Changing faculty perceptions and perspectives: A case study at a private, Midwestern, liberal arts university

by

Lucina Kimpel

A dissertation submitted to the graduate faculty

in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Major: Education (Educational Leadership)

Program of Study Committee:
Larry H. Ebbers, Major Professor
Sharon K. Drake
Cheryll A. Reitmeier
Daniel C. Robinson
Mack C. Shelley

Iowa State University

Ames, Iowa

2010

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ABSTRACT

This research was comprised of a case study conducted at Grand View University to determine faculty perceptions and perspectives of outcomes related to a Title III grant-funded, professional development program. The conceptual framework for the study was based on a systematic process called the logic model (W. K. Kellogg Foundation, 2004). A goal-free evaluation technique developed by Scriven in 1972 (Scriven, 1974) was the method utilized for conducting a utilization-focused evaluation (Patton, 1997). These evaluation processes were conducted through the use of semi-structured interviews of two focus groups and four key informants to determine the short-, medium-, and long-term outcomes of the program at this private, Midwestern, liberal arts university. Findings from the interviews revealed that the long-term effects on the university included a renewal of faculty commitment to teaching. Faculty involvement in professional development activities is now being used in hiring, promotion, and tenure decisions. In addition, there is a sustained retention of students, and classroom technology has become an expectation of the faculty.

CHAPTER 1. INTRODUCTION

In 2003, a private liberal arts college applied for and secured a $1,526,152 Title III grant from the United States Department of Education (Grand View College, 2003). The five-year grant recommended three components for improvement: (a) transforming advisement; (b) strengthening faculty/staff development; and (c) creating faculty/staff access to critical student information. The objectives of the grant were to improve faculty/staff knowledge and use of new teaching and retention strategies, increase student involvement and achievement in the process, and increase student retention and graduation. The grant's overall objective regarding professional development was to "…equip faculty with the knowledge of styles and the use of pedagogies and information technologies that support various learning styles and ability levels" (Grand View College, 2003, p. 40).

The faculty needs assessment for the grant application was comprised of four faculty focus groups. According to the faculty profile within the grant application, in addition to traditional faculty responsibilities, the faculty also served on various college committees, made community presentations, assisted in student recruitment, and attempted to develop professionally, primarily on their own time (Grand View College, 2002). Among the four faculty focus groups, one theme that consistently emerged was that, while faculty wanted to learn new pedagogies and technological advances to improve student learning, heavy teaching loads and advising responsibilities made it difficult to explore or experiment with new approaches (Grand View College, 2003).

Some of the weaknesses identified by the four faculty focus groups in the grant application specific to faculty development were: (a) inadequate faculty knowledge of new

and innovative strategies to address the diverse needs of at-risk students; (b) the college's inability to offer sufficient professional development; and (c) obsolete instructional technologies coupled with inexperience with modern instructional technologies. In addition, it was noted that faculty teaching overload was excessively high (an average of six credit hours over the 12 credit hour fulltime load) (Grand View College, 2003). The existence of these deficiencies was supported in the *Grand View College Faculty Handbook* (2002), which stated that the only professional development initiative was for individual faculty funds to be used by faculty members to attend off-campus workshops or conferences. Grand View College (GVC) did not provide any other professional development programming or activities.

Information gleaned from the faculty focus groups indicated that faculty did not receive training in "how to teach" and few had the time or opportunity to update their skills (GVC, 2003). During the time preceding the implementation of the grant, faculty development at Grand View College was limited to professional development for each faculty member, for which a designated amount of money was added each year. Faculty members were encouraged to use these funds to pay for workshops or conferences of their choice for professional development. The funds were not restricted to educational opportunities that would enhance teaching or learning; rather, the faculty members could attend workshops to enhance their knowledge in their field (GVC, 2002).

This type of professional development is consistent with early forms of professional development throughout the nation. Prior to the 1970s, knowledge of an academic discipline was the primary criterion for securing and advancing one's academic position. As professional development evolved, it came to mean encouraging faculty to learn and to keep

current in their chosen fields (Gaff & Simpson, 1994; Sorcinelli, Austin, Eddy, & Beach, 2006).

As noted in the grant, data from the faculty focus groups indicated that 85% of the faculty utilized traditional lecture as their main teaching strategy. In addition, this report also corroborated the fact that, although college faculty were eager to use new pedagogies and instructional technologies, their heavy teaching loads (an average of six hours overload for a total teaching load of 18 hours) and lack of internal and external resources discouraged from faulty from adapting to needed changes. Financial resources dedicated to faculty development were designated as: "one-half the amount provided by sister colleges affiliated with the Evangelical Lutheran Church in America" (GVC, 2003, p. 27).

To address these professional development issues, the grant writers proposed four solutions:

- Implement community strategies that had proven successful at other comparable institutions;

- Develop a Center for Excellence in Teaching and equip Smart Classrooms in order to provide faculty with access to professional development and new classroom technologies;

- Pilot a comprehensive faculty development program in new teaching strategies through an annual Summer Institute workshop; and

- Provide release time to faculty to develop or complete modifications to their curricula (later named Teaching Scholars).

Finally, to ensure continued faculty development, the writers of the grant application recommended hiring of an Activity Director/Specialist whose responsibilities would be assumed by the Provost at the end of the grant period (GVC, 2003).

These activities were to be developed and implemented over the five-year period of the grant. In addition, other faculty development initiatives implemented by the newly hired Activity Specialist included: monthly educational sessions called *Conversations on Teaching*; a weekly online newsletter called *Teaching IDEA*; individual consultation with faculty members; and mini-grants for Learning Communities to engage students outside the classroom. Several faculty who applied and were awarded one- to three-credit hours of release time to create or revise curricula became known as "Teaching Scholars" (Pamela Milloy, personal communication, December 18, 2006).

As stated in the grant, overall faculty development would be measured according to the following objective statement:

> …by the end of 2005-2006, 75% of the faculty teaching high-risk gateway course will have incorporated new teaching strategies and technologies into these courses, a significant increase over the percentage (approximately 15%) using computer-based and other alternative teaching strategies in the 2002-2003 baseline year. (GVC, 2003, p. 42)

The corresponding performance indicator for year 5 (2007-2008) of the grant stated: "65% of the full-time faculty and 40% of the part-time faculty will have incorporated new teaching strategies and supporting technologies into at least two of their courses" (GVC, 2003, p. 42).

According to an evaluation study completed by Kimpel (2009), 69 of 92 (75%) of the fulltime faculty responded they have used active pedagogical strategies in two or more courses since 2003. These data were obtained by counting every survey in which the respondent reported using any two active strategies (strategies other than lecture or

observational demonstrations) in two or more courses since the beginning of the grant. These data were obtained by counting every survey in which the respondent reported using any two active strategies (i.e. other than lecture or observational demonstrations) in two or more courses. All respondents (69) reported using more than one active pedagogical strategy in their courses; therefore, GVC has exceeded the final performance indicator of 65% of the full-time faculty using new teaching strategies and supporting technologies in at least two of their courses.

The goal was to increase the number to 65% of fulltime faculty; thus, GVC exceeded faculty development performance indicator in the 5th year. Data were also collected to determine the percentage of time utilized in class for active pedagogical strategies. Overall, the 69 respondents reported an average of 66% of their time in class was spent on active pedagogical strategies versus 34% on passive pedagogical strategies.

While numerous solutions were proposed in the grant application to address deficiencies in faculty development, the majority of the interventions were implemented according to discretion of the Title III Activity Specialist. Evaluation of the comprehensive faculty development program has been completed. The goal of this study was to assess the change in faculty's perceptions and perspectives regarding the professional development program in this liberal arts college.

Problem

As the end of the Title III Grant period neared for Grand View College, it was time to evaluate the outcomes (both short- and medium-term) of the faculty development program and the impact on the faculty. Earlier work by Kimpel (2009) provided quantitative data

about which professional development activities the faculty utilized, the degree to which these activities met the faculties' learning needs, new teaching strategies used since the beginning of the grant period, and an estimate of time spent using active and passive teaching strategies. In addition, it was also determined that the faculty had met the goal for professional development as stated in the grant application.

Kirkpatrick's Training Evaluation Model (Chapman, 2007; Kirkpatrick, 1998) provided a framework for the various levels of program evaluation to determine and compare what was completed and what was still needed. This evaluation model provides a straightforward, systematic way to evaluate training programs (Mathison, 2005). The evaluation completed thus far had been limited to Kirkpatrick's first three levels of evaluation, reaction (how faulty felt about activities), some faculty learning, and some behavior (application of learning in the classroom) levels of evaluation. Level 1, evaluation of reactions is the most commonly assessed level in program evaluations. Level 2, evaluation of faculty learning usually occurs during the course of the training. Level 3, evaluation of behavior addresses the extent to which new knowledge was applied on the job or resulted in enhanced job performance (Chapman, 2007; Kirkpatrick, 1998; Mathison, 2005).

These evaluations have not included Kirkpatrick's fourth level of evaluation, known as *results*, which measures the effect of training on the culture or environment. According to Mathison (2005), the fourth level of information is the most valuable and is crucial for identifying how training functions contribute to organizational success. In addition, because this evaluation process is carried out after training is completed, it eliminates the need for pre-course measurers of learning or job-performance measures, and it eliminates the need to

measure all of the various factors that surround the training process. Conclusions drawn from this evaluation process are based solely on outcomes' measures (Mathison, 2005).

The final grant report required the institution to collect and aggregate data related to the summative evaluation of the professional development program. Absent from any previous evaluations were measures of any unanticipated outcomes of the activities, outcomes of the program, and the impact of the professional development program based on faculty's perceptions and perspectives. Findings from this study can be utilized for securing resources dedicated to professional development. This study utilized the logic model (W. K. Kellogg Foundation, 2004) to understand the relationship between resources needed to operate the program, the professional development activities, and changes in the faculty's perceptions and perspectives. Use of a systematic process, such as the logic model, not only enabled evaluation of the current professional development program, but also provided a framework for future grant-seeking opportunities by visually looking at the entire professional development programming process.

Scriven's (1974) goal-free evaluation technique enabled this researcher to identify unanticipated program outcomes and determine the effect of the professional development program on the academic culture. The lack of previously stated objectives reduced biases and increased objectivity, aiding this researcher to identify the outcomes and effects.

Utilization-focused evaluation (Patton, 1997) can aid to ensure that the program evaluation will make an impact on the organization. This form of evaluation enables intended users (faculty members) to find and apply evaluation findings to their intended use. It also increases the likelihood the findings will be used for program improvement and accountability. In this type of evaluation, the evaluator can employ methods that are

necessary to ensure that he or she focuses on the most important questions. The present

research used Scriven's (1974) goal-free evaluation technique to identify and study the

unanticipated outcomes of the program and impact on the organization.

Purpose

The purpose of this research was to study the outcomes and the change in faculty

perceptions and perspectives resulting from a professional development program funded with

Title III grant money at a private, Midwestern, liberal arts college (Grand View College) by

utilizing a systematic process based on the logic model (W. K. Kellogg Foundation, 2004). A

goal-free evaluation technique developed by Scriven in 1972 (Scriven, 1974) was employed

as the method for conducting a utilization-focused evaluation (Patton, 1997). These

evaluation processes enabled this researcher (in conjunction with intended users or faculty

members) to determine the short-, medium-, and long-term outcomes of the program as well

as the program's effect on faculty perceptions and perspectives. They also ensure that the

findings of the evaluation will be utilized by the institution. The goal-free evaluation

technique also enables one to focus on actual outcomes and identify any unanticipated side

effects of the program that might have been missed because of narrowly focusing on intended

objectives (Fitzpatrick et al., 2004; Scriven, 1974). The goal-free evaluation technique used

within an utilization-focused evaluation is a way to derive the final three phases of the logic

model related to short-, medium-, and long-term outcomes and impact on faculty's

perceptions and perspectives. This process was used by the researcher to address

Kirkpatrick's (1998) fourth level of evaluation which assesses how the professional

development program affected the organization.

Faculty members, as the target of the professional development program were key stakeholders. Their input was assessed through focus groups for writing the grant application and it was important that they be intimately involved with the evaluation of the program and in determining how their perceptions and perspectives have changed as a result of the professional development program.

Research Questions

The following research questions guided this study:

1. What are the faculty's perceptions of the short-term outcomes resulting from Title III Grant funded professional development program?

2. What are the faculty's perceptions of medium-term outputs or direct products of the program?

3. What are the faculty's perceptions of the long-term outcomes or intended/unintended changes in the organization related to the effects of the professional development program (W. K. Kellogg Foundation, 2004)?

Methods

This constructivist study utilized a basic interpretive theoretical perspective. The goal-free evaluation process, used within a utilization-focused evaluation, for determining the objectives, outputs, and impact on the academic culture yielded qualitative data. As per the logic model (W. K. Kellogg Foundation, 2004), the researcher initially participated in the various activities to determine the objectives, outcomes, and impact of the professional development activities through observation. The observation was followed by two focus groups and four individual interviews. The interviews were conducted to determine

participants' beliefs about the objectives, outcomes, and impact of the activities. After the

field notes and interviews were transcribed, the data were initially analyzed using an open

coding method followed by a focused coding method, which helped to identify common

themes for the objectives, outcomes, and impact (Esterberg, 2002). A detailed description of

the methods used in this study appears in Chapter 3.

Significance

Today, professional development is becoming increasingly important to higher

education (Guskey, 2000; Sorcinelli et al., 2006). Meacham and Ludwig (2001) address this

importance in the following:

> The faculty are the most enduring and valuable resource that any institution
> has. Creating and sustaining a sense of shared educational purpose and zeal
> for teaching among the faculty is of paramount importance in times of change
> and fiscal stringency. Faculty who regularly share personal and intellectual
> effort can become energized members of the college or university community.
> Their commitment to each other and to the institution increases.... Viewed this
> way, faculty development, done well, is not a luxury but a necessity as higher
> education faces the 21st century. (p. 169)

Grand View College faculty and staff identified the need for professional development

through the four focus groups formed to assess needs for the Title III grant application.

The significance of this study was to evaluate the changes in faculty perceptions and

perspectives on the university related to a professional development program initiated under

a Title III grant at Grand View College. Kimpel (2009) previously conducted research using

the first three of four levels of Kirkpatrick's Training Evaluation Model (Chapman, 2007;

Kirkpatrick, 1998). The fourth level, *results,* on the organization has been addressed. The

current study utilized a logic model (W. K. Kellogg Foundation, 2004) as a guide to

systematically evaluating the short-term, medium-term, and long-term outcomes of the

professional development program. The evaluation also employed goal-free evaluation developed by Scriven (1974) as the process within utilization-focused evaluation (Patton, 1997). The researcher was unable to find previous literature or research studies on the practical application of goal free evaluation. This study will add to the body of knowledge on the practical application of the logic model and use of the goal-free evaluation method within a utilization-focused evaluation.
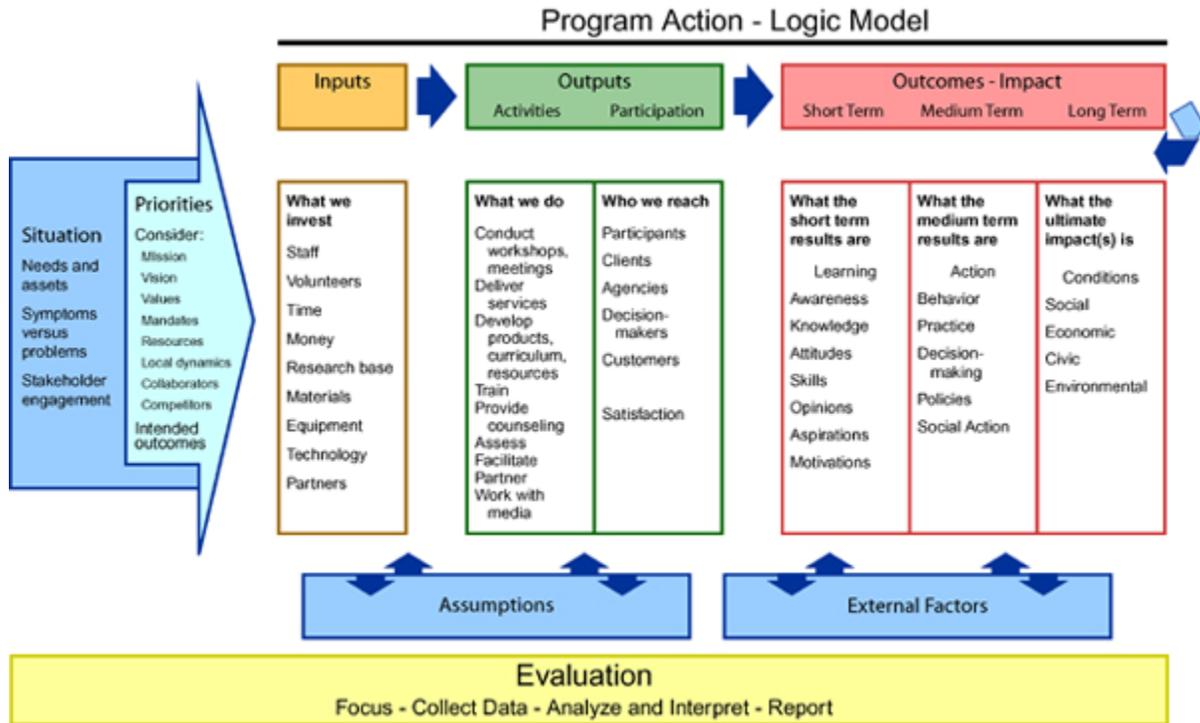
Conceptual Framework

The conceptual framework that guided this evaluation process was based on the logic model (W. K. Kellogg Foundation, 2004) which originated in the field of evaluation. This model communicates the basic logic behind a program. Its purpose is to communicate the underlying theory or set of assumptions that program proponents have to determine why a program will work or why it is a good solution to an identified problem (W. K. Kellogg Foundation, 2004; McCawley, n.d.; Schmitz & Parsons, n.d.). Initially, program evaluators used the logic model as a tool to identify performance measures. Over time, the tool has been adapted to program planning (Mc Crawley, n.d.). A program logic model links outcomes (both short-term and long-term) with the program activities and the theoretical assumptions of the program. This model and its various steps facilitate thinking, planning, and communicating program objectives and actual accomplishments. Applying the logic model to evaluation scenarios results in effective programming, offers greater leaning opportunities, provides better documentation of outcomes, and organizes knowledge about what worked and why. Thinking about a program in this systematic manner provides "…the clarity and specificity required for success and often demanded by funders and the community" (W. K.

Kellogg Foundation, 2004, p. 8). In the case of this study, the logic model was not originally

utilized to guide evaluation of goal attainment for the faculty development program. This

logic model was used as a guide in the use of a goal-free (Scriven, 1974), utilization-focused

(Patton, 1997) evaluation strategies after the initial evaluation of the professional

development program outcomes. For this study, the model provided a systematic process for

identifying faculty's perceptions and perspectives of outcomes related to the faculty

development programs and the identification of unanticipated outcomes (Scriven, 1974).

There are three specific types of logic models. The first is a theory approach model

that deals with the change theories that influenced the design and plan of the program. A

second type of logic model is the activities approach model. This model is geared toward the

specifics of the implementation process. Finally, the outcomes approach focuses on the early

aspects of program planning and connecting it to the resources and activities of the program

and to the desired results. This model further divides outcomes into short- and long-term

outcomes, and impact on the organization that results from the activities. This type of model

is most useful in designing effective evaluation and reporting strategies (W. K. Kellogg

Foundation, 2004). This outcomes approach type of logic model was used in the current

research. A visual model of the logic model for evaluation is shown in Figure 1.

The logic model is most valuable when we focus on what we want to communicate

(McCawley, n.d.). In this study, the focus is on the outputs, outcomes, and impact of the

professional development program at Grand View College that was developed for a Title III

Grant. While "…there is no best logic mode" (W. K. Kellogg Foundation, 2004, p. 13), there

are steps to build a logic model regardless of the type of model being built. In building a

visual logic model there are several elements must be addressed, including the following:

Adopted from University of Wisconsin Extension http//www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Figure 1. Evaluation plan in the logic model

Situation is a statement of the problem or issues that the program is attempting to solve. The information that supports the identification of the problem is obtained from needs assessment of the stakeholders.

Assumptions are the values or hypotheses behind why and how the change strategies will work with the participants.

External Factors or External Influences refer to supporting and antagonizing factors on the program.

Priorities of activities need to be based on the organization's mission, values, visions, and resources available.

Inputs are the resources that the organization invests in the program or brings to the program. It can include such things as human resources, fiscal resources, equipment, knowledge bases, and collaborators.

Outputs are comprised of activities or actions that were completed and participants or the people who were reached. This element helps to establish the linkage between the problem and the impact of the activities used to address the problem.

Outcomes are subdivided into short-, medium-, and long-term outcomes. Short-term outcomes of educational programs include changes in awareness, knowledge, skills, motivation, and/or attitude. Medium-term outcomes follow the short-term outcomes and include changes in practices, behaviors, policies, technologies, and/or management strategies. The long-term outcomes refer to the impact of the program on the organization. This can include changes such as improved economic conditions, improved social conditions, improved environment, and/or improved political conditions.

Evaluation is the plan to for assessing the program. Alternatives to assess the processes used in planning the program are one part of an evaluation plan. This includes questions dealing with specific activities that were implemented and whether desired levels of participation were met, or whether participants expressed the expected degree of satisfaction expected. An evaluation plan will identify indicators appropriate to the desired outcomes as short-, medium-, and long-term. These outcomes should be measurable and answer questions such as: Did participants demonstrate increased knowledge, enhanced awareness, or motivation? Where medium-term outcomes adopted or put into practice? To what extent did the long-

term outcomes affect the organization (W. K. Kellogg Foundation, 2004; McCawley, n.d.)? Arrows are drawn in all visual logic models, to represent relationships among the elements (see Figure 2).

Researcher's Positionality

I became involved in this research as an outgrowth of my work with the Title III grant staff. I worked with the Title III staff in conducting a summative evaluation of the Title III grant faculty development outcome for my capstone project and for use in their final report to the U.S. Department of Education. This work yielded mainly quantitative data and when questioned about goals for the various activities, I could not answer. The summative evaluation was limited to faculty's participation and satisfaction with the programs, types of new teaching strategies adopted, and perceived barriers to involvement with the professional development program.
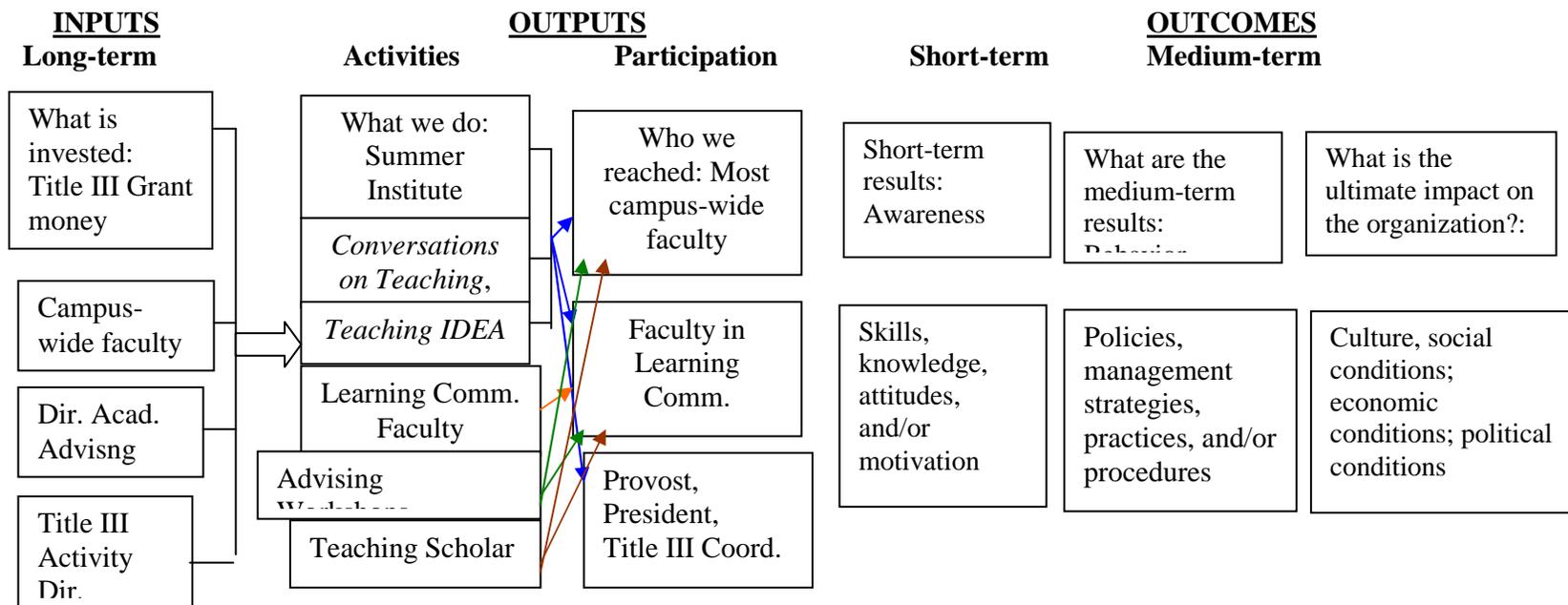
INPUTS
Long-term

OUTPUTS
Activities   **Participation**

OUTCOMES
Short-term   **Medium-term**

What is invested: Title III Grant money	What we do: Summer Institute	Who we reached: Most campus-wide faculty	Short-term results: Awareness	What are the medium-term results:	What is the ultimate impact on the organization?:
Campus-wide faculty	*Conversations on Teaching*, *Teaching IDEA*	Faculty in Learning Comm.	Skills, knowledge, attitudes, and/or motivation	Policies, management strategies, practices, and/or procedures	Culture, social conditions; economic conditions; political conditions
Dir. Acad. Advisng	Learning Comm. Faculty				
Title III Activity Dir.	Advising Workshops / Teaching Scholar	Provost, President, Title III Coord.			

Situation: High percentage of GVC faculty using "traditional" teaching strategies due to inadequate knowledge of active teaching strategies, lack of resources dedicated to professional development & obsolete technology in the classroom

Priorities: 1. increase percentage of faculty using active teaching strategies, 2. Update technology in the classrooms, 3. Enhance resource allocation for professional development

Goal: 75% of the faculty teaching high-risk gateway course will have incorporated new teaching strategies and technologies into these courses

Assumptions:

1 If professional development activities were offered, the faculty would attend.
2 Faculty would want to improve their teaching and use active strategies and new technology in the classroom
3 Faculty want students to be more engaged in the classroom

External Factors

1 Faculty have heavy teaching loads and have limited time for extra activities
2 Lack of external reward system for improved teaching

Evaluation-Collect data-analyze/interpret-report

Adapted from University of Wisconsin Extension Logic Model worksheets available at http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets

Figure 2. Program Action Logic Model

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There has not been an overall evaluation of the professional development program. At this time, there has been no evaluation of the short-, medium-, and long -term outcomes from the faculty's perspective. After becoming aware of the missing information, I decided to conduct an evaluation of the professional development program using the logic model and a goal-free evaluation method within a utilization-focused evaluation.

I actively participated in most of the activities offered since the beginning of the program. I also had the opportunity to read the grant for my capstone project; therefore, I was aware of the professional development goal as stated in the grant and the activities suggested by the grant application writers. I was also aware of the finding from my capstone study (Kimpel, 2009) that revealed the professional development program did meet its Title III grant objective. Information I learned from the earlier study included: the degree to which the activities met faculty needs; the teaching strategies used before and after the program was started; how the Center for Teaching and Learning could better meet faculty needs; the percentage of time in class using active and passive teaching methods; and how participation in the activities impacted faculty's teaching. Some of the professional development activities had specific goals stated for a particular activity, but overall program goals were not stated in the activity announcements, grant, or in conversations with the Title III grant staff. This naiveté concerning program goals enabled me to conduct a modified goal-free evaluation without bias due to prior knowledge of the program's outcomes or impact. In addition, my close relationship with those who have been highly involved with many of these activities allowed me easy access to multidivisional faculty members who served as my participants in this research.

Although this study was used primarily for evaluation, results of this study could also be used for future grant application writing purposes. This is vital for continuation and possible growth of the professional development program. Additionally, this study will be utilized by the Title III grant staff to communicate the results of the evaluation to GVC's administration for securing other resources necessary for the operation of this program. The delimitation of this study was that, because the study was conducted at a private, Midwestern, liberal arts college, the results may not be transferable. Nevertheless, the process used in the study could be replicated by other small, private liberal arts colleges or by other institutions that have professional development programs.

<div align="center">**Summary**</div>

The goal of this study was to provide a comprehensive evaluation of the professional development program at a private, Midwestern, liberal arts college (GVC). The comprehensive evaluation was guided by the logic model (W. K. Kellogg Foundation, 2004). This utilization-focused evaluation (Patton, 1997) used a goal-free evaluation technique (Scriven, 1974) to identify the short-, medium-, and long-term outcomes on the organization from the faculty's perspective.

Chapter 2 provides a review of the literature related to evaluation, professional development, evaluation of professional development programs, and adult learning principles. Chapter 3 discusses the epistemology, theoretical perspective, methods, participants, and data analysis.

CHAPTER 2. LITERATURE REVIEW

The review of literature places this study within the context of previous research in evaluation, professional development, evaluation in professional development programs, and changing perceptions and perspectives. Literature describing and supporting Kirkpatrick's (1998) training evaluation method, utilization-focused evaluation, goal-free evaluation technique will be included in the review.

Professional Development

Professional development was a concept of the 20th century (Gaff & Simpson, 1994). Originally, knowledge of an academic discipline was the primary criterion for securing and advancing in an academic position. As professional development emerged, it came to mean encouraging faculty to learn and keep current in their chosen fields. Since the 1970s, new approaches to professional development have emerged. A wide variety of mechanisms have been used to promote greater skill in teaching and learning. Professional development was conducted to learn new content, design new courses, and learn new instructional techniques. In addition, in the 1980s colleges began to utilize instructional development centers funded by permanent institutional money to serve all faculty. This was a dramatic change from the 1970's use of externally funded programs (Gaff & Simpson, 1994; Sorcinelli et al., 2006). In the 1990s, the focus for professional development changed from that of teaching to enhancing student learning (Sorcinelli et al., 2006).

According to Guskey (2000), professional development refers to "…those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students" (p. 18). Professional

development is at the center of every proposal to improve education. The renewal of faculty

members' professional skills is a key factor "…that shapes teachers' ability to reach and

teach all students successfully" (Ellison, 2004, p. 63). Several authors (McLean, Cilliers, &

Van Wyk, 2008; Meacham and Ludwig, 2001; Mintz, 1999) noted that professional

development can no longer be treated as a quick fix or a luxury. It may not be viewed as

something done to the faculty but, rather, it is something that faculty and the institution can

undertake together to shape the identity of faculty life.

Today, professional development has becoming increasingly important to higher

education (Guskey, 2000; Sorcinelli et al., 2006). Everyone from parents to legislators expect

higher education institutions to ensure that their graduates are prepared to engage in

meaningful work and to be productive members of society (Sorcinelli et al., 2006). Other

factors that support the need for professional development include a rapidly expanding

educational knowledge base that requires educators to keep abreast of emerging knowledge.

Educational reforms that require new roles and responsibilities of educators and

administrators affect the role of professional development. In conjunction with the increased

importance of professional development is the concern about the effectiveness of

professional development practices (Guskey, 2000). More specifically, educators have a

growing interest in evaluation due to: (a) a better understanding of professional development

as a dynamic process; (b) recognition that professional development is a systematic effort to

bring about change; (c) the need for better information to guide change; and (d) increased

pressure for accountability (Guskey, 2000).

For schools to continue to be effective in a changing world, they must have the

capacity to adapt to the changes and ensure that those who work for the school perform at

optimal levels. In order to keep educators operating at these optimum levels, schools must utilize professional development (Schlechty & Whitfold, 1983). According to Schlecty and Whitfold, two functions of professional continuing education are to: (a) support the introduction of new programs, technologies, and/or new procedures into schools; and (b) enhance performance capacities, refine skills, and expand knowledge in the faculty member's field.

Showers, Joyce, and Bennett (1987) studied how faculty acquire new teaching skills and then implement them in a classroom. They conducted a meta-analysis of approximately 200 research studies on faculty development at a time of rapid expansion in the staff development knowledge base. They also reviewed studies that dealt with the acquisition of teaching skills and how faculty incorporate new ideas into their active repertoire. Findings from their meta-analysis include the following college educators' perceptions about the teaching influences that affect what an educator does when teaching:

- Most college educators will take useful information back to the classroom if the training includes discussion of theory, demonstration of the new strategy, initial practice with the new strategy, and prompt feedback on their efforts.

- College educators are more likely to implement new strategies and concepts if they receive coaching while they are trying new ideas.

- College educators with high self-esteem benefit more from training than educators with low self-esteem.

- Flexibility in thinking

- College educators incorporate new skills into their repertoire.

- Individual teaching styles rarely affect college educators' ability to learn from faculty development.

- A basic level of knowledge of a new skill is necessary to obtain a college educator's "buy-in."

- Initial enthusiasm for training does not enhance learning.

- The design of the training is the most important factor as compared to the where or when of training, or who conducts the training.

- College educators' involvement in organizing or directing the program does not enhance the effect of training, but social cohesion of the college educators does facilitate their willingness to try new ideas.

While faculty acquire new knowledge during professional development activities, little of this knowledge has translated into changing faculty practices in the classroom (Schlechty & Whitfold, 1983; Showers & Joyce, 1996). Showers and Joyce revealed that fewer than 10% of the participants who attended professional development activities that focused on changing teaching strategies and curriculum actually implemented in their classrooms what they had learned.

A study by Michael (2007) also noted the failure to implement new knowledge following professional development workshops. Michael's research focused specifically on barriers to implementing active strategies following professional development workshops. The top five barriers are: (a) active learning requires too much preparation time; (b) classrooms do not lend themselves to active learning; (c) students do not know how to do active learning; (d) active learning uses too much class time and coverage of content suffers; and (e) teachers have less control of the classroom when using active learning strategies.

Although faculty perceptions of these barriers may be somewhat accurate, they may be tainted by lack of experience or lack of knowledge about this approach. Michael recommended increasing professional development activities to remedy this problem. He added that these activities need to include increased time for practicing the new strategies in the classroom as well as time to share experiences with peers for reinforcement or support.

Expanding opportunities to practice new behaviors in safe settings is paramount in a comprehensive model for professional development proposed by Licklider (1997). These opportunities also provide the participants with time for reflection on their new knowledge to enable them modify their assumptions, beliefs, and behaviors. Other features of this model include study teams and peer coaching which provide opportunities for the participants to share their experiences in a small group, analyze their experimentation with new methods, receive feedback, and provide for companionship.

Only one study discussed collective professional development. Garet, Porter, Desimone, Birman, and Yoon (2001) researched the characteristics of high-quality professional development. Their findings include the characteristics of collective participation as well as the form of the activity and the duration of the activities. They discussed the growing interest in collective participation in professional development.

Although there was a paucity of research on the effects of collective professional development, Garet et al. (2001) believed that professional development should be designed for a specific group of educators such as educators from the same school, same level, or same department. They cited several reasons for this belief. First, educators that work in close proximity to each other are more likely to discuss concepts, skills, and problems that arose from their professional development experiences. Second, educators from the same area are

more likely to share common curricular materials, courses, and common educational outcomes. Third, educators from the same areas often share the same students so that students' needs could be discussed across the grades, levels, or departments. Finally, focusing on a group of educators from the same area could help sustain changes in practice over time. In addition, collective professional development might contribute to a shared culture in the designated area, such that educators who teach the same courses or in the same departments might develop a common understanding of educational goals, methods, problems and solutions. Collective professional development helps to create a forum for debate and improving understanding, which increases educators' professional growth. Furthermore, a collective culture that is supportive of instructional reform facilitates individual change efforts (Garet et al.).

Garet et al. (2001) also discussed the types of activities that are most effective for high-quality professional development. Traditional methods such as workshops, institutes, courses, or conferences, while common, are not effective in providing educators with sufficient time, activities, or content necessary for making changes in their teaching. They noted growing interest in reform types of professional education. Included in this category are study groups, mentors, or teaching coaches. These activities often take place during the educators' regular workday. The researchers found that reform types of professional development activities are more responsive to educators' needs and have a greater influence on changing teaching practices than traditional activities.

Sorcinelli et al. (2006) explored the challenges facing professional development in the future and revealed the top eight challenges facing liberal arts institutions' professional development: (a) balancing multiple roles; (b) integrating technology; (c) changing faculty

roles; (d) assessing student-centered learning; (e) student-centered teaching; (f) teaching underprepared students; (g) departmental leadership/management; and (h) training part-time/adjunct faculty. These challenges are related to the changing demographics and composition of the faculty, the desire of new faculty for assistance in acclimation to the academic culture, and balancing work and life outside of the institution.

Research conducted in a Canadian medical program (Steinert, McLeod, Boillat, Meterissian, Elizov, & Macdonald, 2009) explored reasons clinical teachers did not participate in centralized faculty development activities. The focus groups utilized in this study revealed four main reasons. First, some participants commented on the volume of work, clinical pressures, difficulty in leaving the clinical site, and trying to balance all the responsibilities. Their lack of participation was not due to lack of interest. Second, several participants cited the lack of direction from the faculty in the medical program. They strongly desired a sense of connection with the university through an orientation program upon hire and more direction in regard to achieving personal and professional goals. The third reason cited was lack of recognition or financial reward. A number of participants felt that teaching at the university was undervalued compared to research and they were not recognized or financially rewarded for their efforts. Finally, the location of the activities on the central campus and other logistics were a hindrance to many participants. Traveling, trying to find a parking space, and the time of day and length of the program were factors that were specifically identified. Shorter sessions that are offered locally were suggested to improve participation (Steinert et al.).

While there is much support of professional development, which can no longer be considered a luxury, traditional methods of professional development have not proven to be

effective (McLean, Cilliers, & Van Wyk, 2008). Research has shown that little of the new knowledge gained in professional development activities has transferred into changes in teaching. One of the ways several authors advocated to correct this problem has been for programs to offer faculty time to reflect on the new knowledge and experiment with it in the classroom. This activity needs to be followed in time with peers so they can analyze their experiment in a supportive environment.

Little research has been conducted on the effects of professional development on student outcomes. Griffin (1983) noted that evaluation of professional development programs has been limited to evaluating the impact of these programs through immediate perceptions of the worth of the experience. Analyzing the effects of development programs on teacher behavior compared to student outcomes has received little attention because of conceptual and methodological difficulties with these types of studies. Griffin described one possible data source for development program evaluation as the *perceptions* of the planners, participants, and patrons. Perception data influence not only the subjects' receptivity to programs, but also shape subsequent activities of the participants. While perceptions are not quantifiable, they are present and active. The usefulness of perception data far outweighs its limitations and is often helpful in decision-making processes. Griffin's work supports the style of self-evaluation completed by faculty in this study.

Transformative learning

In adulthood, one's epistemology involves awareness of the context of the person's interpretations and beliefs and those of others. Informed decision-making requires not only awareness of a person's epistemology but also critical reflection on the validity of the

person's assumptions. One theory of adult learning that encompasses this concept is

transformative learning. Transformative learning has been defined by Mezirow (2000) as:

> the process by which we transform our taken-for-granted frames of reference
> . . . to make them more inclusive, discriminating, open, emotionally capable of
> change and reflective so that they may generate beliefs and opinions that will
> prove more true or justified to guide action. (p. 8)

Transformative learning focuses on how a person learns to act on his or her own

purposes, values, and meanings instead of those that have been uncritically acquired from

others. This type of learning enables people to have greater control over their lives.

Transformative learning is concerned with change in the way people see themselves and the

world in which they live (Merriam & Caffarella, 1999). Learning in this perspective

consisted of a change in a person's beliefs, values, or entire perspective.

The process of transformative learning is based on life experience. According to

Merriem and Caffarella (1999) and Mezirow (2000), transformative learning is focused on

the belief that humans have a fundamental need to understand the meaning of their existence.

When old ways of thinking do not work, a person can either deny or postpone dealing with a

problem or confront it directly. The potential for change is dependent upon engagement with

life experiences to make meaning.

The transformative learning process involves five steps (Merriam & Caffarella,

1999). Step one involves a disorienting dilemma or life experiences that a person experiences

as a crisis. The crisis cannot be resolved using previously learned problem-solving strategies.

Step two begins when the adult engages in self-examination and leads to the third step which

entails a critical assessment of a person's assumptions. Step four comprises recognition that

others have followed a similar process. The fifth step includes exploring options and the

creation of a plan of action. Step five is comprised of four sub-steps: (a) acquiring knowledge and skills; (b) negotiating relationships; (c) building confidence and competence; (d) and reintegration back into one's life.

Fostering greater autonomy in thinking is the product of transformative thinking wherein the objective is to help adult learners assess and achieve what they want to learn (Mezirow, 2000). Learning objectives can be personal, and focus on social or organizational change. Transformative learners with objectives of social or organizational change will seek others who share their insights. Like-minded learners push to examine existing cultural norms in organizations or communities and become active cultural change agents (Mezirow).

Evaluation

Among professional evaluators, there is no one standardized definition of *evaluation*. The term, evaluation, has evolved and adapted to fit practitioners' needs. One of the early contributors to the development of theories concerning evaluation was Ralph Tyler who introduced evaluation to the field of education. In the 1930s, Tyler (as cited in Fitzpatrick et al., 2004) purported that evaluation is a process of determining the extent to which the objectives of a program are actually being met In the 1960s, Scriven (as cited in Fitzpatrick et al., 2004) described evaluation as judging the worth or merit of something. Scriven (1991) later changed his definition to, "The process, whose duty is the systematic and objective determination of merit, worth, or value. Without such a process, there is no way to distinguish the worthwhile from the worthless" (p. 4).

Stuffelbeam (2001) defined evaluation as "…a study designed and conducted to assist some audience to assess an object's merit or worth" (p. 11). Fitzpatrick et al. (2004)

described evaluation as "…the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria" (p. 5). They purported that the primary purpose of evaluation is to help stakeholders make decisions or judgments regarding adoption, evaluation, or expansion of the evaluated object. As an authority on evaluation, the Joint Committee on Standards for Educational Evaluation adopted part of Scriven's (1991) definition and expanded it: "The systematic investigation of the worth or merit of an object" (Joint Committee on Standards for Educational Evaluation, 1994, p. 3). This group further defined the object of evaluation to include the term *program*. Incorporated within the term program are "…educational and training programs, projects, and materials" (p. 3). Evaluation has always meant to make a judgment about the worth or merit of an object. In the latter part of the 1990s evaluation was tied to decision-making, and the objects of evaluation were specified.

The various definitions of evaluation emerged from two differing epistemologies. The first epistemology is objectivist-subjectivist. Objectivism requires evidence to be reproducible and verifiable; whereas, subjectivism is based in experience and phenomenology. The second epistemology involves the utilitarian-pluralistic continuum. Utilitarians assess the overall impact while pluralists assess the impact on each individual. Commonly, utilitarian and objectivism operate together, and subjectivism operates with pluralism. These combinations lead to a wide array of evaluation methods and approaches (Fitzpatrick et al., 2004; Lawrenz, 2001).

One way to categorize evaluation is by the users of the information. Andrews (1997) identified five different stakeholders of evaluation: (a) individual learners; (b) learner-interested second parties (e.g., bosses, or division heads); (c) program developers; (d)

administrators; and (e) certifying/regulatory agencies. Each of these stakeholders needs different information from an evaluation. For example, learner-interest second parties need information to determine whether their employees achieved the expected outcomes related to their job. Likewise, administrators need evaluation information to make budgetary and resource decisions. Using a multifaceted approach to evaluation yields information useful for each of the stakeholders.

All evaluative definitions involve judging of merit or worth of something. The Joint Committee on Standards for Educational Evaluation (1994) definition was used in the current study. Consistent with their definition, the objective of this evaluation was to assess a professional development program. Research by Andrews (1997) also supports the use of a multifaceted approach to evaluation, which was the goal of this study.

Professional development

Evaluation serves several purposes in professional development. Lawrenz (2001) concurred with this idea. First, evaluation can provide information that can be used to justify a program. Program planners and program funders require this type of information. Second, evaluation can be used to determine accountability. From this approach, evaluation is both formative and summative. The summative approach helps stakeholders know if the goals of the program were met. A formative approach to evaluation helps to identify improvements needed in the program. Finally, evaluation can help instill confidence in the usefulness of assessment by program participants and encourage the participants to take an active role in the process. Worthen (2001) predicted that this type of internal evaluation will become more common due to its benefits despite the threat to objectivity.

Professional development programs must be evaluated to document their value to the academic institution, other educational stakeholders/constituents and, ultimately, the students (Ellison, 2004). In a study by Centra (1976), the findings revealed that only 14% of professional development programs were evaluated. An additional 33% were partially evaluated. The reasons for the lack of evaluation were limitations in faculty and funding and lack of knowledge of assessment practices (Centra).

Today, comprehensive evaluation of professional development is recommended (Ellison, 2004; McLean et al., 2008). To be considered comprehensive, professional development efforts should be accompanied by well-developed evaluation plans to determine their effectiveness. These plans should provide evidence of the efficiency and effectiveness of the program and outcome attainment. Information derived from evaluation can help educators support the development of new roles and teaching strategies that lead to improved student achievement and learning (Ellison, 2004). In addition, this information may be utilized for its "…implications for the continued existence (funding) of professional development in the face of budget constraints and dwindling resources" (p. 25) (Harnish & Wild, 1992).

The major task of program evaluation is to obtain accurate information about the effectiveness of programs so that policy makers can make intellectual decisions (Fitzpatrick, Sanders, & Worthen, 2004). This includes gathering information such as programs that are working, the cost/benefit analysis of programs, the parts that contribute more than other parts, what might be done for improvement, and other considerations about the program.

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interested second party (e.g., bosses, or division heads); program developers; administrators; and certifying/regulatory agencies. Each of these stakeholders need different information from the evaluation. For example, learner-interest second parties need information as to whether the employees achieved the expected outcomes related to their job, and administrators need information to make budgetary and resource decisions. Using a multifaceted approach to evaluation yields information for each of these stakeholders.

The evaluation of professional development has changed greatly since the 1990s. In the past, educators paid little attention to evaluation of their professional development because of the perceived costliness of the process, the perception that evaluation was a time-consuming process that was meaningless and wasted time, and educators' lack of skill in the evaluation process (Guskey, 2000, 2002; Harnish & Wilder, 1992). In addition, the interventions themselves were often difficult to study (Harnish & Wild).

Many professional evaluators have recommended a multifaceted approach to the evaluation of professional development (Andrews, 1997; Collins, 1999; Guskey & Sparks, 1991; Sorcinelli, 2002). They advocated the evaluation of three types of outcomes: change in participants, change in the organization, and change in students. Andrews (1997) added a fourth facet of performance which addresses achievement of outcomes for professional licensing or regulatory agencies. Assessment of these outcomes yield a variety of different types of information that can be used for planning, and formative or summative evaluations. A multifaceted approach is needed if program evaluation is to make "…meaningful and enduring improvements" (Guskey & Sparks, 1991, p. 74).

While many educators have recommended the use of a multifaceted approach to evaluation, only one model utilizing this approach to program evaluation was found in the

literature. Guskey and Sparks (1991) developed a model for program evaluation that utilizes a multifaceted approach. Their model describes the relationship between staff development and student outcomes. The three main components of their model include: quality of staff development, program content, and context. These three components, individually and collectively, lead to improvement in student outcomes. Improvement in student outcomes includes cognitive and affective achievement as well as how the learners feel about themselves as learners.

To utilize this model effectively, eight general guidelines must be followed: (a) program evaluation should begin with planning and last throughout program implementation; (b) a realization that change in any aspect of the system will affect other parts of the system; (c) appropriate involvement of all stakeholders in the effort; (d) use of evaluation information to make improvements in the program as well as judge its value or merit; (e) improvements that are driven by clear student outcomes; (f) the evaluation utilizes multiple sources of data, both qualitative and quantitative; (g) variable sources, including participant, organizational, and student outcomes; and (h) recognition that it is unrealistic to expect changes in student outcomes if organization and participant outcomes do not change (Guskey & Sparks, 1991).

The British Psychological Society (BPS) advocated a multifaceted approach to evaluation of their continuing professional development with the support of the Department of Health and Quality Assurance Agency in Britain. Attributes of the BPS comprehensive evaluation included: structure, contents, outcomes, procedures, processes, and efficiencies. While collecting data on all of these attributes made for a multi-dimensional, comprehensive evaluation, few comprehensive evaluations exist. Barriers to this type of evaluation include the considerable thought and effort it takes to conduct this type of evaluation. Based on the

lack of resources to devote to this type of effort, the BPS decided to use an abbreviated version of this type of evaluation for their continuing professional development (Milne, 2007).

According to Showers, Joyce, and Bennett (1987), the many categories of variables and their complexity cause problems in measuring the effects of faculty development. The variables include: people, social context, training components, and degree of implementation. Historically, non-research literature has tended to focus on only one of these variables at a time. Some researchers ignore the interrelationships of the other variables to the variable under study. This often leads to inaccurate conclusions and problems with interpretation of the conclusions to policymakers and educators.

Gathering and analyzing data related to the use of new knowledge or skills are essential components for evaluating professional development programs and activities. The central question to be answered is: Did the participants utilize their new knowledge, gained through the faculty development sessions, to change their teaching practices? Guskey (2000) perceived this measure is just as important as evaluating student performance. One cannot improve the learning of students without first improving the learning and professional practices of teachers.

Evaluators agree that professional development programs must be evaluated in order to document their value to the academic institution, stakeholders/constituents and, ultimately, the students. In addition, many evaluators advocate the use of a multifaceted approach to evaluation, which includes direct and indirect measures.

Kirkpatrick's training evaluation model

In the late 1950s, Donald Kirkpatrick developed a four-level evaluation model. Many training professionals at this time believed that evaluation, while comprehensive, meant measuring changes in behavior due to training programs. Others believed that real evaluation lay in determining the results that occurred because of the training. Kirkpatrick (1998) felt that both were correct.

Kirkpatrick's training evaluation model (Chapman, 2007; Kirkpatrick, 1998) is comprised of a four-level program. Level 1, reaction, measures how participants reacted to the program. This is synonymous with the customer's satisfaction with the program. Level 2, learning, measures changes in the participant's attitudes, knowledge, and/or skills as the result of attending the training programs. Level 3, behavior, measures changes in the participant's behavior. Even when there has been improvement in levels 1 and 2, the lack of changes in level 3 may be related to lack of desire to change, lack of knowing what to do and how to do it, the wrong climate, or lack of reward for changing. The last level comprises the results. This level of evaluation measures the effect on the organization or culture as a result of the participant's training. It is this fourth level that distinguishes Kirkpatrick's model from the other comprehensive evaluations.

In the fourth level, the evaluator is looking for changes in the organization or in the organization's culture. Included in this level are components such as increased production, decreased costs, higher profits, student retention, faculty turnover, and improved communication. Often, these measures are already in place and it is just a matter of relating improvements to the training programs. Other results Kirkpatrick noted that might be impossible to measure are: leadership, communication, empowerment or decision-making.

Research by Kimpel (2009) addressed the first three levels of this model. The fourth

level of this evaluation has not been addressed by Grand View College. It is very doubtful

that, if left to the current practice, GVC administration or faculty development staff would

investigate Kirkpatrick's (1998) fourth level results of the professional development

program. The administration and faculty development staff are focused mainly on meeting

the outcomes identified in the grant and evaluating the learning and behavior of the faculty.

Utilization-focused evaluation

Utilization-focused evaluation was developed to ensure that program evaluations

made an impact (Patton, 1997). Essentially, this is a process of working in collaboration with

a targeted group of intended users to make choices about their use of the evaluation. The

focus of this method is to help intended users obtain and apply their evaluation findings.

Engaging the primary intended users in this evaluation process increases the likelihood that

the findings will be utilized (Guba & Lincoln, 1989; Patton, 1997). Hence, the underlying

premise of utilization-focused evaluation is that the evaluation should be judged by its utility

and actual use (Mathison, 2005; Patton, 1997). The findings of this form of evaluation can be

utilized for assessing merit and worth, decision-making, making improvements, and the

generation of knowledge. This process also enhances shared understanding among users,

which further enhances support for the program (Patton).

The utilization-focused evaluation method does not advocate any specific methods to

conduct an evaluation (Mathison, 2005; Patton, 1997). It is the evaluator's decision to

employ whatever method will work to enable the users obtain the necessary information.

Thus, the evaluation can use quantitative or qualitative methods, naturalistic or experimental

methods, or whatever method will provide the necessary information. The evaluator can select from the entire range of evaluation techniques only those that best suit the particular evaluation (Patton).

There is a limitation when employing utilization-focused evaluation. This limitation relates to attrition of intended users during the evaluation process. Attrition can be through job transition, reorganizations, or reassignments. Replacing users in the midst of the evaluation process is problematic because the new user will bring a different agenda than what was present at the beginning of the evaluation process. The best method for dealing with this problem is to have multiple intended users so that, if one or two leave during the evaluation process, the impact is less critical on the evaluation (Mathison, 2005; Patton, 1997).

Scriven's goal-free evaluation technique

Early in the 1970s, evaluation was emerging as a discipline in its own right. In a discussion about the emergence of evaluation as a discipline, Scriven (1974) noted that the basic distinction between research and evaluation research is that evaluation research must produce a judgment as a conclusion. It is a judgment of value, worth, or merit of something. Similar to research, evaluation research is generalizable, useful in policy development, and decision-making.

Scriven (1974) developed the goal-free evaluation technique because he noted that many side effects of programs were being ignored during traditional goal-based evaluation. Often, these side effects, or unanticipated effects, were the crucial outcomes produced by a program. Scriven perceived that evaluators were often blind to these effects when they

focused too closely on the goals. Goal-free evaluation reduces evaluator bias and increases objectivity (Fitzpatrick et al., 2004). Thus, whereas goal-based evaluators evaluate goals, goal-free evaluators evaluate the products (Irvine, 1974).

Originally developed for summative evaluation, the goal-free evaluation technique can also work for formative evaluation. According to Scriven (1974), goals are often stated too vaguely and they might cover both desired and undesired activities. Too often, goals are a little more than rhetoric and seldom reveal the real objectives of the project, even if they are changed midway through the project (Fitzpatrick et al., 2004; Scriven, 1974).

Scriven (1974) perceived that evaluators are missing a part of the data when they focus exclusively on the goals of a project. He believed that some of the most important effects will be missed. The goal-free evaluation technique does not expose what everyone already knows; rather, it reveals what everyone else has overlooked. Unintended effects have to be large enough to be obvious to the unaided eye or they are not worth much. If the effect is not large enough to be noticed, then it probably is not germane to the evaluation.

The goal-free evaluation technique contributes to a broad evaluation framework by identifying and judging needs, opportunities, and problems to serve as foundation for future goals. It is also useful in helping to determine alternative program strategies; however, it will not meet accountability requirements. Funders and many stakeholders want certain goals met. In this case, goal-based evaluation is required, but "…does not diminish the desirability of goal-free evaluation" (Scriven, 1974, p. 46).

When confronted by Stuffelbeam about the possibility of an unscrupulous evaluator, Scriven (1974) purported that the threat to the goal-free evaluation technique is no greater than the threat to goal-based evaluation. He further noted that, because the goal-free

evaluator's reputation is on the line, this is enough to keep the evaluator honest. In addition,

any evaluation must be accompanied by supporting arguments and stakeholders should have

an opportunity for rebuttal (Irvine, 1974; Scriven, 1974).

The goal-free evaluation technique is used when the clients are incapable of

recognizing their own needs. This form of evaluation technique is frequently used when the

needs identified by clients are inappropriate, contradictory, or not reflective of their own

values. In addition, a goal-free evaluation technique works when program objectives are not

included in the development of the original program (Scriven, 1974).

Academic culture

Academic culture focuses on embedded patterns of organizational behavior and the

shared values, beliefs, or assumptions that the members have about their institution or its

work (Peterson & Spencer, 1990). There are three main features of a culture. First, culture

provides a sense of organizational identity by providing members with a sense of what is

unique or distinct about their institution and how it differs from other academic institutions

(Kuh, et al., 2005; Peterson & Spencer, 1990). Second, culture is deeply embedded and

enduring. Finally, culture is not malleable; change happens mainly by sudden, violent

upheaval or through slower, intensive, and long term effort. The complexity and elusive

nature of academic culture limits comparative research (Peterson & Spencer, 1990).

Culture can be studied via one of four typologies: (a) geospacial; (b) traditions,

myths, or symbolism; (c) behavioral patterns or processes; or (d) values and beliefs that

members share about the institution (Peterson & Spencer, 1990). Academic culture is holistic

and cannot be completely understood by limiting the study to only one of these aspects. In

addition, the meaning attached to these various aspects is not always apparent nor can it be derived externally. "The significance of these aspects can only be derived through qualitative methods within the context of the institution" (Peterson & Spencer, 1990, p.175).

Bergquist and Pawlak (2008) analyzed six organizational cultures found in academic institutions. While each culture is distinct, the cultures operate collectively as a part of a larger system; thus, any change in one culture will have an effect on the other five cultures. They include the following: collegial, managerial, developmental, advocacy, virtual, and tangible cultures.

Of particular interest is developmental culture. This culture finds meaning in the creation of programs and activities that further the personal and professional growth of all members of the institution (Bergquist & Pawlak, 2008). Within the developmental culture are three interrelated aspects of institutional life: teaching and learning, personal and organizational maturation, and institutional mission. Faculty members who represent the developmental culture view teaching and learning as the core of academe. These faculty members consider themselves primarily as teachers, and their identification with a specific discipline or occupation as secondary.

Developmental culture leaders utilize expert power over other types of power (e.g., charismatic, positional, excreta). Leadership is indirect and collaborative. This style of leadership is modeled best by the servant leadership of Robert Greenleaf. Change within the institution is brought about by encouraging increased collective awareness of problems and joint recognition of alternative solutions (Bergquist & Pawlak, 2008).

According to the Documenting Effective Educational Practice (DEEP) study (Kuh et al., 2005), strong institutional cultures foster cohesion of campus life and help people make

meaning of events. Academic cultures that value talent development, academic achievement, and respect for human differences promote student success. In addition, DEEP institutions have a culture that values continuous improvement. These schools find ways of changing challenges into initiatives that are advantageous for students.

More recently, state legislatures and the public have been calling for productivity studies in colleges to ensure that the faculty spend more time teaching and less time on individual research interests (Fletcher & Patrick, 1998). This call directly conflicts with an academic culture that continues to judge success by individual scholarship. Many faculty are being forced to spend more time on teaching-related activities. Fletcher and Patrick recommended four activities for faculty developers that will promote the new objective and strengthen the academic culture: (a) provide models for student learning that help teachers create active learning environments, (b) undertake research to examine the impact of various teaching strategies on student learning, (c) collaborate with other campus units (e.g., human recourses, student affairs, etc.), and (d) facilitate interdisciplinary collaboration to promote conversations about teaching and learning.

A recent case study by McLoughlin, Wang, and Beasley (2008) completed at a Midwestern urban institution focused on the implementation of technology among faculty, staff, and students in the College of Education and Human Services. The faculty members believed that bringing about technological change in academic culture has a direct impact on the role of faculty and is perceived by them as "…creating additional (unnecessary) work" (p. 101). To change the academic technological culture, the institution provided technology training via tutorials and small private lessons. To overcome the barriers of lack of time among faculty, training focused on a specific skill for a limited time with alternative

scheduling options. Faculty who became exemplary technology users were publicly recognized and their activities were included in their professional reward structure. Hiring practices changed to the hiring of faculty with existing technology skills, and technology criteria are now a part of every search process. Over a 12-year period, the academic culture has steadily changed so that the use of technology is the norm and technology non-users are an exception.

In a case study conducted by Cornwell and Stoddard (2001) at St. Lawrence University in New York, the focus was on how interdisciplinary teaching and collective interdisciplinary scholarship have transformed the academic culture. Two programs were introduced. The First-year Program created "…a kind of institutional ferment and destabilization" (p. 163) which allowed a shift in academic culture. Faculty who were accustomed to autonomy and automatic reproduction were faced with a shift to team-teach interdisciplinary materials and crossed the boundary between academics and student affairs. This type of teaching transformed faculty development and the institutional culture was transformed.

The goal of the Cultural Encounters Program was to "…create a new intellectual paradigm for the study of cultural interactions globally" (Cornwell & Stoddard, 2001, p. 170). The goal was to incorporate Western and Nonwestern material in every course to prepare global citizens for the 21st century.

Over time, the Cultural Encounters program institutionalized the notion of faculty development seminars at St. Lawrence. Faculty members now expect to participate in seminars and workshops that add depth to their teaching and scholarship. Interdisciplinary

faculty development has become a central part of the institution's faculty culture (Cornwell & Stoddard, 2001).

The lessons learned from the St. Lawrence experiences are that the best way to promote institutional change is to provide faculty with the opportunity to work together on intellectual projects across disciplines, and there is a need to implement procedural changes that balance power between interdisciplinary programs and traditional programs (Cornwell & Stoddard, 2001).

Summary

Several evaluation professionals have defined the concept of evaluation; however, each definition begins with the basic premise that evaluation is judging the worth, merit, or value of something. Much has been written about professional development and evaluation of professional development, but most of this literature has been limited to theoretical articles. A few anecdotal case studies have examined how professional development programs have changed the academic culture of a specific institution. None of theses studies utilized a specific evaluation model. The lack of literature or research studies on the practical application of goal-free and utilization-focused program evaluation methods to evaluate the effects of a professional development program has indicated the need for the current study. This study will add to the body of knowledge on the practical application of the logic model (W. K. Kellogg Foundation, 2004), goal-free evaluation technique (Scriven, 1974), and utilization-focused evaluation (Patton, 1997). The study will also add to the body of knowledge by revealing how a grant-funded professional development program changed faculty perceptions and perspectives at a private, Midwestern, liberal arts college.

CHAPTER 3. METHODOLOGY

This case study utilized a qualitative study design based on constructionist epistemology. According to Crotty (2005), in constructionism, meaningful reality is created through interaction between human beings and their world. In support of constructionism as an evaluation epistemology, Guba and Lincoln (1989) posited that it is an effort by people to make sense out of situations they experience. People make interpretations based on their experiences—as seen with their own eyes or heard by their own ears. As the researcher, I did not attempt to discover meaning but, rather, construct meaning through interaction with the participants. I wanted to know about their experiences, and how the Title III grant-supported faculty development program changed the academic culture of Grand View College. As part of the data collection and analysis, I did not try to control for my biases (Esterberg, 2002).

I chose basic interpretivism as the theoretical perspective because I was interested in studying what my colleagues perceived to be the short- and medium-term outcomes, and the long-term outcomes on the academic culture and environment. I was not interested in studying the phenomena of outcomes or impact but, rather, the perspectives constructed by the participants' regarding the outcomes and impact of the professional development program on the academic culture. In basic interpretive research, the researcher is seeking to understand a phenomenon, a process, the perspectives, or worldviews of the participants (Merriam & Associates, 2002). Basic interpretivism is based on the researcher's interpretations of what they think their participants are doing or perceiving. This limits the insight to the researcher's perspective. The interpretations are not fictional but based on the

researcher's perspective. The researcher is part of the data collection and analysis (Esterberg, 2002).

The purpose of this case study was to provide a comprehensive, summative evaluation of the Title III grant-funded professional development program for a private, Midwestern, liberal arts university (in spring 2009, the name was changed to Grand View University) utilizing a systematic process known as the logic model (W. K. Kellogg Foundation, 2004). This evaluation used a goal-free evaluation technique (Fitzpatrick et al., 2004; Scriven, 1974) within a utilization-focused evaluation method (Patton, 1997).

The data collection method used in this case study was a succession of semi-structured interviews of focus groups and key informants. This type of interview is used when the researcher has defined the problem before the interviews (Lincoln & Guba, 1985). Focus groups are also useful when the researcher wants to know participants' opinions or attitudes versus people's behavior (Esterberg, 2002). For each focus group, one to two full-time faculty members from each of the four academic divisions were asked to participate. The focus groups were moderated by an outside person who was familiar with this data collection method. The moderator possessed a doctorate in research and was employed as a nurse researcher in a local health care system. Her job was concerned with directing the discussion and keeping the conversation going. I served as an assistant moderator to help with the audio taping, note taking, and any other logistics or environmental conditions during the focus groups (Krueger & Casey, 2000)..

The number of focus groups can vary and, initially, the plan was to include three groups. A succession of focus groups transpires until redundancy of information is reached or there is saturation of the data and no new information is obtained from the focus group

members (Krueger & Casey, 2000). Informational redundancy is the criterion used in naturalistic inquiry to determine when to stop sampling (Lincoln & Guba, 1985). In this study only two focus groups were conducted when redundancy of information was reached.

After the focus groups concluded, four key informants were individually interviewed for their perspectives on the effects of the professional development program (Lincoln & Guba, 1985). The same semi-structured interviews were conducted on a one-to-one basis with these key informants. Three of the key informants came from administration at GVC. The other key informant was identified by the three administrators as someone who had been on the college campus prior to and after the implementation of the faculty development program. This informant was viewed by the administrators as a person who was knowledgeable about what was happening on campus. The fourth informant was a faculty member who recently became a division chairperson and was unanimously identified by the other three key informants.

Participants

In this study, a maximum variation sampling method was utilized. This method of sampling allowed for unique variations to emerge from the effect of the professional development program (Lincoln & Guba, 1985). In naturalistic investigations, maximum variation sampling is the sampling method of choice (Lincoln & Guba). If there were some diversity in the nature of the participants interviewed, results of the interviews can be applied to a greater range of situations by consumers of the research, thus enhancing the transferability of the research (Merriam, 2002).

To maximize variation in this sample, participants were selected from all fulltime faculty members who have been at GVC prior to the 2003-2004 academic year. Participation in the faculty development programs was not used as inclusion criterion. Members of the two focus groups included faculty members from each of the four academic divisions, and three of the key informants came from administration.

In the first focus group there were six faculty members present. Two faculty members who had been invited missed this meeting. These six faculty members represented all four academic divisions: two from Social Sciences, one from Natural Sciences, one from Humanities, and two from Nursing. Three of the focus group members were Teaching Scholars, which meant they had received compensation or buy-out from their teaching load to revise, update, or create new courses that incorporate active pedagogical activities. The participants were higher education instructors who had taught at GVU from 8 – 30 years.

The second focus group was comprised of eight faculty members, also representing all four academic divisions: two from Nursing, three from Humanities, one from Social Sciences, and two from Natural Sciences. Of these group members, only two were Teaching Scholars. The number of focus group members in each group met the criterion of ideal group size for noncommercial focus group as identified by Krueger and Casey (2000). These focus group members had taught in a higher education setting from 12 to 29 years, and specifically at GVU from 11 – 29 years.

Collectively, these focus group participants had taught in higher education from 8 – 30 years. They had taught at GVU for this same amount of time (8 – 30 years). Overall, they averaged 19.8 years of teaching, and an average of 17.7 years of teaching at GVU. Five of the 14 participants were Teaching Scholars.

The four key informants were comprised of three administrators and one faculty member who was also a department chair. The fourth key informant was identified by the three administrators as someone who knew what was happening around the campus. The key informants had been in higher education in some capacity for 16 to 32 years. They had been in their current administrative positions from 2.5 to 18 years, with an average of 9.6 years at GVU. Participants did not have to take part in any of the faculty development activities to be included in the sample. In addition, several key informants were interviewed who, because of their position within the college, had an "inside view" of the culture (Lincoln, & Guba, 1985, p. 258). Among these key informants were the college president, the past provost, the vice-provost, and a fourth informant who was a "legitimate, committed, and accepted member" of the college (Lincoln, & Guba, 1985, p.258).

Sources of Data

After Institutional Review Board approval for this study was granted by Iowa State University and Grand View College (see Appendix), solicitation began to recruit members for the first focus group. An outside moderator conducted the interview of the focus group using a semi-structured interview process. This method of interviewing allowed some control over the interviews so that the moderator could ask about the specific outcomes and impact. Semi-structured interviews are less rigid than structured interviews and allow the participants some freedom in expressing their perceptions and opinions (Creswell, 2003; Esterberg, 2002). The participants (both focus group members and key informants) were asked the following introductory questions:

1. What division are you from; what is your job title?

2. How long have you taught in higher education; how long have they been in their current position?

3. How long have you taught or worked at GVU?

4. Are you a Teaching Scholar (for faculty members)?

Then, they transitioned to questions about their perceptions of the outcomes and impact of the professional development program and what they saw, heard, or experienced to support their perceptions. These questions were cued (by having them writing on a whiteboard) so that the participants shared the same understanding of the definitions for short and medium term outcomes and academic culture (Krueger & Casey, 2000).

After the first focus group achieved saturation of information (i.e., there was no more new information identified during the session), the moderator began member checking by reviewing the key ideas with the group for their approval, clarification, or editing (Merriam, 2002). The second focus group members were solicited using the same criteria, but members from the first focus group were excluded in subsequent sampling. The second focus groups continued in the same manner as the first group. Both focus groups took about one hour.

As the assistant moderator, I tape-recorded the focus group interviews and took hand-written notes simultaneously. The use of written notes to augment the audio-taping was necessary in the focus groups because people either interrupted or talked over one another and, sometimes, the conversation rapidly moved from one end of the table to the other. The hand-written notes helped in transcription and analysis of the data (Esterberg, 2002). These data were transcribed into *Microsoft Word* documents.

After the focus groups were completed, one-to-one interviewing of the key informants took place. The same semi-structured interview technique and questions were

asked of the key informants. The interviews were also audio-taped, and written notes were taken. Once a key informant had no more new information to add to the interview, I began member checking by reviewing the key points that were identified during our interview. At that time the key informant could edit, clarify, or approve of the information he or she provided. Finally, the data were transcribed into *Microsoft Word* documents.

Methods of Analysis

I initially analyzed the transcribed interviews using an open-coding method. Esterberg (2002) recommended open coding to enable the researcher to view patterns in the data, and identify themes and categories. I then move to a focused coding analysis. This analysis enabled me to center on key themes identified in the open-coding phase. I completed the focused coding by sorting the word-processed phrases into themes identified in the open-coding process and physically placing them into categories.

First, the transcripts were color-coded by short, medium, or long term outcome. Then, in the margins of the page, the participants were coded as to focus group participant or key informant. Initially, sorting was accomplished by separating the transcribed pages into short-, medium-, and long-term outcomes as the first three overarching categories. Each person's transcribed quotations were cut into individual strips of paper. Then, the strips of paper within each of the three main categories were sorted into sub-categories based on recurring themes (Krueger & Casey, 2000). Once initial sorting by themes and categories was completed, the strips in each group were checked again to ensure the initial sort was correct. A thematic title was given to each pile of paper strips.

Ensure rigor in the research

I employed several methods to promote goodness and trustworthiness to enhance the rigor of the study. First, I utilized triangulation, which used several sources of data to derive the findings from this study (Lincoln & Guba, 1985; Merriam, 2002). More specifically, these data sources included the interviews of the two focus group and the four key informants' individual interviews. This strategy helped to confirm findings from the focus groups and key informants (Merriam, 2002).

The second method utilized was member checking at the end of each focus group and individual interview as noted previously. At the end of each individual interview, either the moderator or myself verbally reviewed the data and initial interpretations to check for accuracy of content. The key informants also had the opportunity to review the transcriptions of their interviews. These methods enabled the participants to correct any errors in interpretations or volunteer any additional information, and provided an initial summary of the information that aid in data analysis (Lincoln & Guba, 1985

The third method to enhance rigor was peer review, or peer debriefing, which entailed discussions with colleagues regarding the process of the study, congruency of the findings, and a review of tentative interpretations (Lincoln & Guba, 1985; Merriam, 2002). Peer debriefing sessions were conducted with the focus group moderator regarding the process of the focus groups and to review initial interpretations of the data. After all data collection was completed, a peer debriefing session was held with the Title III Grant Coordinator and the Activity Director to double check the congruency of the findings with the data sources as well as review the interpretations.

A fourth method to promote goodness and trustworthiness was ensuring adequate engagement in data collection. Adequate time must be spent with the data such that the data becomes saturated. As noted previously, Lincoln and Guba (1985) suggested that saturation of information (i.e., when one hears the same statement over and over or when no new information is forthcoming) marks the conclusion of the focus groups as well as the end of all subsequent focus groups. Two focus groups were conducted. After the second focus group, saturation was achieved when no new information was forthcoming and there was a redundancy of information. This definition of saturation also held true for the individual interviews. When the key informants had no new information to offer, they were asked if they had anything else to add to the interview; if they said "no", the interview ended and saturation was achieved.

In addition, adequate time immersed in data collection enabled me to purposefully seek out cases that might disconfirm or challenge the emerging finding. Merriam (2002) and Lincoln and Guba (1985) referred to this process as negative case analysis. There were several concerns voiced by participants that did not fit into any of the identified themes during the data analysis. These were negative situations that occurred in relation to the professional development program and were included in additional or negative data analysis.

The fifth method of maximum variation was previously described as a type of sampling. In this type of sample, purposefully seeking diversity in the characteristics of the participants allowed for a greater range of application of the research findings by the consumers of this research (Merriam, 2002). To achieve maximum variation in my sample, faculty from all four academic divisions were included in each focus group. The participants varied in that some took part in part or all of the Title III sponsored faculty development

activities whereas other participants were not involved in any of the faculty development activities. The participants varied in gender (6 males & 12 females) and in the number of years they had taught in higher education. As previously stated, the three key informants were selected from administration whereas the other participants were from the faculty.

The final method to enhance the rigor of this study was to provide rich, thick descriptions of the information to contextualize the findings of this study such that there is transferability to similar situations for the consumers of this research (Merriam, 2002). To assure anonymity of the participants all descriptions that were direct quotes were identified only as "participant."

CHAPTER 4. RESULTS AND DISCUSSION

This section presents the results of my analysis of the three outcome areas for the Program Action-Logic Model; the conceptual framework used in this research. Additional findings from my analysis are also presented at the end of this section.

Results

The data were first analyzed by time periods; short-, medium-, and long-term outcomes. Then recurring themes were identified within the data from each of these time periods. Other findings from the interviews that were not recurring themes will be addressed later in this section.
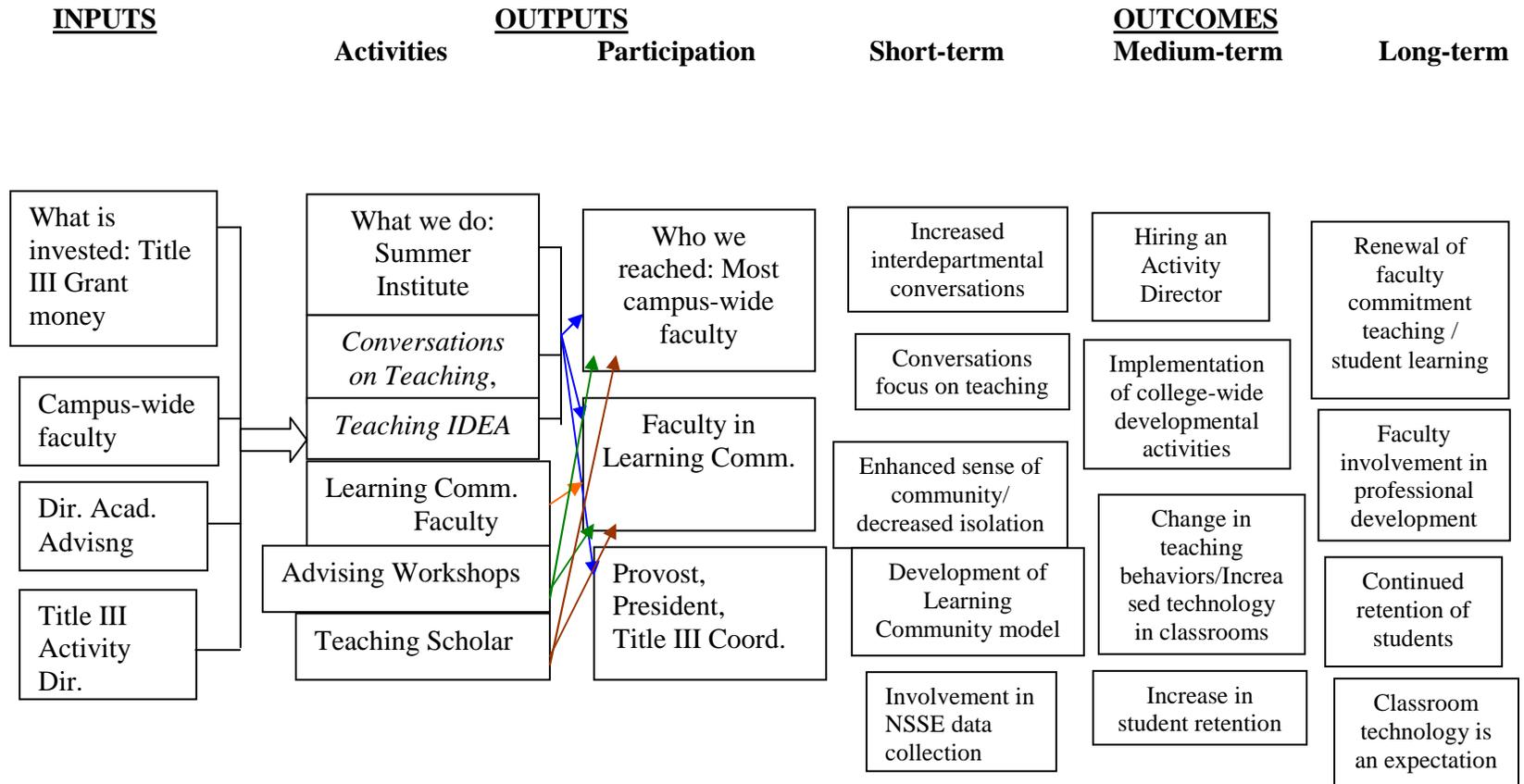
The participants often found it difficult to identify what outcomes occurred during a specific time period. Some outcomes overlapped time periods or occurred between time periods. In other instances, faculty members could not recall the exact time when an outcome occurred. For example, some participants identified improved student retention occurring during the short-term period whereas others noted it occurring during the medium-term. The participants also found it difficult to determine which outcomes were directly related to the Title III grant activities or other changes in the academic culture. During the time since the completion of the grant, a new Provost was hired, an accreditation visit redirected faculty to focus on better assessment, the liberal arts core curriculum was being redesigned, there was an increase in the student population, and a standardized student evaluation tool (the IDEA tool) was adopted. While most of the outcomes identified in this research can be directly attributed to the Title III grant activities, these other changes may also have influenced the outcomes.

Analysis of the interview data revealed 14 different outcomes. Specifically, four direct and one indirect short-term outcomes, five medium-term outcomes, and four main long-term changes were identified. Figure 3 illustrates the completion of the Program Action-Logic Model and lists the findings or outcomes for each of these periods.

Short-term outcomes

The short-term outcomes occurred from the start of the grant to about the first two years or from 2003 through the end of 2004. These short-term outcomes related to changes in awareness, knowledge, skills, motivation, and/or attitude (W. K. Kellogg Foundation, 2004) regarding faculty development within the first two years of implementation of the Title III grant. The participants perceived four direct outcomes and one indirect outcome related to the newly implemented faculty development program (Figure 3).

1. The first direct outcome that faculty perceived was the increase in conversations or discussions among the faculty members. This was a change in attitude and awareness. These conversations crossed departmental boundaries and the faculty began to discover they were not different from one another in regards to teaching. As one participant simply put it, *"We started having conversations."* Other participants stated, *"Teaching is not just a solitary activity. I think they also started to talk to each other more,"* and *"After the grant things became more interdisciplinary."* A third participant stated, *"So suddenly, I think in terms of attitude, it was sort of wonderful because we actually had programs where people were talking and to me there was a kind of philosophical shift that occurred. It was a positive attitude."*

| **INPUTS** | **OUTPUTS** | | **OUTCOMES** | |
| | **Activities** | **Participation** | **Short-term** | **Medium-term** | **Long-term** |

INPUTS	Activities	Participation	Short-term	Medium-term	Long-term
What is invested: Title III Grant money	What we do: Summer Institute	Who we reached: Most campus-wide faculty	Increased interdepartmental conversations	Hiring an Activity Director	Renewal of faculty commitment teaching / student learning
Campus-wide faculty	*Conversations on Teaching*, *Teaching IDEA*	Faculty in Learning Comm.	Conversations focus on teaching	Implementation of college-wide developmental activities	Faculty involvement in professional development
Dir. Acad. Advisng	Learning Comm. Faculty		Enhanced sense of community/ decreased isolation	Change in teaching behaviors/Increased technology in classrooms	Continued retention of students
Title III Activity Dir.	Advising Workshops Teaching Scholar	Provost, President, Title III Coord.	Development of Learning Community model	Increase in student retention	Classroom technology is an expectation
			Involvement in NSSE data collection		

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Situation: High percentage of GVC faculty using "traditional" teaching strategies due to inadequate knowledge of active teaching strategies, lack of resources dedicated to professional development & obsolete technology in the classroom

Priorities: 1. increase percentage of faculty using active teaching strategies, 2. Update technology in the classrooms, 3. Enhance resource allocation for professional development

Goal: 75% of the faculty teaching high-risk gateway course will have incorporated new teaching strategies and technologies into these courses

Adapted from University of Wisconsin Extension Logic Model worksheets available at http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets

Figure 3. Short-, medium-, and long-term outcomes of this research using the Program Action Logic Model.

1a.   Directly related to the increase in discussions and conversations outcome was an indirect or secondary outcome of these discussions focusing on teaching. Not only had interdepartmental conversations increased, but these conversations related specifically to teaching. Faculty members began to learn what each other was doing in the classroom and they found this very motivational. Some faculty members were motivated to learn to be better teachers, some wanted to learn new teaching strategies, and others had a need to share successful strategies they used in their classrooms. In addition, faculty members began to see commonalities in their teaching across disciplines. Several of the participants noted the following:

"So, just having those conversations and just thinking about teaching was what I remember early on."

"I just got the sense that everybody at Grand View was a great teacher but nobody was sharing ideas with each other."

"I think that one thing that happened was there begun to be more focus and discussion around teaching and how to integrate that into the classroom, different awareness on teaching and qualities of an excellent teacher."

"Faculty development became the buzz word on the campus. We gained more understanding of what other disciplines that you encountered where doing within their disciplines. We found common things we could use in our own disciplines."

"I felt like a lot of the things I was doing in the classroom were actually talked about and discussed and that to me was motivating, it creates awareness, and I think this adds to your knowledgebase."

2.   A second direct short-term outcome that can also be related to the increase in communication about teaching on the campus was the enhanced sense of community and decreased sense of isolation that some faculty members felt. This was a change in awareness and attitude. One of the key informants noted that the faculty's self-image was *"not very healthy"* prior to the grant. This informant believed that a contributing

factor to the poor self-image was related to the lack of any form of faculty

development program on campus and that the faculty *"…did not really have a feeling*

that we, the institution, were interested in them." The participant believed that as a

result of the grant funded faculty development program the faculty's self-image

began to change. In regards to this outcome the participants stated the following:

> *"It gave us a venue to bring faculty members together so you could support each other."*

> *"It created a sense of community that some of the common struggles that we might have in class could be discussed with each other and it brought some unity and focus into what we were doing on campus."*

> *"I believe it helped faculty really feel valued, it helped faculty feel as though we really did care about what you were doing and attempting to do professionally."*

> *"I think in terms of my attitude towards the institution I was feeling like I was actually being developed as a professor, which I am not sure was happening as much as before."*

3. The third short-term outcome was the development of a Learning Community model.

   This was perceived as a change in knowledge. At the beginning of the grant, the first

   Summer Institute that was held, *"…only involved people that were freshman advisors*

   or were working in the learning communities." Attendance at this first workshop

   included 41 faculty members (Pamela Milloy, personal communication, February 26,

   2010) in 2004. This first workshop was held to *"…look more closely at developing*

   Learning Communities. They had discussions about different types of learning

   communities such as linked courses, integrated courses, and etcetera. So, the focus

   was on learning communities." Because people had started to talk with each other

   "…they started to think about how their fields work with other fields,

   interdisciplinary work, that sort of thing." A key informant noted that it was also

during this early time that several faculty members attended a conference in Kansas City, Missouri on learning communities (grant-funded trip). Theses faculty members were able to bring back the information shared at the conference to colleagues for consideration of the possibilities for developing linked courses that would increase student retention and focused on use of new active pedagogies. In the first years of the grant, the faculty *"...pulled together to do some learning communities. Faculty had the opportunity to work together with another faculty member to produce a linked (at least 2-3 linked courses)."*

4. The last short-term outcome related to involvement in the National Survey of Student Engagement (NSSE) data collection. This was considered a change in knowledge and awareness. According to the participants, one of the focuses in the first years of the grant was:

   "more about assessment and retention, the effectiveness of teaching and retention students. ...in these early conversations how do we know we were retaining them with skill development?" and "How to design the first year seminar course for our students that made use of best practices, engaging students, and so on?"

   One participant noted that considerable time was given to:

   talking about student engagement, student leaders, student ambassadors on campus and how we worked with the freshmen when they first come. ...the awareness of how to engage the students on the campus started building that very first year.

   Grand View chose to use NSSE as a tool to evaluate student involvement because, as one key informant stated, *"...it gave us comparative data."* According to this key informant, the NSSE data provided *"...external validation for the institution as a whole that we were doing some pretty good things."* Once the institution started

tracking the NSSE data for a few years, the participant noted, *"…we were moving the needle. …There were some areas of NSSE that showed we were behind the pack, but overall we stacked-up pretty well."* The NSSE tool continues to be used as a benchmark for the institution.

The participants did not perceive any changes in skills during the period of the short-term outcomes. This early period of the grant was focused mainly on changing attitudes, awareness, and knowledge as per the participants' perceptions. Many of the initial changes provided motivation for the faculty to learn new skills during the period of medium-term outcomes; thus, new skill acquisition was perceived as occurring during the middle of the grant period.

Medium-term outcomes

The medium-term outcomes occurred from approximately 2005 – 2008. These outcomes addressed changes in practices, behaviors, policies, technologies, and/or management strategies (W. K. Kellogg Foundation, 2004) at Grand View. The participants noted five direct outcomes during this time of the grant implementation (Figure 3):

1. The most easily recognized medium-term outcome was the hiring of an Activity Director for the professional development program. Prior to this hiring, the department head for the Integrated Studies Programs was responsible for the initiating the learning communities and coordinating the first Summer Institute. According to one participant, *"Now we had a person in charge and managing all of the professional development activities and policies."* A key informant verbalized that they were glad to have someone whose *"…entire focus was looking at faculty*

development needs and then to augment practices to help faculty grow in their

abilities especially teaching." Another key informant verbalized the following:

I think the management, what we were learning was that she was viewed as a true support person of the faculty. I think she was sort of cheerleader, coach, facilitator, organizer, and the roles she now plays at the Center sort of emerged in ways that we could only vaguely anticipate.

The Activity Director replaced the Integrated Studies Programs department

chair to assist in management of the new learning community model and coordinating

future Summer Institutes. This was the only perceived change in management

strategy noted by the participants. She was also credited by participants with

developing the emailed newsletter *Teaching IDEA*, and starting *Conversations on*

Teaching. One key informant noted that *Conversations on Teaching* was developed

"…so that faculty can get together and share their expertise and [Activity Director]

really got it going."

2. It was during this time that many of the professional development activities were

institutionalized, such that the Summer Institute was an anticipated yearly event,

faculty could expect monthly *Conversations on Teaching,* and weekly *Teaching*

*IDEA*s. These changes in practices and behaviors were noted by several participants.

A key informant noted, *"The Summer Institute was sort of established on the*

calendar that time set aside in early summer to come together and sit with the

experts." Attendance at these activities steadily increased during this time. Another

key informant verbalized, *"I think those monthly sessions were very important, very*

crucial and attendance at those sessions grew gradually and as a percentage of the

faculty, was really quite good." Not only had new activities been introduced and

institutionalized, but the Summer Institute and some other activities were also opened to the entire campus. Administration and staff were invited to attend. One participant stated, *"I think this was the time that the Summer Institute went from being just the people involved in the learning communities to being everybody on campus and maybe including the staff."* In this period, several of the learning opportunities that emerged were developed and lead by staff members such as the Student Affairs' new student two-year initiative called "Conversations on the EDGE" or advising workshops and quarterly advising newsletters.

3. Another medium-term outcome that became evident was the increased technology in the classrooms. This was perceived as a change in teaching practices and behaviors. A participant reported, *"We saw more Smart Classrooms, online learning, and increased use of Black Board."* The Smart Classrooms contained a computer with Internet access, projectors, and larger screens for different sorts of media. Some Smart Classrooms also contained document cameras, smart boards, and clicker software. A key informant stated, *"In the beginning, the grant had two Smart Classrooms total and within the first year we had seven Smart Classrooms that were funded by the grant."* This participant also noted, *"The number of faculty members using course management systems in this period of the grant rose significantly."* Another key informant noted that by the middle of the grant *"...we were having pretty significant impact with faculty use of and comfort with instructional technology. The down side of that is that the institution was in a race to stay ahead of the faculty. ...That's a happy problem to have."*

4. The fourth medium-term outcome noted by the participants was an increase in student retention. This change in behavior was noted as the increase in retention of first-time, full-time students from freshmen to sophomore year. According to data from the Activity Director, retention of these students prior to the grant ranged from approximately 53% (Fall '92) to 68% (Fall '03) and the range increased to 64% (Fall '05) to72% in the fall of 2008 (Pamela Milloy, personal communication, March 2, 2010). As noted in the perceived short-term outcomes by one participant *"…the grant was connected to more about assessment and retention and the effectiveness of teaching and retaining students."* Other participants stated the following perceptions about retention and the grant:

The original intent of the grant came from the President as we were trying to improve our retention rate. I believe that was the original intention and we have definitely shown a very strong upward trend in ours, especially in our freshmen to sophomore retention. … I really think that's been a good outcome."

"Retention did go up so there had to be some retention. We kept very close monitoring of retention figures and retention did go up."

It was difficult to discern whether the retention rate improvement began earlier in the grant period. Nevertheless, the participants were able to identify this outcome during the medium-term time period.

5. The last medium-term outcome identified was the adoption of a standardized evaluation tool (the IDEA tool). Previously, the university had used a self-developed tool that could be aggregated by a computer-based scoring system. The adoption of this new evaluation tool was attributed to changes from the grant-funded professional development activities as well as the need to discontinue use of the previous tool because of a lack of ongoing support for the scoring system. The previous tool had

provided faculty members with little useful information for improving their teaching. The new IDEA tool provided much more useful information as well as benchmarks from within their departments and with comparatively sized institutions that reported data for the IDEA database. One key informant noted, *"The adoption of a standardized evaluation instrument was an effective advancement in pinpointing specific areas of the teaching experience that might be enhanced. It caused faculty to have a better focus on student perceptions."*

Long-term outcomes

The long-term outcomes represented the changes that faculty perceived to have occurred since the end of the grant to current times (2008 – Present). They represent changes in such aspects as improved economic conditions, improved social conditions, improved environment, and/or improved political conditions (W. K. Kellogg Foundation, 2004). The participants in this study noted four main long-term effects (Figure 3).

1. One of the cultural changes noted by participants was a renewal of their commitment to teaching; however, this commitment changed from a focus on teaching to a focus on student learning. The commitment to teaching has always been strong at Grand View. A key informant noted that that the *"…faculty's commitment to teaching was as strong now as when I came, if not stronger."* One participant felt that faculty was now actually doing their job. The participant noted, *"I think that people are actually doing their jobs in teaching."* Another participant noted how this commitment changed from teaching to learning, and noted, *"We changed to more student centered*

learning. We know that works." This was the most noticeable change in social

conditions and environment, as other participants stated:

"We encouraged conversations and collaboration. It has a positive impact on teaching. Our practices are reinforced in our mission statement."

"I think our biggest outcome is people are thinking about their teaching and I don't know if they were before. ... I think it's the biggest part of the grant to open up the idea of talking about teaching and getting people out and talking to each other. It's a good thing."

2. Another perceived long-term social change could be seen in how faculty's

   involvement in the professional development activities was being used in hiring,

   promotion, and tenure (P & T) decisions. In regards to hiring, the participants noted

   that, *"I think it has definitely impacted the hiring process. ... We tended to bring in*

   people who have really gravitated toward lot of things like engaged teaching and

   trying to do it according to best practices." Another participant noted that the

   candidates were now being asked to teach or present like they would in a classroom,

   and stated, *"I think that did make a difference in terms of who really could get*

   students enthused about the subject matter, those experts at teaching." Another

   participant reported, *"I see a lot of new faculty members who came from the*

   professions. Now we help them to learn how to teach versus throwing them into a

   classroom to sink or swim."

   Regarding promotion and tenure decisions, the participants noted *"…what we*

   have been talking about is becoming a part of what faculty members needed to do

   when they are talking about their teaching and presenting that to the P and T

   committee. ...the portfolios have gotten much more specific, much more extensive." A

   key informant also reiterated that this was just starting to take place and hoped for a

closer connection between faculty development and P and T decisions. This

informant stated *"...there needed to be a closer link between data gathered from the*

evaluation instrument, the faculty development activities, the faculty engagement in

those activities and the evaluation of that engagement as part of the portfolio review

process." In addition, the P and T committee can use the faculty development

activities as a form of coaching for professors who are struggling with their teaching.

A participant reported the following insight:

I would hope that we have given our faculty members some additional
resources if in the peer review process there are differences noted. The P and
T committee can make referrals to or refer faculty members to get involved
with Conversations on Teaching, the Summer Institute, or the CETL. ...some
of these kinds of comments are efforts to assist colleagues and encourage
them to improve and to get engaged in these kind of activities.

3. A third long-term effect was that the retention of freshmen to sophomore students had

continued. This trend was first noticed during the time of the medium-term outcomes

(retention rates approximately 64% to 68% in 2004-2006), and continued to 70%

to72% in 2007-2008 (Pamela Milloy, personal communication, March 2, 2010). As a

key informant noted, *"One thing is clear, we have improved retention rates and we*

continue to inch up in our retention rates and that is of course one of the very

important goals expressed in the grant application." The informant also noted how

the improved retention rates helped to increase enrollment and subsequently helped to

"...stabilize our financial condition. I think that has been borne out." A participant

also remarked, *"We talked a lot about strategies and sharing strategies and I think*

that has had a very positive effect and we clearly retain students. You can see that in

our retention rates." While most participants did not perceive or report on any

economic changes, the retention of students indirectly does affect the economics

conditions at the university.

4. The fourth long-term change was faculty expected that their classrooms would be

   technologically equipped. This environmental change was first noted in the medium-

   term outcomes. As previously mentioned by a participant, Grand View had created

   more Smart Classrooms than originally planned in the grant application. In addition, a

   new building was built during the period of the grant and all the classrooms in this

   building were Smart Classrooms. One participant stated, *"It now becomes an*

   expectation rather than a satisfier until or a dissatisfier if not in a room that is Smart

   because faculty develop their class work and course content to need those kinds of

   support."

   Most participants did not perceive or report any long-term changes directly

related to economics or political conditions. One key informant did comment about

perceived changes in economic and political conditions but noted that it was hard to

attribute these changes directly to the faculty development program:

Let us start with the economics. We, it is difficult to separate out single
variables in GV's growth or in our financial success. But one thing is clear,
we have improved retention rates and we continue to inch up in our retention
rates and that is of course, one of the very important goals expressed in the
grant application. And, indeed, in the grant application we said that improved
retention would help increase enrollment which would then solidify or
stabilize our financial condition. I think that has been borne out.

This key informant was also the only participant to discuss the political effects or in

this case the apolitical effects of the professional development program:

I have kind of sensed that Title III was apolitical. I think the reason I am
struggling in coming up with an answer to how Title III funded professional
development program has had an impact on the political environment may be

because the faculty sort of accepted or worked through that Title III process without a lot of politics involved.

Additional findings

There were several findings from the interviews that did not fit into any specific theme or pattern, but need to be addressed. An issue that was noted during the first focus group was that some of the senior faculty had not been involved in any of the professional development activities offered through the grant. One of these faculty members, who was also a participant, voiced anger at not being consulted or asked to present at any of the activities. In speaking for other faculty members who were not present, the participant voiced:

> *We've never been asked during the whole time the grant has been going on to present at an activity. In terms of managing, giving value to the people who have a lot of expertise, published on their teaching strategies, to have never been asked seems kind of negative to me.*

According to the grant application (GVC, 2003), "External consultants will provide expertise GVC staff do not possess, facilitate transformation of student advisement, and for faculty development. Consultants will make presentations at the Summer Institutes and present academic year workshops (p. 82). Thus, external consultants were utilized because of the lack of internal expertise and lack of advancement in the use of active pedagogies by the faculty. Even though the grant provided funding for nationally known experts to present at the Summer Institute, much of the time in these workshops is utilized by faculty to revise their teaching strategies. Furthermore, most of professional development activities allows for and encourages all faculty members to voluntarily share their expertise in the scholarship of teaching and learning. Development activities such as the Conversations on

Teaching, the Summer Institute, and Teaching Scholar program all utilize GVU

faculty members as presenters. Another senior faculty member took up this argument

and voiced further concerns that the faculty development funding had not been

equally distributed among the faculty members.

A key informant also noted the lack of participation by faculty. This informant noted

that before the grant, some faculty members never used the limited faculty development

money that was available. They might use this money solely for membership in professional

organizations, but some never utilized these funds at all. They never attended any type of

professional development activity. The informant reported:

> *I found very uneven use of the faculty development funds. Some faculty*
> *members used up the money, their allocation immediately ... but there were a*
> *number of faculty members who did not make use of their faculty development*
> *monies outside of the membership category.*

This informant noted that since implementation of the grant-funded professional

development program there was an *"...increase in the number of members who had not made*

use of these monies beginning to make use of the new resources from the grant."

A negative finding voiced by one participant was that all of the professional

development has actually increased the amount of time faculty dedicated to teaching. Time

was a problem prior to the grant, but it has continued after the grant and has not been

adequately addressed through the Teaching Scholar program. The participant said:

> *If we are expected to do really well in the classroom we all need a little bit*
> *more time to devote to it. That is one of the problems all of this development*
> *has actually done. ... we don't have the time to try all of these new ideas.*

The participant also noted that some people did not take part in the learning communities

when they discovered how much time it took to develop a linked class. The participant was

concerned that this lack of involvement because of faculty's new awareness of the time

commitment for effective teaching would continue into the core curriculum revision. The liberal arts core curriculum is now under revision and again this participant noted that faculty *"…need time to develop courses, time to develop especially the new core. … It is just going to take a lot of time and effort for the new core."*

Another concern that was voiced by one participant was fear that the work of the Activity Director out of the CETL would be very closely tied to the new student evaluation (IDEA) tool. There was fear that the Activity Director was being pressured to help faculty members improve their teaching based solely on their student evaluation scores and not based on a *"complete look at teaching."* This participant went on to state:

> *I mean I think they go together but I wouldn't want to see the CETL turned into an IDEA center you know. The Activity Director just focusing on IDEA even though those are good objectives. I don't know. It shouldn't be everything.*

While the additional findings represent some of the negative effects of the changes at GVU, not all of them are directly related to the professional development program. If a participant was not happy with some of the changes occurring at the university, the focus group or interview provided them an opportune place where they could voice their concerns. Nevertheless, these effects were usually attributed to only one participant's perceptions. No themes were identified from the individual concerns that were voiced.

CHAPTER 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this case study was to determine faculty perceptions and perspectives of the effects of a Title III grant-funded professional development program at Grand View University. The conceptual framework for the study was based on a systematic evaluation process, the logic model (W. K. Kellogg Foundation, 2004). A goal-free evaluation technique (Scriven, 1974) was utilized for conducting an utilization-focused evaluation (Patton, 1997).

Findings

While the logic model has been used mainly by extension program to evaluate goal attainment of programs, it proved to be a useful guide for evaluation of academic changes at this small, Midwestern, liberal arts college. The findings from this study revealed a progression of outcomes consistent with the logic model (W. K. Kellogg Foundation, 2004). The short-term outcomes involved changes in awareness, knowledge, or motivation, whereas the medium-term outcomes revealed changes in behavior, practices, and technology. The long-term outcomes showed changes related to the social conditions and environment. Only one participant indirectly addressed political and economic conditions. While the logic model was not utilized to guide the evaluation of goal attainment for the professional development program, it was found useful in guiding the evaluation process in this study to gather qualitative data that were missing from the quantitative evaluations previously conducted in relation to the grant goals. The logic model guided the use of goal-free (Scriven, 1974), utilization focused (Patton, 1997) evaluation methods to identify faculty's perceptions and perspectives related to the professional development program.

The goal-free evaluation technique (Scriven, 1974) was utilized to collect faculty perceptions of outcomes such as increased interdepartmental communication, renewal of faculty commitment to teaching, and expectations of technology, which were unanticipated effects that were crucial outcomes produced by the program (Scriven). Utilization-focused evaluation (Patton, 1997) is the process of working in collaboration with a targeted group of users to make choices about their use of the evaluation. Engaging the primary intended users in this evaluation process, increases the likelihood that the findings will be used (Guba & Lincoln, 1989; Patton, 1997). In this study the intended users of the professional development program were the faculty members. Studying faculty perceptions and perspectives related to the changes from implementing this development program can provide the institution with valuable evaluative information for decision-making. The Activity Director of the CETL should find the information in this case study useful for decisions about continuation of the programs, changes needed to incorporate senior faculty members in development activities, or to ensure that the assessment of faculty development needs utilize more information than what is available from the IDEA student evaluations.

The findings from this study also contributed to a comprehensive evaluation of professional development (Ellison, 2004; McLean et al., 2008). Thus far, the evaluation of the faculty development program has been limited to quantitative information gathered by the Title III staff and by Kimpel (2009). The information and results from this case study were not a part of the initial evaluation plan submitted to the U. S. Department of Education as part of the grant application. Nevertheless, this case study adds to a comprehensive evaluation by providing qualitative data of faculty perceptions and perspectives of the changes that occurred throughout the implementation of the faculty development program. A

few of the findings from this study were unanticipated outcomes consistent with the possible

products of a goal-free evaluation (Scriven, 1974).

It is apparent from the findings of this study that Grand View University's model of

professional development has evolved into a 21st century model (Gaff & Simpson, 1994).

Prior to the grant, professional development was limited to primarily encouraging faculty to

learn and to keep current in their chosen fields (Gaff & Simpson). If the faculty chose to

utilize their faculty development funds, then the money was used for professional

development within their fields. As a result of the grant-funded professional development

activities, the faculty now focus their development on learning new content, designing new

courses, and learning new teaching strategies. The establishing of a CETL and the hiring of

an activity director are consistent with changes since the 1980s to utilize development centers

to serve all faculty (Gaff & Simpson, 1994; Sorcinelli et al., 2006). Finally, the faculty's

focus has changed from teaching to learning, which is a trend in professional development

that emerged in the 1990s (Sorcinelli et al., 2006).

The diffusion of the professional development program has followed the pattern of

diffusion for most innovations as noted by Rogers (2003). At first, only a few people adopted

the innovations. These were the innovators and from this study, the innovators of the

professional development program who were the faculty members involved in the early

learning communities. They were comprised of 26 faculty members who attended the first

Summer Institute. Over the course of the medium-term outcomes, each year more faculty

took part in the professional development activities, which is consistent with the climbing

trajectory of the diffusion pattern. Specifically, 38 faculty members attended the Summer

Institute in the second year, and 54 faculty members attended in the fourth year (Pamela

Milloy, personal communication, March 2, 2010). Finally, the trajectory levels off as fewer and fewer people remain who have not been involved in the activities. In 2008 and 2009, 69 faculty members attended the Summer Institute (Pamela Milloy, personal communication, March 2, 2010). To date, only a few fulltime faculty members on campus have not been involved in any aspect of the professional development activities. The totals represent the asymptote of the diffusion pattern and mark the end of the diffusion process (Rogers, 2003).

Limitations

There were several limitations to this study, which can interfere with transferability of these findings to other settings or situations. The logic model proved to be a good model for guiding the process of gathering one dimension of evaluation data; however, the outcomes were limited to Grand View University, a small private liberal arts institution. Another limitation was that the findings were specific to the outcomes of the professional development program created from their Title III grant. Other colleges and universities who implement new professional development programs may find similar positive outcomes, but they may not be the same outcomes as those found at GVU. The data analyzed in this study were limited to qualitative data from faculty perceptions and perspectives. Quantitative outcome data were gathered and analyzed by the Title III staff and Kimpel (2009).

In addition, participants in this case study were limited to faculty and administrators. No academic staff or new faculty members (hired after 2003) participated in the study. Some of the findings may have been different if student affairs staff people and new faculty members had participated in the study. Further research including these staff people and faculty members is warranted.

Replication of this case study is not possible due to the time period when this research was conducted. When the study was conducted, the participants had difficulty recalling outcomes directly related to the Title III faculty development program. Other changes in the institution (new provost, change in number of students, etc.) were confounding influences such that the participants found it difficult to determine which changes were direct results to the professional development program. In addition, a year has passed since the conclusion of the Title III grant, and some participants had difficulty recalling exactly when certain outcomes occurred. Kirkpatrick noted that evaluating this fourth level of results is often difficult especially across an entire organization because of the frequency and scale of organizational changes which makes it difficult to attribute an outcome to a direct cause (Chapman, 2007). According to Chapman, external factors greatly affect an organization's performance which can hide the true cause of positive or negative results.

Conclusions

The logic model proved to be a good model for guiding the process of gathering additional outcome data from faculty's perceptions and perspectives. Use of the goal-free evaluation within a utilization-focused evaluation method helped to identify unanticipated outcomes that can benefit the university with additional useful evaluation information (Patton, 1997; Scriven, 1974). The case study provided findings that were part of a comprehensive evaluation of the professional development program. Overall, the faculty held very positive regard for and was proud of the changes that the professional development program had brought to their campus. The challenges that lies ahead for GVU are to maintain involvement in the professional development program once its novelty wanes and for the

faculty to make the opportunity to share more broadly (with other institutions) what they are doing as a result of their growth in the scholarship of teaching and learning.

Recommendations

A subcommittee of the Faculty Welfare Committee at GVU has been formed to help determine the definition of scholarship for faculty and develop criteria to evaluate this aspect of faculty work. The impetus for this subcommittee's work came from some of the medium- and long-term outcomes identified in this case study, such as the adoption of the IDEA evaluation tool, the increased use of technology in the classroom, faculty's commitment to teaching/learning, and the use faculty's involvement in professional development in P and T Committee decisions. The findings from this study can provide useful information to this subcommittee. The findings include faculty commitment to teaching, the need to strengthen faculty involvement in professional development as part of the P and T Committee decisions and hiring decisions, and the concern that the Activity Director's learning needs assessment not be based solely off of the IDEA evaluation tools.

Another initiative underway is a committee that has been established to evaluate and redesign the liberal arts core curriculum. Due to the success and growth in the learning communities (a short-term outcome), the use of linked classes is being applied as a model for the design of the new core curriculum. Information about technology as an expectation of the faculty, a participant raised concern about people who do not want to teach in linked courses because of the time involved. Concerns were also raised that faculty need the time to develop the new courses in the core curriculum. These are findings that could prove useful to this committee.

It is recommended that a closer links are made between faculty development activities, faculty engagement in those activities, the evaluation of that engagement, and the portfolio review by the Promotions and Tenure Committee. As noted in the long-term outcomes, this process has already begun, but a closer connection needs to be established. This would prevent the likelihood that faculty evaluations are based solely on the IDEA student evaluation tool and not on a more comprehensive evaluation of the faculty's teaching and learning abilities. It would also prevent CETL from becoming an IDEA center, as was feared by a participant. Faculty development initiatives should be based on collective needs identified in the portfolio review, and not just on the scores on the IDEA tool.

Further research utilizing a systematic process based on the logic model (W. K. Kellogg Foundation, 2004) with a goal-free evaluation technique (Scriven, 1974) embedded in an utilization-focused evaluation (Patton, 1997) could be conducted as part of the evaluation for the subcommittee that is currently working to define scholarship and for the new core curriculum. These evaluation methods can produce important qualitative data of faculty perceptions and perspectives that may go unheard if evaluation is limited to solely quantitative information.

The faculty noted the increased retention of students during the medium-term and in the long-term outcome periods. This was consistent with some of the goals of the Title III grant to increase the retention of students (GVC, 2003). While the faculty perceived this increased retention rate was related to the faculty development program, they could not verify that their involvement in faculty development program was the sole direct cause of this phenomenon. Further investigation into all the variables and which variables in particular related to the increased retention rate is warranted. This could provide the institution with

very valuable information that could guide decision making for various departments such as admissions, marketing, finances, and the faculty.

Reflection

When I started this project I knew I wanted to do a study that would prove useful rather than do a research study just to complete my doctorate. I was concerned that this study's findings would not be useful to anyone beyond the Title III staff. I did have the opportunity to continue to evaluate the Title III funded professional development program at Grand View University, but I did not realize that other faculty initiatives on campus could also utilize these findings for their work. More importantly, what I had not anticipated was how soon the information from this study would prove useful.

The two initiatives currently underway, to define scholarship and to connect the use of the new student evaluation tool to P and T decisions, have needed the findings from this study as they progress in their efforts. Members of the scholarship subcommittees have used the findings of faculty's changing perceptions of scholarship to broaden their scope of scholarship beyond research within one's field. Faculty now see scholarship expanding to the areas of teaching and learning.

The subcommittee working on connecting P and T decisions to student evaluations have utilized the findings from this study to stay focused on teaching as the primary attribute in hiring and promotion decisions. I have had the opportunity to share the concerns voiced by participants in this study to not let the CETL become focused on the results of the IDEA tool as the sole determinant of ongoing professional development activities.

Most of all, completing this work has given me credibility among my peers at Grand View. They take my input into these subcommittees seriously and acknowledge that what I

have to share comes from well-documented findings. I am not just sharing my own

perceptions and opinions, but the perceptions and perspectives of many of our now seasoned

faculty and administrators.

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ACKNOWLEDGMENTS