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Kent Rondale Collins

1978

EVALUATING VOCATIONAL-TECHNICAL FACULTY

MEMBERS IN COMMUNITY

COLLEGES

By

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MEMBERS IN COMMUNITY  
COLLEGES

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## CHAPTER I

### BACKGROUND INFORMATION

One of the major concerns in contemporary higher education is faculty development. As enrollments have leveled off, the influx of new faculty has lessened and the system has become more stable. Faculty evaluation is a key element in the process of faculty development.

In addition, evaluation is the basis for decisions relative to promotion, tenure and salary increments. While evaluation takes place in all institutions, the evaluation process is not the same in all institutions (Maxwell, 1974; Rosenshine, 1970).

Most educators agree that evaluation is essential, but much disagreement is generated regarding how evaluations should be accomplished and what criteria should be used for evaluation. While these arguments permeate much of higher education, they are a source of particular concern in vocational-technical education. In many instances vocational-technical faculty members believe that the criteria used for evaluating other segments of higher education are not appropriate in their area (Trudell, 1972). Since vocational-technical education is one of the main functions of the community college, this issue is of particular concern in these institutions.

The first step in becoming a more effective teacher is a plan of evaluation which will indicate strengths and limitations of a teacher. To accumulate thorough and accurate information of a teacher's strengths

and limitations is not an easy task, because of different backgrounds and attitudes of administrators and vocational-technical faculty members.

Vocational-technical faculty members in community colleges are evaluated during the school year in an attempt to determine their effectiveness. Researchers have yet to agree on what elements constitute an effective teacher (Eble, 1974; Stanton, 1973; Cooper, 1970; Steinback, 1970). Therefore, evaluation becomes difficult to achieve fairly.

This study will not solve the problem, but is intended to establish consensus criteria for evaluating vocational-technical faculty members in community colleges.

#### Statement of the Problem

Community college faculty members show much concern about evaluation from any source, yet evaluation continues (Coughlan, 1974). The problem with which this study is concerned is the apparent lack of agreement on the part of community college faculty and administrators as to the criteria against which vocational-technical faculty should be evaluated.

#### Need for the Study

Wently and Lawson (1975, p. 234) stated that, "even given the best instructional materials and exceptional physical facilities, a program conducted by an incompetent instructor will at best be marginal." Title II, of the Vocational Educational Amendments of 1976, under Vocational Education Section 112 (p. 5), calls for an "annual program plan and

accountability report including suggestions for improvement." In view of these facts, vocational-technical faculty evaluation criteria are needed to insure even more success of vocational-technical students entering the world of work.

#### Purpose of the Study

The purpose of this study was to identify criteria which are acceptable to occupational faculty and occupational and non-occupational administrators for the evaluation of community college faculty members.

#### Scope of the Study

Although the problem of evaluation of faculty is present at all levels of education, this study was limited to 25 public community colleges in Illinois. This study was further limited to survey data obtained from division chairmen, department heads, and instructors of agriculture mechanics, automotive mechanics, diesel mechanics, and automotive technology programs.

#### Research Objectives

The three objectives of this research were:

1. to determine what criteria Illinois vocational-technical faculty members consider appropriate for faculty evaluation in the area of vocational-technical education,
2. to determine what criteria Illinois community college administrators consider appropriate for faculty evaluation in the area of vocational-technical education, and

3. to examine the differences and similarities between and among the two sets of data obtained in objectives one and two.

## CHAPTER II

### REVIEW OF LITERATURE

#### Identification of the Need

The purpose of this study was to identify criteria which are acceptable to occupational faculty and occupational and non-occupational administrators for the evaluation of community college faculty members.

A great amount of research has been conducted to test the idea that teacher effectiveness can be identified and predicted by application of the usual psychological testing techniques. Despite the many studies and journal articles, little more is known today about the identification of effective teaching than was known in 1900. Aside from finding that students learn better when teachers are kind, cheerful, and sympathetic, researchers know little else (Guba and Getzells, 1955; Glass, 1974).

Worther and Sanders (1973) defined evaluation as:

. . . the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utilization of alternative approaches designed to attain specified objectives (p. 19).

This definition of evaluation suggests that the major evaluation effort is addressed to identifying and collecting data. After the data are collected an analysis of that data should reveal the worth of the program and products (Wentling and Lawson, 1975).

It is not an exaggeration to say that little causes more heated discussions among faculty and administrators alike than the process of evaluating instructional staff. This applies to whether the evaluation process be to improve instruction, purposes of retention, promotion, or tenure, or purposes of merit pay determinations (Jenkins, 1970).

Most educators agree that the single most important factor determining the success or failure of any educational institution is the quality of its instructional staff. The results of evaluations of instructional staff could play a vital role in developing quality community college teachers. This is especially true because teaching, rather than research, is emphasized in community colleges (Wisgoski, 1970).

#### Results of Previous Research

A 1971 law requires every permanent teacher in the public schools and community colleges of California to be evaluated at least once every two years. Trudell (1972) conducted a study to determine acceptable guidelines for evaluating community college teachers affected by the law. Although Trudell's review of the literature revealed little agreement among researchers as to which evaluation criteria are valid, certain characteristics of highly-rated teachers appeared with some consistency: (1) ability to relate to students, (2) ability to arouse interest, (3) friendliness, (4) empathy, and (5) knowledge of the subject.

The results of Trudell's (1972) study showed that attitudes of faculty members and administrators toward evaluation were similar. Both administrators and faculty expressed concern that too frequent evaluation would interfere with academic freedom and adversely affect school

morale. Both parties agreed that evaluation should be conducted principally for the purpose of improving instruction. The determination of the criteria for evaluation was indefinite in this study because of an uncertainty as to what constitutes valid criteria. Among the most important criteria named were student achievement and the ability to relate to students. The majority of respondents indicated that different instruments and criteria should be used for different types of evaluation. Most respondents agreed that different procedures and criteria should be used for vocational-technical faculty and academic faculty. Lastly, most respondents agreed that faculty, administrators, and students be involved in teacher evaluation.

The conclusion reached in that study revealed that although no acceptable guidelines are available to measure effective teaching, improvement of instruction was the most valid purpose of evaluation (Trudell and Schulman, 1972).

Snowbarger (1974) found:

- (1) that community college administrators do evaluate occupational programs. Of the common procedures used (follow-up studies, self evaluation, consultants, local advisory committees, administrative reports, cost/effectiveness studies and accreditation) only cost/effectiveness studies were used in less than 50 percent of the community colleges surveyed.
- (2) Procedures perceived by administrators as causing the greatest number of decisions were self evaluation, advisory committees, and administrative reports.
- (3) The greatest response received from community colleges surveyed, in regards to the actions taken after evaluation, was that there were no actions taken as a result of the evaluation procedure.
- (4) Characteristics defined in the literature as being important to evaluation of product and impact of vocational technical programs received an overall positive response. When follow up, cost/effectiveness and accreditation evaluation procedures are missing the process of evaluation, fewer positive responses were indicated (p. 60).

The following recommendations were made as a result of the study:

- (1) Further research should be undertaken to determine the most economical and productive procedure for evaluating vocational/technical programs.
- (2) Community college administrators should put more effort in using cost/effectiveness, follow ups, and accreditation in their evaluation policies.
- (3) Community college administrators should pay more attention to evaluation procedures currently being used. On the surface it appears that evaluation activities are taking place, but decision making actions are not based on results of evaluation procedures (Snowbarger, 1974, p. 62).

Morris (1973) found in his study, relative to perceptions held by administrators, academic teachers, and vocational-technical teachers of evaluation concepts, similarities between administrators and vocational-technical teachers, but not academic teachers. In general,

. . . the administrators and the vocational-technical teachers were in close agreement in their preference scores for the six educational concepts. Furthermore, both of these groups differed significantly with the academic teachers regarding their preference scores for these same concepts (p. 94).

The concepts referred to in Morris' (1973) study were: academic freedom, academic rank, collective bargaining, merit pay, teacher evaluation, and tenure.

#### Methodology of Previous Research

The Trudell (1972) study was designed to enlist the aid of faculty members and administrators to determine acceptable guidelines for evaluating community college teachers. The study sought the answers to the following questions:

- (1) What are the attitudes of administrators toward evaluation?
- (2) What are the attitudes of faculty members toward evaluation?



- (3) What are the valid purposes of evaluation?
- (4) What are the criteria of evaluation?
- (5) Should evaluation criteria vary with the evaluator?
- (6) Should evaluation procedures vary among subject disciplines?
- (7) Should evaluation criteria vary among subject disciplines?
- (8) Who should be involved in evaluating instructors? (p. 3).

The Trudell study was conducted in two stages. The first stage was a pilot study involving eight community colleges located in the Los Angeles Community College District. The second stage involved all public community colleges in the State of California. A questionnaire was sent to instructors and administrators at each of the colleges to determine attitudes regarding teacher evaluation. Returns were received from 67 percent of the administrators and 68.7 percent from the individual instructors.

The Snowbarger (1974) study was designed:

. . . to get an indication of the evaluation that is being in the community colleges to measure product impact of vocational-technical programs on society. The study was also designed to determine if evaluation procedures, used by administrators, lead to any kind of action on the part of the college administration. A third purpose was to determine what evaluation procedures are being used by community college administration (p. 2).

The instrument was designed to collect data to meet the objectives of the study. The instrument was new, but was validated through a panel of experts who had established themselves as knowledgeable in the field of evaluation. Snowbarger (1974) tested the instrument in eight community college districts in the State of Arizona.

The Morris (1973) study gathered data from Portland Community College, Portland, Oregon. The questionnaire was based on the method of successive intervals developed to gather data. The questionnaire was

administered to 27 administrators, 27 academic teachers, and 27 vocational-technical teachers. Each respondent was asked to:

- (1) Imagine a community college teacher who strongly agrees with a given concept and then indicate the extent of this teacher's agreement or disagreement with a paired concept.
- (2) To indicate their degree of preference for each concept (p. 54).

The concepts established by each group of community college personnel were presented as two-dimensional mappings. The concepts were also combined for further comparisons between the groups.

#### Summary

The literature reviewed in this chapter represents a sample of the vast amount of writing which has been done on the subject of teacher evaluation. The literature has brought to light at least four major points relevant to faculty evaluation.

1. The main purpose of teacher evaluation is to improve instruction.
2. The success or failure of any educational institution depends on the quality of its instructional staff.
3. Instruments to evaluate vocational-technical faculty members should be different from those used for academic faculty members.
4. Criterion need to be developed to evaluate vocational-technical education faculty members.

Reasonable effective teacher evaluation tools have been developed, but the implementation of the tools are for both academic and vocational-technical faculty members. The fact remains that personnel decisions are

made, and because of the personal, legal, and moral implications of these decisions, educators have an obligation to continue to refine evaluative systems (Maxwell, 1974).

In summary, Menzie (1973) stated that:

. . . teacher evaluation can improve instruction and learning in the community colleges but teachers and administrators need to be better trained in the methods, objectives, and the limitations of teacher evaluation. There is a real need for research at the community college on almost every aspect of evaluation (p. 198).

## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this study was to identify criteria which are acceptable to occupational faculty and occupational and non-occupational administrators for the evaluation of community college faculty members.

#### Definitions

The following terms were defined to clarify their meaning as used in this study. Other terms in the study were considered to be self-explanatory.

Administrator: An administrator is a person who serves in a supervisory capacity and who is responsible for superintending the resources of the college, including personnel. For this study, administrators directly involved in the teacher evaluation process were deans, division chairpersons, or department heads.

Vocational-technical faculty: A community college faculty member whose major assignment is teaching in one or more skilled or technical occupation areas.

Community college:

A public post-secondary school established for the purposes of providing courses of study limited to not more than two years full-time attendance and designed to meet the needs of that

particular community, including but not limited to vocational-technical programs. Other names such as junior college, area community college, community junior college, or other combinations were used in some communities, but are synonymous in this study (Maxwell; 1974, p. 9).

Agriculture mechanics technology: A curriculum which leads to an Associate in Applied Science degree and which gives students a working knowledge of the principles, methods, techniques, and skills necessary for gainful employment in agriculture power and equipment occupations and other related occupations.

Automotive mechanics: A curriculum, one year in length, which leads to a certificate and which prepares persons to enter employment as automobile mechanics in automotive shops, dealerships, and other related occupations.

Diesel mechanics: A curriculum, one year in length, which leads to a certificate and which prepares persons to enter employment as a diesel mechanic in dealerships, independent shops, owner maintenance shops, and other related occupations.

Automotive technology: A curriculum which leads to an Associate in Applied Science degree and which prepares highly skilled technicians for employment as manufacturer's service representatives, service technicians, laboratory technicians, and other related transportation occupations.

#### Assumptions

It was assumed that the data brought together via the Delphi Technique were unbiased and that the consensus regarding evaluation criteria were similar to those that would have been made by any comparable group of administrators and vocational-technical faculty members

in any community college.

It was assumed that the instrument used for collecting evaluation criteria was designed to elicit responses which accurately reflected the attitudes of both administrators and vocational-technical faculty members in any community college.

It was assumed that all responses were voluntarily made by the respondents and that each respondent was capable of making an honest and unbiased response.

#### Selection of the Panel

One group of subjects selected for this study were administrators, i.e., deans, division chairpersons and department heads, representing 25 community colleges in Illinois which offered one or more of the following vocational-technical programs: agriculture mechanics, automotive mechanics, diesel mechanics, or automotive technology. The second group of subjects selected for this study were vocational-technical faculty members representing 24 community colleges in Illinois which offered one or more of the same programs listed above. The reason for an unequal number of panel members was that a faculty member disqualified himself as he was a part-time faculty member and not a full-time faculty member as indicated by his dean.

#### Development of the Instrument

The Delphi Technique, developed in the early 1950's by Helmer (1967), is a method of collecting opinions without bringing the group together in a face-to-face confrontation. The opinions of the group

are gained through the use of successive questionnaires. Feedback from each round of questions usually produces a group consensus.

In its simplest form, the Delphi Technique eliminates committee activity among the experts altogether and replaces it with a carefully designed program of sequential individual interrogations (usually best conducted by questionnaire), interspersed with information input and opinion feedback (Helmer, 1967, p. 76).

There are variations of the Delphi Technique. The procedure used in this study to arrange and present information was as follows:

1. Correspondence one called for a list of considerations felt to be appropriate when evaluating vocational-technical faculty relative to promotion in rank, salary increase, and tenure (see Appendix A).
2. Correspondence two was compiled from all the compiled data, each person was asked to evaluate and rate each item from most important to least important on a five-point continuum (see Appendix B).
3. Correspondence three was compiled from all participant responses to correspondence two. A rank order of all items in each of the three categories was established. Each participant was asked to agree with the rankings established by the group consensus or specify their reasons for remaining outside the group consensus (see Appendix C).

The Delphi Technique was chosen because of its ability to gain individual opinions and secure individual and group consensus without bringing the individuals together in a face-to-face confrontation (Pfeiffer, 1968). Pfeiffer stated:

. . . power seems to lie in the fact that it creates some of the most important elements of an ideal debate. It provides

an impersonal anonymous setting in which opinions can be expressed in clear terms and headed before the voicing of criticism and counteropinions, a setting in which ideas can be modified on the basis of reason rather than prestige or desire to climb on the band wagon (p. 152).

#### Delphi Panel Selection

A minimum of one administrator and one faculty member from each community college offering agriculture mechanics, automotive mechanics, diesel mechanics or automotive technology were selected for this study. The names of the administrators were obtained through the Department of Vocational and Technical Education, Springfield, Illinois. Vocational-technical faculty member names were gained through two Illinois faculty organizations listing the faculty teaching in all four areas listed previously.

A random selection process was made to determine the administrator and the faculty member to represent each of the 25 Illinois community colleges in this study.

#### Collection of the Data

Data were collected by mailing a self-addressed, stamped Delphi Form to each person selected to participate. The letters in Appendixes A, B, and C accompanied the Delphi Forms sent to participants. A follow-up letter was mailed three weeks later to those who did not respond to the correspondence, asking them to respond before the pre-determined cut off date.

Panel members were asked to list, in three different categories, criteria which they felt should determine the effectiveness of a vocational-technical education faculty member who is being evaluated for



the purpose of promotion in rank, salary increase and tenure. After collecting the responses, a jury of professional educators was used to validate the development of correspondence two from correspondence one. The purpose of this jury was to remove all duplicate criteria and refine ambiguous criteria.

After the jury validated the list of criteria, according to the categories selected from the review of literature, correspondence two was sent to all administrators and vocational-technical faculty members selected for this study. The Delphi Panel was asked to rate the importance of each of the validated criteria on a five-point continuum. A follow-up letter was sent encouraging non-respondees to take part in the study.

Correspondence three was sent to panel members with the criteria rank-ordered according to the categories used in correspondence two. The panel was asked to consider the group consensus in each of the three categories. If the panel member disagreed with the consensus, then a reason for variation between the group consensus and the panel member's position was encouraged. A follow-up letter was sent to non-respondents to encourage participation in the study.

#### Analysis of the Data

The data compiled from correspondence two were coded and electronically processed using the SPSS research tool for the Social Sciences. A mean was computed on each item in each of the three categories. The means were used to rank order each item in each category according to the responses received. A t-test to compare the means of the two groups was computed from data collected from correspondence two.

Since the objective of the Delphi Technique is to gain group consensus without bringing the individuals together in a face-to-face confrontation, analysis of correspondence three was not conducted. However, a table (Table III) presents the percent of agreement or group consensus achieved in this study.

#### Limitations

This study involved two somewhat separate studies coordinated into one. This study included: (1) the development of consensus criteria for evaluating vocational-technical faculty members, and (2) correlation ratings between the two groups responding to the Delphi Technique.

The Delphi Technique was restricted to those community colleges in Illinois which offered one or more of the following vocational-technical programs: agriculture mechanics, automotive mechanics, diesel mechanics, and automotive technology.

The data, as presented in Chapter III, and the results and conclusions of this study, as presented in Chapter IV, are limited by these limitations.

## CHAPTER IV

### RESULTS

#### Introduction

The purpose of this study was to identify criteria which are acceptable to occupational faculty and occupational and non-occupational administrators for the evaluation of community college faculty members.

#### Return Rates

Twenty-five vocational-technical administrators and 25 vocational-technical faculty members were asked to take part in a study concerning criteria to be used in evaluating occupational faculty members. The initial mailing for correspondence one was in late August, with the cut-off date for returns established as late September. Usable responses were received from 72 percent of the administrators and 56 percent of the faculty. The response rates for correspondence two sent in late October and returned by early December were 88 percent for administrators and 64 percent for faculty. The response rate for correspondence three, sent in mid-January and returned by mid-February, were 76 percent for administrators and 60 percent for faculty. Table I presents the response rates for correspondence received from 25 administrators and 25 vocational-technical faculty members from 25 Illinois community colleges.

TABLE I  
 RESPONSE RATES FOR CORRESPONDENCES RECEIVED FROM 25  
 ADMINISTRATORS AND 25 VOCATIONAL-TECHNICAL  
 FACULTY MEMBERS IN ILLINOIS  
 COMMUNITY COLLEGES

Group	Returns					
	Correspondence One		Correspondence Two		Correspondence Three	
	No.	Percent	No.	Percent	No.	Percent
Administrators	18	72	22	88	19	76
Faculty	14	56	16	64	15	60

#### Data Summary

Items suggested by administrators and faculty members on correspondence one were submitted to a jury to identify duplicate items and to refine or clarify ambiguous items. Insofar as it was possible, the intent of each item submitted by participants was retained. A total of 124 items resulted from suggestions by respondents to correspondence one. About the same number of items were suggested for each of the three categories for evaluation criterion; i.e., promotion in rank, 41 items; salary increases, 43 items; and tenure, 40 items. The number of administrators and/or faculty suggesting each item is summarized in Table II.

In the category of "promotion in rank," 7 of the 41 items resulting from correspondence one were suggested by 25 percent or more of the respondents. The most frequently suggested item was "continued professional growth." With the exception of one item, each suggested item was recommended by a minimum of at least two individuals from each responding

TABLE II

## SUMMARY OF THE DATA FROM CORRESPONDENCE ONE AND TWO

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
<u>Category A--Promotion</u>											
<u>in Rank:</u>											
1. Classroom teaching ability	6	3	9	1.0455	1.6875	1.3157	25.57	0.000	2.35	15.9	0.032*
2. Motivates students	6	0	6	1.2727	1.6875	1.4473	1.64	0.293	2.04	36.0	0.049*
3. Command of the subject	5	3	8	1.3636	1.6250	1.4736	4.33	0.002	0.94	20.1	0.356
4. Well-organized laboratory classes	6	0	6	1.3636	1.6250	1.4736	2.73	0.034	0.85	22.9	0.402
5. Enthusiastic attitude toward the subject	2	0	2	1.7273	1.3125	1.5526	2.41	0.085	-1.55	36.0	0.129
6. Systematic organization of course content	4	1	5	1.3636	1.7500	1.5563	1.38	0.485	1.88	36.0	0.068
7. Continued professional growth	9	8	17	1.5455	1.7500	1.6315	1.69	0.263	0.92	36.0	0.363
8. Dedicated to the teaching profession	1	5	6	1.7727	1.5625	1.6842	1.43	0.485	-0.79	36.0	0.436
9. Rapport with students	5	4	9	1.5455	2.1250	1.7894	3.15	0.016	1.59	21.9	0.125
10. Ability to work with colleagues	2	2	4	1.7727	1.8750	1.8157	2.80	0.030	0.36	22.7	0.725

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
11. Decision making ability	0	1	1	2.0909	1.5625	1.8684	1.60	0.878	-2.60	36.0	0.013*
12. Works with Advisory Committee	0	1	1	1.8182	2.0625	1.9210	1.92	0.166	0.74	36.0	0.463
13. Graduates feelings toward their educa- tion (follow-up studies)	2	0	2	1.7273	2.2500	1.9473	7.38	0.000	1.61	18.0	0.125
14. Related industrial work experience	2	6	8	1.9545	2.0000	1.9736	2.50	0.053	0.17	36.0	0.869
15. Evaluates students in many ways	1	0	1	2.0000	1.9375	1.9736	1.45	0.468	-0.30	36.0	0.769
16. Ability to work with administrators	2	4	6	2.0909	1.9375	2.0263	3.39	0.011	-0.50	21.4	0.625
17. Employers feelings to- wards graduates (follow- up studies)	2	0	2	1.8636	2.3750	2.0789	2.88	0.026	1.52	22.6	0.143
18. Leadership ability	2	2	4	2.0909	2.1250	2.1052	3.54	0.008	0.11	21.2	0.915
19. Public Relations in industrial sector	0	2	2	2.0455	2.3125	2.1578	2.23	0.090	0.92	36.0	0.366
20. Course syllabi revision	3	0	3	1.9545	2.5000	2.1842	2.04	0.130	1.92	36.0	0.063
21. Chairman's classroom evaluation	2	0	2	2.0000	2.5000	2.2105	1.09	0.839	1.61	36.0	0.115

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
22. Extraordinary service to the institution	7	1	8	2.3182	2.3750	2.3421	2.63	0.042	0.15	23.2	0.884
23. Systematic high student ratings	3	0	3	1.9545	2.9375	2.3684	2.42	0.062	3.28	36.0	0.002**
24. Industrial training schools attended	1	2	3	2.7727	2.1250	2.5000	1.26	0.607	-1.83	36.0	0.075
25. Attrition rates are acceptable	1	0	1	2.3182	2.8125	2.5263	2.90	0.025	1.33	22.5	0.197
26. Dean's classroom evaluation	1	0	1	2.3182	2.8125	2.5263	1.97	0.182	1.44	36.0	0.158
27. Advanced degrees held	0	2	2	3.0455	2.0625	2.6315	1.60	0.355	-2.77	36.0	0.009**
28. Degree held in the teaching field	2	3	5	2.8182	2.5000	2.6842	1.08	0.895	-0.78	36.0	0.440
29. Self-evaluation with quarterly review	1	0	1	2.2727	3.2500	2.6842	2.15	0.105	3.19	36.0	0.003**
30. Divisional recruiting	2	0	2	2.6818	2.8750	2.7631	1.87	0.183	0.51	36.0	0.616
31. Length of service in rank	4	4	8	3.1818	2.4375	2.8684	1.33	0.540	-1.94	36.0	0.061
32. Colleagues opinions	1	0	1	3.0909	2.5625	2.8684	2.84	0.028	-1.64	22.6	0.115
33. Leadership in educa- tional movements	0	1	1	2.8636	3.0000	2.9210	2.49	0.054	0.39	36.0	0.698

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
34. Community service	2	3	5	2.9545	2.8750	2.9210	1.47	0.404	-0.26	36.0	0.795
35. Active in professional organizations	1	1	2	2.8636	3.1250	2.9736	1.70	0.256	0.84	36.0	0.407
36. Campus committee work	1	2	3	2.8182	3.2500	3.0000	2.35	0.071	1.16	36.0	0.254
37. Seniority in the instiution	1	1	2	3.4091	2.5625	3.0526	1.21	0.669	-2.225	36.0	0.031*
38. Campus student organization work	0	2	2	3.3636	3.1875	3.2894	1.90	0.174	-0.54	36.0	0.593
39. Grade distribution	1	0	1	3.2273	3.3750	3.2894	2.10	0.117	0.43	36.0	0.671
40. Scholarly research	1	0	1	4.0455	3.4375	3.7894	1.09	0.832	-1.74	36.0	0.091
41. Publications	1	0	1	4.0455	3.8750	3.9736	1.85	0.190	-0.45	36.0	0.658
<u>Category B: Salary Increases:</u>											
1. Classroom teaching ability	6	5	11	1.0952	1.3750	1.2162	3.61	0.008	0.99	21.2	0.332
2. Command of the subject	2	1	3	1.1429	1.4375	1.2702	6.19	0.000	1.25	18.7	0.228
3. Well-organized lab	1	1	2	1.3333	1.5625	1.4324	5.12	0.001	0.78	19.5	0.444
4. Motivates students	3	1	4	1.2857	1.6875	1.4594	2.00	0.147	1.81	35.0	0.079



TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
5. Perfection of skill in specialty area	0	2	2	1.7619	1.1875	1.5135	1.61	0.351	-2.28	35.0	0.029*
6. Student oriented	4	1	5	1.3810	1.8125	1.5675	3.64	0.008	1.23	21.2	0.232
7. Teaches students to think critically	2	0	2	1.6667	1.6250	1.6486	1.07	0.874	-0.14	35.0	0.886
8. Academic competence	1	0	1	1.6667	1.6250	1.6486	2.12	0.118	-0.16	35.0	0.876
9. Available to students	1	1	2	1.5714	1.7500	1.6486	2.77	0.035	0.56	23.1	0.580
10. Related industrial work experience	1	5	6	2.0000	1.5000	1.7837	1.33	0.540	-1.82	35.0	0.077
11. Ability to work with colleagues	1	4	5	1.8571	1.6875	1.7837	1.95	0.164	-0.59	35.0	0.557
12. Maximum effort applied	0	2	2	1.8095	1.7500	1.7837	2.12	0.118	-0.18	35.0	0.857
13. Teaching load	0	2	2	2.0476	1.6875	1.8918	1.64	0.301	-1.30	35.0	0.202
14. Compliance with previous evaluation suggestions	3	0	3	1.5714	2.3125	1.8918	5.56	0.001	2.33	19.1	0.031*
15. Public relations in the industrial sector	1	1	2	2.0476	2.0625	2.0540	1.87	0.192	0.04	35.0	0.965
16. Adherence to job description	1	2	3	2.1905	1.9375	2.0810	2.48	0.059	-0.80	35.0	0.432
17. Friendly toward students	0	1	1	2.0000	2.1875	2.0810	1.76	0.236	0.49	35.0	0.627

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
18. Works with Advisory Committee	1	3	4	1.9524	2.4375	2.1621	2.67	0.042	1.30	23.4	0.206
19. Curriculum revisions	3	2	5	1.9524	2.4375	2.1621	3.27	0.015	1.44	22.0	0.163
20. Good student rapport	2	3	5	2.0476	2.3125	2.3125	1.51	0.386	0.74	35.0	0.462
21. Ability to work with administration	5	2	7	2.0952	2.2500	2.1621	3.67	0.008	0.42	21.1	0.679
22. Attitude toward the institution	2	4	6	2.1905	2.3125	2.2432	2.23	0.096	0.34	35.0	0.735
23. Course syllabi revisions	2	4	6	2.0952	2.4375	2.2432	1.34	0.530	1.02	35.0	0.314
24. Industrial training schools attended	1	6	7	2.8571	1.5000	2.2702	1.30	0.579	-3.08	35.0	0.001**
25. Degree held in teaching field	1	2	3	2.3810	2.2500	2.3243	1.34	0.537	-0.32	35.0	0.752
26. Extraordinary service to the institution	1	2	3	2.1905	2.5000	2.3243	3.32	0.013	0.82	22.0	0.423
27. Self-evaluation with quarterly review	5	0	5	2.0476	2.6875	2.3243	2.37	0.073	2.07	35.0	0.046*
28. Current economic trends and conditions	0	1	1	2.6667	2.0625	2.4054	1.20	0.731	-1.86	35.0	0.072

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
29. Systematic student rating results	6	2	8	2.0952	2.8125	2.4054	2.40	0.069	1.92	35.0	0.063
30. Student placement on jobs	0	1	1	2.3810	2.4375	2.4054	2.46	0.061	0.17	35.0	0.869
31. Chairman's classroom observation	3	2	5	2.3333	2.6875	2.4864	1.39	0.518	0.95	35.0	0.348
32. Attrition rate of past classes	0	1	1	2.2857	2.8125	2.5135	4.58	0.002	1.42	20.0	0.172
33. Total years in specialty area	2	1	3	3.1429	1.7500	2.5405	1.17	0.764	-3.76	35.0	0.001**
34. Dean's classroom observation	1	0	1	2.3333	2.9375	2.5945	1.61	0.317	1.59	35.0	0.120
35. Number of extra college credits earned	3	5	8	2.9048	2.1875	2.5945	1.26	0.623	-1.88	35.0	0.068
36. Evaluation by Advisory Council	1	1	2	2.4762	2.7500	2.5945	1.11	0.814	0.72	35.0	0.478
37. Articulation between college and high school program	1	1	2	2.7619	2.5625	2.6756	1.24	0.638	-0.48	35.0	0.631
38. Active in professional organizations	2	1	3	2.8571	2.5000	2.7027	1.77	0.231	-1.03	35.0	0.312
39. Advanced degrees held	0	1	1	3.1429	2.3125	2.7837	1.11	0.814	-1.98	35.0	0.056

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
40. Campus committee work	2	3	5	2.8095	3.2500	3.0000	4.47	0.002	1.13	20.1	0.271
41. Seniority in the institution	1	1	2	3.6667	2.1875	3.0270	1.14	0.775	-3.62	35.0	0.001*
42. Total years as an educator	1	1	2	3.5714	2.4375	3.0810	1.59	0.331	-2.72	35.0	0.010**
43. Colleagues' opinions	1	1	2	3.1429	3.1250	3.1351	3.58	0.009	-0.04	21.3	0.966
<u>Category C--Tenure:</u>											
1. Classroom teaching ability	6	7	13	1.0000	1.0000	1.0000	0.00	1.000	0.00	35.0	1.000
2. Command of the subject	2	5	7	1.0952	1.0000	1.0540	1.47	0.413	-0.87	35.0	0.390
3. Proven instructional abilities	6	2	8	1.0476	1.1875	1.1081	9.01	0.000	0.82	17.6	0.423
4. Competency of the instructor	4	4	8	1.2857	1.3125	1.2973	2.31	0.081	0.14	35.0	0.890
5. Well-organized laboratory classes	1	2	3	1.2381	1.4375	1.3243	2.78	0.034	0.97	23.1	0.341
6. Dedicated to the teach- ing profession	7	4	11	1.5714	1.3750	1.4864	1.03	0.926	-0.68	35.0	0.504
7. Continued professional growth	6	5	11	1.8095	1.2500	1.5675	1.39	0.525	-2.64	35.0	0.012**

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
8. Student oriented	3	2	5	1.5238	1.6875	1.5945	2.31	0.082	0.53	35.0	0.602
9. Well-organized	2	1	3	1.5714	1.8125	1.6756	3.74	0.007	0.90	21.1	0.380
10. Advanced technical training	0	4	4	2.0000	1.2500	1.6756	1.17	0.735	-3.45	35.0	0.001**
11. Available to students	2	1	3	1.6667	1.8125	1.7297	1.91	0.175	0.57	35.0	0.575
12. A team member of the department	4	7	11	1.8095	1.6875	1.7567	1.96	0.161	-0.38	35.0	0.706
13. Ability to accept constructive criticism	0	1	1	1.8095	1.6875	1.7567	1.83	0.205	-0.42	35.0	0.676
14. Teaches students to think critically	2	0	2	1.8571	1.6875	1.7837	1.04	0.960	-0.53	35.0	0.596
15. Good student rapport	2	2	4	1.7143	2.2500	1.9459	2.72	0.038	1.60	23.2	0.123
16. Self-evaluation with quarterly review	4	0	4	1.9048	2.1875	2.0270	2.81	0.033	0.96	23.0	0.348
17. Employers' feeling toward the graduates (follow-up studies)	1	0	1	1.9524	2.1250	2.0270	1.83	0.207	0.56	35.0	0.582
18. Friendly toward students	2	1	3	2.1429	1.9375	2.0540	1.22	0.672	-0.61	35.0	0.543
19. Attendance record during probationary period	0	1	1	2.4286	1.6250	2.0810	1.02	0.945	-2.24	35.0	0.032*
20. Personality	0	4	4	2.1429	2.0625	2.1081	2.17	0.107	-0.22	35.0	0.829

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
21. Industrial work experience	0	1	1	2.3810	1.7500	2.1081	1.29	0.620	-2.06	35.0	0.047*
22. Works with advisory council	1	0	1	2.2381	2.0000	2.1351	2.45	0.063	0.80	35.0	0.426
23. Systematic with student ratings	5	4	9	1.7143	2.7500	2.1621	2.98	0.024	2.99	22.5	0.007**
24. Course syllabi revisions	1	2	3	2.0476	2.3125	2.1621	1.84	0.201	0.74	35.0	0.462
25. Enrollment objectives achieved	0	1	1	2.1905	2.2500	2.2162	2.52	0.055	0.17	35.0	0.865
26. Promotes technical education in the com- munity	1	0	1	2.4762	1.7500	2.1621	1.01	0.973	-2.35	35.0	0.024*
27. Chairman's classroom observation	4	4	8	2.1905	2.4375	2.2973	1.14	0.765	0.67	35.0	0.507
28. Dean's classroom observation	2	0	2	2.0476	2.8125	2.3783	1.90	0.180	2.43	35.0	0.020*
29. Attrition rates are acceptable	1	0	1	2.3810	2.4375	2.4054	3.64	0.008	0.15	21.2	0.886
30. Student placement on jobs	3	1	4	2.4762	2.4315	2.4594	1.92	0.173	-0.11	35.0	0.911
31. Peer evaluation results	2	3	5	2.5238	2.6250	2.5675	2.85	0.030	0.31	23.0	0.757

TABLE II (Continued)

Ranking from Correspondence Two	Correspondence One			Correspondence Two							
	Frequency of Suggested Items			Means		Grand Mean <sup>1</sup>	F Value	2-Tail Prob.	T Value	DF	2-Tail Prob.
	Adm.	Fac.	Total	Adm.	Fac.						
32. Evaluation by Advisory Council	0	1	1	2.5238	2.7500	2.6216	1.22	0.673	0.58	35.0	0.565
33. Minimum of 4 years of evaluated teaching	2	1	3	2.8095	2.5000	2.6756	1.64	0.298	-0.68	35.0	0.499
34. Active in professional organizations	1	1	2	2.9524	2.5000	2.7567	3.29	0.014	-1.12	21.9	0.276
35. Length of employment	1	3	4	3.1905	2.3750	2.8378	1.11	0.808	-1.86	35.0	0.071
36. Approval by faculty tenure committee	1	0	1	2.9048	2.7500	2.8378	1.31	0.596	-0.33	35.0	0.741
37. Years of service to the profession	0	1	1	3.3810	2.3125	2.9189	1.01	0.966	-2.58	35.0	0.014*
38. Community service	5	0	1	3.0000	2.8125	2.9189	3.09	0.020	-0.46	22.3	0.652
39. Campus committee work	3	3	6	2.7619	3.1875	2.9459	3.13	0.019	1.04	22.2	0.310
40. Number of extra college credits earned	1	1	0	3.2381	2.6875	3.0000	4.34	0.003	-1.56	20.3	0.134

<sup>1</sup>Used for determining rankings.

\*p ≤ .05.

\*\*p ≤ .01.

group; i.e., administrators and faculty. The exception was "extraordinary service to the institution." Seven administrators, compared with only one faculty member, suggested this item.

In the category of "salary increases," 3 of the 43 items resulting from correspondence one were suggested by 25 percent or more of the respondents. The most frequently suggested item was "classroom teaching ability." At least two individuals from each of the responding groups suggested each of the three items.

In the category of "tenure," 4 of the 40 items resulting from correspondence one were suggested by nearly 50 percent of the respondents. Four other items were suggested by at least 25 percent of the respondents. The most frequently suggested item was "classroom teaching ability."

Correspondence two was developed from items suggested in correspondence one. Administrators and faculty were asked to rate the importance of each item for all three categories. A five-point scale, with one indicating a rating of "most important" and five indicating "least important," was used. A mean was computed for each item for administrators and for vocational-technical faculty members. A grand mean was computed from the computed responses of the two groups and used to rank order each item in each category. The rank order of the items in each category is presented in Table II. \*

The t-test was used to test for statistically significant differences between the mean responses of administrators and faculty on each item in correspondence two. The 0.05 level of statistical significance for two-tailed tests was used to determine if the difference between the



mean responses for the two participating groups for each item was greater than that which could be expected from chance.

#### T-Test Results

The Statistical Package for the Social Sciences was used to compute the t-statistic for each item. Since the t-statistic can be calculated using pooled variances (if both groups have equal variances) or separate variance estimates, the F-test was used to determine which method was appropriate for each item. The 0.05 level of statistical significance was used for the F-tests. Separate variance estimates were used for those items in which the probability of the F was less than or equal to 0.05. Table II contains a summary of the t- and F-tests.

In Category A, Promotion in Rank, seven statistically significant t-tests resulted. "Classroom teaching ability" and "motivates students" were rated as most important by both administrators and faculty. However, in both cases, administrators rated them as being of significantly greater importance than did faculty. The reverse was true for "decision-making ability." Both groups rated this as an important criterion, but faculty tended to rate it as being of greater importance than did administrators. Three items resulted in great differences in ratings between the two groups. Faculty regarded "systematic high student ratings" as being of some importance, while administrators considered this to be a "most important" criterion. The same relationship was true of "self-evaluation with quarterly review." Administrators tended to place greater importance to this criterion than did faculty. However, the reverse was true of "advanced degrees held." Faculty rated this criterion as a most important item, whereas administrators rated it as

of some importance. The final item resulting in a statistically significant difference in rated importance between administrators and faculty was "seniority in the institution." Faculty were inclined to rate this as of some importance, whereas administrators tended to consider it as a least important criterion (2.5625 compared to 3.4091).

In Category B, Salary Increases, seven statistically significant t-tests resulted. Of the seven, four of the items were significant at the 0.01 level. "Industrial training schools attended," and "total years in specialty area," were both considered most important by faculty; however, administrators rated this as of some importance. "Perfection of skill in specialty area" was considered most important by faculty. Administrators also considered it as most important but not to the same extent as faculty. The reverse was true for "compliance with previous evaluation suggestions," whereas both administrators and faculty tended to rate this item as most important, faculty were lower in the importance placed on this criterion. Again, the item "self-evaluation with quarterly review" was considered more important by administrators than faculty.

In Category C, Tenure, eight statistically significant t-tests resulted. "Continued professional growth" and "advanced technical training" were rated as most important by faculty members. However, administrators' ratings for those items were lower, but indicated that they were important criteria. The reverse was true for "systematic high student ratings." Administrators felt this item to be most important, while the faculty rated it as of some importance. Administrators gave a rating of some importance to "attendance record during probationary period" and "industrial work experience" while faculty

rated these items as being of great importance in evaluating vocational-technical faculty members for tenure. "Promotes technical education in the community" was considered important to faculty whereas the administrators considered it to be of less importance. The administrators and the faculty rated "dean's classroom evaluation" as of some importance; however, the administrators rated it higher.

The mean response, computed from the ratings of all respondents for each item, from correspondence two was used to rank order items in the three categories. The rank-ordered items were then used as the basis for correspondence three. Administrators and faculty were asked to agree or disagree with the ranking of each item in each of the three categories. An index of agreement (percentage agreeing with the ranking) computed for both administrators and faculty by dividing the number of respondents who agreed with the item ranking by the total number of respondents in the respective group to correspondence three, then multiplying by 100.

As a rule, administrators suggested the items be moved up or down in rank while faculty tended to be more direct in describing their reason for moving the item. Statements such as "That's an administrator's job," or "You're kidding--move that down," etc., are examples of the less direct statements suggested by faculty members. Responses associated with each item which indicated disagreement with the ranking were used to determine whether they would increase (move the item up in the list) or decrease (move the item down) the ranking of the item. The results of this analysis are summarized in Table III.

Fourteen of the 124 items had combined indexes of agreement at or below 75 percent, thus indicating a lack of consensus. The 14 items

TABLE III

## SUMMARY OF THE DATA FROM CORRESPONDENCE THREE

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus	Consensus	Index	with		Preference		with		Preference	
	Admin.	Faculty	Agreement	Ranking	No	Up	Down	Ranking	No	Up	Down
<u>Category A--Promotion</u>											
<u>in Rank:</u>											
1. Classroom teaching ability	95	100	97	18	1	0	1	14	0	0	0
2. Motivates students	89	93	91	17	2	1	1	13	1	0	1
3. Command of the subject	95	93	94	18	1	0	1	13	1	0	1
4. Well organized laboratory classes	100	100	100	19	0	0	0	14	0	0	0
5. Systematic organization of course content	100	93	97	19	0	0	0	13	1	1	0
6. Enthusiastic attitude toward the subject	84	100	91	16	3	2	1	14	0	0	0
7. Continued professional growth	89	93	91	17	2	2	0	13	1	0	1
8. Dedicated to the teaching profession	79	79	79	15	4	2	2	11	3	0	3
9. Rapport with students	79	86	82	15	4	3	1	12	2	0	2

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index Consensus Admin.	Index Consensus Faculty	Combined Index Agreement	Agreement with Ranking		Reranking Preference		Agreement with Ranking		Reranking Preference	
				Yes	No	Up	Down	Yes	No	Up	Down
10. Ability to work with colleagues	89	93	91	17	2	1	1	13	1	0	1
11. Decision making ability	79	86	82	15	4	0	4	12	2	1	1
12. Works with Advisory Committee	79	93	85	15	4	0	4	13	1	0	1
13. Graduates feelings to- wards their education (follow-up studies)	95	93	94	18	1	0	1	13	1	0	1
14. Related industrial work experience	79	79	79	15	4	3	1	11	3	3	0
15. Evaluates students in many ways	95	86	91	18	1	0	1	12	2	0	2
16. Ability to work with administrators	95	86	91	18	1	0	1	12	2	2	0
17. Employers feelings to- wards graduates (follow-up studies)	84	86	85	16	3	2	1	12	2	0	2
18. Leadership ability	74	79	76	14	5	3	2	11	3	1	2
19. Public relations in industrial sector	84	86	85	16	3	1	2	12	2	0	2
20. Course syllabi revisions	63	86	73	12	7	3	4	12	2	2	0

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index Consensus Admin.	Index Consensus Faculty	Combined Index Agreement	Agreement with Ranking		Reranking Preference		Agreement with Ranking		Reranking Preference	
				Yes	No	Up	Down	Yes	No	Up	Down
21. Chairman's classroom evaluation	79	79	79	15	4	3	1	12	2	0	2
22. Extraordinary service to the institution	74	79	82	14	5	1	4	9	5	3	2
23. Systematic high student ratings	74	64	70	14	5	3	2	9	5	5	0
24. Industrial training schools attended	53	64	58	10	9	2	7	12	2	0	2
25. Attrition rates are acceptable	95	86	91	18	1	1	0	13	1	0	1
26. Dean's classroom evaluation	84	93	89	16	3	2	1	13	1	0	1
27. Advanced degrees held	74	50	64	14	5	2	3	7	7	1	6
28. Degree held in the teaching field	84	86	85	16	3	1	2	12	2	0	2
29. Self-evaluation with quarterly review	84	79	82	17	2	2	0	11	3	0	3
30. Divisional recruiting	84	71	79	16	3	2	1	10	4	1	3
31. Length of service in rank	79	71	76	15	4	0	4	10	4	0	4

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus	Consensus	Index	with	Preference	with	Preference	with	Preference	with	Preference
	Admin.	Faculty	Agreement	Ranking	Up	Down	Ranking	Up	Down	Ranking	Up
32. Colleagues opinions	95	86	91	18	1	0	1	12	2	0	2
33. Leadership in educational movements	79	57	70	15	4	1	3	8	6	0	6
34. Community service	95	79	88	18	1	1	0	11	3	0	3
35. Active in professional organization	84	86	85	16	3	0	3	12	2	1	1
36. Campus committee work	79	93	85	15	4	2	2	13	1	1	0
37. Seniority in the institution	79	93	85	15	4	0	4	13	1	1	0
38. Campus student organization work	74	79	76	14	5	1	4	11	3	0	3
39. Grade distributions	89	71	82	17	2	2	0	10	4	1	3
40. Scholarly research	89	71	82	17	2	1	1	10	4	1	3
41. Publications	95	64	82	15	1	1	0	9	5	0	5
<u>Category B--Salary Increases:</u>											
1. Classroom teaching ability	95	93	94	18	1	0	1	13	1	0	1
2. Command of the subject	95	100	97	18	1	1	0	14	0	0	0

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index Consensus Admin.	Index Consensus Faculty	Combined Index Agreement	Agreement with Ranking		Reranking Preference		Agreement with Ranking		Reranking Preference	
				Yes	No	Up	Down	Yes	No	Up	Down
3. Well organized lab	89	86	88	17	2	1	1	12	2	0	2
4. Motivates students	89	79	85	17	2	1	1	11	3	1	2
5. Perfection of skill in specialty area	95	93	94	18	1	1	0	13	1	1	0
6. Student orientated	89	79	85	17	2	1	1	11	3	3	0
7. Teaches students to think critically	84	79	82	16	3	1	2	11	3	3	0
8. Academic competence	95	86	91	18	1	1	0	12	2	1	1
9. Available to students	95	86	91	18	1	1	0	12	2	1	1
10. Related industrial work experience	95	79	88	18	1	0	1	11	3	1	2
11. Ability to work with colleagues	84	79	82	16	3	0	3	11	3	1	2
12. Maximum effort applied	89	93	91	17	2	0	2	13	1	0	1
13. Teaching load	89	79	85	17	2	0	2	11	3	3	0
14. Compliance with previous evaluation suggestions	89	79	85	17	2	2	0	11	3	1	2
15. Public relations in the industrial sector	89	50	73	17	2	1	1	7	7	2	5



TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus Admin.	Consensus Faculty	Index Agreement	with Ranking Yes	No	Up	Down	with Ranking Yes	No	Up	Down
16. Adherence to job description	95	93	94	18	1	0	1	13	1	0	1
17. Friendly toward students	79	86	82	15	4	1	3	12	2	1	1
18. Works with Advisory Committee	79	86	82	15	4	3	1	12	2	1	1
19. Curriculum revisions	84	93	89	15	4	3	1	13	1	1	0
20. Good student rapport	63	93	76	12	7	6	1	13	1	1	0
21. Ability to work with administrators	63	71	82	17	2	1	1	10	4	1	3
22. Attitude toward the institution	63	71	82	17	2	2	0	10	4	1	3
23. Course syllabi revisions	84	79	82	16	3	2	1	11	3	1	2
24. Industrial training schools attended	68	57	64	13	6	2	4	8	6	6	0
25. Degree held in teaching field	95	71	85	18	1	0	1	10	4	2	2
26. Extraordinary service to the institution	89	64	79	17	2	0	2	9	5	2	3
27. Self evaluation with quarterly review	89	79	85	17	2	1	1	11	3	1	2

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus Admin.	Consensus Faculty	Index Agreement	with Ranking Yes	No	Preference Up	Down	with Ranking Yes	No	Preference Up	Down
28. Current economic trends and conditions	95	71	85	18	1	1	0	10	4	3	1
29. Systematic student rating results	89	64	79	17	2	2	0	7	5	2	3
30. Student placement on jobs	74	57	66	14	5	5	0	8	6	2	4
31. Chairman's classroom observation	89	79	85	17	2	2	0	11	3	1	2
32. Attrition rate of past classes	79	71	76	15	4	4	0	10	4	1	3
33. Total years in specialty area	84	86	85	16	3	0	3	12	2	1	1
34. Dean's classroom observation	89	86	88	17	2	2	0	12	2	1	1
35. Number of extra college credits earned	89	79	85	17	2	2	0	11	3	1	2
36. Evaluation by Advisory Council	58	64	61	11	8	2	6	9	5	1	4
37. Articulation between college and high school programs	79	71	76	15	4	2	2	10	4	1	3

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus Admin.	Consensus Faculty	Index Agreement	with Ranking Yes	No	Preference Up	Down	with Ranking Yes	No	Preference Up	Down
38. Active in professional organization	100	79	91	18	1	1	0	10	4	1	3
39. Advance degrees held	95	86	91	18	1	1	0	12	2	1	1
40. Campus committee work	89	86	88	17	2	2	0	12	2	1	1
41. Seniority in the institution	95	86	91	18	1	1	0	12	2	1	1
42. Total years as an educator	89	86	88	17	2	0	2	12	2	1	1
43. Colleagues' opinions	100	64	85	19	0	0	0	9	5	1	4
<u>Category C--Tenure:</u>											
1. Classroom teaching ability	100	93	97	19	0	0	0	13	1	0	1
2. Command of the subject	100	100	100	19	0	0	0	14	0	0	0
3. Proven instructional abilities	100	100	100	19	0	0	0	14	0	0	0
4. Competency of the instructor	100	100	100	19	0	0	0	14	0	0	0
5. Well organized laboratory class	89	93	91	17	2	2	0	13	1	0	1

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus Admin.	Consensus Faculty	Index Agreement	with Ranking Yes	No	Preference Up	Down	with Ranking Yes	No	Preference Up	Down
6. Dedicated to the teaching profession	79	93	85	15	4	2	2	13	1	0	1
7. Continued professional growth	95	100	97	18	1	1	0	14	0	0	0
8. Student orientated	100	93	97	19	0	0	0	13	1	0	1
9. Well organized	89	93	91	17	2	2	0	13	1	0	1
10. Advanced technical training	100	86	94	19	0	0	0	12	2	1	1
11. Available to students	89	86	88	17	2	2	0	12	2	0	2
12. A team member of the department	89	71	82	17	2	1	1	10	4	1	3
13. Ability to accept constructive criticism	89	100	94	17	2	1	1	14	0	0	0
14. Teaches students to think critically	89	86	88	17	2	0	2	12	2	0	2
15. Good student rapport	84	100	91	16	3	2	1	14	0	0	0
16. Self-evaluation with quarterly review	84	86	85	16	3	1	2	12	2	0	2

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index Consensus Admin.	Index Consensus Faculty	Combined Index Agreement	Agreement with Ranking		Reranking Preference		Agreement with Ranking		Reranking Preference	
				Yes	No	Up	Down	Yes	No	Up	Down
17. Employers feeling toward the graduates (follow-up studies)	74	64	69	14	5	2	2	9	5	0	5
18. Friendly toward students	79	71	76	15	4	3	1	10	4	1	3
19. Attendance record during probationary period	84	93	88	16	3	1	2	13	1	1	0
20. Personality	84	93	88	16	3	1	2	13	1	0	1
21. Industrial work experience	78	86	82	15	4	1	3	12	2	1	1
22. Works with advisory councils	89	100	94	17	2	0	2	14	0	0	0
23. Systematic high student ratings	79	79	79	15	4	2	2	11	3	1	2
24. Course syllabi revisions	89	71	82	17	2	1	1	10	4	2	2
25. Enrollment objectives achieved	74	71	73	14	5	2	3	10	4	0	4
26. Promotes technical educa- tion in the community	95	71	85	13	6	2	4	10	4	0	4
27. Chairman's classroom observation	84	71	79	16	3	3	0	10	4	1	3

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index Consensus Admin.	Index Consensus Faculty	Combined Index Agreement	Agreement with Ranking		Reranking Preference		Agreement with Ranking		Reranking Preference	
				Yes	No	Up	Down	Yes	No	Up	Down
28. Dean's classroom observation	84	86	86	16	3	1	2	12	2	0	2
29. Attrition rates are acceptable	79	71	75	15	4	2	2	10	4	1	3
30. Student placement on jobs	74	79	76	14	5	2	3	11	3	1	2
31. Peer evaluation results	89	64	79	17	2	0	2	9	5	0	5
32. Evaluation by Advisory Council	68	57	64	13	6	1	5	8	6	1	5
33. Minimum of 4 years of evaluated teaching	79	57	70	15	4	1	3	8	6	1	5
34. Active in professional organizations	89	64	79	17	2	0	2	9	5	1	4
35. Length of employment	84	86	85	16	3	0	3	12	2	1	1
36. Approval by faculty tenure committee	89	86	88	17	2	1	1	12	2	1	1
37. Years of service to the profession	84	93	88	16	3	0	3	13	1	0	1
38. Community service	95	64	82	18	1	0	1	9	5	1	4

TABLE III (Continued)

Ranking from Correspondence Two	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus	Consensus	Index	with		Preference		with		Preference	
	Admin.	Faculty	Agreement	Yes	No	Up	Down	Yes	No	Up	Down
39. Campus committee work	84	71	79	16	3	2	1	10	4	1	3
40. Number of extra college credits earned	89	93	91	17	2	1	1	13	1	1	0

were evenly distributed among the three categories, i.e., promotion in rank, five; salary increases, four; and tenure, five.

In Category A, Promotion in Rank, definite patterns could be observed in the responses of individuals who disagreed with the item ranking for four of the five items. The item for which no pattern was apparent was "course syllabi revision." A difference of 25 percent of the total respondents in the respective groups indicating the item should be moved up or down in ranking did not result. However, for three items, "systematic high student ratings," "advanced degrees held," and "leadership in educational movements," administrators were mixed in whether these items should go up or down in ranking, while faculty strongly indicated that they should go down. The final item in Category A lacking consensus, was "industrial training schools attended." Not enough faculty disagreed with this item to determine whether it should go up or down in ranking, but administrators strongly indicated their preference in seeing it go down (see Table IV).

In Category B, Salary Increases, definite patterns could be observed in the responses of individuals who disagreed with the placement of three of the four items. "Public relations in the industrial sector" was the lone exception for which no apparent pattern occurred, although faculty indicated it should rank lower. For "industrial school attended," the faculty strongly felt this item should be moved up in the ranking, while the administrators felt it should be lower in the ranking. The administrators felt strongly about moving "student placement on jobs" up in the rank, but the faculty indicated the item should rank lower. "Evaluation by Advisory Council" was believed to be ranked too high by both administrators and faculty (see Table V).



TABLE IV  
CORRESPONDENCE THREE RESPONSES WHERE ADMINISTRATORS  
AND VOCATIONAL-TECHNICAL FACULTY CONSENSUS DATA  
WAS LESS THAN 75 PERCENT

Category A. Promotion in Rank	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index Consensus Admin.	Index Consensus Faculty	Combined Index Agreement	Agreement with Ranking		Reranking Preference		Agreement with Ranking		Reranking Preference	
				Yes	No	Up	Down	Yes	No	Up	Down
20. Course syllabi revisions	63	86	73	12	7	3	4	12	2	2	0
23. Systematic high student ratings	74	64	70	14	5	3	2	9	5	5	0
27. Advanced degrees held	74	50	64	14	5	2	3	7	7	1	6
33. Leadership in educational movements	79	57	70	15	4	1	3	8	6	0	6
24. Industrial training schools attended	53	64	58	10	9	2	7	12	2	0	2

TABLE V

CORRESPONDENCE THREE RESPONSES WHERE ADMINISTRATORS AND  
 VOCATIONAL-TECHNICAL FACULTY CONSENSUS DATA  
 WAS LESS THAN 75 PERCENT

Category B. Salary Increases	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index Consensus Admin.	Index Consensus Faculty	Combined Index Agreement	Agreement with Ranking		Reranking Preference		Agreement with Ranking		Reranking Preference	
				Yes	No	Up	Down	Yes	No	Up	Down
	15. Public relations in the industrial sector	89	50	73	17	2	1	1	7	7	2
24. Industrial training schools attended	68	57	64	13	6	2	4	8	6	6	0
30. Student placement on jobs	74	57	66	14	5	5	0	8	6	2	4
36. Evaluation by Advisory Council	58	64	61	11	8	2	6	9	5	1	4

In Category C, Tenure, five items fell below the combined index agreement at or below 75 percent. "Employers feelings toward the graduates (follow-up studies)," "enrollment objectives achieved," and "minimum of four years of evaluated teaching," were felt to be ranked too high by faculty. However, administrators were undecided as to which way the items should be re-ranked. The final item in Category C lacking consensus was "evaluation by Advisory Council." Faculty and administrators indicated rather strongly that this item should be re-ranked lower (see Table VI).

TABLE VI  
CORRESPONDENCE THREE RESPONSES WHERE ADMINISTRATORS AND  
VOCATIONAL-TECHNICAL FACULTY CONSENSUS DATA  
WAS LESS THAN 75 PERCENT

Category C. Tenure	Group Consensus Summary (Nearest Whole Percent)			Administrators				Faculty			
	Index	Index	Combined	Agreement		Reranking		Agreement		Reranking	
	Consensus Admin.	Consensus Faculty	Index Agreement	with Ranking Yes	No	Preference Up	Down	with Ranking Yes	No	Preference Up	Down
17. Employers feeling toward the graduates (follow-up studies)	74	64	69	14	5	2	3	9	5	0	5
25. Enrollment objectives achieved	74	71	73	14	5	2	3	10	4	0	4
32. Evaluation by Advisory Council	68	57	64	13	6	1	5	8	6	1	5
33. Minimum of 4 years of evaluated teaching	79	57	70	15	4	1	3	8	6	1	5

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to identify criteria which are acceptable to occupational faculty and occupational and non-occupational administrators for evaluation of community college faculty members.

Vocational-technical faculty members responded to correspondence one at the rate of 56 percent. In correspondence one, the faculty were asked to provide a list of considerations felt to be appropriate when evaluating vocational-technical faculty relative to promotion in rank, salary increases, and tenure. The frequency of suggested items in each of the three categories are listed in Table II. Items suggested by faculty members were fewer compared to administrators because of the number that responded to correspondence one. The specific items suggested by faculty were not only fewer in each of the three categories, but were more diversified than items suggested by administrators. Seventy-seven percent of the faculty suggested different items for all three categories.

Illinois community college administrators responded to correspondence one at the rate of 72 percent. In correspondence one, administrators were asked to provide a list of criteria appropriate for faculty evaluations in the area of vocational-technical education, relative to

promotion in rank, salary increases, and tenure. The frequency of suggested items in each of the three categories is listed in Table II. Items suggested by administrators were more in number, but not as diversified as those items suggested by faculty members. The items suggested by administrators for Category A, Promotion in Rank, were used for Category B, Salary Increases, and also Category C, Tenure, by 56 percent of those responding. Twenty-two percent of the administrators responding to correspondence one varied their suggestions only slightly among categories, while the remaining 22 percent did offer varied suggestions in each of the three categories.

Vocational-technical faculty members responded to correspondences two and three at a rate of 64 percent and 60 percent respectively. Administrators responded to correspondences two and three at the rate of 88 percent and 76 percent respectively. In analyzing correspondences two and three, very little overall difference occurred.

Where differences did occur, differences between and within the groups were found. In correspondence three each participant was asked either to agree with the ranking or to give their reasons for remaining outside the consensus. When differences occurred within the group, the responses had no pattern as to whether the item should rank higher or lower. As a rule, the faculty responded as to why they remained outside the group consensus, more so than did administrators. The administrators either agreed or disagreed with the consensus ranking; however, very few made comments as to why he or she remained outside the group consensus.

The differences and similarities that were brought in the analysis of correspondence two also corresponded with the differences and

similarities found in the analysis of correspondence three.

An excellent example of differences between and among the groups was brought out in Category A, item 24, and in Category B, item 24. There was strong disagreement in correspondence two, as indicated in Table II, between the two groups. However, in correspondence three, the group still was not in agreement among or between the two groups. Generally speaking, if there was disagreement between the two groups in correspondence two, those same differences were present in correspondence three.

### Conclusions

The results indicate that there are few differences between administrators and vocational-technical faculty members in their stated criteria for evaluating vocational-technical faculty members. The overall combined index of agreement for 143 items in three categories, promotion in rank, salary increases, and tenure, was 85 percent.

Although the data indicated few differences exist between administrators and faculty, there are areas of concern. Those areas of concern, for the most part, overlap from category-to-category. Therefore, it becomes difficult to separate the categories from each other.

The following conclusions are supported by the findings of the study:

1. Administrators believe classroom teaching ability to be an important factor when evaluating occupational faculty for promotion in rank.
2. Faculty members believe decision making ability should be taken into consideration when being evaluated for promotion in rank.

3. Administrators believe systematic high student rating warrants promotion in rank and tenure considerations.
4. Faculty members believe advanced degrees held make them eligible for promotion in rank.
5. Administrators believe self-evaluation with quarterly review should be considered for promotion in rank.
6. Faculty members believe that seniority in the institution should stimulate promotion in rank, salary increases, and tenure consideration.
7. Administrators believe faculty should attempt to comply with previous evaluation suggestions for promotion in rank and salary increases.
8. Faculty members believe industrial schools attended should be considered when salary increases are discussed.
9. Faculty members believe total years in specialty area should bring about salary increases.
10. Faculty members believe continued professional growth should be considered when tenure is being discussed.
11. Faculty members believe advanced technical training should be considered when tenure is being discussed.
12. Faculty members believe promoting technical education in the community should help tenure decisions.
13. Administrators believe the dean's classroom observation should carry some weight for tenure nominations.

Based on the review of literature and the findings in this study, few differences exist between occupational faculty and occupational and non-occupational administrators relative to evaluation of community



college faculty members. However, 143 separate items in three different categories cannot be practically used in teacher evaluation. It is possible to categorize the 143 items into five major areas; e.g., classroom teaching ability, command of the subject, student oriented attitude, enthusiastic attitude toward the subject, and continued professional growth.

In condensing the original 143 items into five areas, would mean an administrator would have to handle each faculty member separately. For instance, a non-tenure, first-year teacher would be evaluated much differently than a tenure teacher teaching in his or her fifth year. However, the criteria used to evaluate the teachers would remain constant. The technique in collecting data would be flexible.

#### Recommendations

A great amount of research has been conducted to test teacher effectiveness. Despite the large number of studies and journal articles, very little agreement permeates the literature of higher education as to what constitutes excellence in teaching, or who should evaluate teaching excellence. Previous studies indicate that similarities do exist among administrators and vocational-technical teachers with regards to teacher evaluation, which is not true in academic areas. This study found similar results with respect to vocational-technical faculty. Although studies indicate there are very few differences between the two groups in the criteria to be used to pass judgment on faculty members, disagreement still exists between the two groups. Other studies have indicated that evaluation does take place in community colleges; however, salary increases, promotion, and tenure

decisions are not always based on results of any evaluation. So with researchers disagreeing on what and how to evaluate faculty, plus decisions relative to the welfare of the faculty members viewed as not significant, a power struggle seems unavoidable.

As indicated in this study and others, occupational faculty and occupational and non-occupational administrators do agree on what criteria should be used to evaluate vocational-technical faculty members. The "how-to" or implementation of a fair system seems to be the problem area.

The one ingredient that may be evading both groups involved in the process is related to communication. With this in mind, the following recommendations seem realistic for improving instruction in the community college occupational programs.

1. Objectives should be determined for the evaluation.
2. Methods and limitations should be determined for the evaluation, and then distributed to all those involved.
3. Evaluators should be trained for gathering data and rendering evaluations.
4. A realistic and sufficient time schedule for collecting data, conferences, and final analysis by all participants should be arranged.
5. Above all, the lines of communication should remain open up and down the pecking order.

After the lines of communication are open the logical question now, after all this, seems to be, how do you evaluate vocational-technical faculty members? Based on the similarities found in this study, occupational faculty can be evaluated in a workable and a fair system. The

following criteria are suggested for evaluation:

1. Classroom teaching ability.
2. Command of the subject.
3. Student oriented attitude.
4. Enthusiastic attitude toward the subject.
5. Continued professional growth.

Vocational-technical education departments at the community college are concerned with student performance in the classroom and on the job. If one accepts the idea that teaching is intended to produce learning, and if no learning is evident (e.g., the welder cannot weld, the truck driver cannot drive, or the technician cannot write or calculate, etc.), it can be concluded that no teaching took place. Community college administrators responsible for instructional programs must use evidence of student learning as a major basis for evaluating the performance of its faculty members. Regardless of how difficult the job may be or become, it must be done.

Faculty evaluation must not be viewed as a negative practice where the "us" against "them" attitudes exist. The purpose is to encourage effective behavior by rewarding those who perform well, while encouraging and recasting behavior of others.

Until vocational-technical faculty evaluation at the community college is handled matter-of-factly, is based on student outcomes, and is conducted fairly, the community college will never fulfill its promise to the community as one of meeting the needs of the community. For this type of evaluation to be successful it will require hard work, empathy, and a lot of common sense demonstrated by the occupational faculty members, department heads, and the senior administrative staff.

It would seem that because of the importance of the evaluation process in vocational-technical areas shown in the review of literature, and the demand by society for more accountability, that a more consistent form of evaluation for occupational faculty be established. If the purpose for teacher evaluation is to improve instruction, then both administrators and vocational-technical faculty members should be trained in the methods, objectives, and limitations of evaluation. If administration and occupational faculty are trained in evaluative methods and sufficient resources of time are allocated, and if the real purpose of teacher evaluation is to improve instruction, it is likely that instruction in community college occupational programs will be improved by teacher evaluation.

Few differences exist between occupational faculty and occupational and non-occupational administrators with respect to evaluation criteria to be used in evaluating vocational-technical faculty. Techniques must be coordinated between the administration and the faculty. The item used to judge excellence in teaching is not the issue; the method and weight of the item is, however. There was great disagreement between administrators and faculty in the areas of industrial training schools attended and advanced technical training. It seems proper and relevant to continue research in these areas, as it would seem advantageous to the instructors and the instruction to be current in one's technical field. It is recommended, therefore, that further research be conducted relative to the industrial training-quality of instruction relationship.

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APPENDIXES

APPENDIX A

CORRESPONDENCE ONE PLUS THE  
FOLLOW-UP LETTER





ILLINOIS  
CENTRAL  
COLLEGE

COMMUNITY COLLEGE DISTRICT NO. 514

P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61635 • TELEPHONE: (309) 694-5011

Dear

May I ask a favor of you? I need your help in identifying criteria which may be used to evaluate vocational-technical faculty members. This study is to be conducted in Illinois community colleges.

Faculty evaluation, an important concern for both faculty and administration, is a very complex task which is accomplished in a variety of ways. Since evaluation is important and complex there are many facets which must be considered. This study provides you an opportunity to express your views relative to evaluation criterion.

To obtain data for this study a three phase method for obtaining group consensus has been chosen. You are asked to participate in the three phases of the study. These are:

Phase one You are asked to list what criteria you think should  
(attached) be used for evaluating vocational-technical faculty members relative to promotion in rank, salary increases, and tenure. List the factors, (i.e. methods and criteria) you feel appropriate in each of the three categories.

Phase two A list of factors will be compiled from all participants' responses and mailed back to you. Using this list you will be asked to evaluate and rate each item in each of the three categories, from most important to least important, on a five-point continuum.

Phase three A final list of factors, ranked according to the responses obtained in phase two will be compiled. You will be asked to either revise your opinions in line with the priority list developed or specify reasons for remaining outside the group consensus.

Your participation in this study will require a few minutes of your time to complete each of the phases. The information provided by you and the other participants will be used to determine if a consensus exists between faculty and administration with regard to the criterion to be used in evaluating vocational-technical faculty in Illinois community colleges.

The code number on the page is used solely for the purpose of following-up non-respondents. The information obtained from your correspondence will be kept strictly confidential and will be treated as anonymous data. Neither you nor your school will be identified.

A summary of this study will be mailed to you after the data is analyzed.

Thank you very much for your assistance.

Sincerely,

Kent Collins  
Illinois Central College  
Box 2400  
East Peoria, Illinois 62635

EVALUATING VOCATIONAL-TECHNICAL  
FACULTY MEMBERS

DELPHI FORM ONE

EVALUATION OF OVERALL PERFORMANCE

F \_\_\_\_\_

One concern of faculty members and administrators has to do with evaluating faculty performance. What factors would you like to have considered when you are evaluated for promotion in rank? List as many of these factors as you feel are appropriate.

CATEGORY A. PROMOTION IN RANK

Page 2

EVALUATION OF OVERALL PERFORMANCE

F \_\_\_\_\_

One concern of faculty members and administrators has to do with evaluating faculty performance. What factors would you like to have considered when you are evaluated for salary increases? List as many of these factors as you feel are appropriate.

CATEGORY B. SALARY INCREASES

EVALUATION OF OVERALL PERFORMANCEF

---

One concern of faculty members and administrators has to do with evaluating faculty performance. What factors would you like to have considered when you are evaluated for tenure? List as many of these factors as you feel are appropriate.

CATEGORY C. TENURE



ILLINOIS  
CENTRAL  
COLLEGE

COMMUNITY COLLEGE DISTRICT NO. 514

P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61635 • TELEPHONE: (309) 694-5011

September 19, 1977

Dear

Three weeks ago I sent a questionnaire to you regarding evaluation of vocational-technical faculty members in community colleges. As of this date I have not received a response from you.

I would sincerely appreciate 15-20 minutes of your valuable time for the completion of this phase of the survey. If any meaningful results are to surface, I need your input.

Thank you for your interest.

Sincerely,

Kent Collins  
Agricultural & Industrial  
Occupations Division

KC/plw

APPENDIX B

CORRESPONDENCE TWO PLUS THE  
FOLLOW-UP LETTER



ILLINOIS  
CENTRAL  
COLLEGE

COMMUNITY COLLEGE DISTRICT NO. 514  
EAST PEORIA, ILLINOIS 61635 • TELEPHONE: (309) 694-5011

October 31, 1977

Dear

Thank you for participating in the study relative to criteria for evaluating vocational-technical faculty members in community colleges. The response to phase one was excellent.

Phase two contains the factors that were identified from the suggestions you and others recommended relative to the overall faculty performance question. In order to determine the most important factors in each of the three categories, please rate each item on the five point continuum.

Thank you for your time and attention to this study. A quick response to phase two will be very much appreciated.

Sincerely,

Kent Collins  
Illinois Central College  
East Peoria, IL 61635

KC/cm



No. \_\_\_\_\_

EVALUATING VOCATIONAL-TECHNICAL  
FACULTY MEMBERS  
Phase Two  
(to be enclosed in return mail)

EVALUATION OF OVERALL PERFORMANCE

Directions: Below are criteria that you and others suggested should be used for evaluating vocational-technical faculty members for promotion in rank. Please rate each factor on the five point continuum, ranging from most important (1) to least important (5).

Category A. PROMOTION IN RANK Place (x) in appropriate section

	Most Important	Some Important	Least Important
1. Command of the subject	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
2. Rapport with students	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
3. Enthusiastic attitude toward the subject	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
4. Well organized laboratory classes	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
5. Active in professional organizations	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
6. Campus committee work	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
7. Length of service in rank	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
8. Leadership in educational movements	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
9. Campus Student organization work	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
10. Seniority in the institution	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
11. Community service	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
12. Degree held in the teaching field	/ 1 /	/ 2 /	/ 3 / 4 / 5 /

Page 2

## A. PROMOTION IN RANK

No. \_\_\_\_\_

	Most Important		Some Important		Least Important	
	/	/	/	/	/	/
13. Classroom teaching ability	1	2	3	4	5	
14. Continued professional growth	/	/	/	/	/	/
15. Systematic high student ratings	/	/	/	/	/	/
16. Publications	/	/	/	/	/	/
17. Ability to work with colleagues	/	/	/	/	/	/
18. Motivates students	/	/	/	/	/	/
19. Colleagues opinions	/	/	/	/	/	/
20. Dean's classroom evaluation	/	/	/	/	/	/
21. Related Industrial work experience	/	/	/	/	/	/
22. Extraordinary service to the institution	/	/	/	/	/	/
23. Advanced degrees held	/	/	/	/	/	/
24. Self-evaluation with quarterly review	/	/	/	/	/	/
25. Divisional Recruiting	/	/	/	/	/	/
26. Works with Advisory Committee	/	/	/	/	/	/
27. Employers feelings towards graduates (follow-up studies)	/	/	/	/	/	/
28. Graduates feelings towards their education (follow-up studies)	/	/	/	/	/	/
29. Systematic organization of course content	/	/	/	/	/	/

Page 3

## A. PROMOTION IN RANK

No. \_\_\_\_\_

	Most Important			Some Important			Least Important
30. Scholarly research	/	1	/	2	/	3	/
31. Leadership ability	/	1	/	2	/	3	/
32. Dedicated to the teaching profession	/	1	/	2	/	3	/
33. Public Relations in industrial sector	/	1	/	2	/	3	/
34. Decision making ability	/	1	/	2	/	3	/
35. Industrial training schools attended	/	1	/	2	/	3	/
36. Evaluates students in many ways	/	1	/	2	/	3	/
37. Course syllabi revisions	/	1	/	2	/	3	/
38. Grade distributions	/	1	/	2	/	3	/
39. Attrition rates are acceptable	/	1	/	2	/	3	/
40. Chairman's classroom evaluation	/	1	/	2	/	3	/
41. Ability to work with administrators	/	1	/	2	/	3	/

No. \_\_\_\_\_

EVALUATION OF OVERALL PERFORMANCE

Directions: Below are criteria that you and others suggested should be used for evaluating vocational-technical faculty members for salary increases. Please rate each factor on the five point continuum, ranging from most important (1) to least important (5).

Category B. SALARY INCREASES Place (x) in appropriate section

	Most Important	Some Important	Least Important
1. Degree held in teaching field	/ 1 /	/ 2 /	/ 4 5 /
2. Command of the subject	/ 1 /	/ 2 3 /	/ 4 5 /
3. Related Industrial Work experience	/ 1 /	/ 2 3 /	/ 4 5 /
4. Chairman's classroom observation	/ 1 /	/ 2 3 /	/ 4 5 /
5. Attitude toward the institution	/ 1 /	/ 2 3 /	/ 4 5 /
6. Current economic trends and conditions	/ 1 /	/ 2 3 /	/ 4 5 /
7. Systematic student rating results	/ 1 /	/ 2 3 /	/ 4 5 /
8. Colleagues' opinions	/ 1 /	/ 2 3 /	/ 4 5 /
9. Course syllabi revisions	/ 1 /	/ 2 3 /	/ 4 5 /
10. Dean's classroom observation	/ 1 /	/ 2 3 /	/ 4 5 /
11. Industrial training schools attended	/ 1 /	/ 2 3 /	/ 4 5 /
12. Student placement on jobs	/ 1 /	/ 2 3 /	/ 4 5 /
13. Perfection of skill in speciality area	/ 1 /	/ 2 3 /	/ 4 5 /

No. \_\_\_\_\_

Page 2

## B. SALARY INCREASES

	Most Important	Some Important	Least Important
14. Ability to work with colleagues	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
15. Seniority in the institution	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
16. Number of extra college credits learned	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
17. Works with Advisory Committee	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
18. Public relations in the industrial sector	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
19. Articulation between college & high school programs	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
20. Total years as an educator	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
21. Total years in speciality area	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
22. Advance degrees held	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
23. Curriculum revisions	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
24. Extraordinary service to the institution	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
25. Teaching load	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
26. Classroom teaching ability	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
27. Campus Committee work	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
28. Evaluation by Advisory Council	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
29. Good student rapport	/ 1 /	/ 2 /	/ 3 / 4 / 5 /
30. Active in professional organizations	/ 1 /	/ 2 /	/ 3 / 4 / 5 /

Page 3  
B. SALARY INCREASES

No. \_\_\_\_\_

	Most Important	Some Important	Least Important
31. Student orientated	/ 1 /	/ 2 /	/ 3 /
32. Self Evaluation with quarterly review	/ 1 /	/ 2 /	/ 3 /
33. Compliance with previous evaluation suggestions	/ 1 /	/ 2 /	/ 3 /
34. Motivates students	/ 1 /	/ 2 /	/ 3 /
35. Teaches students to think critically	/ 1 /	/ 2 /	/ 3 /
36. Academic competence	/ 1 /	/ 2 /	/ 3 /
37. Adherence to job description	/ 1 /	/ 2 /	/ 3 /
38. Attrition rate of past classes	/ 1 /	/ 2 /	/ 3 /
39. Maximum effort applied	/ 1 /	/ 2 /	/ 3 /
40. Friendly toward students	/ 1 /	/ 2 /	/ 3 /
41. Available to students	/ 1 /	/ 2 /	/ 3 /
42. Ability to work with administrators	/ 1 /	/ 2 /	/ 3 /
43. Well organized laboratory classes	/ 1 /	/ 2 /	/ 3 /

No. \_\_\_\_\_

EVALUATION OF OVERALL PERFORMANCE

Directions: Below are criteria that you and others suggested should be used for evaluating vocational-technical faculty members for tenure. Please rate each factor on the five point continuum, ranging from most important (1) to least important (5).

Category C. TENURE

Place (x) in appropriate section

	Most Important		Some Important		Least Important
1. Approval by faculty tenure committee	/	1	/	2	/
2. Dean's classroom observation	/	1	/	2	/
3. Peer evaluation results	/	1	/	2	/
4. Systematic high student ratings	/	1	/	2	/
5. Self-evaluation with quarterly review	/	1	/	2	/
6. Classroom teaching ability	/	1	/	2	/
7. Command of the subject	/	1	/	2	/
8. Proven instructional abilities	/	1	/	2	/
9. Personality	/	1	/	2	/
10. Available to students	/	1	/	2	/
11. Course Syllabi Revisions	/	1	/	2	/
12. Dedicated to the teaching profession	/	1	/	2	/
13. Ability to accept constructive criticism	/	1	/	2	/
14. Advanced technical training	/	1	/	2	/
15. Attendance record during probationary period	/	1	/	2	/

Page 2  
C. TENURE

No. \_\_\_\_\_

	Most Important		Some Important		Least Important	
	/	/	/	/	/	/
	1	2	3	4	5	
16. Years of service to the profession	/	/	/	/	/	/
17. Good student rapport	/	/	/	/	/	/
18. Competency of the instructor	/	/	/	/	/	/
19. Length of employment	/	/	/	/	/	/
20. Student placement on jobs	/	/	/	/	/	/
21. Evaluation by Advisory Council	/	/	/	/	/	/
22. Industrial work experience	/	/	/	/	/	/
23. A team member of the department	/	/	/	/	/	/
24. Active in professional organizations	/	/	/	/	/	/
25. Number of extra college credits earned	/	/	/	/	/	/
26. Student orientated	/	/	/	/	/	/
27. Well organized	/	/	/	/	/	/
28. Campus committee work	/	/	/	/	/	/
29. Community Service	/	/	/	/	/	/
30. Minimum of four years of evaluated teaching	/	/	/	/	/	/
31. Continued Professional growth	/	/	/	/	/	/
32. Employers feelings toward the graduates (follow-up studies)	/	/	/	/	/	/



No. \_\_\_\_\_

Page 3

## C. TENURE

	Most Important		Some Important		Least Important
33. Enrollment objectives achieved	/	1	/	2	/
34. Attrition rates are acceptable	/	1	/	2	/
35. Teaches students to think critically	/	1	/	2	/
36. Works with advisory councils	/	1	/	2	/
37. Promotes technical education in the community	/	1	/	2	/
38. Chairman's classroom observation	/	1	/	2	/
39. Friendly toward students	/	1	/	2	/
40. Well organized laboratory classes	/	1	/	2	/



COMMUNITY COLLEGE DISTRICT NO. 514  
EAST PEORIA, ILLINOIS 61635 • TELEPHONE: (309) 694-5011

November 21, 1977

Three weeks ago I sent to you Phase II of a questionnaire regarding evaluation of vocational-technical faculty members in community colleges. There has been excellent response, however, I would like to include your ideas with those who have responded, in order to collect many ideas on this subject.

If you have not responded, please complete Phase II and return before December 7, 1977.

Thank you for your cooperation.

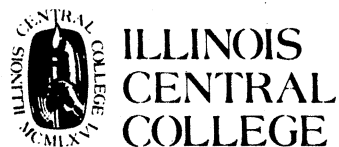
Sincerely,

Kent Collins  
Agriculture & Industrial  
Occupations Division

KC/dh

APPENDIX C

CORRESPONDENCE THREE PLUS THE  
FOLLOW-UP LETTER



COMMUNITY COLLEGE DISTRICT NO. 514  
EAST PEORIA, ILLINOIS 61635 • TELEPHONE: (309) 694-5011

January 16, 1978

Dear

Thank you for participating in the study relative to criteria for evaluating vocational-technical faculty members in community colleges.

The research to this point has been successful and your cooperation has been instrumental in this success. A ranking of the factors is presented as the last step to complete your participation in the study. Your response is needed before January 27, 1978.

I would like to express my gratitude to you for assisting me in the study concerning faculty evaluation. I also want to express my appreciation to you for your interest and enthusiasm you have shown in this study.

Upon completion of this study, a copy of the results will be sent to you on request. If at any time I can be of assistance to you, please do not hesitate to contact me.

Sincerely,

Kent Collins  
Illinois Central College  
East Peoria, IL 61635

EVALUATIONS VOCATIONAL-TECHNICAL  
FACULTY MEMBERSPHASE THREE  
(to be enclosed in return mail)

Directions: As you recall in phase two, you were asked to rate factors relative to evaluating vocational-technical faculty members on a continuum from most important (1) to least important (5). This third and final phase is a ranking of those factors. The first factor listed under each of the three categories was considered most important, the second factor less important, etc., down to the last statement which was considered least important. If you agree with the group consensus, mark yes in the space provided. If you disagree with the group consensus, mark No in the space provided. Then write your reason for the variation between your response and the group consensus.

Example

## CATEGORY A. PROMOTION IN RANK

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Has purple hair	1.2361		<input checked="" type="checkbox"/>	<i>has nothing to do with excellence in teaching</i>
2. Is always prepared	2.2631	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
40. Has good rapport with the community	4.55		<input checked="" type="checkbox"/>	<i>should rank higher than 40!</i>

## CATEGORY A. PROMOTION IN RANK

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Classroom teaching ability	1.3157			
2. Motivates students	1.4473			
3. Command of the subject	1.4736			
4. Well organized laboratory classes	1.4736			
5. Systematic organization of course content	1.5263			

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
6. Enthusiastic attitude toward the subject	1.5526			
7. Continued professional growth	1.6315			
8. Dedicated to the teaching profession	1.6842			
9. Rapport with students	1.7894			
10. Ability to work with colleagues	1.8157			
11. Decision making ability	1.8684			
12. Works with Advisory Committee	1.9210			
13. Graduates feelings towards their education (follow-up studies)	1.9473			
14. Related Industrial work experience	1.9736			
15. Evaluates students in many ways	1.9736			
16. Ability to work with administrators	2.0263			
17. Employers feelings towards graduates (follow-up studies)	2.0789			
18. Leadership ability	2.1052			
19. Public Relations in industrial sector	2.1578			
20. Course syllabi revisions	2.1842			
21. Chairman's classroom evaluation	2.2105			
22. Extraordinary service to the institution	2.3421			

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
23. Systematic high student ratings	2.3684			
24. Industrial training schools attended	2.5000			
25. Attrition rates are acceptable	2.5263			
26. Dean's classroom evaluation	2.5263			
27. Advanced degrees held	2.6315			
28. Degree held in the teaching field	2.6842			
29. Self-evaluation with quarterly review	2.6842			
30. Divisional Recruiting	2.7631			
31. Length of service in rank	2.8684			
32. Colleagues opinions	2.8684			
33. Leadership in educational movements	2.9210			
34. Community service	2.9210			
35. Active in professional organizations	2.9736			
36. Campus committee work	3.0000			
37. Seniority in the institution	3.0526			
38. Campus Student organization work	3.2894			
39. Grade distributions	3.2894			
40. Scholarly research	3.7894			
41. Publications	3.9736			

CATEGORY B. SALARY INCREASES

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Classroom teaching ability	1.2162			
2. Command of the subject	1.2702			
3. Well organized laboratory	1.4324			
4. Motivates students	1.4594			
5. Perfection of skill in speciality area	1.5135			
6. Student orientated	1.5675			
7. Teaches students to think critically	1.6486			
8. Academic competence	1.6486			
9. Available to students	1.6486			
10. Related Industrial Work experience	1.7837			
11. Ability to work with colleagues	1.7837			
12. Maximum effort applied	1.7837			
13. Teaching load	1.8918			
14. Compliance with previous evaluation suggestions	1.8918			
15. Public relations in the industrial sector	2.0540			
16. Adherance to job description	2.0810			
17. Friendly toward students	2.0810			



Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
18. Works with Advisory Committee	2.1621			
19. Curriculum revisions	2.1621			
20. Good student rapport	2.1621			
21. Ability to work with administrators	2.1621			
22. Attitude toward the institution	2.2432			
23. Course syllabi revisions	2.2432			
24. Industrial training schools attended	2.2702			
25. Degree held in teaching field	2.3243			
26. Extraordinary service to the institution	2.3243			
27. Self Evaluation with quarterly review	2.3243			
28. Current economic trends and conditions	2.4054			
29. Systematic student rating results	2.4054			
30. Student placement on jobs	2.4054			
31. Chairman's classroom observation	2.4864			
32. Attrition rate of past classes	2.5135			
33. Total years in speciality area	2.5405			
34. Dean's classroom observation	2.5945			
35. Number of extra college credits earned	2.5945			

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
36. Evaluation by Advisory Council	2.5945			
37. Articulation between college & high school programs	2.6756			
38. Active in professional organizations	2.7027			
39. Advance degrees held	2.7837			
40. Campus Committee work	3.0000			
41. Seniority in the institution	3.0270			
42. Total years as an educator	3.0810			
43. Colleagues' opinions	3.1351			
CATEGORY C. TENURE				
Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Classroom teaching ability	1.0000			
2. Command of the subject	1.0540			
3. Proven instructional abilities	1.1081			
4. Competency of the instructor	1.2973			
5. Well organized laboratory classes	1.3243			
6. Dedicated to the teaching profession	1.4864			
7. Continued Professional growth	1.5675			

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
8. Student orientated	1.5945			
9. Well organized	1.6756			
10. Advanced technical training	1.6756			
11. Available to students	1.7297			
12. A team member of the department	1.7567			
13. Ability to accept constructive criticism	1.7567			
14. Teaches students to think critically	1.7837			
15. Good student rapport	1.9459			
16. Self-evaluation with quarterly review	2.0270			
17. Employers feeling toward the graduates (follow-up studies)	2.0270			
18. Friendly toward students	2.0540			
19. Attendance record during probationary period	2.0810			
20. Personality	2.1081			
21. Industrial work experience	2.1081			
22. Works with advisory councils	2.1351			
23. Systematic high student ratings	2.1621			
24. Course Syllabi Revisions	2.1621			

Statements (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
25. Enrollment objectives achieved	2.2162			
26. Promotes technical education in the community	2.1621			
27. Chairman's classroom observation	2.2973			
28. Dean's classroom observation	2.3783			
29. Attrition rates are acceptable	2.4054			
30. Student placement on jobs	2.4594			
31. Peer evaluation results	2.5675			
32. Evaluation by Advisory Council	2.6216			
33. Minimum of four years of evaluated teaching	2.6756			
34. Active in professional organizations	2.7567			
35. Length of employment	2.8378			
36. Approval by faculty tenure committee	2.8378			
37. Years of service to the profession	2.9189			
38. Community Service	2.9189			
39. Campus committee work	2.9459			
40. Number of extra college credits earned	3.0000			



ILLINOIS  
CENTRAL  
COLLEGE

COMMUNITY COLLEGE DISTRICT NO. 514  
EAST PEORIA, ILLINOIS 61635 • TELEPHONE: (309) 694-5011

Dear

Three weeks ago I sent to you Phase III of a questionnaire relative to evaluations of vocational-technical faculty members in community colleges. There has been excellent responses; however to date, I have not received a response from you. I would like to include your input on this important subject.

If you have not responded, please complete Phase III and return before February 22, 1978.

Upon completion of this study a copy of the results will be sent to you on request.

Sincerely,

Kent Collins  
ICC  
Ag. & Ind. Occupations Division

VITA<sup>2</sup>

Kent Rondale Collins

Candidate for the Degree of

Doctor of Education

Thesis: EVALUATING VOCATIONAL-TECHNICAL FACULTY MEMBERS IN COMMUNITY COLLEGES

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Rural Albion, Illinois, February 22, 1942, the son of Mr. and Mrs. Albert W. Collins.

Education: Graduated from Edwards Senior High School, Albion, Illinois, in May, 1960; received Associate of Technology degree in Automotive Technology from Southern Illinois University, Carbondale, in June, 1966; received Bachelor of Science degree in Technical and Industrial Education from Southern Illinois University, Carbondale, in August, 1969; received Master of Science degree in Industrial and Technical Education from Bradley University, in May, 1972; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1978.

Professional Experience: Automotive Technician, Wilkins Chevrolet, 1966-67; Graduate Teaching Assistant, Southern Illinois University, Carbondale, 1967-68; Instructor, Department Head, Engine Power Technology, Illinois Central College, 1972-75; Instructor, Engine Power Technology, Illinois Central College, 1968-78.