepared answers or writing in original responses. Fink and Kosecoff (1985:15) write that questionnaires "can be used to make policy or plan and evaluate programs and conduct research when the information you need should come directly from people."

In order for a questionnaire to be effective as a research tool in accurately identifying the instructional training needs of full-time faculty members, care must be taken in its development, implementation, and analysis (Isaac and Michael, 1981). According to Fink and Kosecoff (1985), when developing questionnaires, the following questions need to be considered: What are the goals of the needs assessment? What types of items will be included? How will the items be structured? Do the items have content validity? What level of measurement will be used? What type of measurement scale will be used? How will the questionaire be formatted? Who will be surveyed?

In order for researchers to determine the content of a questionnaire for a needs assessment, they must determine the goals of the needs assessment. Fink and Kosecoff (1985:23) state: "Deciding on a survey's content means setting the survey's boundaries so that you can write the correct questions." Isaac and Michael (1981:133) note that for a questionnaire to be effective, "it requires a careful, clear statement of the problem underlying the questionnaire." When discussing the possible goals of conducting a needs assessment for faculty and staff development programs, McKay (1979:9) suggests that "no assessment should ever be used for promotion, retention, merit or other personnel action. A needs assessment is to be used only to know where we are and how to get to an attainable goal, not for any other reason." In summary, the first step in developing a questionnaire for a needs assessment is to identify the goals of the needs assessment. The researcher then determines the content of the questionnaire based on the goals of the needs assessment. As McKay (1979) advocates, data generated from a needs assessment

should never be used to make decisions regarding the job status of personnel of institutions of higher education.

After determining the content of the questionnaire based on the goals of the needs assessment, the researcher must determine the types of items to include in the questionnaire. Babbie (1975:106) writes:

> The term "questionnaire" suggests a collection of questions, but an examination of a typical questionnaire will probably reveal as many statements as questions. This is not without reason. Often, the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective.

In addition, Babbie (1975) advises that questionnaires may contain open-ended and or closed-ended items. An open-ended item is one that "the respondent is asked to provide his own response to the item. In the other case, closed-ended items, the respondent is asked to select his answer from among a list provided by the researcher" (Babbie (1975:107). Kerlinger (1973:485) writes:

> Some information can best be obtained with the open-ended question--reasons for behavior, intentions, and attitudes. Certain other information, on the other hand, can be more expeditiously obtained with closed questions. If all that is required of a respondent is his preferred choice of two or more alternatives, and these alternatives can be clearly specified, it would be wasteful to use an open-ended question.

Similarly, Isaac and Michael (1981:133) suggest that "objectivity is important. Lengthy subjective, open-ended answers are difficult for the respondent to write and for the investigator to evaluate. If the possible categories of responses can be anticipated, these should be offered as alternatives to an objective question." Kintzer (1977) suggests that open-ended items can be used effectively to request further information regarding closed-ended items and can be used as a final item in a forced-choice series of answers. Kintzer (1977:38) writes: "The phrase 'Please identify and briefly describe other important reasons' encourages the participant to make specific contributions to the printed list of possibilities." Moreover, Kintzer (1977:38) notes that "open-response questioning may provide opportunities for

respondents to offer advice to the researcher in terms of instrument improvement." In summary, investigators must first determine the goals of the needs assessment. Then, they must choose the type of items (either closed-ended or open-ended items) to include in the questionnaire based on the information needs of the study.

When considering questionnaire length, Fink and Kosecoff (1985:42) conclude:

> The length of a survey form depends upon what you need to know and how many questions are necessary so that the resulting answers will be credible. Self-administered questionnaires . . . are generally limited to thirty minutes and contain the fewest items. . . . Another consideration is the respondents. How much time do they have available, and will they pay attention to the survey?

Similarly, Nilson (1989:4) suggests that needs analysis tools such as questionnaires should be be kept simple: "Seek only the kind of information that focuses on the performance problem you think you have; don't confuse your respondents with too many questions. Aim to be able to quantify, group, weight, and prioritize the responses you get."

When discussing how the closed-ended items of a questionnaire should be structured, Babbie (1975:107) writes: "The response categories provided should be exhaustive: they should include all the possible responses that might be expected. . . . Second, the answer categories must be mutually exclusive: the respondent should not be compelled to select more than one." In addition, Babbie (1975:108) suggests that items should be clear: "Questionnaire items should be precise so that the respondent knows exactly what the researcher wants an answer to." Moreover, Kerlinger (1973:485-487) suggests seven criteria for writing questionnaire items:

> 1. Is the question related to the research problem and the research objectives? 2. Is the type of question right and appropriate? 3. Is the item clear and unambiguous? 4. Is the question a leading question? 5. Does the question demand knowledge and information that the respondent does not have? 6. Does the question demand personal or delicate material that the respondent may resist? 7. Is the question loaded with social desirability?

The validity of a questionnaire is determined by establishing criteria related to the purpose of the assessment. Kerlinger (1973:457) discusses an important criterion for determining the

validity of a questionnaire as follows:

> The commonest definition of validity is epitomized by the question: Are we measuring what we think we are measuring? The emphasis in this question is on what is being measured . . . it must be immediately emphasized that there is no one validity. A test or scale is valid for the scientific or practical purpose of its user.

Similarly, Fink and Kosecoff (1985:50) suggest that "a survey can be validated by proving that its items or questions accurately represent the characteristics or attitudes that they are intended to measure."

In addition to ensuring that the questionnaire will measure what it is intended to measure, steps must be taken to ensure that the content of the questionnaire is valid. Kerlinger (1973:458) offers the following criterion for determining content validity:

> Content validity is the representativeness or sampling adequacy of the content--the substance, the matter, the topics--of a measuring instrument. Content validation is guided by the question: Is the substance or content of this measure representative of the content or the universe of content of the property being measured?

In order for questionnaire developers to ensure that the items included in the questionnaire are valid, Fink and Kosecoff (1985:50) suggest that "content validity is usually established by asking experts whether the items are representative samples of the attitudes and traits you want to survey." In addition, Kerlinger (1973:459) writes:

> Content validation, then, is basically judgmental. The items of a test must be studied, each item being weighed for its presumed representativeness of the universe. This means that each item must be judged for its presumed relevance to the property being measured, which is no easy task. Usually other "competent" judges should judge the content of the items. The universe of content must, if possible, be clearly defined; that is the judges must be furnished with specific directions for making judgments, as well as with specification of what they are judging.

When developing items for a questionnaire, the type of measurement to be used must be chosen. Kerlinger (1973:427-435) defines measurement as "the assignment of numerals to objects or events according to rules. A rule is a guide, a method, a command that tells us what to do . . . The rules to assign numerals to objects define the kind of scale and the level of measurement." Similarly, Fink and Kosecoff (1985:33) suggest that "with rating, the

respondent places the item being rated at some point along a continuum or in any one of an ordered series of categories; A numerical value is assigned to the point or category." Babbie (1975:351) indicates that a Likert scale developed by Rensis Likert should be used when identical response categories will be used for "several items intended to measure a given variable [and when] each item [must] be scored in a uniform matter." Isaac and Michael (1981:142) define Likert-type scales as containing "a set of items, all of which are considered approximately equal in attitude or value loading. The subject responds with varying degrees of intensity on a scale ranging between extremes such as agree-disagree, like-dislike or accept-reject."

When considering the format of a questionnaire, Fink and Kosecoff (1985) suggest that decisions need to be made regarding the ordering of questions and the aesthetics of the questionnaire. Similarly, Babbie (1975:111) warns that the

> format of a questionnaire can be just as important as the nature and wording of the questions asked. An improperly laid out questionnaire can lead respondents to miss questions, can confuse them as to the nature of the data desired, and, in the extreme, can lead to respondents throwing the questionnaire away.

Fink and Kosecoff (1985) suggest that questionnaires should include an introduction that describes the purpose of the questionnaire. In addition, Fink and Kosecoff (1985) suggest that questionnaire developers should group items according to themes and provide transitions between the groupings. Similarly, McKay (1979:13) concludes that "the items to be answered can best be evaluated if they are grouped into broad areas . . . By knowing which areas have the most need, it is easier to address that area." Moreover, when considering the format of a questionnaire, the items should be logically ordered.

In terms of aesthetical considerations when developing a questionnaire, Fink and Kosecoff (1985:45) note: "A questionnaire's appearance is vitally important. A self-administered questionnaire that is hard to read can confuse or irritate respondents. The result is loss of

data." Similarly, Babbie (1975:111) advises that "the questionnaire should be spread out and uncluttered. The researcher should maximize the 'white space' in his instrument." Babbie (1975:122) urges that "the format should take intended processing methods into account. If the questionnaire is to be read by an optical-sensing machine, then the researcher must check his format against the requirements of the machine." Lastly, Babbie (1975:114) writes: "All the foregoing discussion [regarding format considerations for developing questionnaires] should point out the way in which seemingly theoretical issues of validity and reliability are involved in so mundane a matter as how to put questions on a piece of paper."

When considering who should be surveyed, researchers turn their considerations to sample size. Isaac and Michael (1981:132) write: "Whenever practical, especially if a survey touches on controversial matters or will lead to an important decision or conclusion, it is well to include all possible respondents." Similarly, Miller (1986:425) advises: "All persons who are affected and interested in the programs under review should be continually made aware of and often involved in the assessment process." In addition, Kerlinger (1973:127-128) notes:

> Use as large samples as possible. Whenever a mean, a percentage, or other statistic is calculated from a sample, a population value is being estimated. Large samples are not advocated because large numbers are good in and of themselves. They are advocated in order to give the principle of randomization, or simply randomness, a chance to "work," to speak somewhat anthropomorphically.

In the process of developing questionnaires, researchers must make decisions regarding the analysis of the empirical data that will be generated from the future administration of the questionnaires. Fink and Kosecoff (1985:73) write:

> Analyzing data from surveys means tallying and averaging responses, looking at their relationships, and comparing them--sometimes over time. The appropriate analysis method to use is dependent upon the answers to at least five questions: (1) How many people are you surveying? (2) Are you looking for relationships or associations? (3) Will you be comparing groups? (4) Will your survey be conducted once or several times? (5) Are the data recorded as numbers and percentages or scores and averages?

If a questionaire contains open-ended questions, a method for analyzing the responses must be chosen. "Content analysis is an objective and quantitative method for assigning types of verbal and other data to categories" (Kerlinger,1973:417). Kerlinger (1973:528) suggests that the first step in conducting a content analysis is "to define *U*, the universe of content that is to be analyzed. Categorization, or the partitioning of *U*, is perhaps the most important part of content analysis, because it is a direct reflection of the theory and the problem of a study. It spells out, in effect, the variables of the hypotheses." In addition, Kerlinger (1973:528) notes that when conducting a content analysis, the units of analysis must be identified:

> The word is the smallest unit. (There can even be smaller units: letters, phonemes, etc.) It is also an easy unit to work with, especially in computer content analysis. The theme is a useful though more difficult unit. A theme is often a sentence, a proposition about something. Themes are combined into sets of themes. It should be emphasized . . . that if the themes are complex, content analysis using the theme as the unit of analysis is difficult and perhaps unreliable.

Furthermore, Kerlinger (1973:530), when discussing the assignment of numbers to the objects of a content analysis, suggests that the most common method is nominal measurement in which the researcher will "count the number of objects in each category after assigning each object to its proper category." Kerlinger (1973:530) describes the conditions that need to be met before quantification is worthwhile or justified:

> (1) to count carefully (or otherwise quantify) when the materials to be analyzed are representative, and (2) to count carefully when the category items appear in the materials in sufficient numbers to justify counting (or otherwise quantifying). The reason for both conditions is obvious: if the materials are not representative or if the category items are relatively infrequent, generalization from statistics calculated from them is unwarranted.

Finally, when discussing the analysis of data resulting from both closed-ended and open-ended questionnaire items, Lenning (1986:283) writes:

> The analyses used should be understandable and meaningful to those who will use the information coming out of the analyses. Also, in doing the analyses, care must be taken that different scales are not erroneously equated and that hard and soft data are integrated in a way that does not mislead. For example, changing soft data to numbers can misrepresent the original picture if one is not careful. Subjective analysis ("eyeballing") and logic are often

called for in comparing data. If materials cannot meet the criteria, they can be used only for heuristic and suggestive purposes and not for relating variables to each other.

In addition to choosing the data analysis methods, a decision needs to be made regarding the use of a computer to analyze empirical data generated from the questionnaires (Isaac and Michael, 1981). Questions to ask and answer regarding the use of a computer are: How will the information be inputted into the computer? Does the institution have the hardware and software necessary to scan the data into a data file? If so, will a special answer sheet be needed? If a special answer sheet is needed, will the respondents be required to use a special marking instrument? What computer hardware and software are available to analyze the data? Does the institution have expert personnel in data analysis using computer hardware and software? If not, will there be sufficient budget money to hire a data analysis expert?

After a questionnaire has been developed and decisions have been made regarding the analysis of the data, the questionnaire should be pilot tested. Fink and Kosecoff (1985:42) advise:

> When pilot testing, anticipate the actual circumstances in which the survey will be conducted and make plans to handle them. Choose respondents similar to the ones who will eventually complete the survey, and enlist as many people as you can. For reliability, focus on the clarity of the questions and the general format of the survey. Pilot testing also bolsters validity because it can help you see that all topics are included and that sufficient variety in the responses is available--if people truly differ, your survey will pick up those differences.

Zemke and Rossett (1985:6) offer similar advice: "Always pilot the questionnaire. Ask a sample group or at least two individuals to comment on clarity and format. This feedback indicates which questions and instructions should be reworded or edited, reducing the possibility of misinterpretation." Lastly, Isaac and Michael (1981:136) offer the following additional suggestion: "Analyse [sic] the results to assess the effectiveness of the trial questionnaire to yield the information desired."

Moreover, researchers need to develop a plan for an on-going needs assessment. Miller (1989:425) advises that "the process of collecting data should be established in such a way that

it can continue beyond the first self-assessment as a routine function of the master planning and decision-making process." Lastly, Miller (1986) advises that a plan for evaluating the use of a questionnaire should be developed.

When the questionnaire has been developed, researchers must concern themselves with the issues related to the administration of the questionnaire in order to ensure an acceptable rate of return. Fink and Kosecoff (1985:45) write: "Self-administered questionnaires require much preparation and monitoring to get a reasonable response rate. These questionnaires are given directly to people for completion and very little assistance is available in case a respondent does not understand a question." Fink and Kosecoff (1985:46) offer the following suggestions for using self-administered questionnaires:

> Send respondents a preletter telling them the purpose of your survey. This should warn people that the survey is coming, explain why the respondents should answer the questions, and tell them about who is being surveyed . . . Prepare a short, formal letter to accompany the questionnaire form . . . Offer to send respondents a summary of the findings so they can see just how the data are used . . . Be prepared to follow up or send reminders. These should be brief and to the point. It often helps to send another copy of the questionnaire.

McKay (1979:15) advises that "a cover letter from the president explaining reasons for the survey and what is to be done with the information . . . should be sent with the survey." In addition, Isaac and Michael (1981:136) advise that the cover letter to a questionnaire should "establish a reasonable, but firm, return date." Nowack (1990:84) advises that the cover letter should include "how and to whom respondents should return the questionnaires." Babbie (1975) suggests that personnally inviting persons to participate in the survey can help to ensure a high response rate. Similarly, McKay (1979:15) advises that to help to ensure a high response rate "a good formal (regular communication channels) and informal (lounge and office visits) explanation of the reasons for the survey with a request for honest answers will help." Lastly, when devising procedures for using self-administered questionnaires, researchers should preserve the anonymity of the respondents. Fink and Kosecoff (1985:42) suggest that

"the use of surveys and concern for ethical issues are completely interwoven. Surveys are conducted because of the need to know; ethical considerations protect the individual's right to privacy or even anonymity." Isaac and Michael (1981:135) write: "In order to encourage honest and frank answers, some surveys are designed to be returned anonymously." Similarly, Nowack (1990:84) offers the following advice: "Make sure that participation is voluntary and either anonymous or confidential. Employees who feel coerced into participating may comply, but may provide incomplete or biased answers."

In summary, the development, implementation, and analysis of a questionnaire can be an effective tool in identifying the instructional training needs of the full-time faculty members at PVCC. Care must be taken to follow established and accepted research methodologies in developing, implementing, and analyzing an instructional training needs assessment.

Chapter 3

METHODOLOGY AND PROCEDURES

Based on a review of the related literature, the following development methodology and procedures were implemented:

1. The goals of the instructional training needs assessment were developed. The goals were presented to the members of the Ad Hoc Committee on Faculty Development for their review.

2. In order to establish the content validity of the questionnaire, the instructional methodologies to be included in the questionnaire were identified by reviewing the following references:

a. Civikly, Jean M. Communicating in College Classrooms. San Francisco, California: Jossey-Bass Inc., Publishers, 1986.

b. Eble, Kenneth E. The Craft of Teaching: A Guide to Mastering the Professor's Art. 2nd ed. San Francisco, California: Jossey-Bass Inc., Publishers, 1988.

c. McKeachie, Wilbert J. Teaching Tips: A Guidebook for the Beginning College Teacher. 8th ed. Lexington, Massachusetts: D.C. Heath and Company, 1986.

d. O'Banion, Terry. Innovation in the Community College. New York, New York: MacMillan Publishing Company, 1989.

e. Teaching in the Community College: An Orientation. ed. The League for Innovation in the Community College. New York, New York: HBJ Media Systems Corporation, 1981.

After identifying the instructional methodologies to be included in the questionnaire, the measurement scale for these items was developed.

3. The remainder of the questionnaire items and measurement scales were developed based on the goals of the instructional training needs assessment.

4. As an additional means to ensure the content validity of the questionnaire, the members of the Ad Hoc Committee on Faculty Development served as a panel of judges. The members

of the Ad Hoc Committee on Faculty Development reviewed the items related to the instructional methodologies included in the questionnaire in order to ensure that they were representative of systematic means used by faculty members to facilitate learning. In addition, the members of the Ad Hoc Committee on Faculty Development reviewed the remainder of the questionnaire items. These items were reviewed to ensure that they adhered to the goals of the instructional training needs assessment.

5. To ensure the validity of the questionnaire in terms of whether the questionnaire was designed to measure what it was intended to measure, three research experts evaluated the degree of appropriateness of the questionnaire in gathering data related to the goals of the instructional training needs assessment and evaluated the directions for filling out the questionnaire.

6. Three research experts suggested the statistical procedures needed to analyze the potential empirical data generated from the future implementation of the questionnaire, recommended a computer software program that could be used to analyze the potential empirical data, and recommended a form that full-time faculty members could use to record their responses to the questionnaire items.

7. Three research experts suggested procedures for analyzing potential written responses generated from the future implementation of the questionnaire.

8. Three research experts suggested procedures for the future implemention of the questionnaire. The population to be surveyed was identified, and the specific procedures for the dissemination and the collection of the completed questionnaires were developed.

9. The questionnaire was field tested. Five full-time faculty members were asked to fill out the questionnaire. The five full-time faculty members were interviewed regarding their

understanding of the purpose of the questionnaire and regarding their understanding of the directions for filling out the questionnaire.

Definition of Terms

In this study, the following definitions were used:

1. Faculty development program: A program designed by an institution to foster the personal and professional success of its faculty.

2. Instructional development program: A program designed by an institution to improve the instructional skills of its teaching faculty.

3. Needs assessment: "Identifying the discrepancy between desired and actual knowledge, skills, and performance" (Zemke and Rossett, 1985:1).

4. Questionnaire: A printed question and answer format such as surveys, polls, and checklists to which individuals respond by choosing from lists of prepared answers or writing in original responses (Zemke and Rossett, 1985).

5. Survey: "A means of gathering data that describes the nature and extent of a specified set of data ranging from physical counts and frequencies to attitudes and opinions" (Isaac and Michael, 1981:128).

6. Instructional methodology: A systematic means for facilitating learning, "i.e., activities, experiences, lessons, the interactions between learners and conditions arranged by teachers" (McNeil, 1990:133).

Assumptions

The assumption was made that the instructional methodologies were identified accurately. In addition, the assumption was made that full-time faculty members who indicate an interest in attending a workshop on a particular instructional methodology would have a need for training in that instructional methodology. Moreover, the assumption was made that the questionnaire,

when implemented, will yield the data necessary to make decisions regarding the offering of instructional training workshops for full-time faculty members at PVCC.

Limitations

A limitation of using a Likert scale in a questionnaire designed to identify the instructional training needs of full-time faculty members at PVCC is that a Likert scale "allows for individuals who have a need and [do] not know it respond as to not having a need" (McKay, 1979:11). In addition, Isaac and Michael (1981) note that the disadvantage of the use of scales is that the variance obtained from the data could be influenced by biased response sets (for example, the over-rater or the under-rater).

Chapter 4

RESULTS

Based on a review of the literature, the goals of the instructional needs assessment were developed. The goals are as follows:

1. To involve the full-time faculty members at PVCC in the development of the faculty development program at PVCC.

2. To engender the interest of the full-time faculty members at PVCC in improving their instructional skills.

3. To gain the support of the administration for offering workshops to help improve the instructional skills of the full-time faculty members at PVCC.

4. To develop a questionnaire designed to:

   a. Identify workshops on instructional methodologies that the full-time faculty members at PVCC would be interested in attending. The term interest was used instead of the term need because it is likely that full-time faculty members would be more willing to indicate their interests and less willing to indicate their needs in attending workshops on instructional methodologies. As Kerlinger (1973) notes, questionnaire developers should avoid any items that may threaten the respondents because the respondents are not likely to answer truthfully.

   b. Identify the days and times most convenient for the full-time faculty members to attend a workshop.

   c. Identify the amount of time that the full-time members are willing to commit to any one workshop.

   d. Identify the total hours in a semester that the full-time faculty members are willing to commit to workshops.

e. Identify the incentives, if any, that are needed to motivate the full-time faculty members to attend workshops.

f. Identify potential workshop presenters.

The goals of the instructional needs assessment were presented to the members of the Ad Hoc Committee on Faculty Development for their review. The members of the Ad Hoc Committee on Faculty Development found the goals of the instructional needs assessment to be worthwhile as developed.

Based on a review of Civikly (1986), Eble (1988), McKeachie (1986), O'Banion (1989), and Teaching in the Community College: An Orientation (1981), the instructional methodologies to be included in the questionnaire were identified. After identifying the instructional methodologies to be included in the questionnaire, the measurement scale for these items was developed. The remainder of the questionnaire items and measurement scales based on the goals of the instructional training needs assessment were developed. The questionnaire was then presented to the members of the Ad Hoc Committee on Faculty Development for their review. The members of the Ad Hoc Committee on Faculty Development reviewed the questionnaire items on instructional methodologies in order to ensure that they were representative of systematic means used by faculty members to facilitate learning. In addition, the members of the Ad Hoc Committee on Faculty Development reviewed the remainder of the questionnaire items in terms of their relevance to the goals of the instructional needs assessment.

Based on the suggestions of the members of the Ad Hoc Committee on Faculty Development, the questionnaire was revised (Appendix A). The following eight general categories of instructional methodologies and the specific instructional methodologies under each general category were included on the questionnaire:

1. Assessment of students' learning.
   a. Using classroom research techniques to assess how students learn.
   b. Developing and grading essay tests.
   c. Developing and grading objective tests.
   d. Using computer technology to facilitate testing.
2. Assignments.
   a. Developing and grading writing assignments.
   b. Developing and grading critical thinking assignments.
   c. Developing and grading presentational speaking assignments.
   d. Developing and grading contract learning assignments.
   e. Developing and grading assignments completed as group projects.
   f. Developing and grading laboratory assignments.
3. Course Management Strategies.
   a. Maintaining academic standards.
   b. Building a positive teaching and learning climate in the classroom.
   c. Resolving teacher/student conflicts.
   d. Conducting the first and last week of class.
   e. Motivating students effectively.
   f. Understanding legal issues affecting course management.
4. Curriculum.
   a. Developing students' understanding of international issues.
   b. Developing students' understanding of multi-cultural issues.
   c. Developing students' understanding of ethical and values issues.
   d. Developing students' understanding of wellness issues.

e. Developing students' understanding of the interdisciplinary nature of a course of study.

f. Developing students' understanding of research methodologies.

5. Instructional Materials.

a. Developing strategies for using textbooks.

b. Developing and using handbooks/workbooks.

c. Developing and using handouts and study guides.

d. Developing and using transparencies.

e. Developing and using instructional slide presentations.

f. Developing and using instructional audiotapes.

g. Developing and using instructional videotapes.

h. Developing and using computer aideo instruction.

6. Media and Computer Technology.

a. Using audio and/or visual media technology in the classroom.

b. Using computer technology in the classroom.

c. Using interactive video technology in the classroom.

d. Developing students' abilities to use media technology.

e. Developing students' abilities to use computer technology.

7. Special Student Populations.

a. Supporting the adult student.

b. Supporting students who lack basic skills and study skills.

c. Supporting learning disabled students

d. Supporting physically disabled students and students with health problems.

e. Supporting students who lack career goals.

f. Supporting students with low self-esteem.

g. Supporting students with emotional problems.

h. Supporting students with interpersonal relationship problems.

i. Supporting students with financial problems.

j. Supporting students' use of learning and support services.

8. Teaching and Learning Methods in the Classroom.

a. Using learning theories to develop instructional methods.

b. Using the lecture method.

c. Using the group discussion method.

d. Using experiential learning methods.

e. Using team teaching methods.

f. Identifying the advantages and disadvantages of different teaching and learning methods in terms of specific course objectives.

Three research experts evaluated the degree of appropriateness of the questionnaire in gathering data related to the goals of the instructional training needs assessment and evaluated the directions for filling out the questionnaire. The three research experts found the questionnaire items and measurement scales to be appropriate given the goals of the instructional training needs assessment. Furthermore, the three research experts concluded that the directions for filling out the questionnaire were clear and concise.

Based on the goals of the instructional training needs assessment, a review of the related literature, and advice from three research experts, decisions were made regarding the statistical procedures to be used to analyze the empirical data generated from the future implementation of the questionnaire. The number and rate of return of the questionnaires will be computed. Moreover, a mean, mode, and standard deviation for each instructional methodology identified under items one through fifty-one will be computed. The mean of each instructional methodogy will then be ranked according to its mean score and will be presented in

a table. The number of responses and percentage of responses per response choice for items fifty-two to fifty-seven will be computed. The response choices will be ranked per item and presented in tables.

The three research experts consulted for this study recommended the General Purpose Data Sheet I form number 19543 (General Purpose Data Sheet I, 1990) (Appendix B) as the form that employees will eventually use to record their responses to the questionnaire items. In addition, the three research experts explained and demonstrated the procedures for scanning empirical data into an ASCII computer data file using the National Computer Systems Sentry 3000 optical scanning machine owned by PVCC. The three research experts recommended that when the completed questionnaires are eventually received, the researchers should number them. This procedure will allow the researchers to spot check the data entry into the ASCII computer data file for accuracy. In addition, the three research experts recommended the use of an IBM-PC and the use of the ABstat version 6.02 computer software statistical program (ABstat, 1989) for analyzing the data generated from the future administration of the questionnaire. Lastly, the three research experts explained and demonstrated how to download the ASCII computer data file into an ABstat version 6.02 computer software statistical program (ABstat, 1989). The recommendations of the three research experts were accepted.

Based on the review of the related literature and the recommendations of three research experts, the following procedures for reporting and analyzing any written responses that may be generated from questionnaire items fifty-eight to sixty were developed:

1. The responses will be recorded verbatim.

2. The responses will be analyzed for recurrent themes. If themes develop, those themes appearing three or more times will be recorded in a table that will indicate the number of responses representing the particular themes.

Based on the review of the related literature and the recommendations of three research experts, procedures for the future administration of the questionnaire. The population to be surveyed was chosen to be all full-time faculty members at PVCC. The representative sample chosen was all full-time faculty members currently employed at PVCC.

Based on the review of related literature and on the recommendations of three research experts, the specific procedures for dissemination and collection of the completed questionnaires were developed as follows:

1. Two weeks before the dissemination of the questionnaire, a notice will be published in the college bulletin. The notice will include information regarding the purposes of the survey, the date that it will be disseminated, and a promise that the results of the questionnaire will be made available to all full-time faculty members.

2. One week before the dissemination of the questionnaire, the president of PVCC will send an electronic message to all full-time faculty members The message will include information regarding the general purpose of the survey, include an announcement regarding the date of dissemination of the questionnaire, include a promise to make available a summary of the findings from the survey, and extend a personal invitation to participate. A paper copy of the message will be sent to all full-time faculty members to ensure that those full-time faculty members who do not regularly read their electronic messages will be informed regarding the instructional training needs assessment.

3. All full-time faculty members will be personally invited to participate in the survey. Full-time faculty members will be informed regarding the purposes of the questionnaire, will be asked to fill out the questionnaire anonymously, and will be instructed regarding how to fill out the questionnaire. In addition, full-time faculty members will be informed regarding to whom they should return the questionnaire. Moreover, the full-time faculty members will be instructed to return the survey through campus mail. Lastly, full-time faculty members will

be informed that a summary of the findings from the survey will be made available to them. A cover letter will accompany the questionnaire (Appendix C).

5. Full-time faculty members will be given a deadline of one week to return the survey. One working day after the deadline, an electronic message will be sent to all full-time faculty members. Full-time faculty members will be informed that the deadline for returning the survey was extended two more days, and that if a questionnaire was misplaced, one may be secured from the office of the dean of instructional/student services. A paper copy of the message will be sent to all full-time faculty members to ensure that those full-time faculty members who do not regularly read their electronic messages will be informed regarding the extended deadline and the availability of questionnaires.

Based on the review of related literature and on the recommendations of three research experts, the questionnaire was field tested. Five full-time faculty members filled out the questionnaire and provided feedback regarding their understanding of the purposes of the questionnaire and the directions for filling out the questionnaire. The survey took fifteen minutes on the average to complete. The respondents understood the directions and filled out the survey accurately.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

A clear need for an assessment of the instructional training needs of the full-time faculty members at PVCC has been demonstrated. As Nilson (1989) suggests, conducting a needs assessment can lead to an accurate assessment of training needs. As a result of this study, the an extensive and valid questionnaire was developed that can be revised yearly to identify the instructional training needs of the full-time faculty members at PVCC. Moreover, specific procedures for the future administration and analysis of the questionnaire were developed.

The first goal for conducting the instructional training needs assessment was to involve full-time faculty members in the development of the Faculty Development Program at PVCC. As Locke (1985) notes, in order to help ensure the success of faculty development programs, faculty members must feel a sense of ownership of the program. A good start has been made in meeting this goal. The full-time faculty members on the Ad Hoc Committee for Faculty Development enthusiastically completed their tasks, met deadlines, and openly expressed their support for implementing an assessment of the instructional training needs of the full-time faculty members at PVCC.

The second goal for conducting the instructional training needs assessment was to engender the interest of full-time faculty members in improving their instructional skills. As noted earlier in this study. Nilson (1989:4) suggests that "a good Needs Assessment will spark people's imaginations, will often result in discussions or task forces, and will have the potential for changing attitudes, even before a training program is designed." Nilson's (1989) conclusions regarding the potential benefits of developing a needs assessment were confirmed. The full-time faculty members who participated on the Ad Hoc Committee for Faculty

Development engaged in several discussions that focused on personal self-reflections on their use of various instructional methodologies.

The third goal of the assessment was to gain the support of the administration for offering workshops that will help to improve the instructional skills of the full-time faculty members at PVCC. The dean of instructional/student services served on the Ad Hoc Committee for Faculty Development. The third goal for developing the instructional training needs assessment also has begun to be met. The dean of instructional/student services voiced his support for the instructional training needs assessment and commented on the increased focus on teaching and learning that he felt resulted from activities related to the development of the questionnaire.

Conclusions

As noted earlier in this study, if full-time faculty members are involved in the development of the activities of a faculty development program, they are likely to feel committed to that program. Moreover, when faculty members are involved in identifying their instructional training needs, they are likely to spend time focusing on their needs and are more likely to attend workshops to develop their skills in instructional methodologies. Lastly, the administration is likely to support the development and implementation of workshops on instructional Methodologies because reliable data will be available to support the need for the workshops.

Implications

If the questionnaire is implemented, the following benefits are possible:

1. Given that full-time faculty members will have a greater voice in identifying the topics for workshops, the best days, times, and length of workshops, and the incentives for attending workshops, they may come to feel a greater ownership of the Faculty Development Program at PVCC and to perceive their professional and personal growth as a shared responsibility.

2. Because full-time faculty members will be involved in the identification of workshop topics, it is likely that the workshops offered will meet the instructional training needs of the full-time faculty members.

3. Administrators and members of the Ad Hoc Committee on Faculty Development at PVCC will be provided with a holistic assessment of the instructional training needs of the full-time faculty members at PVCC. Based on this assessment, follow-up studies or meetings can be conducted for the purpose of developing the goals of instructional training workshops.

4. Full-time faculty members are likely to perceive that their instructional success is important to the president of the college. This perception could ultimately bolster the morale, motivation, and productivity of the full-time faculty members at PVCC.

Recommendations for the Improvement of Practice

Based on the results of this study, an assessment of the instructional training needs of the full-time faculty members at PVCC should be conducted. The questionnaire developed for this study should be used as a means for conducting the instructional needs assessment. The questionnaire should be administered and analyzed according to the procedures developed for this study. An appropriate week in the semester should be chosen to administer the questionnaire. For example, the weeks of mid terms and finals are busy times for full-time faculty members. Administering the questionnaire during those weeks could be perceived as insensitive and thus could adversely affect the return rate.

Based on an analysis of the data generated from the instructional needs assessment, recommendations should be made for the development of workshops on instructional methodologies for full-time faculty members at PVCC. These recommendations should be presented to the members of the Ad Hoc Committee on Faculty Development for their approval.

As noted earlier in this study, effective faculty development programs are important to the personal and professional success of full-time faculty members of institutions of higher education. People who are in the business of teaching and learning should be constantly learning themselves. Institutional practices should support these learning efforts.

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APPENDIX A

ASSESSMENT OF THE INSTRUCTIONAL TRAINING NEEDS OF THE FULL-TIME FACULTY AT PARADISE VALLEY COMMUNITY COLLEGE

Assessment of the Instructional Training Needs of the Full-Time Faculty at Paradise Valley Community College

The purpose of the questionnaire is to identify the workshops on instructional methodologies that full-time faculty would be interested in attending.

The ad hoc committee on Faculty Development will use this information to design workshops and to identify presenters.

For each specific instructional methodology, indicate your level of interest in attending a workshop. Please respond using a number 2 pencil on the "General Purpose Data Sheet I" using the following code:

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Assessment of students' learning

1. Using classroom research techniques to assess how students learn
2. Developing and grading essay tests
3. Developing and grading objective tests
4. Using computer technology to facilitate testing

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Assignments

5. Developing and grading writing assignments
6. Developing and grading critical thinking assignments
7. Developing and grading presentational speaking assignments
8. Developing and grading contract learning assignments
9. Developing and grading assignments completed as group projects.
10. Developing and grading laboratory assignments.

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Course Management Strategies

11. Maintaining academic standards

12. Building a positive teaching and learning climate in the classroom

13. Resolving teacher/student conflicts

14. Conducting the first and last week of class

15. Motivating students effectively

16. Understanding legal issues affecting course management

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Curriculum

17. Developing students' understanding of international issues

18. Developing students' understanding of multi-cultural issues

19. Developing students' understanding of ethical and values issues

20. Developing students' understanding of wellness issues

21. Developing students' understanding of the interdisciplinary nature of a course of study

22. Developing students' understanding of research methodologies

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Instructional Materials

23. Developing strategies for using textbooks

24. Developing and using handbooks/workbooks

25. Developing and using handouts and study guides

26. Developing and using transparencies

27. Developing and using instructional slide presentations

28. Developing and using instructional audiotapes

29. Developing and using instructional videotapes

30. Developing and using computer aided instruction

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Media and Computer Technology

31. Using audio and/or visual media technology in the classroom

32. Using computer technology in the classroom

33. Using interactive video technology in the classroom

34. Developing students' abilities to use media technology

35. Developing students' abilities to use computer technology

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Special Student Populations

36. Supporting the adult student

37. Supporting students who lack basic skills and study skills

38. Supporting learning disabled students

39. Supporting physically disabled students and students with health problems

40. Supporting students who lack career goals

41. Supporting students with low self-esteem

42. Supporting students with emotional problems

43. Supporting students with interpersonal relationship problems

44. Supporting students with financial problems

45. Supporting students' use of learning and support services on campus

My interest in attending workshops on the following topics is:
A = Very High; B = High; C = Moderate; D = Low; E = Very Low

Teaching and Learning Methods in the Classroom

46. Using learning theories to develop instructional methods

47. Using the lecture method

48. Using the group discussion method

49. Using experiential learning methods

50. Using team teaching methods

51. Identifying the advantages and disadvantages of different teaching and learning methods in terms of specific course objectives.

Please respond to the following items to help the ad hoc committee design the logistics of the workshops.

52. What would be the best day for you to attend a workshop?

A = Monday; B = Tuesday; C = Wednesday; D = Thursday; E = Friday

53. Would you be willing to attend a workshop on a Saturday?

A = Very Likely; B = Likely; C = Maybe; D = Not Likely; E = Definitely Not Likely

54. What would be the best time of day for you to attend a workshop?

A = 12:00 - 2:00 PM; B = 2:00 - 4:00 PM; C = 4:00 - 6:00 PM; D = 6:00 - 8:00;
E = 8:00 - 10:00 PM

55. How much time are you willing to spend at any one workshop?

A = 1 hour; B = 2 Hours; C= 3 Hours; D = Half Day; E = Full Day

56. How many total hours in a semester would you be willing to commit to workshops?

A = 2 hours; B = 4 hours; C = 6 hours; D = 8 hours; E = 10 or more hours

57. What would be the best incentive for you to attend a workshop?

A = Stipend; B = Professional Growth Workshop Hours; C = Graduate Credit;
D = Administrative Recognition; E = No Incentive Needed

58. Please indicate additional instructional methodologies about which you have an interest in attending a workshop. Please write your suggestions in the "Write-In Area 1" on the "General Purpose Data Sheet 1."

59. Please comment on suggestions you have for improving the design and the administration of this questionnaire. Please write your suggestions in the "Write-In Area 2" on the "General Purpose Data Sheet 1."

60. *If you would be interested in presenting a workshop on an instructional methodology or have suggestions for potential local, district, state, national, or international workshop presenter(s), please contact (Project Director) or send to (Project Director) under separate cover your suggestions for workshop presenters and the topic(s) for which you are recommending the presenter(s). Please be sure to give your name so that you may be contacted regarding the suggestions that you have made.*

Thank you for completing this survey!

APPENDIX B

GENERAL PURPOSE DATA SHEET I FORM NUMBER 19543

NAME

SPECIAL CODES

A B C D E F G H I J

WRITE-IN AREA 1

WRITE-IN AREA 2

GENERAL PURPOSE DATA SHEET I

form no. 19543

SIDE 1

USE NO. 2 PENCIL ONLY

	Y	N
1	A	B C D E
2	A	B C D E
3	A	B C D E
4	A	B C D E
5	A	B C D E
6	A	B C D E
7	A	B C D E
8	A	B C D E
9	A	B C D E
10	A	B C D E
11	A	B C D E
12	A	B C D E
13	A	B C D E
14	A	B C D E
15	A	B C D E
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94	A	B C D E
95	A	B C D E
96	A	B C D E
97	A	B C D E
98	A	B C D E
99	A	B C D E
100	A	B C D E

-44a-

SIDE 2

101 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	111 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	121 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	131 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	141 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
102 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	112 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	122 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	132 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	142 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
103 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	113 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	123 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	133 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	143 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
104 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	114 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	124 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	134 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	144 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
105 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	115 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	125 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	135 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	145 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
106 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	116 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	126 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	136 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	146 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
107 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	117 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	127 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	137 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	147 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
108 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	118 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	128 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	138 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	148 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
109 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	119 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	129 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	139 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	149 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
110 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	120 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	130 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	140 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	150 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

151 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	161 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	171 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	181 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	191 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
152 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	162 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	172 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	182 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	192 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
153 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	163 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	173 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	183 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	193 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
154 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	164 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	174 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	184 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	194 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
155 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	165 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	175 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	185 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	195 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
156 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	166 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	176 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	186 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	196 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
157 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	167 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	177 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	187 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
158 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	168 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	178 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	188 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
159 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	169 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	179 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	189 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
160 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	170 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	180 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	190 Y N Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	

DO NOT WRITE IN THIS SHADED AREA

NATIONAL COMPUTER

WRITE-IN AREA 3

WRITE-IN AREA 4

197 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
198 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
199 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
200 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

-44b-

APPENDIX C

PARADISE VALLEY COMMUNITY COLLEGE MEMORANDUM

PARADISE VALLEY COMMUNITY COLLEGE
MEMORANDUM

Date:

To: All full-time faculty

From: John Cordova

The Ad Hoc Committee on Faculty Development (Ken Roberts, Marilyn Cristiano, Surrendra Gangadean, John Henderson, and Karen Kabrich) invites you to complete anonymously the enclosed questionnaire to identify the workshops on instructional methodologies that you would be interested in attending.

The Ad Hoc Committee on Faculty Development will use this information to design workshops and to identify presenters on instructional methodologies of interest to full-time faculty.

DEADLINE: *(DATE)*

DIRECTIONS FOR FILLING OUT THE SURVEY:

1. For items 1 through 57, please respond on the enclosed "General Purpose Data Sheet I." **Please use a number 2 pencil.**

2. For item 58, please respond in the "Write-In Area 1" on the enclosed "General Purpose Data Sheet I."

3. For item 59, please respond in the "Write-In Area 2" on the enclosed "General Purpose Data Sheet I."

4. For item 60, please contact *(name of project Director)* or send your response under separate cover to *(name of project Director)*.

PLEASE RETURN THE SURVEY TO *(NAME OF PROJECT DIRECTOR)* THROUGH CAMPUS MAIL BY *(DATE)*

Thank you for helping the Ad Hoc Committee on Faculty Development to improve the Employee Development Program! *A summary of the findings from this survey will be made available to all full-time faculty.*

Sincerely,

John Cordova, President