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SLACK, HAROLD WHITLEY

EXPECTATIONS OF FACULTY AND ACADEMIC ADMINISTRATORS CONCERNING THE CHARACTERISTICS AND QUALIFICATIONS OF PROSPECTIVE TWO-YEAR COLLEGE TEACHERS

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

EXPECTATIONS OF FACULTY AND ACADEMIC ADMINISTRATORS CONCERNING THE CHARACTERISTICS AND QUALIFICATIONS OF PROSPECTIVE TWO-YEAR COLLEGE TEACHERS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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degree of

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BY

HAROLD WHITLEY SLACK

Madill, Oklahoma

1979

EXPECTATIONS OF FACULTY AND ACADEMIC ADMINISTRATORS
CONCERNING THE CHARACTERISTICS AND QUALIFICATIONS
OF PROSPECTIVE TWO-YEAR COLLEGE TEACHERS

APPROVED BY

DISSERTATION COMMITTEE

ABSTRACT

Expectations of Faculty and Academic Administrators
Concerning the Characteristics and Qualifications of
Of Prospective Two-Year College Teachers. (November, 1979)
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M.T., Southeastern Oklahoma State University
Chairman of Doctoral Committee: Dr. Herbert R. Hengst

This study identified academic administrators' and faculty's conceptions of the exemplary characteristics and professional qualifications which should be evident in prospective community college teachers. The objectives were achieved by having participants identify and rate essential qualities of the community college faculty by means of a communication process--the Delphi Technique.

Sixty-two academic administrators and faculty of community colleges in Oklahoma participated. They were requested to complete three rounds of instruments in an effort to arrive at a consensus concerning the desired qualities of teachers. The first round requested each participant to identify six desired criteria. The second round consisted of 76 criteria compiled and edited from the first round responses. The participants were requested to rate each item on a zero to ten scale.

The final round presented the same 76 criteria; however, the median score for each item was provided along with summaries of rationale offered by fellow participants and each participant's original ratings. In light of the feedback provided, each participant was asked to re-evaluate his original ratings.

The median, 25th percentile, and 75th percentile points were calculated for each of the criteria in order to determine the importance of each item and the tendency toward consensus and concordance of the administrators' and faculty's opinions.

Of the 76 criteria originally identified, 24 were rated as those characteristics and professional qualifications which were expectations of administrators and faculty concerning the qualities of teachers.

The study found that the rating of a good teacher by administrators and faculty of Oklahoma public two-year colleges is based on a combination of qualities rather than any single characteristic. Twenty four primary and secondary attributes for the evaluation of prospective faculty were identified. Major attributes were the ability to communicate with and relate to students, a willingness to continue the learning process, dedication to and genuine interest in teaching, appropriate professional degrees, comprehensive knowledge of subject and a pleasant personality. The responses of faculty and administrators were found to be in substantial agreement.

Recommendations were made to use the identified criteria as a basis for the review of community college teacher training programs as well as the review of current teacher evaluation and in-service programs

within the community college. The development of a selection evaluation instrument was recommended for the purpose of enhancing the objectivity of decision making in the faculty selection process.

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EXPECTATIONS OF FACULTY AND ACADEMIC ADMINISTRATORS CONCERNING THE CHARACTERISTICS AND QUALIFICATIONS OF PROSPECTIVE TWO-YEAR COLLEGE TEACHERS

CHAPTER I

INTRODUCTION

The community college has come a long way from being purely a prep school for the university to establishing itself as "Democracy's College" (National Advisory Council on Education Professions Development (NACEPD), 1972, p. 16), whose basic philosophy is that of providing opportunities for all citizens to "explore, extend, and experience their hopes and dreams' (NACEPD, p. 15). Parker (1961) describes the development of the community college as follows: "Shunted away from the lower rungs of the university, pushed off upon the high school which did not want it, the precocious junior college has had to find its own reason for being. Its birth was uncertain, its early years tortuous, its youth rebellious, and its manhood vigorous (p. 193)."

The vigorous manhood of the public community college is illustrated by the growth it has experienced nationally during the past few years. From 1960 the number of community colleges has grown from 405

schools enrolling 566,224 to 989 institutions in 1979 with a total enrollment of 4,000,099 as reported in the Yearbook of Higher Education, 1979-80.

The community college, sandwiched between the high school and the four-year college, has attempted to complete the training of the secondary school, provide occupational training and offer the first two years of academic course work toward a baccalaureate degree. However, because the community college is not totally a finishing school for secondary education nor a complete academic four-year institution, it has been struggling for its own identity and reason for being.

Even though the community college has experienced great success, "the bitter fact is that we are hard put to decide exactly what the institution is . . . , college or high school, technical institute or trade school" (Zigerell, 1970, p. 701). As early as 1919 McDowell saw the need for a community college identity. He states, "The junior college is in the experimental stage. We do not know what it should be, because we do not know exactly what it is. Before we can see clearly what it is, we must know why it is (pp. 6 & 7)."

A half century later writers are still accusing the community college of not achieving this identity. Cohen and Brawer (1972) point out that while "arriving late . . ., and growing rapidly, these institutions have yet to attain a distinct identity (p. 17)." Zigerell (1970) very similarly states, "Quite simply, the community college is still in the throes of an identity crisis (p. 707)."

It is Cohen and Brawer's conviction that "instructions are the central force in the junior college. Without them, there is nothing

but buildings and grounds—no product, no process, no purpose, and no identity" (1972, p. 25). Because of this conviction, they feel "that the college will achieve its own identity only when—and only to the extent that—its faculty attain their own sense of professional—and personal—self" (1972, p. 25).

If it is true that without the teacher the community college has no identity, it becomes apparent that the teacher first achieve an identity. In order for a faculty to attain a consciousness of self, they need an understanding of the characteristics of a community college teacher. As teachers seek such an understanding, they must be made aware of the characteristics and qualifications that community colleges expect in their teachers. There is, therefore, a need for community college administrators and faculty to establish definable and acquirable criteria by which faculty members are selected.

Cohen and Brawer (1972) support the need for establishing such selection criteria:

> Teaching has been accused of being an ahistoric profession—that is, one that does not learn from its earlier practices. This contention is verified by the profession's failure to stabilize criteria for selection of instructors. The absence of systematic information about the specific conditions that applicants will meet can make selection a haphazard exercise. Without adequate descriptions of the major activities intrinsic to the profession, the selector must rely on vague notions of the types of people who seem to be likely to teach well. The lack of definite criteria of effectiveness also presents a problem to the employing administrator. Without specific criteria against which his predictions may be validated, even the best selection procedures become exercises in the assessment of people along ambiguous, often irrelevant, dimensions that blatantly ignore any consideration of future evaluation (p. 122).

Purpose

The intent of this study was to identify exemplary and precedential characteristics and qualifications which pertain to community college faculty as perceived by faculty and academic administrators of these two-year institutions. The study identified what the administrators and faculty listed as the essential qualities of the community college faculty through the use of a meaningful communication process--the Delphi Technique.

As a rationale for this purpose, the characteristics and qualifications could serve as an information base for:

A. The selection of faculty members.

B. A standard to which faculty members should be striving (Evaluation).

C. An aid in the identification of training needs for in-service training and up-grading of faculty.

D. A guide and an influence in the development of community college teacher-training programs in the four-five year colleges and/or universities.

Definition of Terms

For the purpose of this study the terms listed below were interpreted to have the following meanings.

Characteristics are the features and traits which give a person individualism, personality and unique attributes.

Qualifications are the talents and competencies which have been

developed through preparation, training, and discipline.

Junior College, Community-Junior College and Community College are to be understood as interchangeable terms in this study. They are further defined as the fourteen state-supported Oklahoma two-year colleges which serve communities not only through university parallel programs but also by means of occupational programs and other programs of community interest and need.

Consensus is a tendency toward unanimous agreement.

Academic Administrator or Chief Instructional Officer is the person in charge of faculty selection, whether he is identified as a vice president or dean.

Faculty are those individuals currently employed in fulltime teaching positions as determined by their employing institutions.

Imperative Criteria are those which represent the guiding judgment or propositions of the participants in the study.

Methodology

A thorough search for and a review of relative and pertinent research was conducted. Sources for the research were the University of Oklahoma Library, the Education Index, Dissertation Abstracts and the Educational Research Information Center (ERIC). The ERIC search, which was conducted by computer, also included the relevant literature from the Current Index to Journals in Education (CIJE).

In his research, Weaver (1971) concludes, "Delphi is a very potent device for teaching people to think about the future of education in much more complex ways than they ordinarily would" (p. 271).

Primarily for this reason, the Delphi Technique was selected as the most appropriate means of obtaining the information desired for this study. The Delphi exercise was conducted using three separate rounds of correspondence. The first round invited the participants to identify three definable and acquirable characteristics and three professional qualifications that they felt should be evident in a faculty member to be employed by a community college. The second round asked the participants to rate each of the items identified in the first round and offer rationale for the five most important criteria. The third round asked the participants to evaluate their original responses in light of the statements submitted by the participants as rationale for the five most important criteria and the median score for each item.

Based upon the analysis and evaluation of the data from the third round, the imperative criteria as they pertain to community college faculty were identified. These characteristics and qualifications were compared to information found in existing literature as a basis for the development of conclusions and recommendations.

An expanded explanation of the procedures is presented in Chapter III.

Limitations

This study was limited to a survey of the public two-year colleges in Oklahoma. No attempt was made to include private two-year institutions because they usually differ in purpose and basic philosophy. The study was further limited to investigating the opinions of those individuals primarily responsible for the selection of two-year

college instructors--the faculty (random sample) and academic administrators. No longer do administrators alone have full responsibility for the employment of professional staff. Faculties are experiencing added responsibility in faculty selection. Corson (1975) states:

> Personnel decisions, i.e., those with respect to hiring, promotion, the granting of tenure, retirement and dismissal of faculty members are, and should be, usually entrusted to the faculty. That authority is effectively delegated to the departments. It is delegated on the reasoning that as professionals, faculty members alone are qualified to pass judgment on the capabilities of individuals who will be expected to teach, perform, research, or render services requiring expertise in a particular discipline. (p. 240)

Affirmative action requirements in the employment process have assisted in this achievement of responsibility as faculty members now find themselves involved in selection and recommendation.

Organization of the Study

Chapter I presents the basis for the research and describes the nature and scope of the study. Chapter II reviews relevant research projects and other related literature. Chapter III presents the methodology and procedures employed in the conduct of the research, while Chapter IV presents the findings. Chapter V summarizes the developments of the previous chapters and presents conclusions and recommendations.

CHAPTER II

SURVEY OF RELATED LITERATURE

In reviewing the literature which was found to be relevant to the proposed study, the relationship between various research projects and the proposed study were sought in the following descriptive categories: teacher preparation, faculty selection, teacher evaluation, teacher qualifications, and teacher recruitment. In order to make the review more clear, the literature is divided into five segments; namely, the development of the community college and its demand for teachers, teacher recruits--the sources and their lack of adequate preparation, deficiencies of present faculty members, characteristics of teachers which have been identified, and the needs for identifying desired characteristics.

Development of the Community College and Its Demand for Teachers

The community college has experienced noteworthy growth since its inception at the beginning of the twentieth century. The concept of the first two years of academic preparation being separated from the university was advocated by such leaders as Henry Tappan, William Watts

Folwell, William Rainey Harper and David Starr Jordan. It was William Rainey Harper who finally achieved a division of the University of Chicago into junior and senior colleges in the late 1890's. Though the college had a blurred identity during its initial period of development lasting until the end of World War I, the colleges continued to increase in size and number (National Advisory Council on Education Profession Development, NACEPD, 1971).

Though academic preparation continued to draw the most students, these leaders felt there was a need for training those students who did not transfer to the universities (Thornton, 1966).

The final stage, beginning with the end of World War II, 1945, and continuing through today, has seen the addition of adult education and the community services making the college truly one of service to the community. The growth pattern of this public institution has been phenomenal during the last few years.

In order to meet the needs of these students, the Carnegie Commission of Higher Education has estimated that between the years 1970 and 1980 a total number of 71,000-89,000 faculty members will have to be recruited by the community colleges. The Medsker and Tillery (1971) predictions indicated that between 7,100 and 8,900 teachers would be needed each year; however, the Junior and Community College Directory from the years 1971, 1972 and 1973 showed that 11,710, 14,459 and 9,931 new teachers were hired during these years, respectively. This indicates that the need for teachers has been even greater than predicted. It has been suggested by Medsker and Tillery that, though the teaching positions may not be too difficult to fill, the quality of the staff has to become

the real concern of the institutions.

> . . . the most difficult problem with respect to future faculty needs lies with the necessity to find men and women—many of them from ethnic minority groups—who can relate to the "new" student bodies in community colleges and to the institutions' exciting missions. It may prove to be relatively easy to find enough individuals to fill the slots but increasingly difficult to recruit the right people so that the community college can deliver on its commitments (p. 102).

It was further reported by the National Advisory Council on Education Professions Development (1971) that there were then only two preservice education programs designed for community college staff preparation. The NACEPD estimates that approximately 150 faculty members are placed yearly by these programs which ". . . is certainly no surplus of teachers being prepared for the community junior college" (p. 11).

Finding large numbers of teachers is not the only problem an institution must face. It also has the responsibility of providing quality teachers for the benefit of the students, community and the college. This is substantiated by Poort as follows:

> One of the most important responsibilities of deans of instruction in most community colleges is the recruitment and selection of teaching personnel. This task is a never-ending search to alter the quality and composition of the present faculty by eliminating identifiable weaknesses through the selection of new personnel as replacements and additions to the staff. (p. 4, 1971).

The employing institutions are in a desperate position to recruit qualified faculty members. In their efforts to provide staff members for the community colleges, Kovach (1973) reports that "administrators are extremely flexible in the area of minimum standards and would easily violate most of them if other qualifications (formal or informal) of a prospective candidate were extremely desirable" (p. 31).

The community colleges have relied heavily on other segments of education for the recruitment of their teachers. Medsker and Tillery (1971) reported that approximately 30% of the staff came directly from secondary schools, 22% came from graduate schools and 11% came from four-year institutions. The remainder were recruited from business and industry or other sources. However, in defense of the other segments of education, Stoops (1966) stated, "A cursory glance along the whole vertical continuum of American education reveals no point which can stand indifferent to the loss of some of its best teachers" (p. 55).

From the viewpoint of the community college, Palinchak (1973) warns of the dangers that recruiting from many different sources may produce--"An over-reliance on recruiting teachers from random sources can seriously stifle innovation and growth. Too many potential teachers are simply unaware of the nature of the institution" (p. 221).

Medsker and Tillery comment: "The problem reflected by staff attitudes is serious because if the staff is not in harmony with the expectations held for the community college, those expectations may not be realized." They state further that "since the functions, program, and services of the community college are so diverse it is particularly essential that those who work in it not be rejecting of the goals of the institution." If harmony is to be achieved the situation obviously has "implications for the recruitment, preparation, and in-service training of staff" (p. 92).

The community college teachers of today have come from diverse sources and, as it has been pointed out, such diversity can hinder the full development of the community college. The question that arises

is, "What has to be done to remedy this situation?" The National Advisory Council on Education Professions Development (1972) states:

> If the community-junior college is to grow in quality as it has in quantity; if the needs of minority groups are to be met; if the under-educated are to have a second chance; if the needs of business, industry, and government are to be provided for; if communities are to be given opportunities for renewal and rehabilitation; if all citizens are to be given opportunities to explore, extend, and experience their hopes and dreams --then it is imperative that immediate and considerable attention be given to the educational needs of those who staff "Democracy's College" (p. 19).

Teacher Recruits--The Sources and Their Lack of Adequate Preparation

The following section deals primarily with the inadequacy of present university training programs for community college teachers. However, it will also be shown that community colleges themselves are responsible for the identification of needs and desirable criteria being sought in prospective faculty members.

A study by Koos published in 1950 showed that almost three-fourths of the community college teachers were being recruited from secondary schools. In a later study, Medsker and Tillery (1971) reported that the recruits from the secondary schools had dropped to approximately 31% while the number of teachers coming directly from graduate schools rose to 22%.

Gleazer (1967) similarly reports: "We have increasing proof that more and more junior college faculties are coming to us from the graduate schools" (p. 148). Because of the trend Gleazer also feels that:

> It is appropriate to ask whether their graduate training has fitted them for their teaching tasks. And it is equally appropriate to report that, from all evidence we can gather, junior college teachers are definitely not satisfied with the nature, scope, and orientation of their graduate work. Indeed, they report that departmental narrowness and the typical academic focus on pre-Ph.D. coursework are, at best, irrelevant to their needs, and at worst, even detrimental (p. 148).

Though the NACEPD (1972) reported that more than 200 four-year colleges and universities have community college course work, it has been found that many of these programs have little to offer in the preparation of community college teachers. In a study conducted to determine how teachers felt about their preservice training, Garrison (NACEPD, 1971) reported: "Liberal arts instructors (including many in the sciences) were inclined to be critical of their graduate work as 'inadequate' or 'inappropriate' or 'not especially relevant' to the teaching situations in two-year colleges" (p. 72). The teachers indicated that their graduate courses were slanted toward the needs of the prospective Ph.D. both in the treatment of the course and in the content.

Joseph Cosand (NACEPD, 1971) is even stronger in his criticism of preservice training programs:

> There are practically no strong preservice collegiate programs for community college staff members, and those that are provide only a small fraction of the qualified personnel needed. Increasing numbers of so-called preservice programs have been established, but they are generally inadequate or worse than nothing (p. 11).

Tolle (1970) criticizes the universities for encasing themselves "in an almost impenetrable shell of self-delusion concerning the value of their master's programs for the development of junior college teachers" (p. 1). He feels that these types of programs are designed primarily as stepping-stones toward the "narrowly-focused, research

oriented doctoral programs—not as vehicles for the special preparation of community college teachers" (p. 1).

Though Tolle has been critical of the programs available to prepare junior college teachers, he has not been so quick to place the entire blame on the universities. In fact, he strongly suggests:

> If university people don't get out into the junior colleges to find out what the real needs are that they should be serving better, then junior college people had jolly well better hie themselves into the universities to express these needs in no uncertain terms, especially as they relate to university curricula which are supposed to be preparing teachers well for the junior colleges (p. 2).

In response to her own question, "What would be the best type of training situation?", Florence Brawer (1973) states: "I can only reply with what I see as ideal for a variety of people being trained for a variety of types of institutions. In the first place I believe that some kind of selection procedure built on specific criteria must precede training" (p. 10).

The importance of identified criteria upon which to base evaluation and selection of faculty is supported by the 1973 assembly of the American Association of Community and Junior Colleges (1973) in the form of the recommendation:

> Pre-service education or work experience should be based on, and evaluated by, competency standards, rather than on those academic credentials that are traditional. It is the responsibility of community and junior colleges to spell out in full detail the nature and application of such competency standards (p. 11).

Deficiencies of Present Faculty Members

The definition of a good teacher has been attempted by many individuals. Some, though eloquent in words, fall short of identifying evident characteristics and professional qualifications that would serve as guidelines to make selection more objective, and identify teacher needs for training and evaluation programs.

One of the general definitions was offered by Benjamin (1968):

> The professional teacher reaches the heights of his craft when his pupils become their own best teachers, consciously setting up conditions for changing their ways in the direction of their own goals. The good teacher is always trying to work himself out of his teaching role by getting the learners to assume that role for themselves (p. 19).

To go beyond a pure definition of a good teacher and determine what the teacher really is, Kent (1971) conducted a study to determine the professional preparation, the educational background, personal characteristics, salary and work load of English teachers in public community colleges. He concluded that the masters degree is adequate training to teach English. He also found that because of the recruitment of teachers from high schools the philosophy is more like secondary education than higher education, and that the heavy work loads also follow the same pattern.

Though Kent's study dealt solely with English teachers, the basic assumptions apply to all segments of the community college. Martin (1970) and Johnston (1968) conducted research projects pertaining to the technological instructors. Martin found that the instructors of technological subjects were young, had been teaching for less than four years, and were generally natives of the region where they were teaching.

They also were more teaching oriented than research and found they worked elsewhere, normally teaching night classes. While Martin studied the basic demographic characteristics of technological instruction, Johnston compared the effectiveness of instructors who had formal professional training with those who did not. He also studied the relationship of effectiveness to the length of actual work experience. His findings showed that those instructors with degrees, or up to ten years work experience, or professional education courses were more effective than their counterparts who did not have these attributes. Johnston further expressed a critical need for carefully organized programs established in the universities to prepare technical subject instructors.

The literature presented to this point seems to illustrate the general lack of adequate preparation of teachers in the community college; however, Hurlburt (1968) stated that the competency of teachers is normally adequate since teachers are generally responsible for courses in the field in which they are qualified. He does not criticize what is being considered in the selection process but he does criticize what is being ignored. Hurlburt states:

> The general atmosphere that accompanies a review of teacher preparation and characteristics is one of avoidance. Seldom are attributes discussed that refer directly to classroom behavior. Even when the attribute appears to imply effective classroom behavior, that behavior is not defined. For example, how does a teacher behave who "understands the developmental needs of students in the early college years," or how does a "desirable or competent teacher" behave with students? Less vagueness and a greater demonstration of relatedness to influence on students is needed. For example, what is the teacher's ability in the application of learning principles and theories in the classroom and what logic does the teacher's instructional procedures follow? (p. 2).

Characteristics of Teachers Which Have Been Identified

The preceding studies have shown some of the teacher deficiencies as they pertain to preparation and background. The following section illustrates what has been identified by other writers concerning the characteristics of community college teachers. Those characteristics which administrators seek to identify during the selection process are also included in this segment of the review.

Williams and Gillham (1970) found that employing administrators, when filling a community service course position, placed high priority on the following traits--ability to teach adults, personality, knowledge of the subject being taught, and successful teaching experience. Adelini (1972) has summarized the characteristics of good teachers most often identified by authorities in the field with the following checklist. This study, along with those of Kelley (Bogart, 1971), Christopher (1966), and Krueger (1975) will be referred to again in Chapter V for comparative purposes.

1. A good formal professional preparation with an understanding of the learning process, and ability to operate new learning aids, and with a wide knowledge of the mechanics of running a school.
2. A good knowledge of the subject matter--with an above average record of scholarship in college work.
3. A good understanding of and a desire to work with people in general and with young people in particular.
4. A wholesome outlook on life as well as an optimistic perception of himself--emotional stability.
5. A high degree of ability in the area of public speaking and communication skills in general.

6. A high degree of respect from his students and the ability to maintain classroom discipline.
7. A sense of humor and personal charm.
8. A record of good judgment, integrity, insight, and courtesy.
9. A record of good health.
10. A personality which is enthusiastic and flexible.
11. A knowledge of and a desire to work for the goals of his community and society--living the principles he teaches.
12. A desire to create independence in his students. (pp. 31, 32).

Bliss (1971) conducted a research project to identify the characteristics of effective and ineffective teachers as seen by each teacher's students. In his study, Bliss found that students rated the effective teacher higher than ineffective teachers in the following personal traits: flexibility, forcefulness, emotional stability, physical energy and drive. In professional skills the effective teacher was rated significantly higher in identifying pupil needs, and use of language and other media of communication. In the category of professional skills the ratings were again significantly higher in knowledge of the learning process, knowledge of subject matter being taught, and knowledge of the adult as a learner.

In a study to determine whether exposure to the community college by means of courses, previous experience or attending a community college had any relation to agreement to the philosophy, Evans (1970) found a direct correlation of these factors and agreement with the philosophy. Evans goes on to recommend that the findings of his study become criteria for the selection of faculty. The most extensive list of competencies presented were those reported by Heinrich (1971) as part of the program

established for the Kansas Community College Education Center for the preparation of community college teachers. The competencies identified by community college personnel needed for effective community college teaching include the following:

Competence in the teaching discipline. A strong subject field preparation including:

1. A major in the discipline taught.
2. A double major which must include a major in the discipline taught.
3. Appropriate work experience in the occupational teaching area.

Competence in developing appropriate teaching-learning strategies.

1. Understanding and applying appropriate learning theory.
2. Skill in defining goals for curriculum planning.
3. Skill in defining specific instructional objectives for every course and each lesson taught.
4. Ability to utilize modern media and educational software and hardware as tools for better teaching.
5. Understanding and developing an interdisciplinary approach to community college education.
6. An internship in teaching provided by a community college education.

Competence in understanding the needs of community college students.

1. Knowledge concerning the goals, cultural values, and psychology of the student in today's community college.
2. Skill in using basic elements of student counseling and guidance.

Competence in comprehending a community college as an educational institution and its role in higher education.

1. Orientation to the nature and diverse purposes of community colleges as "open door" institutions.
2. Skill in techniques of discovering the needs of the community or neighborhood in which the college is located and approaches to using the community as a learning laboratory.
3. Understanding the philosophical principles upon which the community college has developed.

Competence in general college organization and administration.

1. Development of skills in more effective campus communication.
2. Prepare (sic) faculty to better plan and direct their own group and on-campus organizations.

3. Provide (sic) for ease in the transition of faculty to administrative positions.

Competence in understanding and developing appropriate self-concepts.

1. Skill in understanding self in relation to self and the learner (p. 7).

The preceding list of competencies presents a sound preservice training base for community college instructors; however, these are primarily for formal training purposes and do not identify other important criteria such as personal characteristics. Although personal characteristics are not the most emphasized factors in the selection of junior college teachers, the literature has indicated that they are nevertheless important to junior college administrators in their search for competent instructors (Hoffman, 1969).

Needs for Identifying Desired Characteristics

The review of literature has identified a need for a clear, concise, and accurate definition of the community college teacher in terms of characteristics and qualifications. Four distinct sectors have expressed either a direct need for these criteria or a need for the development of programs which should be based on this information.

1. Faculty Selection Policies. When selection criteria for community college faculty members are compared, there appears to be little consensus as to what should be considered. McBride (1968) identified quality of recommendations, religion, and grade-point average in the teaching area as the most important selection criteria presently influencing administrators; while two categories of junior college

philosophy had the least influence on the administrators. While McBride's study listed community college philosophy as one of the least important selection criteria, Newport, Maier, and Shay (1973) found the lack of preparation for community college service and lack of commitment to its philosophy to be a serious problem of the faculty as identified by administrators.

McBride (1968) has identified those criteria which then influenced administrators in the faculty selection process. Cohen and Brawer (1972) and Palinchak (1973) expressed a need for the establishment of exemplary and creditable selection criteria and the intent of this study is to set such a precedent. Faculty and employing administrators were the sources for the identification of those characteristics and qualifications.

2. Evaluation of Faculty. The evaluation process has generally been in the hands of the administrators; however, Richardson (1973) and Urbanic (1973) have challenged this practice and feel that the evaluation process should at least include faculty participation if not be entirely conducted by the teaching staff. Whether the administrators or the faculty conduct the evaluation there is still a need for established criteria to be used in the evaluation process. Because evaluation is often thought of as an unpleasant experience, many colleges have tried to avoid the issue and have failed to make it an integral part of the education process. B. Lamar Johnson (1970), attests to the fact that evaluation is generally a missing entity in the junior colelge. To hinder the remedy of weak evaluation procedures, there "appears to be no consensus regarding specific criteria for judging effective teaching" (Palinchak, 1973, p. 236).

3. In-Service Training of Faculty. Though the need for the identification of the personal qualities has not been as pronounced as in the other areas, the need to up-grade and increase the amount of in-service is emphatically supported. Atwell and Sullins (1973) stress that the continued development of faculty members must become the main "concern of decision-makers" (p. 32). O'Banion (1973) recommends that the highest priority of funds be given to in-service. Singer (Johnson, 1970), strongly urges that an all out effort be launched to fill the voids of the faculty's training. It is the contention of the researcher that these voids may not be totally recognized unless the faculty is compared to some identified standard. It is then and only then that a community college can identify the weaknesses of its staff and provide for the real needs of the faculty.

4. Preservice Faculty Training Program Planning. The training and preparation of community college faculty is receiving more attention than it has in the past; however, there seems to be little agreement of what it should consist. Authors such as Dawson (1971), Williams (1966), Roadin (1970) and the Committee on Preparation of Junior College Teachers (1966) advocate the master's degree with certain aspects in the training changed to fit the community college setting. Still others speak of a Doctor of Arts degree with special emphasis on teaching skills rather than on research (Koenker, 1970, and Shell, 1969). At the other end of the spectrum, Kovach (1973, p. 31) remarks, "The doctorate as a degree for faculty members, is not needed or wanted in the community college." Pratt (Yarrington, 1973) says that entry qualifications should not be based on degrees but on competencies; while Palinchak (1973) believes

the "role of the teacher must be redefined at the institutional level in terms of other than degree and academic significance" (p. 222).

CHAPTER III

PROCEDURE

In any formal research project it is essential to describe the methodology and research techniques employed to gather data and analyze the results. Not only does this add validity to the results of the study, it also enables others to analyze the techniques employed and to duplicate the methodology or repeat the entire study if it is desired.

This chapter describes the procedures followed in the preparation of this study. To make the presentation of the procedures more clear, the chapter has been divided into five major sections; namely, sample selection and rationale; rationale for the use of the Delphi Technique; correspondence design and administration; treatment of the data; and significance of the study.

Sample Selection and Rationale

The academic administrators of the fourteen public two-year colleges within the State of Oklahoma were invited to participate in the study. These individuals constituted the membership of group I. A stratified random sampling of fulltime faculty employed in six of the

fourteen public two-year colleges within the State of Oklahoma were invited to cooperate in the study. These individuals constituted the membership of group II.

The reasons for the selection of these groups were:

1. The public two-year colleges of Oklahoma have a common basic philosophy and purpose since they are all under the coordination of the Oklahoma State Board of Regents for Higher Education.

2. Because of their common purpose and philosophy, the public two-year colleges recruitment and selection criteria are similar.

The fourteen public two-year colleges were stratified into three subgroups in terms of their headcount enrollments for the fall term, 1977, in order to assure more representation in the sampling process.

Subgroup (a): (0-1500 headcount enrollment). Five colleges—Carl Albert Junior College, Connors State College, El Reno Junior College, Murray State College, and Sayre Junior College comprise this subgroup with a total Oklahoma public two-year college headcount enrollment of 38,960 students.

Subgroup (b): (1501-2500 headcount enrollment). Five colleges—Western Oklahoma State College, Claremore Junior College, Eastern Oklahoma State College, Northern Oklahoma College, and Seminole Junior College comprise this subgroup with a total headcount enrollment of 8,896 students representing 23% of the total Oklahoma public two-year college enrollment of 38,960 students.

Subgroup (c): (Over 2500 headcount enrollment). Four colleges—Northeastern Oklahoma A&M College, Oscar Rose Junior College, South Oklahoma City Junior College and Tulsa Junior College comprise this

subgroup with a total headcount enrollment of 24,606 students representing 63% of the total Oklahoma public two-year college headcount enrollment of 38,960 students.

A random sample was proportionately conducted among fulltime faculty members from two colleges in each subgroup. This was accomplished by computer program assistance. The particular colleges were chosen because their location offered geographic distribution within the state as well as urban/rural distribution thereby resulting in a better representative sample of the total population. A total of one hundred (100) fulltime faculty, proportionately sampled randomly, were invited to participate. This figure represents approximately 12% of the 841 fulltime faculty employed in the fourteen Oklahoma two-year colleges. The sampling design also insured that no two-year college was represented by less than 12% of its fulltime faculty in providing input for the study. This was accomplished by programming for at least 12% selection from each college's fulltime faculty membership.

Rationale for the Use of the Delphi Technique

The design used for gathering the data for this study was the Delphi Technique developed by Olaf Helmer.

> Delphi is the name that has been applied to the technique designed to elicit opinions from a group with the aim of generating group response. Delphi replaces direct confrontation and debate by a carefully planned, anonymous, orderly program of sequential individual interrogations usually conducted by questionnaires. The series of questionnaires is interspersed with feedback derived from the respondents. Brown, (1969).

The Delphi Technique is an intuitive methodology for organizing and sharing expert forecasts about the future, Weaver (1971, p. 267). In its early days the Rand Corporation conducted a somewhat intermittent series of studies concerned with the problem of using group information more effectively. These early studies were mainly concerned with improving the statistical treatment of individual opinions. They indicated that some formal properties of individual estimates could be used to rate the success of short-term predictions, and that background information had a small but significant influence on the success of predictions. Both of these effects were fairly well washed out by combining estimates into group predictions.

In 1963, Dalkey and Helmer introduced an additional feature, namely, iteration with controlled feedback. The set of procedures that has evolved from this work has received the name 'Delphi."

The Delphi procedures received a very large boost in general interest with the publication, in 1964, of Gordon and Helmer's study of forecasting technological events. That particular study happened to coincide with a surge of interest in long-range forecasting itself, with an attendant interest in the systematic use of expert opinion.

During the middle 1960's there was a very large increase in applications of the procedures, primarily by industry, for the forecasting of technological developments (North, 1968, p. 37) but also by a variety of organizations for exploring policy decisions in areas such as education, public health and public transportation.

Delphi's original use was to establish a chronology of scientific and technological events and to judge when the events might occur

through the speculations of several experts. (Helmer, 1966, p. 132).

One of the earliest uses of Delphi in educational thinking was Helmer's study incorporated as part of the 1965 Kettering project to elicit preference judgments from a panel of education experts and experts in various fields related to education. (Weaver, 1971, p. 268).

Two additional Delphis were conducted and reported as experiments to elicit preference statements from educators or those with a direct interest in education. These studies were considerably more focused than Helmer's experiment. Cypert and Gant used Delphi as an opinion questionnaire to elicit preferences from the faculty of the School of Education at the University of Virginia and other concerned parties. Anderson used Delphi in a similar way in Ohio but limited the focus to a county school district. In other studies, Delphi was used in essentially its pure form to make forecasts about the future of education.

Delphi has been justified primarily on the grounds that it prevents professional status and high position from forcing judgments in certain directions as frequently occurs when panels of experts meet. The intention was to assure that changes in estimates reflected rational judgment, not the influence of certain opinion leaders.

Delphi is only one of several intuitive exploratory methods. Other methods include future history analysis, scenario writing, and cross-impact matrices. These tools share some common properties. They employ collective opinion or subjective judgment as basic inputs to the forecasting process in lieu of quantifiable data. In effect, they operate on the principle that several heads are better than one in making subjective conjectures about the future, and that experts, within

a controlled intuitive process, will make conjectures based upon rational judgment and shared information rather than merely guessing, and will separate hope from likelihood in the process. Simply put, the methods are non-data based and rely on collective expert judgment. (Weaver, 1971, p. 269).

Weaver states that—"although Delphi was originally intended as a forecasting tool, its more promising educational application seems to be in the following areas: (a) a method for studying the process of thinking about the future, (b) a pedagogical tool or teaching tool which forces people to think about the future in a more complex way than they ordinarily would, and (c) a planning tool which may aid in probing priorities held by members and constituencies of an organization." (1971, p. 271). Its use in this study was primarily within the context of area "c".

The Delphi Technique was chosen by this writer for three features: (1) anonymity, (2) controlled feedback, and (3) statistical group response. Anonymity, affected by formal communication responses by mail, is a way of reducing the effect of dominant individuals. Controlled feedback, conducting the exercise in a sequence of three rounds between which a summary of the results of the previous round is communicated to the participants, is a device for reducing "noise." Use of a statistical definition of the group response is a way of reducing group pressure for conformity. Also important, the statistical group response is a device to assure that the opinion of every member of the group is represented in the final response.

Dalkey stated: "A Delphi exercise, properly managed, can be a highly motivating environment for respondents. The feedback, if the

group of experts involved is mutually self-respecting, can be novel and interesting to all. The use of systematic procedures lends an air of objectivity to the outcomes that may or may not be spurious, but which is at least reassuring. And finally, anonymity and group response allow a sharing of responsibility that is refreshing and that releases from the respondents inhibitions. I can state from my own experience, and also from the experience of many other practitioners, that the results of a Delphi exercise are subject to greater acceptance on the part of the group than are the consensuses arrived at by more direct forms of interaction." (p. 17).

The Delphi Technique has strengths appropriate for this study which are not as paramount in other types of instruments. They are as follows:

A. It identifies those criteria that faculty and academic administrators felt were definable and acquirable by means of interaction through the feedback provided with each subsequent round.

B. It seeks the opinions of professionals who are confronted with the selection of teachers in an attempt to upgrade the programs of their colleges.

C. The participants remain anonymous throughout the study thus eliminating influence from dominant figures that may occur in face-to-face confrontations.

D. The controlled feedback to the participants allows them to re-evaluate their own positions and to alter their original responses if they so desired.

E. The responses to the instrument may be quantified.

Correspondence Design and Administration

Data for this study were collected through three basic steps utilizing a technique known as Delphi. Each process is summarized below. The intention was to inform the participants about the purpose of the study and the role they were playing when serving as participants. This was accomplished through a letter of introduction to the study; an explanation of the procedures to be followed in utilizing the technique; instructions for completing the first step of the exercise; and the first correspondence which contained specific definitions and directions pertaining to its completion. (See Appendix A)

The first step was begin with the formulation of the correspondence used in round one of the exercise. After approval of the correspondence was received from the researcher's major advisor, a pilot test was conducted in an effort to establish clarity of the correspondence. The test was conducted in a group of ten community college professional staff members including those employed in the administration of personnel and those employed as instructors. The correspondence in round one of the exercise was a request for the identification of three characteristics and three qualifications felt by the participants to be exemplary of those to be possessed by prospective community college teachers. As a means of facilitating subject response, the request was limited to three criteria in each response category. Returns received from round one were combined and edited by a three member jury consisting of two Directors

of Fifth-Year Teacher Education Programs and a community college Dean of the College.

Step two was begin with the formulation of the correspondence for round two of the exercise. (See Appendix B.) The format of this correspondence allowed the respondents to rank the criteria they had identified in round one. Respondents were asked to rank each item on a zero to ten scale with zero the lowest and ten the highest rank. The purpose of this ranking was to establish the relative importance of the item in the opinion of the respondent. Each respondent was also requested to select three to five most important criteria and explain the reasons for their importance. The purpose of this was to add supporting evidence to the ranking process. The results received from round two were analyzed by the calculation of the median for each item. The median became a portion of the controlled feedback in round three. The verbal responses were combined and summarized by the researcher for use as feedback in the third round.

The third step was begun with the formulation of correspondence number three. (See Appendix C.) This consisted of directions for the completion of the third correspondence, the respondent's rating of each item, and the median score of each item. The respondents were requested to re-evaluate their rating of any item if a re-evaluation was desired. If he/she wished to deviate from his/her original position, a respondent could do so. If a respondent's rating varied significantly from the general consensus and he/she felt strongly about his/her convictions he/she was asked to substantiate his/her stand.

Treatment of the Data

Central tendency was sought in treating the data. To establish this tendency, the median was chosen as the most appropriate measure in order to determine the "typical" responses of the sample population. The non-normal distribution (negatively skewed) illustrated by frequency distribution further substantiated the median as a more appropriate selection point. The median is less affected disproportionately by such extreme ratings than other measures of central tendency. Upon completion of round three, any alterations in rating and responses were noted by the researcher. New medians were calculated for any adjustments in the data.

Based upon information compiled from the third round, classifications were selected from the professional literature and the items were placed into the different classifications by members of the jury previously identified. Consensus was revealed through computer computations of the median, the 25th and the 75th percentile points for each item ranked by the respondents. (See Appendix E.) The relatively small dimension of the interquartile ranges formed through selection of these three points together with the higher rank of the medians indicates consensus of opinion from the respondents sought in the study. The "tip of the iceberg" was revealed by establishing priority rankings within the median scale of zero to ten. A list of exemplary characteristics and qualifications of prospective community college teachers as viewed by the respondents was identified from those items placing in the division I and division II priority rankings.

These characteristics and qualifications were compared to information found in existing professional literature as a basis for developing

conclusions and recommendations.

Significance

The significance of this research is that it identified exemplary criteria which are based on expert opinion of practitioners, leading toward a group consensus. These criteria, as previously stated, could serve as an effective tool in the areas of community college faculty selection, evaluation, and in-service training, and could reveal implications for the development of preservice faculty training program planning.

Summary

The primary purpose of the present study was to identify the characteristics and professional qualifications which should be evident in prospective community college teachers. The instrument used to obtain the desired information was a communication process referred to as the Delphi Technique.

Computations involving the gathered data were performed by computer in establishing a frequency distribution and the median, 25th percentile point and 75th percentile point on 76 items. Priority ranks were established by four divisions of a ten point scale. Twenty-four primary characteristics and qualifications of prospective faculty were selected from items ranked in the two uppermost divisions, divisions I and II.

The results of the above procedures are presented in Chapter IV along with other relevant data. Chapter V presents comparisons, summary, conclusions, and recommendations based on the preceding data gathering technique.

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

The purpose of this study was to determine what faculty and academic administrators felt were necessary characteristics and professional qualifications for a community college teacher to be effective. In order to determine these criteria, the Delphi Technique was employed to achieve the objectives set forth in this study. The first round requested the faculty and administrators to identify desirable characteristics and professional qualifications. The second round asked the faculty and administrators to rate these identified criteria on a zero-to-ten scale and the final round requested the participants to re-evaluate their responses in light of the feedback provided from the second round. The data gathered from this process is presented in this chapter.

Development and Participation Data

The first round of instruments was sent to a stratified random sample of one hundred faculty and to the fourteen chief academic administrators in the fourteen public community colleges in the State of Oklahoma. Due to their professional degree attainment and the amount

of community college teaching and administrative experience, the members of the sample population were presumed to have offered expert opinion in providing the basic data for this study. Appendix D contains a list of the public community colleges and also notes those colleges from which faculty were sampled. The six colleges from which faculty were selected to participate offer a distribution both geographically and according to a rural/urban distribution within the State of Oklahoma. Of the total population, eighty-three usable forms or 72.8% of the first round instruments were returned, providing the basis of information from which the second and third round instruments were developed. Group I, academic administrators, had twelve usable responses returned or 85.7% and Group II, faculty, had seventy-one or 71% usable responses returned. These eighty-three respondents were the administrators and faculty who received the second round instrument. Two administrators in Group I did not respond. Eleven faculty in Group II returned the card supplied with the first correspondence which indicated a desire not to participate, while seventeen individuals did not respond and one had resigned.

Of the eighty-three instruments sent out in round two, sixty-nine or 83.1% were returned. Group I, administrators, had twelve responses or 100% and Group II, faculty, had fifty-seven responses or 80.3%. Of the sixty-nine instruments sent out in round three, sixty-two or 89.9% were returned. Group I, administrators, had twelve responses or 100% and Group II, faculty, had fifty responses or 87.7%.

The original identifications and second round ratings of the 21 respondents who did not return the third round exercise did not change significantly from the results of the positions of the final 62

respondents. This was determined by computing median scores of the 76 items identified by the 62 final respondents in round three. Therefore, the apparent subject loss was not a mortality loss which would affect the final outcome of the study.

Two hundred ninety three items were listed by the participating administrators and faculty. Duplications were eliminated and similar items were combined and edited by a jury of three community college professional staff members. Agreement of 100% was reached among the three individuals in reducing the 293 items to a final number of seventy six.

Comparison of Data Results--
Group I and Group II

As the three rounds of the Delphi exercise were administered to the sample population in the study, separate data were simultaneously compiled from faculty responses and the administrators' responses in order to ascertain any similarity that might or might not exist between Group I and Group II regarding their treatment of the criteria. In effect, three computations of the data were made. One means of comparison is illustrated in Table 1. A close similarity in results is identified when comparisons are made between selected items of faculty and administrator responses and also between each of the Groups' responses and the combined results.

TABLE I

SELECTED STATISTICAL COMPARISONS BETWEEN RESPONSES OF GROUP I AND GROUP II AND COMBINED GROUP RESPONSES

Compared Criteria	Group I Administrator Ratings	Group II Faculty Ratings	Groups I & II Combined Ratings
Average quartile deviation	2.1	2.3	2.4
Largest quartile deviation	5.0	5.6	5.2
Smallest quartile deviation	.6	1.1	.8
Lowest median	3.0	1.6	1.7
Highest median	9.1	9.3	9.0

To illustrate the relationship of the combined results of Group I and Group II, the product-moment correlation coefficient devised by Pearson was employed using the median scores of the two groups' seventy-six responses as variables. The resulting coefficient between the Groups' responses was .98 which indicates a rather strong relationship. Based upon these findings the combined results of the two Groups' responses were used to develop the qualifications and characteristics revealed by the study.

Respondents (Biographic-Demographic Data)

The participants for the study were selected from the public two-year colleges in Oklahoma. Certain questions were asked of all participants in an attempt to identify the qualifications and experiences of

the population chosen to describe criteria for the characteristics and qualifications of prospective teachers in two-year colleges.

Though the return of the data sheet was not as complete as that of the Delphi rounds, a response of fifty data sheets or 43.9% was received. The rate of return for faculty was 39% and for administrators was 79%. Responses were received from each of the six colleges from which faculty were randomly sampled. Administrators from eleven of fourteen public two-year colleges returned the data sheet.

The following information in Table 2 was gained from a compilation of the data submitted by the aforementioned participants:

TABLE 2

RESPONDENT DEMOGRAPHIC DATA

	Faculty		Administrators		Combined	
	M	F	M	F	M	F
AGE:						
Range	25–67	25–53	39–53	38	25–67	25–53
Average	42	41	46	38	43	41
SEX:	64%	36%	91%	9%	70%	30%
DEGREE:						
Bachelor	4%	28%	0	0	3%	27%
Master	76%	43%	27%	0	61%	40%
Doctor	20%	29%	73%	100%	36%	33%
YEARS EDUCATIONAL EXPERIENCE (Range):						
Elementary/ Secondary	0–18	0–17	0–17	0–12	0–18	0–17

	Faculty		Administrators		Combined	
	M	F	M	F	M	F
2-Yr Coll.	1-26	1-11	5-20	0-5	1-26	0-11
4-5 Yr Univ.	0-5	0-6	0-5	0	0-5	0-6
MAJOR FIELDS REPRESENTED:	15	8	7	1	19	9
MINOR FIELDS REPRESENTED:	10	9	8	1	15	9
NUMBER OF INSTITUTIONS EMPLOYED IN: (Range)						
2-Year	1-3	1-6	1	1	1-3	1-6
4-5 Year	1-2	0-2	0-1	0	1-2	0-2
YEARS EMPLOYED AT PRESENT COLLEGE:						
Range	1-26	1-8	5-21	5	1-26	1-8
Average	5	4	11	5	7	4
NATIVE STATE:						

A majority of the participants are native Oklahomans (faculty-51%; administrators-73%). The remainder of participants represent twelve different states primarily in the central tier of states or midwest.

Method of Classifying and Categorizing the Criteria

The median point, the 25th percentile point and the 75th percentile point establishing the interquartile ranges were utilized in this study to reveal consensus and to show concordance. It was found that

the interquartile ranges of the criteria were relatively small showing that there was a convergence of the ratings by administrators and faculty toward consensus around the median. Beacuse of these small interquartile ranges, the median score was the factor used for determining division points between the classifications of the items.

The three points desired for use in the study, the 25th percentile, the 50th percentile (median), and the 75th percentile were calculated by computer program using the following formula:

$$X_p = l + \frac{(\frac{Pn}{100} - F)\ i}{f}$$

where:

X_p is the P-th percentile point

l is the lower limit of the class containing the desired percentile point

p is the desired percentage point (such as 25, 50 or 75)

n is the total number of observations

F is the cumulative frequency lower than the class containing the desired percentile point

i is the class interval size

f is the frequency in the class containing the desired percentile point.

The ratings suggested that certain characteristics were more desirable than others. In order to establish a priority classification, a hierarchy was developed according to the median scores derived from the preceding formula. Classifications were assigned to the following median ranges:

8.5 - 10.0 —— Division I

7.5 - 8.4 —— Division II

6.5 - 7.4 —— Division III

Below 6.5 —— Division IV

The median ranges for the classification of items appear to be relatively high; however, the first round instrument asked the administrators and faculty to identify only the criteria which should be evident in a prospective teacher and not those characteristics which were undesirable. Because only positive criteria were identified, the data were negatively skewed with a majority (58%) of the median scores above a 6.5 on the zero-to-ten scale. In consideration of this non-normal distribution of median scores, the divisions in the above scale were established. They were arbitrarily chosen by the researcher as being valid numeric divisions that would reveal the characteristics and qualifications of prospective faculty where very high agreement was illustrated by the participants. This is in keeping with the purpose of the study—to identify exemplary and precedential characteristics and qualifications which pertain to community college faculty.

In order to make the data more meaningful, the seventy-six characteristics were placed into seven descriptive categories. These categories will serve as a basis for the presentation of the data and findings as well as the conclusions and recommendations. The seven categories were selected from the literature after the responses were received from the first round.

Most writers have treated the concept of a good teacher in one of three ways. These include the general approach, the stressing of one

most important characteristic approach, or the general listing of characteristics approach. The seven selected categories were chosen for this study from writings and findings of Brand; Adams and Garrett; Alexander; Ellena, Stevenson and Webb; Howsan; Chandler; Riley, Ryan and Lifshitz; and Bogart. The categories are not considered to be all inclusive regarding teacher evaluative criteria. They are presented to lend relevance to the items listed in this study by administrators and faculty as appropriate qualifications and characteristics of prospective faculty members.

Any categorization before this time would have been speculative due to the vast array of possible criteria which might have been suggested by the two groups. The seven descriptive categories are: personality characteristics, preparation, professionalism, scholarship, teaching skills, inter-relationship—student/teacher, and orientation to the community college.

Categorization and Classification of Criteria

The seventy-six items were presented to a jury of three professionals in the field of higher education for their placement into the seven descriptive categories selected from the literature. Jury membership consisted of two Directors of fifth year Teacher Education Programs in two different state regional universities and a junior college Dean of the College. They were asked individually by the researcher to place each of the seventy-six items into one of the following operationally defined categories:

1. Personality characteristics - Should include items revealing those qualities identifying a person's individualism, personality and unique attributes which are inherent in that person's character.

2. Preparation - Should include items revealing indications of a solid background in professional education areas accompanied by appropriate degrees and/or evidence of a history of sound practical work experience.

3. Professionalism - Should include items revealing evidence of high ethical standards, cooperation with colleagues, organizational membership and of highly developed commitments to social and educational responsibilities.

4. Scholarship - Should include items revealing adequate intellectual capacity, scholastic achievement, skill in oral and written language, a capacity for continuous learning, and adeptness in the solution of intellectual and social problems.

5. Teaching skills - Should include items indicating knowledge of the techniques of instruction and functional skill in teaching; and, a teacher's ability to humanize the learning process for the student as well as those items which reflect a willingness on the part of the teacher to improve and experiment for more effective teaching.

6. Interrelationship—student/teacher - Should include items indicating a knowledge of the process of learning and the ability to translate this knowledge into pertinent behavior in acting and reacting with students in the process of teaching.

7. Orientation to the community college - Should include those items indicating a knowledge of the philosophies and functions of the

two-year college along with well defined attitudes regarding the comprehensive nature of these colleges.

After completing the placement exercise individually with each jury member, the lists were compared by the researcher. Each of the seven categories was developed for use in the study by agreement between and among the jury members of 90% and above on the first exercise. To obtain the 100% agreement illustrated by the listings within each category, items in question were chosen for a particular category which had received placement in that category by two of the three jury members. This was possible in each category where 100% agreement was not originally found thereby eliminating the necessity for a second exercise.

The remainder of this chapter presents the characteristics and professional qualifications in their specific categories and in their median score classifications (see Table 3). The seven descriptive categories are presented as the major divisions and the significant criteria are discussed within each of those divisions.

TABLE 3

STRENGTH OF RESPONSE OF PARTICIPANTS

Category of Characteristics	N	Division I	Division II	Division III	Division IV
Personality characteristics	12	1	0	4	7
Preparation	10	1	3	1	5
Professionalism	14	1	4	4	5
Scholarship	7	1	0	3	3
Teaching skills	13	1	5	4	3
Interrelationship	7	1	1	1	4

Category of Characteristics	N	Division I	Division II	Division III	Division IV
Orientation to the community college	13	0	5	3	5
TOTALS	76	6	18	20	32

Personality Characteristics

Twelve items identified by the administrators and faculty were placed into this category. Having a median score of 8.5, one of the items was rated above the standard established for division I characteristics of a prospective faculty member (see Figure 1). This characteristic was pleasant personality. None of the items in the category of personality characteristics received ratings sufficiently high to place them in the division II priority rank. Four items received median scores placing them in the division III priority rank while the remaining seven items received median scores below 6.5 placing them in the division IV priority rank.

Preparation

The category of preparation includes those items that pertain to the educational training received in formal course work as well as the experiences acquired through actual employment. The participants identified ten items within this category (see Figure 2).

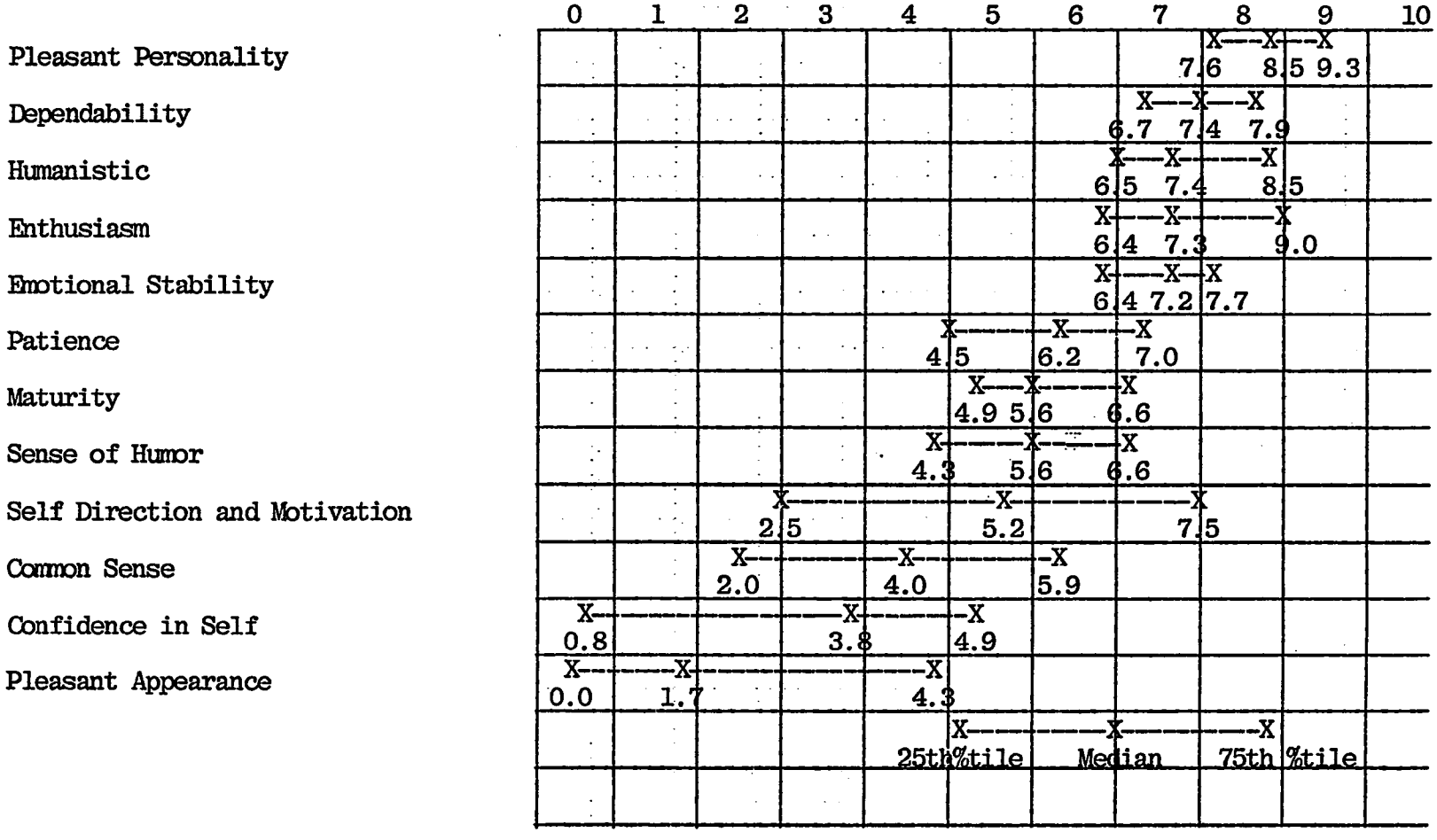

Figure 1. Personality Characteristics

Of the ten items placed in this category, one received a median score of 8.6 placing it in the division I priority rank. The item was: Possess at least a bachelor degree in teaching area.

Three items received median scores sufficient to be placed in the division II priority rank. These items were:

Master's degree in teaching discipline and/or work experience in vocational/technical field.

Non-academic, industrial or practical work experience in fields to be taught.

Experience in adult education.

The remaining six items received median scores placing them in the division III and division IV priority ranks.

Professionalism

Fourteen items were identified by faculty and administrators which pertained to an individual's approach to professionalism. One item received a median score of 8.6 placing it in the division I priority rank. This item was: Dedication and genuine interest in teaching and learning. Four items were ranked in division II. They were:

A genuine interest in education and in particular field of study.

Ambitious, effective and efficient.

Dedication to instruction in higher education and an attitude of professionalism.

Ability to cooperate and communicate with colleagues. Possess respect for their rights.

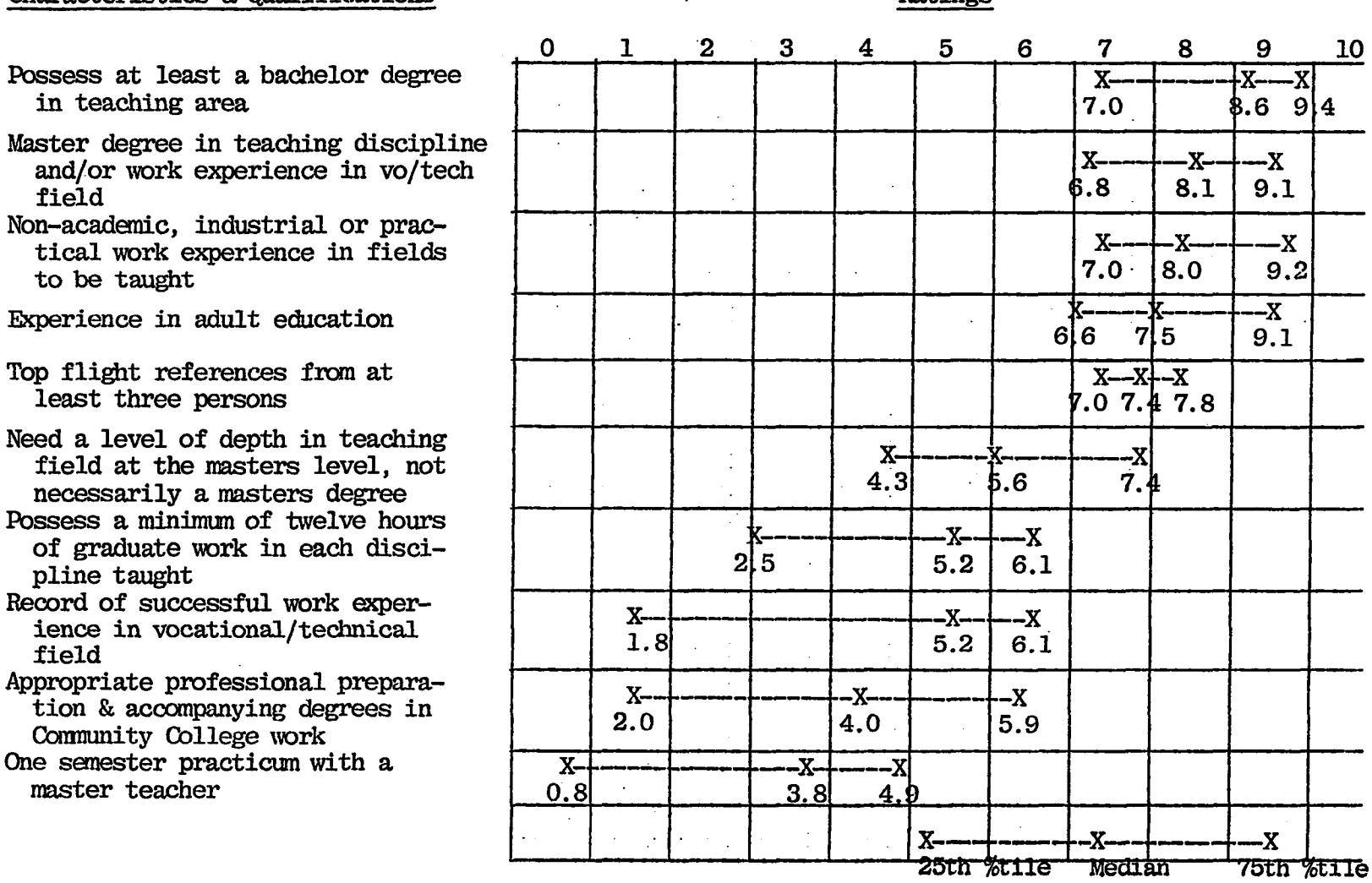

Figure 2. Preparation

The remaining nine items had median scores placing them in the division III and division IV priority ranks. These items may be found in Figure 3.

Scholarship

The success of a prospective teacher is enhanced by adequate intellectual capacity, scholastic achievement and a capacity for continuous learning. This section presents seven characteristics identified by faculty and administrators which were relevant to a prospective teacher's scholarship.

One item in this category contained a median score placing it in the division I priority rank (see Figure 4). This item was: Comprehensive knowledge and thorough command of subject matter to be taught. The qualification appeared to be basic to the rating faculty and administrators awarded both with the consensus and agreement illustrated in its relatively high median score of 8.5 and quartile deviation of 1.7 intervals.

The remaining six items received median scores placing them in the division III and division IV priority ranks.

Teaching Skills

The fifth category presented deals with those characteristics which pertain to the effectiveness of a teacher in the classroom. The items pertain to a teacher's ability to humanize the learning process for the student as well as those items which reflect a willingness on

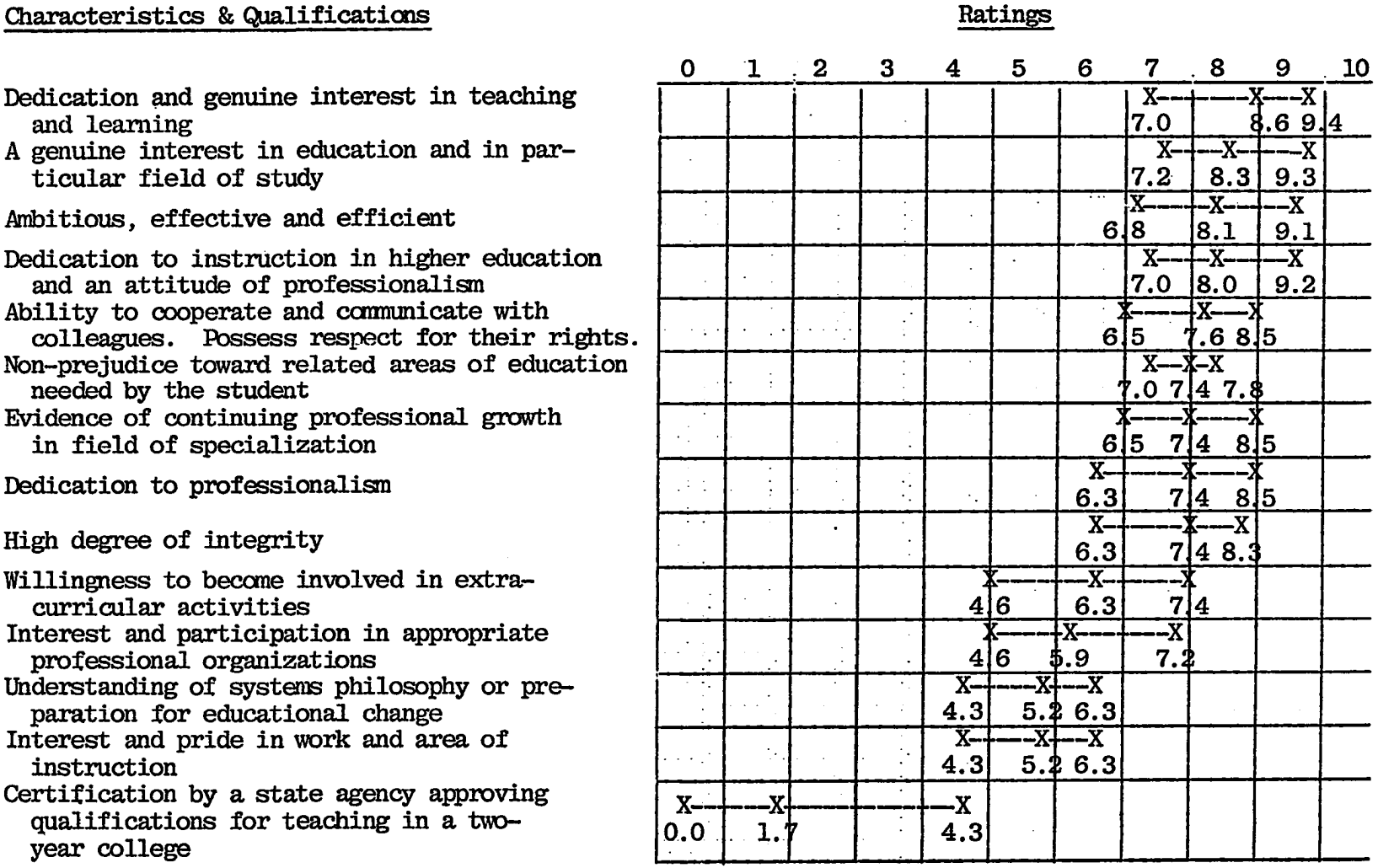

Figure 3. Professionalism

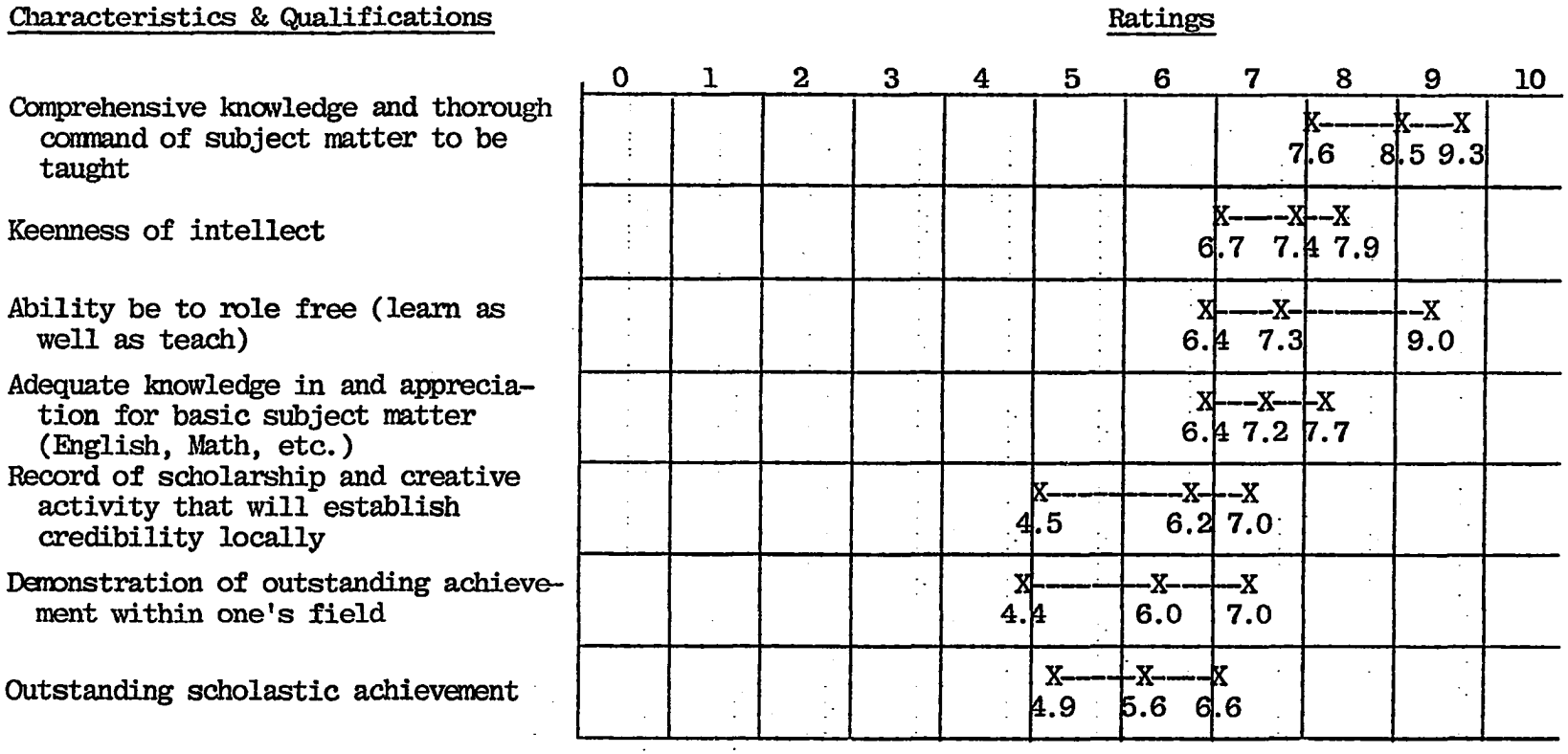

Figure 4. Scholarship

on the part of the teacher to improve and experiment for more effective teaching.

The category of teaching skills contained thirteen items developed by the participants for the study. Of the thirteen items in this category, one was rated in division I with a median score of 9.0. This median was one of two so rated as the highest of the seventy-six ratings. The item as illustrated in Figure 5 was: Willingness to admit you do not know everything and be willing to listen and learn from others.

Five items had median scores above 7.5 placing them in the division II priority rank. These items were:

Possess excellent communication skills.

Confidence in ability to motivate students in an educational environment.

Ability to organize and evaluate learning experiences for students.

Interest in teaching at the undergraduate level.

Industrious and aggressive in instructional techniques and in getting students involved.

The remaining seven items had median scores below 7.5 which placed four of them in division III and three in the division IV priority rank.

Interrelationship--Student/Teacher

Of importance to the prospective teacher is his ability to relate to those with whom he associates, particularly the student. Seven items were identified by faculty and administrators which exemplify this relationship.

Listed as one of two items in the entire seventy-six in the study with a median of 9.0 was the item: Ability to communicate with and relate to the student. Supporting comments from the participants indicated further importance of this item to the extent that teaching cannot be accomplished without the ability to communicate with the student at his level.

Placing in division II was the item: Possess the belief that teaching people is more important than teaching subject matter. The remaining five items received median scores below the 7.5 level and were placed in the division III and division IV priority ranks. These are found in Figure 6.

Orientation to the Community College

The items in this category are those characteristics which related more specifically to the community college and the community in which it is located. They appear more closely related to the community college setting and purpose than to the entire spectrum of higher education.

Although none of the thirteen items in the category received median scores sufficient to place them in the division I priority rank, five were placed in the division II priority rank (see Figure 7). These items were:

Enthusiasm for junior/community college education.

Empathy with the community/junior college student.

Willingness to work toward upgrading community/junior college image.

Ability to adjust with a changing student body make-up.

Basic understanding of the community/junior college philosophy.

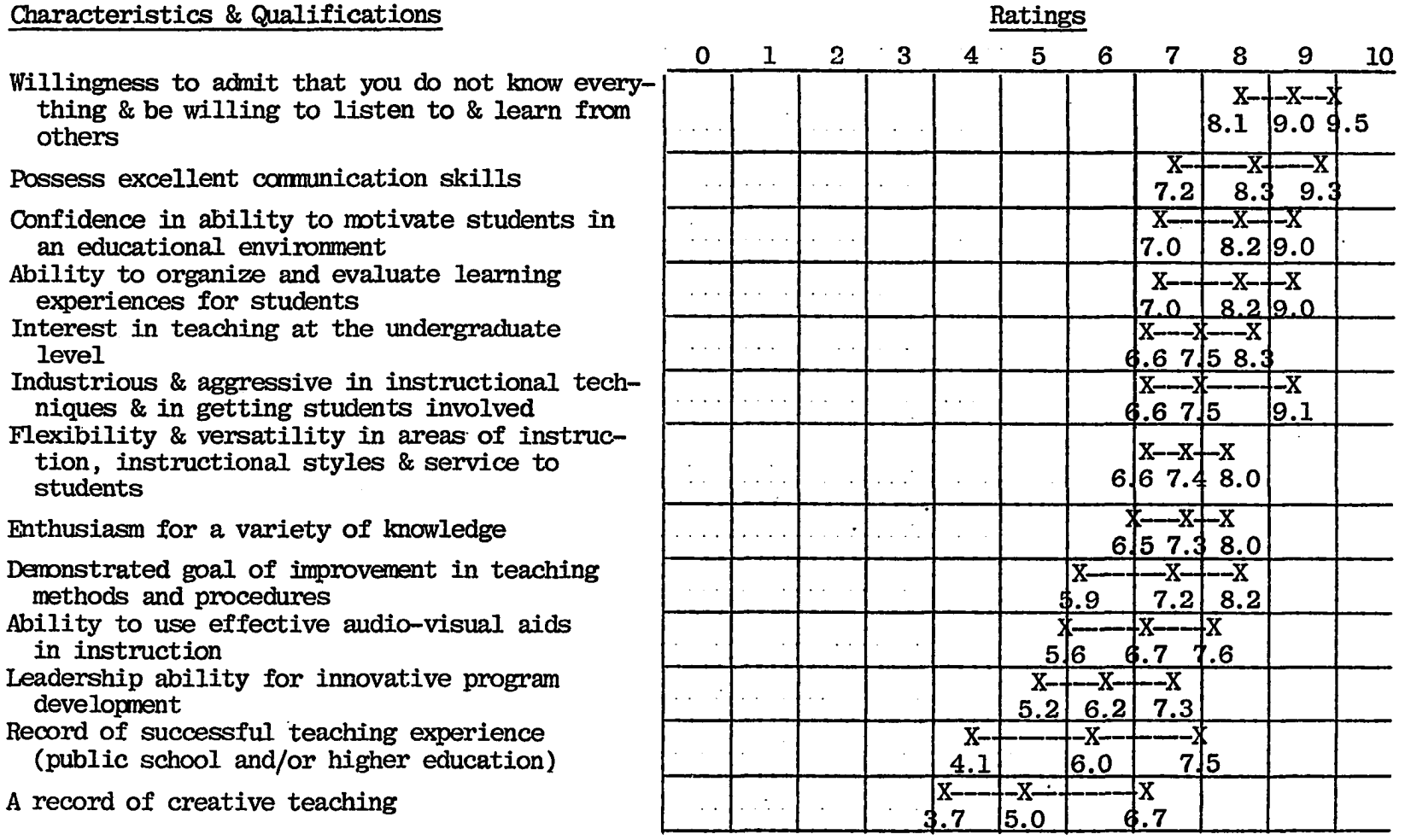

Figure 5. Teaching Skills

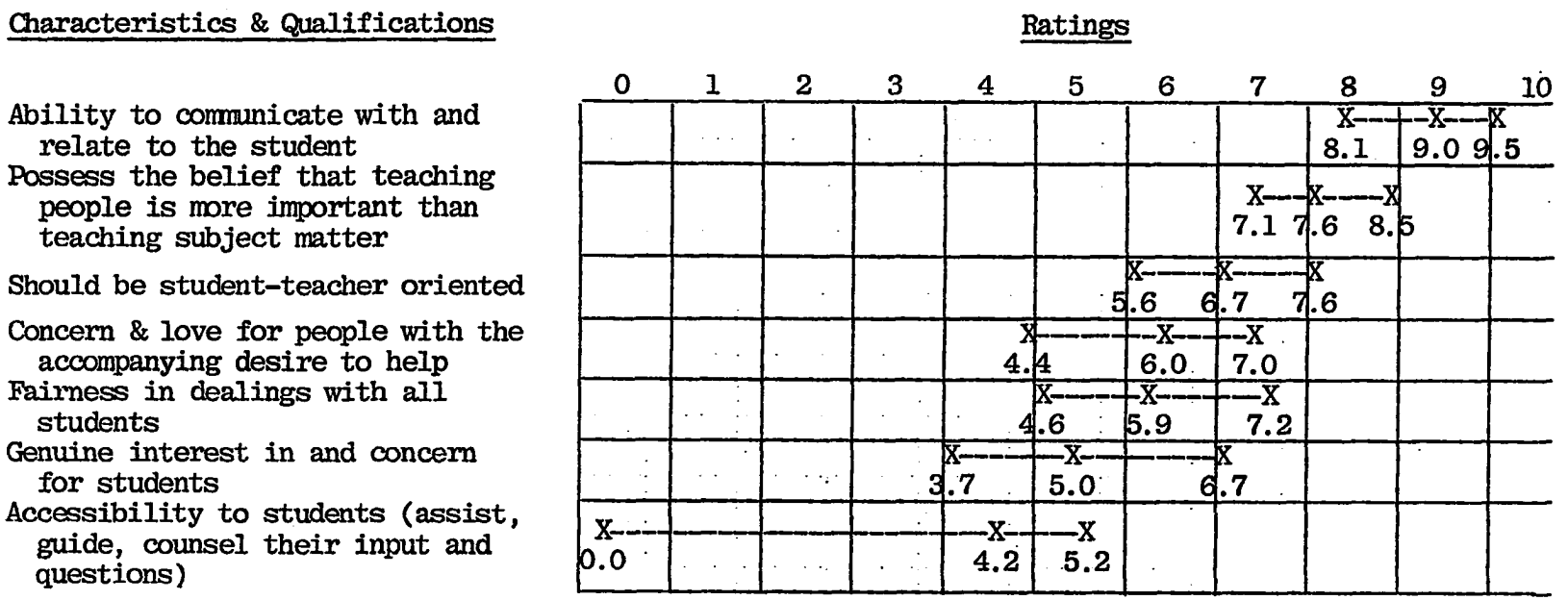

Figure 6. Interrelationship, Student-Teacher

The remaining eight items in the category had median scores below 7.5. Three were placed in the division III priority rank and five in the division IV priority rank.

The final breakdown of the seventy-six items included in the second and third round instruments was: six items were classified as division I criteria, eighteen items were in the division II classification, twenty were classified as division III criteria, while the remaining thirty-two items were included in the division IV classification. The six division I characteristics and qualifications were in six of the seven categories. Those six categories were personality, preparation, professionalism, scholarship, teaching skills, and interrelationship. Five of the seven categories contained division characteristics and qualifications while all seven of the categories contained division III and division IV ranked characteristics and qualifications.

Summary

This chapter has presented the characteristics and professional qualifications which were identified and rated by a sample of academic administrative officers and faculty of public two-year colleges in Oklahoma. To select those items where consensus was more evident, the median point of 7.5 was utilized. All items with median points at or above this point were adjudged to be of very high priority rank and are presented in the descending order of their median scores in Table 4.

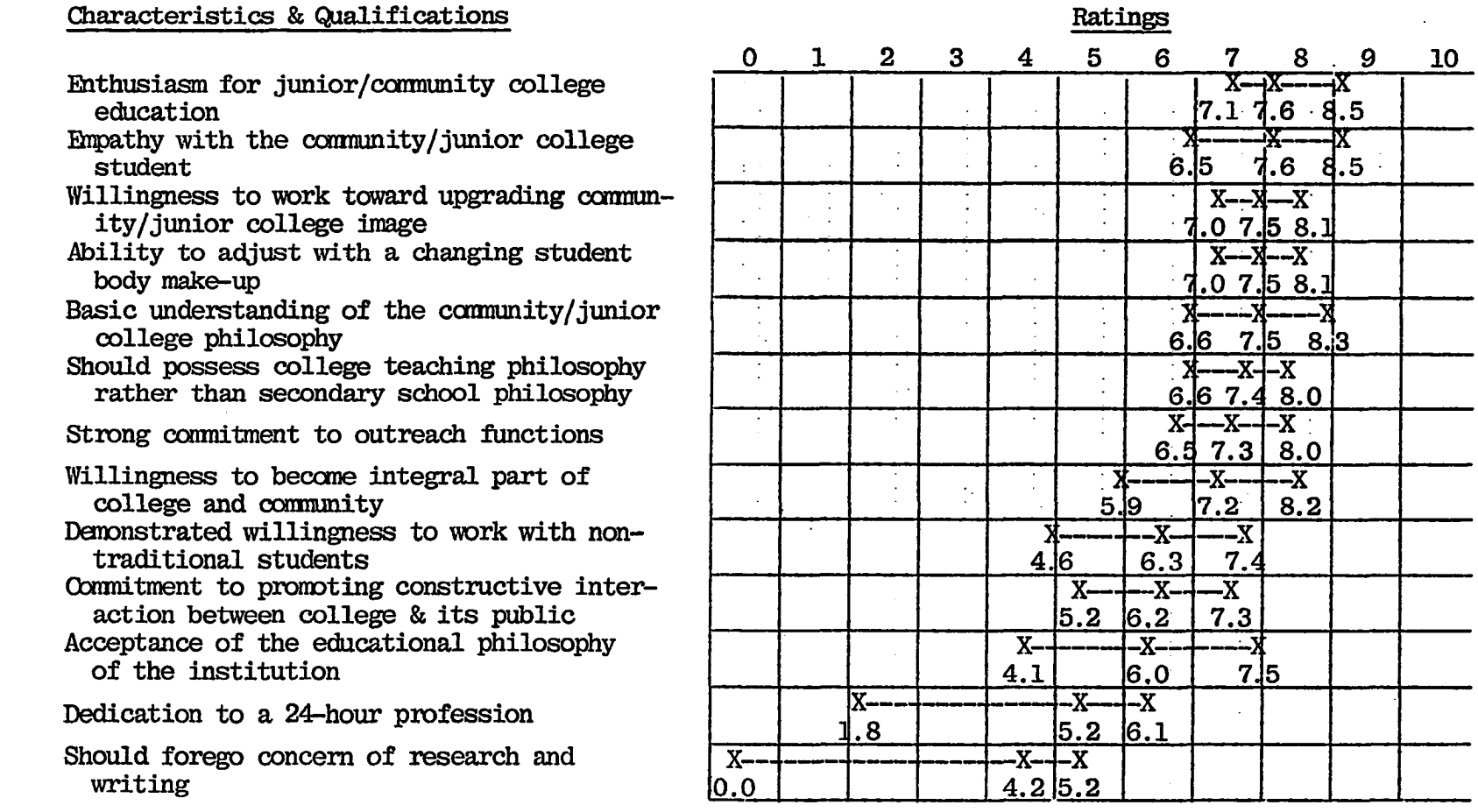

Figure 7. Orientation to the Community College

TABLE 4

PRIORITY RANK OF CHARACTERISTICS AND QUALIFICATIONS

Rank	Items	Median
1	Ability to communicate with and relate to the student. (Interrelationship)	9.0
1	Willingness to admit you do not possess all knowledge and a willingness to listen and learn from others. (Teaching Skills)	9.0
3	Dedication and genuine interest in teaching and learning. (Professionalism)	8.6
3	Possess at least a bachelor degree in teaching area. (Preparation)	8.6
5	Comprehensive knowledge and thorough command of subject matter to be taught. (Scholarship)	8.5
5	Pleasant personality. (Personality)	8.5
7	A genuine interest in education and in particular field of study. (Professionalism)	8.3
7	Possess excellent communication skills. (Teaching skills)	8.3
9	Ability to organize and evaluate learning experiences for students. (Teaching skills)	8.2
9	Confidence in ability to motivate students in an educational environment. (Teaching skills)	8.2
11	Ambitious, effective and efficient. (Professionalism)	8.1
11	Masters degree in teaching discipline and/or work experience for vo-tech. field. (Preparation)	8.1
13	Non-academic, industrial or practical work experience in academic fields to be taught. (Preparation)	8.0
13	Dedication to instruction in higher education and an attutide of professionalism. (Professionalism)	8.0
15	Possess the belief that teaching people is more important than teaching subject matter. (Interrelationship)	7.6

Rank	Items	Median
15	Enthusiasm for community/junior college education. (Orientation)	7.6
15	Ability to cooperate and communicate with colleagues. Possess respect for their rights. (Professionalism)	7.6
15	Empathy with the community/junior college student. (Orientation)	7.6
19	Experience in adult education. (Preparation)	7.5
19	Industrious and aggressive in instructional techniques and in getting students involved. (Teaching skills)	7.5
21	Interest in teaching at the undergraduate level. (Teaching skills)	7.5
21	Basic understanding of the community/junior college philosophy. (Orientation)	7.5
23	Willingness to work toward upgrading community/junior college image. (Orientation)	7.5
23	Ability to adjust with a changing student body make-up. (Orientation)	7.5

The items were presented in seven distinct categories and in four priority classifications within each of those categories. The priority classifications of division I and division II were combined to represent the list of characteristics and professional qualifications expected to be evident in a prospective community/junior college teacher.

The following chapter makes a comparison between the administrators' and faculty expectations presented in this chapter with those characteristics found in other studies referred to in Chapter II. The fifth chapter also includes a final summary of the study, conclusions and recommendations.

CHAPTER V

SUMMARY, COMPARISONS, CONCLUSIONS AND RECOMMENDATIONS

Chapter V contains a review of the study for the identification of characteristics and qualifications of prospective teachers in the public two-year colleges in Oklahoma. The chapter is organized under the following headings: description of the problem, research methodology, comparison of studies, summary, conclusions, recommendations, and recommendations for further research.

Description of the Problem

The specific problem to which this study was addressed was the development of a set of criteria depicting desirable characteristics and qualifications of a good prospective teacher for the public two-year colleges in Oklahoma.

Research Methodology

The research methodology employed was limited to two fundamental operations. The first was the establishment of the perceptions of qualifications and characteristics of a good prospective teacher as held by a sample of educational practitioners in the fourteen public two-year colleges in Oklahoma. The basic tool utilized in eliciting these perceptions was the Delphi Technique.

The second aspect of this research was to illustrate consensus in the respondents' identified criteria. The basic statistical method utilized during the latter phase was the establishment of the median, the 25th percentile point, the 75th percentile point, and the interquartile ranges so formed. Pearson's product moment correlation coefficient was also utilized. The respondents' specific concepts of a good prospective teacher obtained from the second operation have been presented in detail in Chapter IV and are compared and summarized in the present chapter.

Comparison of Studies

Studies by Adelini (1972), Christopher (1966), Kelley (Bogart, 1971) and Krueger (1975) were compared, in part, to the findings of this research. Three of the studies are the findings of doctoral research projects completed in the states of Utah, Wyoming and Texas, concerning themselves with teacher effectiveness, competencies, characteristics and qualifications. The other reference was the result of findings developed for a Junior College Conference sponsored by the College of Education,

Arizona State University. The comparisons of criteria are presented according to the category format presented in Chapter IV.

Personality

One item was identified by administrators and faculty and rated sufficiently high to be included in this category (see Table 5). Considerable agreement that prospective teachers should possess a "pleasant personality" was revealed in the finding of the studies by Adelini, Kelley and Krueger. This item was also one of six that was rated in division I in the present study.

Preparation

Four items were rated high enough by administrators and faculty to be identified as expected qualifications of prospective teachers in the category of preparation. The item "Master's degree in teaching discipline and/or work experience for vo-tech field" was agreed with by one author (see Table 5). Other than this item, items similar to those identified by the participants in the present study were generally omitted from discussion by the four authors.

Professionalism

The participating administrators and faculty of the present study identified five items in this category. They are listed in Table 5. Agreement was found in the studies by the four authors with three of the

TABLE 5

STUDY COMPARISON OF CHARACTERISTICS AND QUALIFICATIONS OF COMMUNITY COLLEGE TEACHERS

Expected Characteristics and Qualifications* (Present Study)	Characteristics and Qualifications Identified by			
	Adelini	Christopher	Kelley	Krueger
Personality				
1. Pleasant personality	X		X	X
Preparation				
1. Possess at least a bachelor degree in teaching area				
2. Master degree in teaching discipline and/or working experience in vo-tech field				X
3. Non-academic, industrial or practical work experience in academic fields to be taught				
4. Experience in adult education				
Professionalism				
1. Dedication and genuine interest in teaching and learning		X		X
2. A genuine interest in education and in particular field of study				
3. Ambitious, effective and efficient	X	X	X	X
4. Dedication to instruction in higher education and an attitude of professionalism				
5. Ability to cooperate and communicate with colleagues. Possess respect for their rights.				X
Scholarship				
1. Comprehensive knowledge and thorough command of subject matter to be taught	X	X	X	X

Expected Characteristics and Qualifications* (Present Study)	Characteristics and Qualifications Identified by			
	Adelini	Christopher	Kelley	Krueger
Teaching skills				
1. Willingness to admit you do not possess all knowledge and a willingness to listen and learn from others		X		
2. Possess excellent communication skills				
3. Ability to organize and evaluate learning experiences for students	X	X	X	X
4. Confidence in ability to motivate students in an educational environment	X		X	X
5. Industrious and aggressive in instructional techniques and in getting students involved	X		X	
6. Interest in teaching at the undergraduate level		X		
Interrelationship—Student/Teacher				
1. Ability to communicate with and relate to the student	X		X	X
2. Possess the belief that teaching people is more important than teaching subject matter				
Orientation to the Community College				
1. Enthusiasm for community/ junior college education		X		X
2. Empathy with the community/ junior college student				
3. Basic understanding of the community/junior college philosophy		X	X	X
4. Willingness to work toward upgrading community/junior college image				
5. Ability to adjust with a changing student body make-up				

*Criteria listed in decreasing importance within each category.

items. "Dedication and genuine interest in teaching and learning" was listed by Christopher and Krueger. Unanimous agreement was found with the item "ambitious, effective and efficient" while Krueger's study agreed with the item "ability to cooperate and communicate with colleagues. Possess respect for their rights."

Scholarship

The proper scholastic behavior of the community college teacher is that behavior which reveals or demonstrates an understanding of certain specialized knowledge beyond general and liberal foundations. Such appears to have been the belief of both administrators and faculty by their identification and rating of the criterion in this category. Receiving a division I rating was the item "comprehensive knowledge and thorough command of subject matter to be taught." Unanimous agreement with this item is established by the findings of the four other studies.

Teaching Skills

The administrators and faculty of the present study identified six items important to the effectiveness of prospective teachers. Adelini, Christopher and Kelley identified three each as necessary for teacher effectiveness while Krueger identified two items which corresponded to those revealed by the present study. The item "ability to organize and evaluate learning experiences for students" received unanimous agreement in the four comparative studies.

Interrelationship - Student/Teacher

Of the studies used for comparison with the present study, three identified the top item of the two presented in this category. Those authors, Adelini, Kelley and Krueger, agreed that "ability to communicate with and relate to the student" was a quality which would be desirable for a prospective teacher to possess. Christopher did not identify any items in this category.

Orientation to the Community College

Respondents in the present study identified five desirable characteristics in this category (see Table 5). Agreement is found in the comparative studies with two of the criteria by Christopher and Krueger while one item was identified by Kelley. No items were identified by Adelini's study relating to this category.

The major thrust of emphasis of the studies by Adeline, Christopher, Kelley and Krueger, when compared to the findings of the present study, was centered on the criteria placed in the category of "teaching skills." Unanimous agreement was found with three criteria: "ambitious, effective and efficient," "comprehensive knowledge and thorough command of subject matter to be taught," and "ability to organize and evaluate learning experiences for students." Relatively less agreement was found by the four authors on the remainder of the criteria.

Summary

The purpose of this study was to determine the characteristics and qualifications which academic administrators and faculty felt should be evident in a prospective teacher for community college service. The fourteen academic administrators and one-hundred faculty, randomly sampled, of the fourteen public two-year colleges in the State of Oklahoma were invited to participate in the identification and rating of the characteristics and professional qualifications for this study. Of these, eighty-three were included in the second round and sixty-nine in the third round of the Delphi exercise.

The procedure employed to achieve this goal was the Delphi Technique which permitted communication to take place without the interference factors of normal face-to-face discussions. Three rounds were used to accomplish the goals of identifying the criteria which administrators and faculty consider as important in a teacher. The first round asked academic administrators and faculty to identify three characteristics and three qualifications in a prospective teacher. The second round asked the responding administrators and faculty to rate each item of a summarized list of criteria on a zero-to-ten scale. In the final round the participants were given the opportunity to re-evaluate their original ratings in light of the median scores and opinions expressed by the other participating administrators and faculty.

The results desired by normal use of the Delphi Technique, convergence toward consensus after three rounds, were essentially achieved in this study after two rounds. The medians for a majority of the

seventy-six items rated in round two remained unchanged after receipt of round three. This is not to imply the researcher recommends a two round Delphi. It appears to suggest that original ratings by respondents of this type data are not appreciably effected upon examination of median scores developed from input from the entire population.

The three round Delphi Technique with the identify, evaluate, and re-evaluate process involving the seventy-six criteria adds validity to the study because, not only did it allow the participants to identify criteria, it gave each of them two additional opportunities to evaluate their responses and change their ratings if they desired.

The Delphi Technique was designed to bring the opinions of a group toward a consensus. The median score as well as the 25th and 75th percentile points were calculated to determine the amount of consensus achieved in the second and third rounds.

Conclusions

The following conclusions are based on the findings of this study.

1. The rating of a good teacher on the part of academic administrators and faculty in the public two-year colleges in Oklahoma is based on a combination of qualities rather than any single characteristic.

2. The model attributes for the evaluation of prospective faculty for public two-year colleges in Oklahoma consist of the following statements:

a. The ability to communicate with and relate to students coupled with a willingness to continue the learning process are the two most basic characteristics of a good teacher.

b. Dedication to and genuine interest in teaching and appropriate professional degrees together with comprehensive knowledge of subject and a pleasant personality are extremely important in the selection and evaluation of criteria.

c. Important secondary considerations in the evaluation of teachers include the following characteristics and qualifications: genuine interest, excellent communication skills, ability to organize and evaluate, motivational skills, ambition, practical work experience, enthusiasm, colleageality, humanitarian respect, empathy with students, aggressiveness and an understanding of community college philosophy and goals.

3. The responses of administrators and faculty were in substantial agreement.

Recommendations

Supply and demand have always exerted certain effects upon the selection process of teachers in all levels of education. The selection process might be considered either a victim or a benefactor dependent upon a buyer's or a seller's market. This is not to say that the process should be so affected, but, rather that it has been. In such peak and valley employment periods, the selection of quality teachers is most susceptible to inattention.

Most experts and planners in higher education presently seem to agree that there will be a reduction in fulltime students beginning in the early 1980's, which most likely will result in a diminished workload

for higher education generally. Although a definite consensus on the level of reduction is not apparent, most projections extend the period until the mid 1990's.

It should be apparent that community college education will experience a proportionate share of student enrollment decrease or at the very least a probable shift in types of students. As a result, the foreseeable future seems to indicate a particular need for closer scrutiny in the selection process of teachers.

Some effects of the projected enrollment decrease phenomenon are revealed in the Oklahoma State Regents for Higher Education's "Twenty Planning Assumptions for the 1980s," as issued by Dr. E. T. Dunlap, Chancellor. (Toward the Solution of a Classic Dilemma: Long-Range Problems, Short-Range Solutions, 1978, p. 3.) Items three and four appear to highlight a need for reliable teacher selection processes. They are:

> 3. The demand for faculty to teach in higher education is expected to level off and possibly reach zero beginning in the early 1980's, creating a static situation whereby the average age of the faculty will exceed 50, and severely limiting the entrance of minority, female, and younger faculty members until after 1995.
>
> 4. The number of Ph.D.'s produced by graduate universities will continue at a rate above 35,000 through the early 1980's. However, the demand for Ph.D.'s to fill positions in colleges and universities will probably not exceed 7,000 to 9,000 annually for the foreseeable future. Even with government, business and the public schools utilizing a greater number of Ph.D.'s than ever before, it still appears that the nation is turning out twice as many as needed for the manpower market.

The academic administrators and faculty of the fourteen Oklahoma Public Two-Year Colleges identified and rated the criteria that compiled

the list of expectations which should be evident in prospective teachers. The knowledge of the administrators and faculty concerning the desired teacher qualities was a highly considered opinion and the results derived were authenticated by this participation. Because of this authenticity, the researcher recommends that the information in this study be used in several related areas concerning community college teachers.

1. The criteria developed in this study clearly indicate those characteristics and professional qualifications employing administrators and faculty expect in prospective teachers. It is therefore recommended that, in their efforts to train community college teachers, colleges and universities review their programs in light of the expressed desires of employing administrators and faculty of the community colleges.
2. It also follows that these criteria should be basic requisites toward which present evaluation and in-service programs be reviewed in light of the findings of this study.
3. As a direct outgrowth of the identification of the expectations of administrators and faculty concerning teacher qualities, the researcher recommends the development of an evaluation instrument for the selection of faculty as a means of making the selection process more objective. The improved objectivity gained from such an instrument's use in evaluating all prospective teachers for any one position with a consistent set of criteria may be a welcomed benefit.

Recommendations for Further Research

It is recommended that additional research be conducted in an effort to further the findings of this study. It is further recommended that present faculties and administrations of the colleges and departments of education in 4-5 year universities be included in subsequent studies in an effort to reach a consensus between such professionals and the academic administrators and faculty of the community colleges.

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APPENDIX A

THE FIRST ROUND INSTRUMENT OF THE DELPHI EXERCISE

Post Office Box 225
Madill, OK 73446

Review of recent literature has emphasized a need to identify and stabilize selection criteria for community college teachers. The intent of my proposed doctoral research is to identify the characteristics and qualifications necessary for the employment of prospective community college teachers. The study, tentatively entitled Expectations of Faculty and Employing Administrators Concerning the Characteristics and Qualifications of Two-Year College Teachers, has been approved by my Graduate Advisory Committee, the University of Oklahoma.

I am inviting you, along with other community college faculty and administrators, to provide input for my dissertation. Enclosed is an explanation of the Delphi Technique to be used for the study and the form to be completed for the first round of the exercise.

The research will:

1. Require no more than 1½ hours of your time over a three month period.
2. Identify characteristics and qualifications:
   a. to be used in the selection of faculty members;
   b. to be used as a standard to which faculty members should be striving (Evaluation);
   c. to aid in the identification of training needs for in-service training and up-grading of faculty.
3. Guide and influence the development of community college teacher-training programs in the four-five year colleges and universities.

The research will not:

1. Refer to your name or to those of your associates.
2. Refer to your college or compare it to any other college.

Thank you for your time and consideration.

Sincerely,

Dr. Herbert R. Hengst
Committee Chairman

Harold Slack

DOCTORAL RESEARCH PROJECT OF HAROLD SLACK

EXPLANATION OF PROCEDURES

The Delphi Technique will be utilized to identify the characteristics and qualifications of community college teachers. The technique is a form of group discussion without formal face-to-face confrontation thus eliminating any superiority influence and noise factors normally present in discussion groups. Three separate forms will be mailed in three successive rounds. Each round is designed to produce more critical considerations of selection criteria based upon feedback obtained from the preceeding round.

CORRESPONDENCE NO. 1

The first round of the Delphi exercise (enclosed) requests each participant to list three characteristics and three qualifications that community college teachers should display. (Return date of January 23, 1978.) The estimated time to complete the first round is 15-20 minutes.

CORRESPONDENCE NO. 2

A list of identified criteria will be compiled from the information gathered in round one and will be mailed to each participant. The participants will be asked to rate each item on a zero-to-ten scale according to its importance. Validation of the five most important items will be requested. (Tentative mailing date—February 6, 1978, with a return date of February 15, 1978.) The estimated time to complete the second round is 25-30 minutes.

CORRESPONDENCE NO. 3

A list of priority factors will be compiled from the results of round two and mailed to each of the participants. Each participant will be asked to review the summarized findings and will be permitted to make any revisions or qualifications of stance that are felt necessary. (Tentative mailing date--February 27, 1978, with a return date of March 3, 1978.) The estimated time to complete the third round is 20-25 minutes.

From response number three, a final list of priority criteria will be developed for use in the areas of community college faculty selection, evaluation, and in-service training as well as planning for community college teacher-training programs in four-five year colleges and universities.

Thank you for your anticipated participation in this research project.

INSTRUCTIONS FOR

CORRESPONDENCE NO. 1 OF THE DELPHI EXERCISE

Doctoral Research Project of Harold Slack

The following instrument represents the first round of the Delphi exercise in which you are to list six definable and acquirable characteristics and professional qualifications you feel are necessary for a prospective teacher to be employed by a community college.

Please return the completed form in the enclosed envelope at your earliest convenience. It would be appreciated if you could have this form in the mail by January 23, 1978 to assure that the second round will not be delayed.

Thank you once again for your time and effort in this project.

RETURN DATE
January 23, 1978

CORRESPONDENCE NUMBER 1

Doctoral Research Project of Harold Slack

(Please complete this form and return it in the enclosed, stamped envelope.

DEFINITIONS:

Characteristics - Those definable and acquirable criteria desirable for public two-year college faculty to possess. Could be expressed in terms of personality, attitudinal, professionalistic and/or inter-relationship ability traits. Example: Dedication, pride or genuine interest in instruction as a career. (Example may be used.)

Qualifications - Those definable and acquirable criteria desirable for public tw-year college faculty to possess. Could be expressed in terms of preparational (formal or practical experience) or teaching skill qualities. Example: Master's degree in teaching discipline and/or work experience for the vocational-technical field. (Example may be used.)

DIRECTIONS: Identify three definable and acquirable characteristics and three definable and acquirable professional qualifications, as defined above, which you feel should be evident in a faculty member to be employed by a two-year college.

PLEASE LIST YOUR RESPONSES BELOW. (No order of preference is necessary.)

Characteristics

1. _____

_____

2. _____

_____

3. _____

_____

Qualifications

1. _____

_____

2. _____

_____

3. _____

_____

RESPONDENT DATA SHEET

Doctoral Research Project of Harold Slack

(Please complete this form and return it with the first round exercise.)

Age . . . . . _____

Sex . . . . . _____

Highest degree attained . . . . . _____

Major field of study. . . . . _____

Minor field of study. . . . . _____

Years teaching/administrator experience:

Elementary/secondary schools . . . . . _____

4-5 year college and/or university . . . . . _____

Number of two-year colleges in which you have taught (include present institution) . . . . . _____

Number of 4-5 year colleges and/or universities in which you have taught . . . . . _____

Number of years employed at present college . . . _____

Are you a native of Oklahoma. . . . . _____

(CARD)

If you do not wish to participate in the study to identify definable and acquirable characteristics and professional qualifications of community college teachers, PLEASE return this card in the enclosed, stamped envelope.

_____

Signed

(FOLLOW-UP)

If you have responded to my initial request for the identification of six characteristics and professional qualifications, please disregard this reminder. However, if you have not yet sent either the Round One response or the card declining participation, there is still time to furnish your input to the study. Thank you.

Harold Slack
Post Office Box 225
Madill, Oklahoma 73446

APPENDIX B

THE SECOND ROUND INSTRUMENT OF THE DELPHI EXERCISE

Thank you for completing round one of the three-round Delphi exercise to identify definable and acquirable characteristics and professional qualifications which should be evident when selecting community college teachers.

The second round, enclosed, is a compiled list of criteria identified by you, the participants. In order to determine the most important qualifications, I am asking you to rate each separate item on a zero to ten scale. A zero indicates a relatively unimportant criterion while a ten indicates that the item should be strongly considered.

Duplicate statements have been eliminated from the round one response and some editing has been performed in order to reduce the number of statements to be rated.

A copy of your original responses has been enclosed and the number preceding each of your responses indicates the item number under which it was included.

Please return the completed form in the enclosed envelope at your earliest convenience. It would be appreciated if you could have this form in the mail not later than March 20, 1978 to help assure that the third round will not be delayed.

May I thank you for your time and attention. A quick response on round two will assure you rapid feedback in the form of round three.

Sincerely,

Harold Slack

Enclosures

RETURN DATE:
Return Mail
(March 20, 1978)

Doctoral Research Project

of

Harold Slack

ROUND TWO

Following are the combined criteria that you and other respondents have suggested as the definable and acquirable characteristics and professional qualifications which you feel should be considered when selecting community college teachers.

You are asked to rate each separate item on a zero to ten scale. A zero indicates that the item is of little or no consequence whereas, a ten indicates that the item is very important.

As a reminder, please rate these criteria according to their definability and acquirability. The intent of this study is to identify characteristics and professional qualifications which would increase the objectivity of the selection process.

Item Number	Identified Criteria	Rating (0-10)
1.	Enthusiasm	_____
2.	Pleasant personality	_____
3.	Dependability	_____
4.	Maturity	_____
5.	Emotional stability	_____
6.	Patience	_____
7.	Interest and pride in work and area of instruction	_____
8.	Fairness in dealings with all students	_____
9.	High degree of integrity	_____
10.	Humanistic	_____
11.	Pleasant appearance	_____
12.	Self direction and motivation	_____
13.	Confidence in self	_____
14.	Common sense	_____
15.	Sense of humor	_____
16.	Dedication and genuine interest in teaching and learning	_____
17.	Ambitious, effective and efficient	_____
18.	Possess excellent communication skills	_____
19.	Accessibility to students (assist, guide, counsel their input and questions)	_____

Page 2

Item Number	Identified Criteria	Rating (0-10)
20.	Empathy with the community/junior college student.....	_____
21.	Demonstrated willingness to work with non-traditional college students and a recognition of the two-year colleges' responsibility to such students.....	_____
22.	Genuine interest in and concern for students.....	_____
23.	Concern and love for people with the accompanying desire to help.....	_____
24.	Confidence in ability to motivate students in an educational environment.....	_____
25.	Ability to communicate with and relate to the student...	_____
26.	Should be student-teacher oriented.....	_____
27.	Experience in adult education.....	_____
28.	Strong commitment to outreach functions.....	_____
29.	Willingness to become integral part of college and community.....	_____
30.	Commitment to promoting constructive interaction between the college and its public.....	_____
31.	Acceptance of the educational philosophy of the institution.....	_____
32.	Basic understanding of the community/junior college philosophy.....	_____
33.	Should possess college teaching philosophy rather than secondary school philosophy.....	_____
34.	Willingness to work toward upgrading community/junior college image.....	_____
35.	Enthusiasm for community/junior college education.....	_____
36.	Top flight references from at least three persons.....	_____
37.	Record of successful practical work experience in vocational/technical field.....	_____
38.	Non-academic, industrial or practical work experience in academic fields to be taught.....	_____
39.	Ability to be role-free. (Learn as well as teach).....	_____
40.	Comprehensive knowledge and thorough command of the subject matter to be taught.....	_____
41.	Keenness of intellect.....	_____
42.	Outstanding scholastic achievement.....	_____
43.	Adequate knowledge in and appreciation for basic subject matter (mathematics, English, etc.).....	_____
44.	Record of scholarship and creative activity that will establish credibility locally.....	_____
45.	Understanding of systems philosophy or preparation for educational change.....	_____

Page 3

Item Number	Identified Criteria	Rating (0-10)
46.	Interest and participation in appropriate professional organizations.....	_____
47.	Dedication to professionalism.....	_____
48.	Evidence of continuing professional growth in field of specialization. (advanced coursework, workshops, seminars, publication, and/or work experience in vo-tech field....	_____
49.	Certification by a state agency approving qualifications for teaching in a two-year college.....	_____
50.	Possess a minimum of twelve hours of graduate work in each discipline taught.....	_____
51.	One semester practicum with a master teacher.....	_____
52.	Appropriate professional preparation and accompanying degrees in community college work.....	_____
53.	Need a level of depth in teaching field at the masters level, not necessarily a masters degree.....	_____
54.	Possess at least a bachelor degree in teaching area.....	_____
55.	Masters degree in the teaching discipline and/or working experience for vocational/technical field.....	_____
56.	A genuine interest in education and in particular field of study.....	_____
57.	Should forego concern of research and writing.....	_____
58.	Ability to cooperate and communicate with colleagues. Possess respect for their rights.....	_____
59.	Willingness to become involved in extra-curricular activities.....	_____
60.	A record of creative teaching.....	_____
61.	Demonstration of outstanding achievement within one's field. (work experience, community contributions and/or academic recognition).....	_____
62.	Ability to organize and evaluate learning experiences for students.....	_____
63.	Willingness to admit that you do not know everything and be willing to listen to and learn from others.....	_____
64.	Ability to use effective audio-visual aids in instruction	_____
65.	Industrious and aggressive in instructional techniques and in getting students involved.....	_____
66.	Enthusiasm for a variety of knowledge.....	_____
67.	Demonstrated goal of improvement in teaching methods and procedures.....	_____
68.	Leadership ability for innovative program development...	_____
69.	Record of successful teaching experience (public school and/or higher education).....	_____
70.	Interest in teaching at the undergraduate level.....	_____

Page 4

Item Number	Identified Criteria	Rating (0-10)
71.	Flexibility and versatility in areas of instruction, instructional styles and service to students.....	_____
72.	Ability to adjust with a changing student body make-up..	_____
73.	Possess the belief that teaching people is more important than teaching subject matter.....	_____
74.	Non-prejudice toward related areas of education needed by the student.....	_____
75.	Dedication to a 24-hour profession.....	_____
76.	Dedication to instruction in higher education and an attitude of professionalism.....	_____

If you feel that an important characteristic has been omitted, please identify it below and rate it in the same manner as those above.

1. _____

_____..... _____

2. _____

_____..... _____

PLEASE SELECT THREE TO FIVE ITEMS YOU FEEL ARE THE MOST ESSENTIAL AND BRIEFLY STATE WHY THEY ARE SO IMPORTANT.

Item Number	Rationale for its importance
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

APPENDIX C

THE THIRD ROUND INSTRUMENT OF THE DELPHI EXERCISE

RETURN DATE
Return Mail

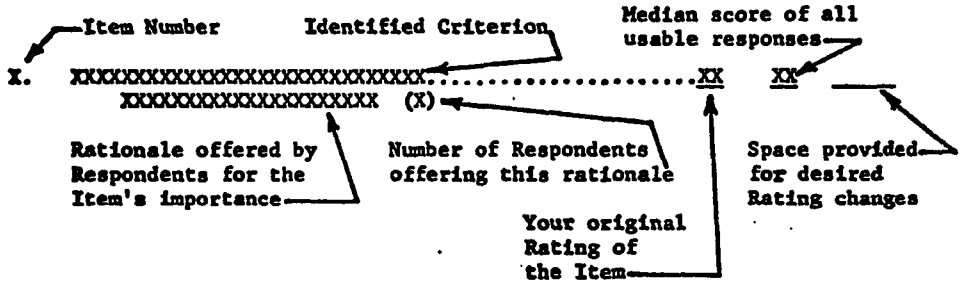
Doctoral Research Project of Harold Slack

ROUND THREE

DIRECTIONS FOR THE THIRD ROUND OF THE DELPHI EXERCISE

Please weigh your original rating of each item in light of the rationale statements provided by you, the participants, and the median score determined from Round Two of the study.

The example below explains the format of the form which follows.



You are encouraged to be more discriminating in the evaluation since 63% of the items have a median score of 8 or above on a 0 - 10 scale.

RESULTS FROM ROUND TWO

Item Number		YOUR RATING	MEDIAN	RE-EVALUATED RATING
1.	Enthusiasm..... A must in student/teacher relationship (4) The key to success in any job (2)	____	9	____
2.	Pleasant personality.....	____	8	____
3.	Dependability..... Sets an example for students (2) Mandatory for team teaching (1)	____	9	____
4.	Maturity.....	____	8	____
5.	Emotional stability..... Necessary for example and to counsel students (1)	____	9	____
6.	Patience..... Required by different styles & rates of learning (2)	____	8	____
7.	Interest and pride in work and area of instruction.....	____	9	____
8.	Fairness in dealings with all students..... All students are different but can't be so treated - creates resentment (2) Prerequisite for effective teaching (2)	____	10	____
9.	High degree of integrity..... Covers numerous positive elements (1)	____	10	____

Item Number		YOUR RATING	MEDIAN	RE-EVALUATED RATING
10.	Humanistic..... Must assert dignity & worth of mankind (1) Need to be understanding of individual needs (1)	____	8	____
11.	Pleasant appearance.....	____	6	____
12.	Self direction and motivation..... Vital to productivity in any field (1)	____	8	____
13.	Confidence in self.....	____	8	____
14.	Common sense.....	____	8	____
15.	Sense of humor..... Essential to education (1) Desirable aspect in student/teacher relationship (1)	____	7	____
16.	Dedication and genuine interest in teaching and learning..... Will perform better at those activities in which we are interested (2) Prime mission of institutions (1) Need to be devoted to teaching (3) Will result in enthusiasm and improvement (2) Can't be effective without it - no matter how intelligent (1)	____	9	____
17.	Ambitious, effective and efficient.....	____	8	____
18.	Possess excellent communication skills..... The ability incorporates so many of the vital characteristics of an instructor (1) A must to impart ideas to others (2) Needed to carry out prime mission at optimum (1)	____	8	____
19.	Accessibility to students (assist, guide, counsel their input and questions)..... Teaching goes beyond classroom contacts-you are there to help students (3)	____	9	____
20.	Empathy with the community/junior college student This is a unique learning institution - necessary for <u>all</u> CJC students (2) Necessary to know how to communicate with students (1)	____	8	____
21.	Demonstrated willingness to work with non-traditional college students and a recognition of the two-year colleges' responsibility to such students..... Mature students need special help (1) Important to <u>want</u> to help disadvantaged students (1)	____	8	____
22.	Genuine interest in and concern for students..... Education is for the student (1) Why you should teach (1)	____	9	____
23.	Concern and love for people with the accompanying desire to help..... Not only makes a better college but a better world (1)	____	8	____
24.	Confidence in ability to motivate students in an educational environment.....	____	8	____
25.	Ability to communicate with and relate to the student..... You can't teach if you can't communicate at student's level (3)	____	9	____

Item Number		YOUR RATING	MEDIAN	RE-EVALUATED RATING
26.	Should be student-teacher oriented.....	____	8	____
27.	Experience in adult education.....	____	5	____
28.	Strong commitment to outreach functions.....	____	5	____
29.	Willingness to become integral part of college and community.....	____	7	____
30.	Commitment to promoting constructive interaction between the college and its public.....	____	7	____
31.	Acceptance of the educational philosophy of the institution.....	____	8	____
32.	Basic understanding of the community/junior college philosophy..... A basic key to junior college success (1)	____	8	____
33.	Should possess college teaching philosophy rather than secondary school philosophy..... Too many junior colleges are just high school all over - or easier (1)	____	7	____
34.	Willingness to work toward upgrading community/ junior college image.....	____	7	____
35.	Enthusiasm for community/junior college education	____	8	____
36.	Top flight references from at least three persons	____	6	____
37.	Record of successful practical work experience in vocational/technical field..... When dealing with adults, success is a respected ingredient (2) Gives credibility to teacher's enthusiasm (1)	____	8	____
38.	Non-academic, industrial or practical work experience in academic fields to be taught..... Students more apt to accept those who "can do" (3)	____	7	____
39.	Ability to be role-free. (Learn as well as teach)..... Your field is constantly changing, keep up with it (1) Students & faculty have respect for those who never stop learning and we always have room for growth (1)	____	8	____
40.	Comprehensive knowledge and thorough command of the subject matter to be taught..... Must know the subject or efforts are in vain (2)	____	9	____
41.	Keenness of intellect..... Intelligence is necessary along with common sense (1)	____	8	____
42.	Outstanding scholastic achievement.....	____	6	____
43.	Adequate knowledge in and appreciation for basic subject matter (math, English, etc.).....	____	8	____
44.	Record of scholarship and creative activity that will establish credibility locally.....	____	7	____
45.	Understanding of systems philosophy or preparation for educational change.....	____	6	____
46.	Interest and participation in appropriate professional organizations.....	____	7	____

Item Number		YOUR RATING	MEDIAN	RE-EVALUATED RATING
47.	Dedication to professionalism..... Will lead to professional growth (1) A must (1)	_____	8	_____
48.	Evidence of continuing professional growth in field of specialization. (advanced coursework, workshops, seminars, publication, and/or work experience in vo-tech field..... Advances in field demand continuous learning (1) If an instructor doesn't grow, he dies (1)	_____	8	_____
49.	Certification by a state agency approving qualifications for teaching in a two-year college...	_____	3	_____
50.	Possess a minimum of twelve hours of graduate work in each discipline taught.....	_____	6	_____
51.	One semester practicum with a master teacher.....	_____	5	_____
52.	Appropriate professional preparation and accompanying degrees in community college work..... Necessary to have well rounded qualifications (1)	_____	5	_____
53.	Need a level of depth in teaching field at the masters level, not necessarily a masters degree.	_____	6	_____
54.	Possess at least a bachelor degree in teaching area.....	_____	9	_____
55.	Masters degree in the teaching discipline and/or working experience for vo-tech field..... Sufficient training must be evident (1) This preparation will assist in meeting most situations (2)	_____	9	_____
56.	A genuine interest in education and in particular field of study.....	_____	9	_____
57.	Should forego concern of research and writing.....	_____	5	_____
58.	Ability to cooperate and communicate with colleagues. Possess respect for their rights.....	_____	8	_____
59.	Willingness to become involved in extra-curricular activities..... Membership in local civic groups gives status to the college (1)	_____	7	_____
60.	A record of creative teaching.....	_____	6	_____
61.	Demonstration of outstanding achievement within one's field. (work experience, community contributions and/or academic recognition).....	_____	7	_____
62.	Ability to organize and evaluate learning experiences for students..... The opportunity for students to learn (1) Insures effectiveness (1) Students must be given experiences to hold their attention (1)	_____	9	_____
63.	Willingness to admit that you do not know everything and be willing to listen to and learn from others..... Admitting humaness if first step to being effective (1)	_____	9	_____
64.	Ability to use effective audio-visual aids in instruction.....	_____	7	_____

Item Number		YOUR RATING	MEDIAN	RE-EVALUATED RATING
65.	Industrious and aggressive in instructional techniques and in getting students involved..... Necessary to involve students actively (1)	_____	8	_____
66.	Enthusiasm for a variety of knowledge..... Seems especially important to help prevent isolationism (1)	_____	8	_____
67.	Demonstrated goal of improvement in teaching methods and procedures..... A constant need (1)	_____	8	_____
68.	Leadership ability for innovative program development.....	_____	7	_____
69.	Record of successful teaching experience (public school and/or higher education)..... Successful experience is an outstanding recommendation (1) Public school experience is helpful in working with the CJC student (1)	_____	7	_____
70.	Interest in teaching at the undergraduate level... Content - should not use position as a stepping stone (1)	_____	8	_____
71.	Flexibility and versatility in areas of instruction, instructional styles and service to students..... Necessary to deal with heterogeneous student population (2) Must be capable of conforming to changing or new situations (1)	_____	8	_____
72.	Ability to adjust with a changing student body make-up.....	_____	8	_____
73.	Possess the belief that teaching people is more important than teaching subject matter..... Must have rapport or little learning occurs (1) People must always be key element in every endeavor of a CJC teacher (1)	_____	8	_____
74.	Non-prejudice toward related areas of education needed by the student.....	_____	8	_____
75.	Dedication to a 24-hour profession.....	_____	6	_____
76.	Dedication to instruction in higher education and an attitude of professionalism..... Without dedication and professionalism, only mediocrity (at best) can be expected (1)	_____	9	_____

APPENDIX D

OKLAHOMA PUBLIC TWO-YEAR COLLEGES

OKLAHOMA PUBLIC TWO-YEAR COLLEGES

Carl Albert Junior College * (7)
Poteau, Oklahoma

Claremore Junior College
Claremore, Oklahoma

Connors State College
Warner, Oklahoma

Eastern Oklahoma State College
Wilburton, Oklahoma

El Reno Junior College* (7)
El Reno, Oklahoma

Murray State College
Tishomingo, Oklahoma

Northeastern Oklahoma A&M College
Miami, Oklahoma

Northern Oklahoma College* (11)
Tonkawa, Oklahoma

Oscar Rose Junior College* (32)
Midwest City, Oklahoma

Seminole Junior College* (12)
Seminole, Oklahoma

South Oklahoma City Junior College
Oklahoma City, Oklahoma

Tulsa Junior College* (31)
Tulsa, Oklahoma

Western Oklahoma State College
Altus, Oklahoma

Sayre Junior College
Sayre, Oklahoma

*Denotes those colleges from which faculty were invited to participate followed by the number of faculty invited from each college.

The chief employing administrator from each of the fourteen institutions was invited to participate.

APPENDIX E

FREQUENCY DISTRIBUTIONS AND DERIVED PERCENTILE POINTS OF ADMINISTRATORS' AND FACULTY RATINGS OF CRITERIA (COMBINED)

QUESTION NUMBER = 1

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	2	0	0	0	0	4	2	16	18	4	16

25TH PERCENTILE POINT = 6.4
50TH PERCENTILE POINT = 7.3
75TH PERCENTILE POINT = 9.0

QUESTION NUMBER = 2

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	0	0	3	20	15	24

25TH PERCENTILE POINT = 7.6
50TH PERCENTILE POINT = 8.5
75TH PERCENTILE POINT = 9.3

QUESTION NUMBER = 3

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	4	10	29	9	6

25TH PERCENTILE POINT = 6.7
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 7.9

QUESTION NUMBER = 4

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	0	2	12	22	13	7	2	2

25TH PERCENTILE POINT = 4.9
50TH PERCENTILE POINT = 5.6
75TH PERCENTILE POINT = 6.6

QUESTION NUMBER = 5

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	4	16	30	4	4

25TH PERCENTILE POINT = 6.4
50TH PERCENTILE POINT = 7.2
75TH PERCENTILE POINT = 7.7

QUESTION NUMBER = 6

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	2	0	2	2	2	13	4	21	13	2	1

25TH PERCENTILE POINT = 4.5
50TH PERCENTILE POINT = 6.2
75TH PERCENTILE POINT = 7.0

QUESTION NUMBER = 7

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	4	0	0	2	4	17	15	14	2	0	4

25TH PERCENTILE POINT = 4.3
50TH PERCENTILE POINT = 5.2
75TH PERCENTILE POINT = 6.3

QUESTION NUMBER = 8

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	4	2	1	14	11	11	16	1	2

25TH PERCENTILE POINT = 4.6
50TH PERCENTILE POINT = 5.9
75TH PERCENTILE POINT = 7.2

QUESTION NUMBER = 9

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	0	0	5	6	8	22	11	8

25TH PERCENTILE POINT = 6.3
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 8.3

QUESTION NUMBER = 10

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	6	15	18	10	11

25TH PERCENTILE POINT = 6.5
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 8.5

QUESTION NUMBER = 11

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	23	1	9	9	2	8	3	2	5	0	0

25TH PERCENTILE POINT = 0.0
50TH PERCENTILE POINT = 1.7
75TH PERCENTILE POINT = 4.3

QUESTION NUMBER = 12

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	10	0	4	3	2	11	5	6	10	7	4

25TH PERCENTILE POINT = 2.5
50TH PERCENTILE POINT = 5.2
75TH PERCENTILE POINT = 7.5

QUESTION NUMBER = 13

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	13	3	2	9	5	16	5	5	4	0	0

25TH PERCENTILE POINT = 0.8
50TH PERCENTILE POINT = 3.8
75TH PERCENTILE POINT = 4.9

QUESTION NUMBER = 14

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	7	4	4	6	10	8	8	5	4	0	6

25TH PERCENTILE POINT = 2.0
50TH PERCENTILE POINT = 4.0
75TH PERCENTILE POINT = 5.9

QUESTION NUMBER = 15

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	4	2	2	1	2	13	11	7	10	6	4

25TH PERCENTILE POINT = 4.3
50TH PERCENTILE POINT = 5.6
75TH PERCENTILE POINT = 7.4

QUESTION NUMBER = 16

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	2	2	0	3	6	8	13	26

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 8.6
75TH PERCENTILE POINT = 9.4

QUESTION NUMBER = 17

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	2	13	12	14	19

25TH PERCENTILE POINT = 6.8
50TH PERCENTILE POINT = 8.1
75TH PERCENTILE POINT = 9.1

QUESTION NUMBER = 18

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	0	2	10	15	12	23

25TH PERCENTILE POINT = 7.2
50TH PERCENTILE POINT = 8.3
75TH PERCENTILE POINT = 9.3

QUESTION NUMBER = 19

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	16	0	1	3	5	21	2	5	6	0	3

25TH PERCENTILE POINT = 0.0
50TH PERCENTILE POINT = 4.2
75TH PERCENTILE POINT = 5.2

QUESTION NUMBER = 20

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	2	0	2	4	13	16	18	7

25TH PERCENTILE POINT = 6.5
50TH PERCENTILE POINT = 7.6
75TH PERCENTILE POINT = 8.5

QUESTION NUMBER = 21

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	6	0	0	2	2	9	8	13	14	6	2

25TH PERCENTILE POINT = 4.6
50TH PERCENTILE POINT = 6.3
75TH PERCENTILE POINT = 7.4

QUESTION NUMBER = 22

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	8	2	2	0	5	14	10	7	8	5	1

25TH PERCENTILE POINT = 3.7
50TH PERCENTILE POINT = 5.0
75TH PERCENTILE POINT = 6.7

QUESTION NUMBER = 23

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	4	0	0	6	0	12	9	15	7	9	0

25TH PERCENTILE POINT = 4.4
50TH PERCENTILE POINT = 6.0
75TH PERCENTILE POINT = 7.0

QUESTION NUMBER = 24

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	3	10	11	19	17

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 8.2
75TH PERCENTILE POINT = 9.0

QUESTION NUMBER = 25

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	0	0	2	10	18	32

25TH PERCENTILE POINT = 8.1
50TH PERCENTILE POINT = 9.0
75TH PERCENTILE POINT = 9.5

QUESTION NUMBER = 26

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	4	0	2	11	16	19	5	3

25TH PERCENTILE POINT = 5.6
50TH PERCENTILE POINT = 6.7
75TH PERCENTILE POINT = 7.6

QUESTION NUMBER = 27

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	2	0	2	17	17	6	18

25TH PERCENTILE POINT = 6.6
50TH PERCENTILE POINT = 7.5
75TH PERCENTILE POINT = 9.1

QUESTION NUMBER = 28

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	5	13	24	8	8

25TH PERCENTILE POINT = 6.5
50TH PERCENTILE POINT = 7.3
75TH PERCENTILE POINT = 8.0

QUESTION NUMBER = 29

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	0	2	2	10	10	19	7	10

25TH PERCENTILE POINT = 5.9
50TH PERCENTILE POINT = 7.2
75TH PERCENTILE POINT = 8.2

QUESTION NUMBER = 30

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	2	0	0	0	2	8	14	18	8	8	2

25TH PERCENTILE POINT = 5.2
50TH PERCENTILE POINT = 6.2
75TH PERCENTILE POINT = 7.3

QUESTION NUMBER = 31

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	6	0	0	1	6	15	3	10	10	9	2

25TH PERCENTILE POINT = 4.1
50TH PERCENTILE POINT = 6.0
75TH PERCENTILE POINT = 7.5

QUESTION NUMBER = 32

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	4	14	21	14	7

25TH PERCENTILE POINT = 6.6
50TH PERCENTILE POINT = 7.5
75TH PERCENTILE POINT = 8.3

QUESTION NUMBER = 33

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	6	9	27	7	9

25TH PERCENTILE POINT = 6.6
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 8.0

QUESTION NUMBER = 34

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	0	11	30	10	7

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 7.5
75TH PERCENTILE POINT = 8.1

QUESTION NUMBER = 35

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	2	0	0	0	2	0	7	29	12	10

25TH PERCENTILE POINT = 7.1
50TH PERCENTILE POINT = 7.6
75TH PERCENTILE POINT = 8.5

QUESTION NUMBER = 36

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	2	0	0	0	4	4	4	37	6	5

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 7.8

QUESTION NUMBER = 37

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	12	0	4	0	4	7	18	9	2	3	3

25TH PERCENTILE POINT = 1.8
50TH PERCENTILE POINT = 5.2
75TH PERCENTILE POINT = 6.1

QUESTION NUMBER = 38

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	2	0	0	0	2	2	9	15	12	20

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 8.0
75TH PERCENTILE POINT = 9.2

QUESTION NUMBER = 39

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	2	0	0	0	0	4	2	16	18	4	16

25TH PERCENTILE POINT = 6.4
50TH PERCENTILE POINT = 7.3
75TH PERCENTILE POINT = 9.0

QUESTION NUMBER = 40

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	0	0	3	20	15	24

25TH PERCENTILE POINT = 7.6
50TH PERCENTILE POINT = 8.5
75TH PERCENTILE POINT = 9.3

QUESTION NUMBER = 41

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	4	10	29	9	6

25TH PERCENTILE POINT = 6.7
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 7.9

QUESTION NUMBER = 42

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	0	2	12	22	13	7	2	2

25TH PERCENTILE POINT = 4.9
50TH PERCENTILE POINT = 5.6
75TH PERCENTILE POINT = 6.6

QUESTION NUMBER = 43

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	4	16	30	4	4

25TH PERCENTILE POINT = 6.4
50TH PERCENTILE POINT = 7.2
75TH PERCENTILE POINT = 7.7

QUESTION NUMBER = 44

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	2	0	2	2	2	13	4	21	13	2	1

25TH PERCENTILE POINT = 4.5
50TH PERCENTILE POINT = 6.2
75TH PERCENTILE POINT = 7.0

QUESTION NUMBER = 45

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	4	0	0	2	4	17	15	14	2	0	4

25TH PERCENTILE POINT = 4.3
50TH PERCENTILE POINT = 5.2
75TH PERCENTILE POINT = 6.3

QUESTION NUMBER = 46

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	4	2	1	14	11	11	16	1	2

25TH PERCENTILE POINT = 4.6
50TH PERCENTILE POINT = 5.9
75TH PERCENTILE POINT = 7.2

QUESTION NUMBER = 47

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	0	0	5	6	8	22	11	8

25TH PERCENTILE POINT = 6.3
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 8.3

QUESTION NUMBER = 48

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	6	15	18	10	11

25TH PERCENTILE POINT = 6.5
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 8.5

QUESTION NUMBER = 49

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	23	1	9	9	2	8	3	2	5	0	0

25TH PERCENTILE POINT = 0.0
50TH PERCENTILE POINT = 1.7
75TH PERCENTILE POINT = 4.3

QUESTION NUMBER = 50

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	10	0	4	3	2	11	5	6	10	7	4

25TH PERCENTILE POINT = 2.5
50TH PERCENTILE POINT = 5.2
75TH PERCENTILE POINT = 7.5

QUESTION NUMBER = 51

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	13	3	2	9	5	16	5	5	4	0	0

25TH PERCENTILE POINT = 0.8
50TH PERCENTILE POINT = 3.8
75TH PERCENTILE POINT = 4.9

QUESTION NUMBER = 52

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	7	4	4	6	10	8	8	5	4	0	6

25TH PERCENTILE POINT = 2.0
50TH PERCENTILE POINT = 4.0
75TH PERCENTILE POINT = 5.9

QUESTION NUMBER = 53

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	4	2	2	1	2	13	11	7	10	6	4

25TH PERCENTILE POINT = 4.3
50TH PERCENTILE POINT = 5.6
75TH PERCENTILE POINT = 7.4

QUESTION NUMBER = 54

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	2	2	0	3	6	8	13	26

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 8.6
75TH PERCENTILE POINT = 9.4

QUESTION NUMBER = 55

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	2	13	12	14	19

25TH PERCENTILE POINT = 6.8
50TH PERCENTILE POINT = 8.1
75TH PERCENTILE POINT = 9.1

QUESTION NUMBER = 56

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	0	2	10	15	12	23

25TH PERCENTILE POINT = 7.2
50TH PERCENTILE POINT = 8.3
75TH PERCENTILE POINT = 9.3

QUESTION NUMBER = 57

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	16	0	1	3	5	21	2	5	6	0	3

25TH PERCENTILE POINT = 0.0
50TH PERCENTILE POINT = 4.2
75TH PERCENTILE POINT = 5.2

QUESTION NUMBER = 58

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	2	0	2	4	13	16	18	7

25TH PERCENTILE POINT = 6.5
50TH PERCENTILE POINT = 7.6
75TH PERCENTILE POINT = 8.5

QUESTION NUMBER = 59

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	6	0	0	2	2	9	8	13	14	6	2

25TH PERCENTILE POINT = 4.6
50TH PERCENTILE POINT = 6.3
75TH PERCENTILE POINT = 7.4

QUESTION NUMBER = 60

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	8	2	2	0	5	14	10	7	8	5	1

25TH PERCENTILE POINT = 3.7
50TH PERCENTILE POINT = 5.0
75TH PERCENTILE POINT = 6.7

QUESTION NUMBER = 61

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	4	0	0	6	0	12	9	15	7	9	0

25TH PERCENTILE POINT = 4.4
50TH PERCENTILE POINT = 6.0
75TH PERCENTILE POINT = 7.0

QUESTION NUMBER = 62

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	3	10	11	19	17

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 8.2
75TH PERCENTILE POINT = 9.0

QUESTION NUMBER = 63

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	0	0	2	10	18	32

25TH PERCENTILE POINT = 8.1
50TH PERCENTILE POINT = 9.0
75TH PERCENTILE POINT = 9.5

QUESTION NUMBER = 64

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	4	0	2	11	16	19	5	3

25TH PERCENTILE POINT = 5.6
50TH PERCENTILE POINT = 6.7
75TH PERCENTILE POINT = 7.6

QUESTION NUMBER = 65

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	2	0	2	17	17	6	18

25TH PERCENTILE POINT = 6.6
50TH PERCENTILE POINT = 7.5
75TH PERCENTILE POINT = 9.1

QUESTION NUMBER = 66

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	5	13	24	8	8

25TH PERCENTILE POINT = 6.5
50TH PERCENTILE POINT = 7.3
75TH PERCENTILE POINT = 8.0

QUESTION NUMBER = 67

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	2	0	2	2	10	10	19	7	10

25TH PERCENTILE POINT = 5.9
50TH PERCENTILE POINT = 7.2
75TH PERCENTILE POINT = 8.2

QUESTION NUMBER = 68

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	2	0	0	0	2	8	14	18	8	8	2

25TH PERCENTILE POINT = 5.2
50TH PERCENTILE POINT = 6.2
75TH PERCENTILE POINT = 7.3

QUESTION NUMBER = 69

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	6	0	0	1	6	15	3	10	10	9	2

25TH PERCENTILE POINT = 4.1
50TH PERCENTILE POINT = 6.0
75TH PERCENTILE POINT = 7.5

QUESTION NUMBER = 70

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	2	4	14	21	14	7

25TH PERCENTILE POINT = 6.6
50TH PERCENTILE POINT = 7.5
75TH PERCENTILE POINT = 8.3

QUESTION NUMBER = 71

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	6	9	27	7	9

25TH PERCENTILE POINT = 6.6
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 8.0

QUESTION NUMBER = 72

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	0	0	0	0	4	0	11	30	10	7

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 7.5
75TH PERCENTILE POINT = 8.1

QUESTION NUMBER = 73

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	2	0	0	0	2	0	7	29	12	10

25TH PERCENTILE POINT = 7.1
50TH PERCENTILE POINT = 7.6
75TH PERCENTILE POINT = 8.5

QUESTION NUMBER = 74

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	2	0	0	0	4	4	4	37	6	5

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 7.4
75TH PERCENTILE POINT = 7.8

QUESTION NUMBER = 75

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	12	0	4	0	4	7	18	9	2	3	3

25TH PERCENTILE POINT = 1.8
50TH PERCENTILE POINT = 5.2
75TH PERCENTILE POINT = 6.1

QUESTION NUMBER = 76

RATING	0	1	2	3	4	5	6	7	8	9	10
FREQ.	0	2	0	0	0	2	2	9	15	12	20

25TH PERCENTILE POINT = 7.0
50TH PERCENTILE POINT = 8.0
75TH PERCENTILE POINT = 9.2