

A STUDY OF INSERVICE EDUCATION  
AT SELECTED CALIFORNIA COMMUNITY  
COLLEGES IN RELATION TO  
INSTITUTIONAL NEEDS AND POSTURE

Thesis for the Degree of Ph. D.  
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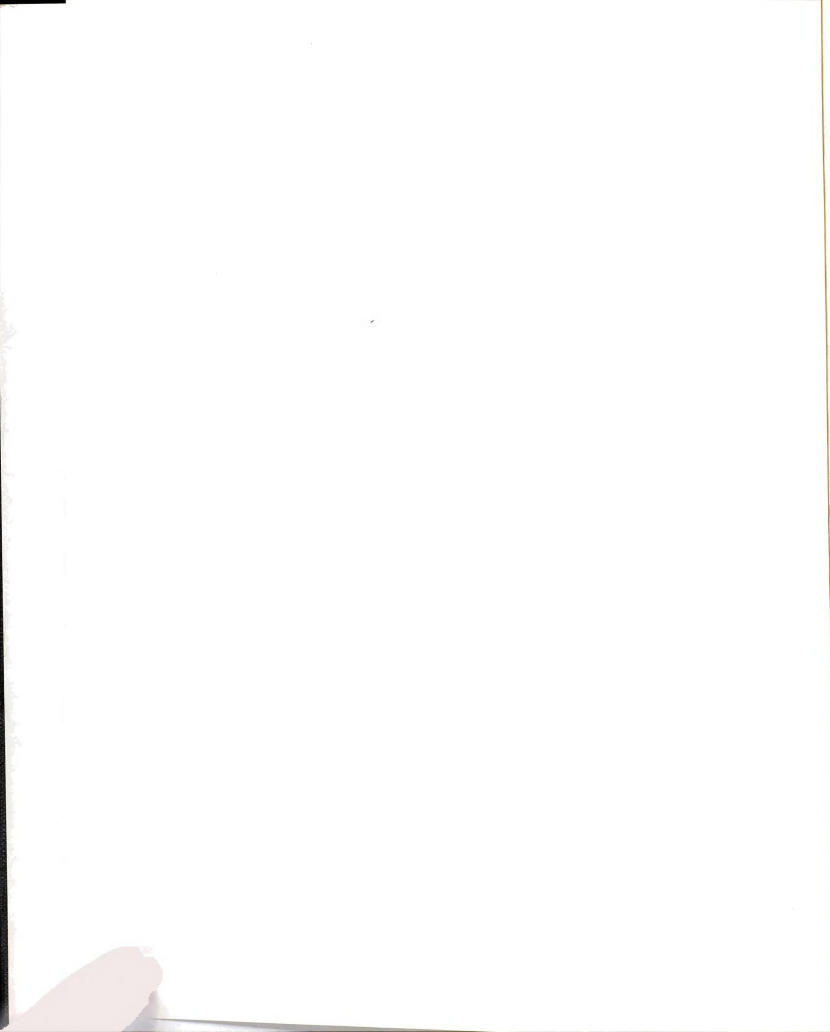
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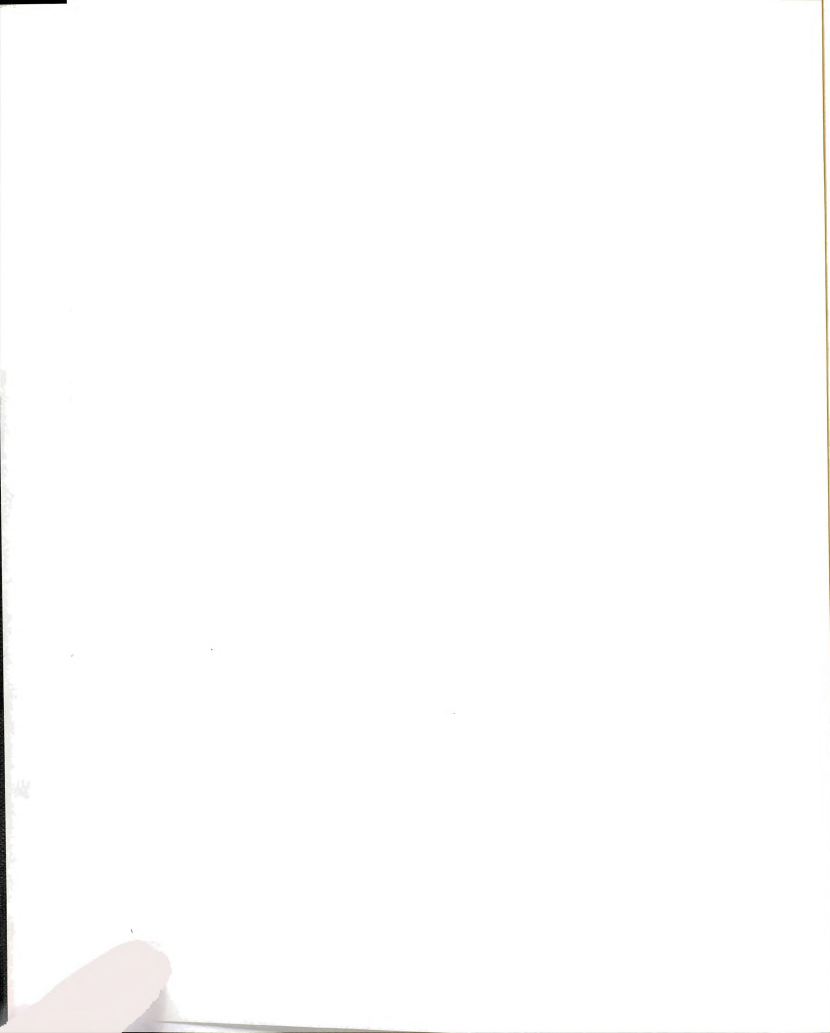
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## ABSTRACT

### A STUDY OF INSERVICE EDUCATION AT SELECTED CALIFORNIA COMMUNITY COLLEGES IN RELATION TO INSTITUTIONAL NEEDS AND POSTURE

By

David James Hyslop

#### The Problem

In order to continue to provide teaching excellence at community colleges today, opportunities for professional development through inservice education need to be available for all faculty. The need also exists to determine the important criteria upon which an effective inservice education program could be founded at each community college. This study was designed to accomplish these objectives:

1. To determine the types of inservice education activities community college instructors participated in within the preceding three years and to analyze the value of participation in these activities.
2. To examine the relationship between the descriptive characteristics of community college faculty to their participation in inservice education.
3. To examine the importance of institutional incentives toward encouraging faculty participation in inservice education.
4. To analyze the importance of participation in inservice education activities as sources of information for changes in teaching behavior.
5. To determine the role and importance of organizational need and posture toward the establishment of inservice education.

6. To examine the effect of institutional age and size toward the establishment of an inservice education program.

#### Methods and Procedures of the Study

The design of the study involved selecting four community colleges according to age and size, and then collecting data through the survey method of investigation, by the use of questionnaires and personal interviews.

The four community colleges selected for examination and analysis were Pasadena City College, Golden West College, Glendale College, and Los Angeles Southwest College, all located in southern California. From a total population of 573 full-time faculty members with more than three years teaching experience at their present institution, a total of 426 questionnaire returns were used as the data base. Interviews were conducted with faculty from the various departments or divisions at each school and with administrators involved in inservice education.

#### Findings of the Study

The major findings of this study were:

1. Faculty members participate in a variety of inservice education activities and most faculty view their participation as being of some value in improving their teaching capabilities.
2. The inservice activities of personal reading, action research, consultations with other faculty and student evaluations were reported as being of most value in improving teaching capabilities.
3. Ninety-seven percent of all faculty reported that institutional incentives should be provided for participation in inservice education.

The incentives reported as being most desired were (1) Reimbursement of Expenses; (2) Salary Increases; and (3) Temporary Release Time. The incentives least desired were (1) Sabbatical Leave and (2) Increased Weight in Faculty Evaluations.

4. Informal inservice education activities were reported as the most important sources of changes in teaching behavior.

5. Faculty at Golden West College were the most innovative of all faculty surveyed, and received greater institutional support for participation in inservice education than did faculty from the other community colleges.

6. Of the four community colleges studied, institutional age and size were not important variables in the establishment of an inservice education program.

### Conclusions

The primary conclusion drawn from this study was that organizational support is the most important variable in the design and implementation of an inservice education program. Organizational support for inservice education is most effective when given in the form of (1) organizational policies; (2) specific job authority and responsibility; (3) leadership through the coordination, communication, and sponsorship of inservice activities; and (4) support through providing intrinsic and extrinsic incentives to encourage faculty to participate in inservice education.

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A THESIS

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Michigan State University  
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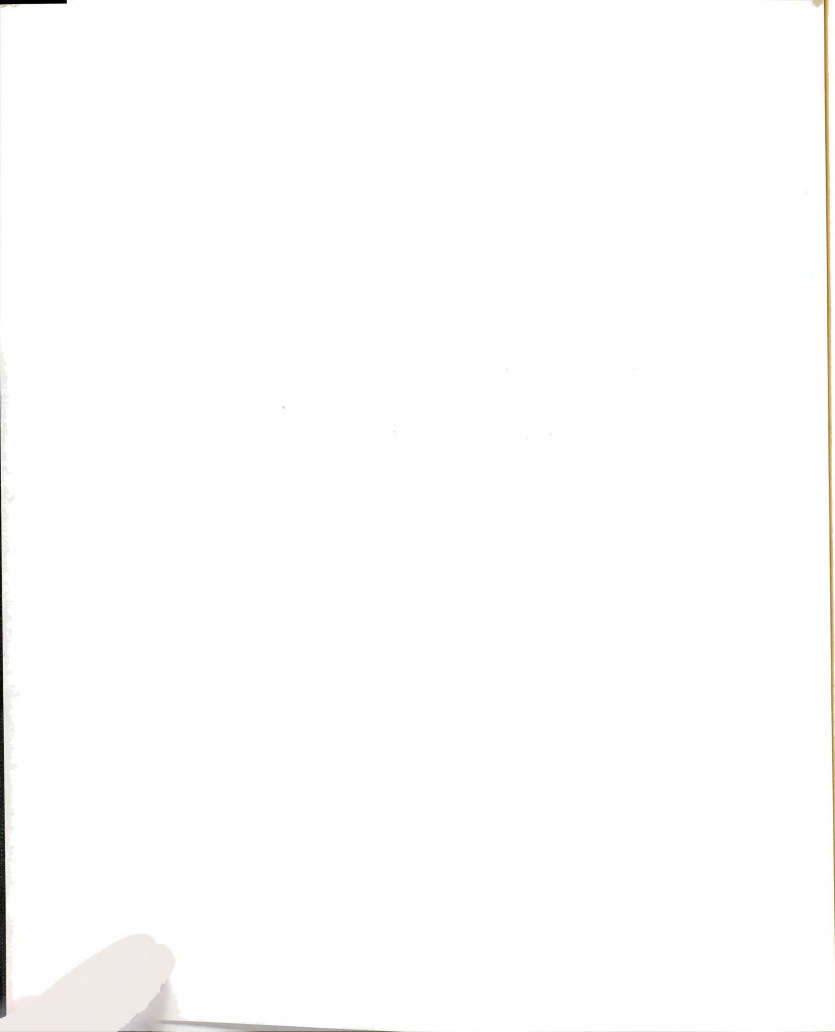
College of Education

1974

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# DEDICATION

To my mother and the memory of my father  
for their love and guidance in providing  
ideals and high moral values.



## ACKNOWLEDGEMENTS

A special note of acknowledgement is given to the following people whose assistance is deeply appreciated:

Dr. Robert Poland, Chairman of the Guidance Committee, for his advice, encouragement, and friendship over the years. A special tribute is due Dr. Poland for the endless assistance he has given me and many others throughout his career, and for his personal dedication toward helping students achieve career and personal excellence.

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## CHAPTER I

### THE PROBLEM OF THE STUDY

#### INTRODUCTION

The community college of the 1970s has evolved into an important and prominent role in higher education in the United States. One aspect which has contributed to this achievement has been the emphasis placed on instruction in the community college. This emphasis on instruction can perhaps best be exemplified by the prevailing comments of those closely associated with the community college movement when they term the community college the "teaching college."<sup>1</sup> Also, further illustration of the importance placed on the teaching function is evident in the objectives and philosophy of the two-year institution, which consistently ranks superior teaching as the primary goal to be achieved.<sup>2</sup>

The need to have well-trained faculty members has been manifested in the two important dimensions of teacher training: preservice and inservice education. The preservice dimension has become of age in the last decade reflecting the tremendous growth of the community colleges and teaching faculty needed for these institutions. Many colleges and universities have responded to the need to have well-trained

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<sup>1</sup> Arthur M. Cohen, "Teacher Preparation: Rationale and Practice," Junior College Journal, Volume 37, No. 8, (May, 1967), p. 21.

<sup>2</sup> James W. Thornton, Jr., The Community Junior College. New York: John Wiley & Sons, Inc., 1972, p. 42.

teachers by establishing courses, institutes, programs, and degrees specifically tailored to the preservice education needs of prospective community college teachers. For example, in 1971 the American Association of Community-Junior Colleges reported that over 75 universities offered programs to train students for community college teaching.<sup>3</sup> Also, through the assistance provided by Part E of the Education Professions Development Act, many new programs have been developed at various universities. A 1972 report indicates that in 1971-72 there were 54 programs and 557 fellowships for the development of these personnel.<sup>4</sup>

The other aspect of teacher training--that of inservice education--has also received greater attention during the 1970s. Many educators closely associated with community colleges have expressed concern over the lack of emphasis previously given to this aspect of training.

As O'Banion stated:

In the decade of the 1970s, the preservice programs for community-junior college staff will need to be greatly expanded. Present programs need to be developed in a variety of areas, primarily for instructors. It is the contention of the authors of this report, however, that programs for the 70's should focus on inservice education. Community-junior colleges employed approximately 130,000 staff members in the fall of 1971. Although most of these staff members had completed their preservice educational experiences, all of them needed continuing inservice educational experiences.<sup>5</sup>

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<sup>3</sup> Editorial Staff of the American Association of Community-Junior Colleges, Community-Junior College Journal, Volume 39, No. 8, (May, 1969), p. 7.

<sup>4</sup> Terry O'Banion, Teachers for Tomorrow: Staff Development in the Community-Junior College. Tucson, Arizona: University of Arizona Press, 1972, p. 128.

<sup>5</sup> Ibid., p. 101.

O'Banion goes on to amplify the need to have greater priority placed on inservice education:

All staff members, the mediocre and the highly competent, need continuing opportunities to keep up with new developments in education. Community-junior colleges tend to be innovative; they tend to be willing to explore nontraditional approaches to learning. With increasing new developments in curriculum, instructional technology, organizational patterns, facilities and equipment, and teaching-learning styles, (many of which have been developed by and for community-junior colleges), it is imperative that staff have opportunities to learn about and to adapt these innovations to their situation.<sup>6</sup>

Another element which also underscores the need to have an inservice education program is the realization that preservice education cannot fully qualify an instructor to be completely competent in his new position. As Thornton states:

Certain realistic assumptions should form the basis for program planning for the preparation of community college instructors. One of these assumptions is that the prospective teacher is not--cannot be--fully prepared at the time he obtains his first position. Employers should be prepared to help the beginning teacher continue to learn in his subject field. For one thing, the demands of his teaching will force him to achieve greater breadth and depth over the years; for several years he should become annually a better teacher and a more mature personality. Personnel practices in junior colleges should be established in the light of this assumption to make certain that growth does continue after employment. Helpful supervision, well-trained programs of inservice training during the college year, and salary schedule provisions that encourage teachers to use their summers to improve their instructional competence can all combine to keep the faculty moving toward ideal competence.<sup>7</sup>

One current phenomenon that further emphasizes the importance of inservice education is that of a stabilization in community college growth. During the 1960s, the community colleges were experiencing an unprecedented growth: from 564,071 students and 656 institutions

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<sup>6</sup> Ibid., p. 101.

<sup>7</sup> Thornton, op. cit., p. 136-137.

in 1960 to 2,100,000 students and 1,111 public and private institutions in 1970.<sup>8</sup> However, since 1971, when the community college student population did not meet estimated increases, a growing feeling of uneasiness has been expressed concerning the previous estimates of growth--most of which were made prior to 1970. Three of the largest community college states, California, Michigan, and Illinois, experienced a slowdown in the rate of increase in student enrollment.<sup>9</sup> This reappraisal of projected growth of community colleges has begun to be reflected in the preservice education of prospective instructors. The possibility of a slowdown in staff needs, coupled with an existing supply-demand situation that has limited the job opportunities in the community college, has prompted some institutions with on-going programs to train prospective teachers to re-examine the direction and value of their programs.<sup>10 11</sup>

Consequently, the inservice aspect of teacher training is receiving greater emphasis today. The National Advisory Council on Education Professions Development Report, originally entitled as "People for the People's College", has endorsed the value of inservice education and recommended that "while the development of new preservice programs for

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<sup>8</sup> Leland L. Medsker and Dale Tillery, Breaking the Access Barriers. New York: McGraw-Hill Book Company, 1971, p. 17.

<sup>9</sup> Report of ERIC, Junior College Research Review, May, 1972, p. 1.

<sup>10</sup> Interview conducted with Dr. Robert Forbes, Coordinator, Community College Program, California State University, Los Angeles, November 28, 1972.

<sup>11</sup> Interview conducted with Dr. Arthur M. Cohen, Director, Junior College Teaching Internship Program, University of California, Los Angeles, October 11, 1972.

the preparation of community-junior colleges is important in the 1970s, priority should be given to the development of a variety of creative and well-designed inservice programs.<sup>12</sup>

#### STATEMENT OF THE PROBLEM

The problem of this study was to determine the status of participation in and utilization of inservice education activities by selected California community college instructors. The basic areas which the study attempted to examine were:

1. The types of inservice education activities that community college instructors participated in within the preceding three years and the frequency of their participation in each type of inservice activity.
2. The relationship between the variables of age, sex, teaching area, academic degree, duration of community college teaching, previous teaching experience, and number of years of teaching at present community college and the participation by community college faculty in inservice education.
3. The relationship between the value of various inservice education activities as expressed by community college faculty and the participation in inservice education by faculty members.
4. The relationship between the importance and type of institutional incentives given for participation in inservice education and the frequency of participation in inservice education activities.

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<sup>12</sup>Terry O'Banion, op. cit., p. 116.

5. The relationship between the change in teaching behavior of community college faculty and the participation by faculty members in inservice education.

6. The relationship between the utilization of nontraditional or innovative approaches to teaching by community college faculty and their participation in inservice education.

7. The relationship between community college leadership and institutional support of inservice education and the participation by community college faculty in inservice education.

8. The relationship between the size and age of selected community colleges and the participation by community college faculty in inservice education.

#### OUTCOMES OF THE STUDY

This study was an effort to complete an indepth analysis of inservice education at four selected California community colleges in order to provide a basis for

1. Determining the nature of participation in inservice education activities and examining the value that various inservice education activities have on changing teacher behavior.

2. Determining the effect, if any, of community college age and size on establishing and implementing a program of inservice education.

3. Determining the effect and value of institutional incentives or reward systems on encouraging and directing community college faculty to participate in inservice education.

4. Determining the important and related organizational criteria upon which an effective and comprehensive institution-wide program of inservice education could be based.

## NEED FOR THE STUDY

The community colleges have long prided themselves on providing excellence in instruction--based on the premise that teaching is the primary function of the community college and its faculty. A testimony of this excellence is the often-quoted research that shows the successes of community college transfer students in their upper division college work in universities and colleges across the nation.<sup>13</sup> However, the continuance of this excellence can only be achieved through the constant concern and attention of those associated with the community colleges in the development of inservice education programs.

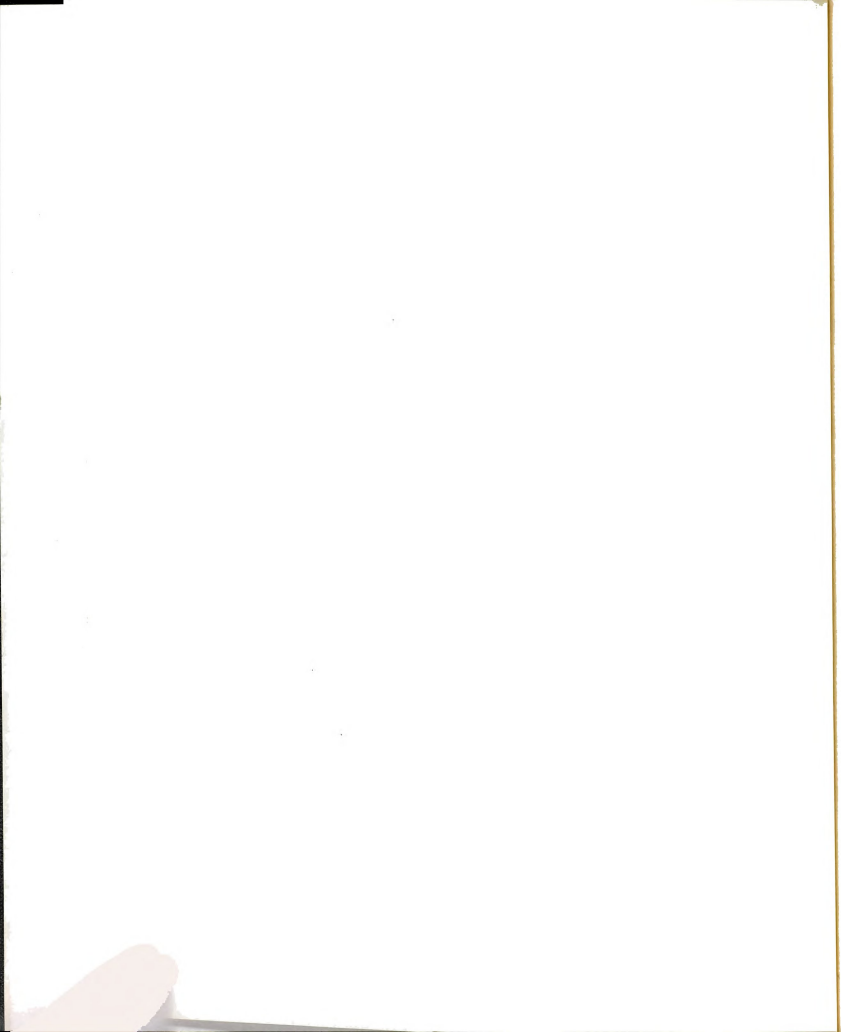
The design and implementation of a program of inservice education must be made with regard to specific guidelines and principles reflecting the needs of a particular institution. Jones stated "Excellence in instruction has long been a source of pride among persons associated with California community colleges . . . the reputation for teaching excellence has not been achieved easily and cannot be maintained without overcoming a number of problems which have substantial and far-reaching implications for the entire instructional programs."<sup>14</sup> According to Jones, the factors of community college growth, expanding knowledge and skill requirements of a technological society, and the lack of adequate preservice training, are all highly important in establishing a need for inservice education.<sup>15</sup>

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<sup>13</sup> Leland L. Medsker and Dale Tillery, op. cit., p. 59.

<sup>14</sup> Richard L. Jones, "An Analysis of Inservice Instructional Improvement Activities in Large California Community Colleges." unpublished doctoral dissertation, University of California, Los Angeles, 1972, p. 2.

<sup>15</sup> Ibid., pp. 2-4.



Edmonds, et. al. state that "in-service education is a process inherent in any planned program designed to make the individual a more effective teacher. A cooperative plan for the professional growth of teachers in in-service includes all of the educational personnel in a given school situation."<sup>16</sup> Harris, et. al., in emphasizing the need for institutional support for in-service education state "The importance of competent, dynamic leadership to the success of in-service education programs deserves much attention. In the planning and implementing of programs for in-service education, the quality of leadership is a crucial determiner of outcomes."<sup>17</sup>

In-service education programs are essential if teachers and administrators are to continually improve and if the school is to provide all students with the educational opportunities they deserve. In-service education, a process of change in behavior, must occur within the organizational setting of a particular institution and must be supported by administrators within the institution. Harris, et. al. give their view of the meaning and function of in-service education

1. In-service education is a process of change
2. Changes through in-service education take place in an organizational context
3. In-service education is a process for planned change
4. In-service education is one of several organizational changes and takes place through personnel development.<sup>18</sup>

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<sup>16</sup> Fred Edmonds, James R. Ogletree and Pat W. Wear, In-service Teacher Education: A Conceptual Framework, Bulletin of the Bureau of School Service, College of Education, Lexington: University of Kentucky, December, 1963, p. 8.

<sup>17</sup> Ben Harris, Wailand Bessent and Kenneth McIntyre, In-service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1969, p. 7.

<sup>18</sup> Ibid., p. 16.

The need for this study is based upon providing a set of empirical data upon which community college educators and administrators can utilize to provide guidelines toward the establishment of inservice education programs or activities. The study will be useful by providing data to assist in determining effective inservice education activities; providing proper incentives for participation in inservice education; determining a basis upon which to effect change as a result of inservice education; and determining the important criteria in establishing leadership and organizational support for institution-wide programs of inservice education.

#### LIMITATIONS OF THE STUDY

The following limitations apply to this study:

1. Selection of Community Colleges. The community colleges used for this study were limited to four California community colleges, located in the southern California area. The selection of these four community colleges was made on the basis of the criteria of age and size as outlined in Chapter III of this study. Because only California community colleges were used and because of the influence of California state legislation and community control on the governance of each community college, this study is limited since only California community colleges and policies and procedures relating to such institutions are reflected in this study.

Although each community college selected was in a different community college district, all four schools are located in a highly urbanized area--the metropolitan Los Angeles area. Therefore, this study is limited since only urban community colleges were examined.

2. Selection of Community College Faculty. Data, obtained through the use of questionnaires and personal interviews, were subject to the following limitations:

A. Only those faculty members who had taught on a full-time basis (as defined by each community college) for at least three years were used in collecting data for this study. Faculty members who were not teaching during the 1973 spring semester were not included in the study, although they may have previously been full-time instructors.

B. No attempt was made to analyze the inservice education activities of community college faculty classified by each community college as part-time personnel.

3. Collection of Data. This study was limited to an examination of only those inservice education activities which faculty members participated in since June 15, 1970, thereby covering a period of approximately three calendar years.

4. Analysis of Data. This study was limited in the analysis of data on inservice education as it affects changes in teaching behavior rather than the effectiveness of any change in teaching behavior.

#### DEFINITION OF TERMS

Most of the terms and concepts used in this study are familiar and are used in the conventional manner. The following terms are defined to delimit the intended understanding:

Action Research. Research of an applied nature, designed to improve classroom instruction or teaching methodology.

College or University Course. Refers to any course taken in residence or in extension to improve instructional ability. Does not include preservice courses.

Community College. A public institution offering instruction for the first two years beyond high school of a comprehensive nature, including instruction in college transfer programs, vocational-technical programs, occupational education, and adult education.

Community College District. A political subdivision of a state composed of a given geographical area and organized for the purpose of establishing, owning, and operating a community college within the territory of such a district.

Conference. An organization or association-sponsored meeting of groups and individuals with common or similar programs or goals.

Inservice Education. An educational activity which is designed for the purpose of improving the instructional capabilities of faculty members. Refers to all such activities that an instructor participates in subsequent to his initial position.

Inservice Education--Formal. Refers to formally structured educational activities offered through college courses, workshops, seminars, institutes, conventions, conferences, visitations, professional reading and action research projects.

Inservice Education--Informal. Refers to those personal educational experiences, other than those provided through formal inservice education, which are of value to the faculty member in acquiring new skills,

knowledges, or attitudes. Includes activities of study groups, consultations with faculty or other resource people, evaluations, demonstrations, meetings, travel and professional association activities.

Institute. A general meeting open to or required of faculty convened for the purpose of meeting identified or proposed instructional needs. Format may be panel discussion, lecture, film or similar activity.

Institutional Need (for inservice education). Defined to include the need of community college instructors to engage in inservice education activities in order to update current skills and knowledges and develop new skills and knowledges as required in their respective teaching areas.

Institutional Posture. Refers to the environmental milieu of the individual community college including such elements as policies, procedures, administrative attitudes, incentive systems and the like, as they affect inservice education by either promoting or inhibiting such education to occur.

Preservice Education. An educational activity designed to improve the instructional capability of a faculty member prior to the instructor's initial day of teaching.

Seminar. A formal group learning activity convened for the purpose of interchange of knowledge, usually dealing with one specific topic.

State Plan. Refers to a legislative enactment whereby a statewide plan for the development, financing, and governance of all community colleges within a state is defined, coordinated, and articulated with other higher education institutions.

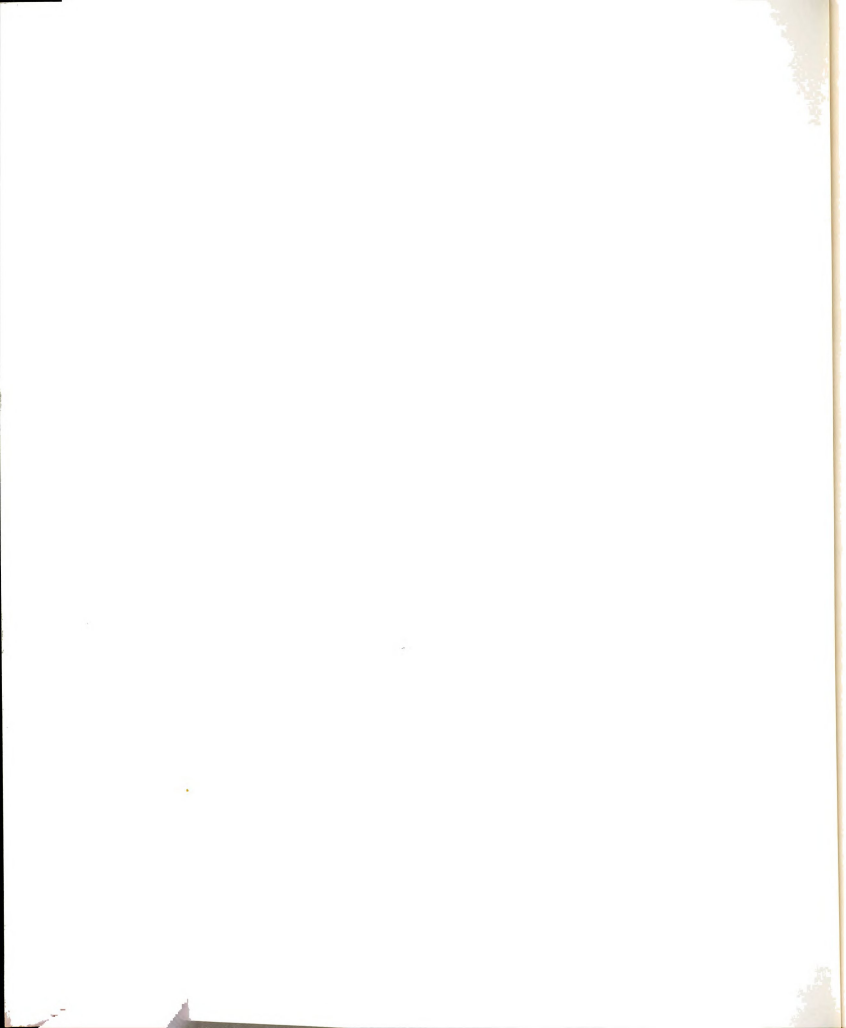
Workshop. An experience-centered study by a group formed for the interchange of opinions and knowledge, with emphasis on problem solving.

#### ORGANIZATION OF THE STUDY

This study has been organized into six chapters. Following this chapter of introduction, which presented a statement of the problem, outcomes of the study, need for the study, limitations of the study, and definitions of terms, Chapter II contains a review of literature. Chapter III details the procedures followed in this study.

Chapter IV deals with the findings on formal inservice education activities which were obtained primarily through the use of questionnaires, and Chapter V outlines the data obtained from personal interviews with selected instructors and administrators and summarizes data relating to informal inservice education activities.

The final chapter, Chapter VI, contains a summary of the study, a listing of most important findings, conclusions, and recommendations based on the findings and conclusions.



## CHAPTER II

### REVIEW OF LITERATURE

#### Definition of Inservice Education

Inservice education is usually distinguished from preservice education simply by the time and sequence.<sup>1</sup> Whereas preservice education deals with all types of training prior to initial employment as a teacher, inservice education relates to all professional growth activities after the teacher's first day of teaching.

The scope of inservice education is usually defined to include all activities of professional growth. Good states that "inservice education includes all activities that teachers engage in during their service, designed to contribute to their improvement and effectiveness on their assignment."<sup>2</sup> Harris, et al., in a more limited context, viewed inservice education as concerned with the development of instructional staff members as professional practitioners in such ways as to have a reasonably direct impact upon the quality of instruction offered in the school or college.<sup>3</sup>

The terms inservice education, inservice training, growth-in-service activities, staff development, and professional growth are all terms used frequently and often interchangeably when referring to the continuing educational activities of practicing teachers.

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<sup>1</sup>Harris, et al., op. cit., p. 1.

<sup>2</sup>Carter V. Good, editor, Dictionary of Education, Second edition. New York: McGraw-Hill Book Co., 1959, p. 288.

<sup>3</sup>Harris, et al., op. cit., p. 2.



### Need for Inservice Education

The need for inservice education on the community college level has received attention on several different fronts. Each one of these areas is covered in a separate part of this section.

Teaching Function of the Community College. Teaching has long been associated as the most important function of the two-year school. Cohen has stated that "teaching is the prime function of the junior college"<sup>4</sup> and Chapman noted that "the first specific goal of the junior college is teaching."<sup>5</sup>

Thornton has stated that "teaching is the prime function of the community junior college and deserves every encouragement,"<sup>6</sup> and Johnson stressed that "since teaching is the major responsibility of community college instructors, they are largely selected, placed on tenure, and promoted on the basis of the quality of their teaching."<sup>7</sup>

Because of the importance of teaching in the community college setting, the individual teacher assignments are based on teaching load. Blocker, et al., in their review of faculty handbooks, showed that most

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<sup>4</sup> Arthur M. Cohen, "Teacher Preparation: Rationale and Practice" Junior College Journal, Volume 37, No. 8 (May, 1967), p. 23.

<sup>5</sup> Charles E. Chapman, "Aligning Priorities in Junior and Community Colleges," Pressures and Priorities in Higher Education. Proceedings of the Twentieth Annual National Conference on Higher Education. Washington, D.C.: National Education Association, 1967, p. 167.

<sup>6</sup> Thornton, Jr., op. cit., p. 42.

<sup>7</sup> B. Lamar Johnson, "Junior College Innovation and Teaching Improvement" Improving College and University Teaching, Volume 17, No. 2 (Spring, 1969), p. 73.

instructors are assigned from twelve to fifteen lecture hours and from fifteen to twenty laboratory hours per week.<sup>8</sup>

Inadequate Preservice Education. Many of the instructors in the community colleges today have little, if any, specific preservice education relating to their current positions. Studies by Phair<sup>9</sup> and Birnbaum<sup>10</sup> revealed that fewer than 25 percent of all teachers in California and New York community colleges, in 1968 and 1966 respectively, had held previous community college teaching positions, thus indicating that the preparation of the remaining 75 percent included little, if any, specific preparation for their present positions. A survey completed by Kelley and Wilbur found that nearly 50 percent of the respondents had worked previously in high schools.<sup>11</sup>

In those cases where the community college teacher had received preservice education, there appears serious doubt as to the adequacy of this preparation. O'Banion reported:

Although the American Association of Junior Colleges estimates that there are approximately 100 graduate institutions offering programs that include the preparation of community-junior college faculty, there is little evidence<sup>12</sup> to suggest that these programs are adequate for the task.

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<sup>8</sup> Clyde Blocker, Robert Plummer and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965, p. 143.

<sup>9</sup> Tom S. Phair, "California Colleges Look at Their New Faculty," Junior College Journal, Volume 39, No. 4 (December 1968/January 1969), pp. 48-50.

<sup>10</sup> Robert Birnbaum, "Background and Evaluation of Faculty in New York," Junior College Journal, Volume 37, No. 3 (November, 1966), pp. 34-37.

<sup>11</sup> Win Kelly and Leslie Wilbur, Teaching in the Community-Junior College. New York: Appleton-Century-Crofts, 1970, p. 54.

<sup>12</sup> O'Banion, op. cit., p. 85.

Singer has stated that the orientation and preparation given to prospective community college instructors "may be unsuitable for preparing the kind of faculty which the community colleges seek"<sup>13</sup> and Cashin has emphasized that "teacher preparation may have come to be designed too much for the sake of the institution and its administration and too little for the instructors and their students."<sup>14</sup> Other criticisms directed toward preservice education included lack of attention given to teaching competence<sup>15</sup> and lack of concern on preparing the community college teacher for a broad field of teaching.<sup>16</sup>

Teacher Professional Growth. The community college teacher must obtain professional growth after initial employment. It is unrealistic to assume that the prospective teacher is fully prepared at the time he obtains his first position.<sup>17</sup> O'Banion has stated that "all staff members . . . need continuing opportunities to keep up with new developments in education."<sup>18</sup> Changes and advances in educational technology, curricula, instructional media and learning theories have prompted and made it imperative that educators have sufficient opportunities to learn about these new developments. Moffitt, in establishing the need for inservice education, noted that "the growing insistence for more effective

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<sup>13</sup> Derek S. Singer, "Do We Need a Community College Institute?" Junior College Journal, Volume 39, No. 2 (October, 1968), pp. 36-40.

<sup>14</sup> John Cashin, "Some Attitudes Toward Instructor Preparation" Junior College Journal, Volume 39, No. 6 (March, 1969), p. 34.

<sup>15</sup> Alan G. Stratton, "Needed: A Doctor of Arts in College Teaching" Junior College Journal, Volume 39, No. 8 (May, 1969), p. 21.

<sup>16</sup> Arthur M. Cohen, Jr., "Developing Specialists in Learning" Junior College Journal, Volume 39, No. 1 (September, 1966), p. 21.

<sup>17</sup> Thornton, Jr., op. cit., p. 137.

<sup>18</sup> O'Banion, op. cit., p. 101.

teaching has paralleled the increasing complexity of our changing society."<sup>19</sup> He also stated:

This is an age of change. It requires new and rapid adjustments. Its impact on education is an ongoing challenge. It is the basic reason determining the need for continuous education of all people and particularly of all teachers. Without continuing study, teacher knowledge and teacher performance soon become obsolete. No one is ever completely educated--at most one can only be a student of the daily incidents as they occur.<sup>20</sup>

### Types of Inservice Education

Based upon the reports and studies of Finch,<sup>21</sup> Jones,<sup>22</sup> O'Banion,<sup>23</sup> The National Education Association,<sup>24</sup> and the United States Office of Education,<sup>25</sup> the following synthesis of types of inservice education is presented with a brief explanation of each type.

Apprenticeships. A form of inservice education involving a well-designed "master teacher-new apprentice" approach in which the master teacher serves as a guide and tutor for the new instructor and assists in the overall development of the teacher's professional progress.

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<sup>19</sup> John C. Moffitt, Inservice Education for Teachers. Washington, D.C.: The Center for Applied Research in Education, Inc., 1963, p. 3.

<sup>20</sup> Ibid., p. 9.

<sup>21</sup> Arnold Finch, Growth Inservice Education Programs that Work. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, pp. 30-44.

<sup>22</sup> Richard L. Jones, "An Analysis of Inservice Instructional Improvement Activities in Large California Community Colleges," unpublished doctoral dissertation, University of California, Los Angeles, 1972, pp. 15-19.

<sup>23</sup> O'Banion, op. cit., pp. 106-113.

<sup>24</sup> National Education Association, Research Division, Inservice Education of Teachers. Washington, D. C., November, 1966, pp. 7-11.

<sup>25</sup> United States Department of Health, Education, and Welfare, Office of Education, What School Systems Are Doing to Promote Teacher Growth. Education Briefs, No. 33, Washington, D. C., August, 1956, pp. 7-10.

Classes and Courses. College and university courses offered to improve the instructional capability of practicing teachers. Evening classes, extension courses, summer school classes and correspondence courses are some of the various types available. Courses may be designed and offered by the individual community college or by specialists employed by the institution.

Committee or Study Group. The committee or study group inservice activity involves a small, common interest, problem-oriented study group usually composed of faculty members from one specific teaching area. The purpose of a study group is usually to solve common problems or improve instruction based on the mutual sharing of ideas.

Conference. The term conference is applied to a wide variety of inservice education activities. The essential feature of a conference is that it gives the participant an opportunity to question others and discuss the ideas presented. A conference normally deals with one specific area of concern and may be structured in either large or small-group sessions.

Conventions and Professional Meetings. The interchange of ideas and experiences, and introduction to new and different ideas, is a prime value of conventions and professional meetings as inservice education activities. This type of experience can provide great stimulation in that, in a very brief period of time, participants can be exposed to a wide variety of ideas, projects, and people. Contacts can be made, visitations encouraged, materials exchanged, and ideas debated and confirmed.

Consultation. This is defined as either formal or informal conversation or meetings with colleagues or other academic personnel for the

purpose of obtaining new knowledge or skills in order to improve instructional performance.

Demonstration. This type of learning activity involves either individual or group observation of new or innovative teaching techniques as demonstrated by a master teacher or a learning specialist. In some cases involving educational equipment or media, a specialist from an outside organization may be in charge of such a demonstration.

Encounter Groups. In recent years, the encounter group or sensitivity-training sessions have been widely used to improve administrative and teaching relationships, encourage innovation and change, and explore special concerns such as student-staff relationships. The encounter approach offers an excellent way to assist instructors in exploring the nature and impact of their attitudes, values, and beliefs.

Evaluations. Evaluation of teaching performance can be one of the most important inservice activities available in improving instructional performance. Evaluation is defined as the process of analyzing instructional effectiveness toward the goal of achieving student learning. Evaluation may be accomplished by many different individuals: students, colleagues, department heads or other administrators.

Institutes. This type of inservice education is a series of lectures or presentations designed to give teachers as much information as possible in a short time, usually one, two or three days. However, long-term institutes, extending on either a summer or year-long basis, are becoming increasingly popular today. The United States Office of Education, state departments of education, and participating universities have been very active in offering such institutes.

Professional Reading. This type of inservice education activity includes all professional reading by the instructor either of a personal

nature or through the availability and use of library references, magazines and other published materials at the institution.

Professional Writing. The teacher's specialized knowledge can be expanded through the efforts involved in professional writing. In many cases, this experience provides an effective analysis and synthesis of ideas and concepts on behalf of the teacher.

Professional Association Work. The community college instructor's participation in professional association activities can contribute to both personal and professional improvement. The faculty member can become exposed to new ideas in the teaching profession and act as an inservice agent in providing information to other teachers on his experiences.

Research. By becoming involved in research projects, the instructor can gain thorough and comprehensive insight and interpretation of an experiment, observation, or survey. Action Research, a type of on-the-job, practical, scientific research designed to improve instruction, is the main thrust of community college research.

Seminars. A seminar is a formal group learning activity convened for the purpose of the interchange of knowledge, usually dealing with one specific topic. Most seminars are a short term, varying from one day to as long as two weeks.

Staff Meetings. Several types of staff meetings may be utilized as an inservice education activity. Departmental meetings may be called to discuss a topic of concern; small, discipline-centered meetings may be held; or meetings with institutional specialists (media, instructional resources specialists) may be conducted to impart new knowledges or skills.

Staff Retreats. Staff retreats are a type of inservice education activity in which a department or faculty members will spend several

days away from the campus to review objectives, philosophies, and explore new programs. This activity can be helpful in building staff harmony and enthusiasm.

Travel. Travel is usually defined as a personal educational experience, usually completed during the summer, or as part of a leave of absence or sabbatical. Travel, of either a domestic or foreign nature, can be highly educational in studying areas of interest from a personal, indepth approach.

Visitations. First-hand opportunities to obtain information on other institutions or educational programs are available through visitations. Many community colleges encourage their staff to visit other schools and to observe model or special programs in operation.

Workshops. A workshop is a type of practical, hands-on-activity in which participants take an active role in the instructional-learning process. Workshops take a problem-solving approach and through group discussions, conferences with individual members, and independent work, each member attempts to arrive at solutions to the problem presented.

Work Experience. In relationship to his teaching area, an instructor may find work experience as a valuable inservice activity toward gaining a realistic, updated examination of new concepts, methods or procedures which could be important in the design of curricula. Participation in work experiences may range from a period of several hours up to a year-long experience.

#### Important Criteria in the Design of an Inservice Education Program

In order to design and implement either a single inservice education activity or a comprehensive program of activities, several

important criteria should be considered as an initial process. Teague, in his study on inservice programs in Georgia, identified the following criteria as important to the development of an effective program:

1. The inservice program should be based upon sound principles of learning.
2. Individual differences between faculty members should be respected.
3. The desire for professional improvement must come from within the individual.
4. The local school has the primary responsibility for planning, organizing, and conducting inservice programs.
5. Inservice education should deal with solution to problems that are significant to staff members.
6. All persons affected by the inservice program have a right and should share in determining and planning activities to achieve objectives of the problem.
7. Teachers and administrators should be intrinsically and extrinsically motivated to engage in meaningful activities.
8. Inservice activities are an integral part of the school system and should have the full support of the superintendent and the board of education. Also, the activities should be planned for in the time and financial budgets.
9. The inservice program should include a variety of activities and flexibility of purpose and action.
10. The inservice program should have continuity of purpose and activity.
11. Clear and specific goals should be formulated and kept in focus.
12. Evaluation for inservice activities should be planned for, should be performed cooperatively, and should be conducted in terms of specific objectives sought.
13. A simple and effective process for converting thought into action should exist.

14. A free and facilitating climate greatly enhances the degree to which agreed upon goals are achieved.<sup>26</sup>

Finch listed the following guidelines for planning an inservice education program:

1. The school or system administrator, or the committee of professional personnel involved, should have unreserved approval and commitment of the board of education before moving ahead on creation of an inservice education program or the modification of an existing one.
2. The focus of inservice programs should be on teacher-instructional improvement.
3. The program, to be successful, should allow for maximum teacher involvement.
4. The mechanics of the program should be kept as simple as possible.
5. Adequate funding should be made to allow for a reasonable amount of inservice education activities.
6. The program should highlight teacher benefits for participation including the following essential purposes of teacher education:
  - a. To extend his knowledge and learning in general.
  - b. To keep abreast of new knowledge.
  - c. To keep current in a rapidly expanding society.
  - d. To acquaint him with new techniques, devices, and arrangements.
  - e. To provide him with results of research on learning and on the learning process.
  - f. To prepare him for new fields and new responsibilities.<sup>27</sup>

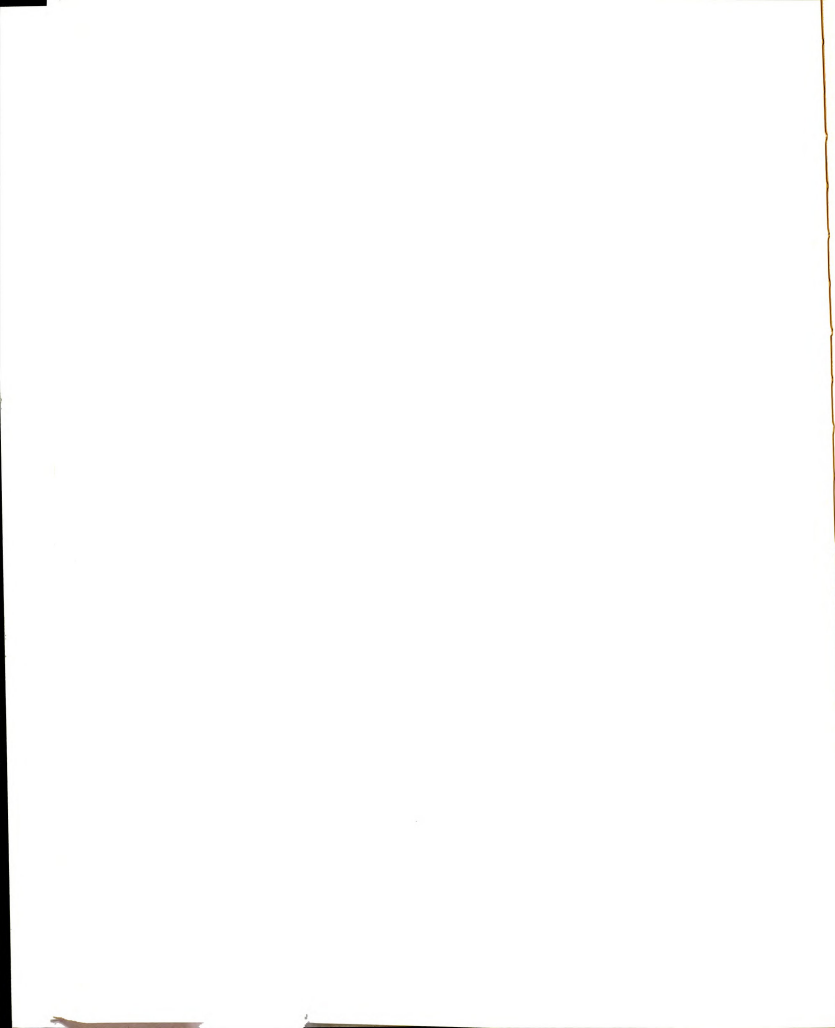
According to O'Banion, if staff development is to be effective, then someone must assume major responsibility for the design and coordination of the program. He stated:

An assistant to the president, the academic dean, a special committee from the faculty council, or a staff development officer should be clearly in charge. The program should be a continuing program throughout the year and should be related to long-range improvement in

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<sup>26</sup>Wayne Teague, "An Evaluation Analysis of the Inservice Program for Teachers and Administrators in DeKalb County, Georgia," unpublished doctoral dissertation, Auburn University, Auburn, Georgia, 1962, pp. 36-73.

<sup>27</sup>Finch, op. cit., pp. 15-22.



the college. The program should be designed to achieve institutional goals through the development of individual staff members. Many group activities may be available, but each staff member should have a program for his personal inservice development.<sup>28</sup>

The function of leadership for inservice education programs should be clearly defined and formulated in the planning stages of the design of such programs. Edmonds, et al., state that the function of leadership should be clearly identified through the organizational structure of the school and a Director of Instruction be assigned distinct functions and roles:

1. He must be in part responsible for inservice education either of teachers or of supervisors.
2. He must have the necessary delegated authority in order to meet his responsibility.
3. He must be aware of any function for the continuing growth of himself in programs calculated to improve leadership.<sup>29</sup>

Along with the leadership function, the design of an inservice program must also be accomplished as part of a cooperative arrangement among teachers, administrators, and other personnel providing support for such training. O'Banion, in one of his recommendations on staff development, stressed the state department's role in inservice education:

Every state should have a staff development program coordinated by the unit in the state department of education responsible for community-junior colleges. It should be the purpose of the state program to insure that every college has a staff development program.<sup>30</sup>

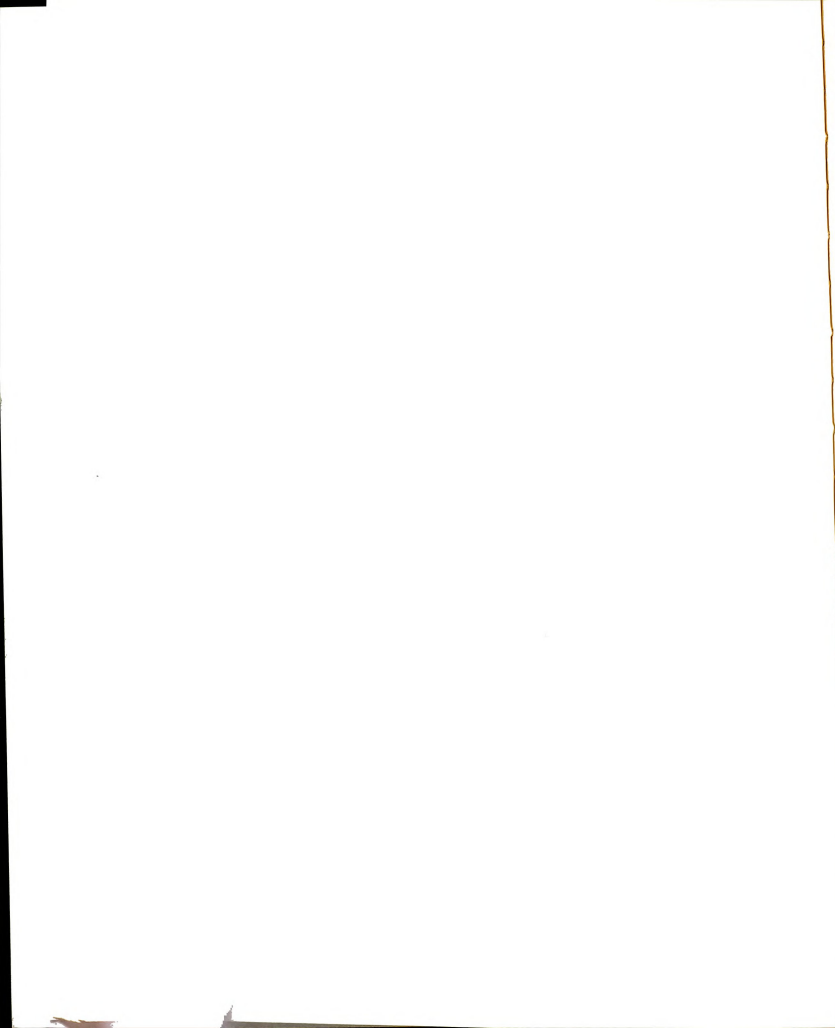
Edmonds, in a wider context, views inservice education as "the cooperative responsibility of the colleges which prepare teacher

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<sup>28</sup> O'Banion, op. cit., p. 103.

<sup>29</sup> Edmonds, et al., op. cit., p. 44.

<sup>30</sup> O'Banion, op. cit., p. 117.



preservice, the state departments of education which provide leadership for state-wide instructional improvement, various professional organizations whose purposes include the professional improvement of its members, and the local school districts which employ teachers and which actually provide instructional programs for children.<sup>31</sup>

As early as 1949, the National Education Association emphasized the need to have a cooperative plan for inservice education, stating:

A cooperative plan for the professional growth of teachers inservice includes all of the education personnel in a given school situation: teachers, superintendents, principals, supervisors, special service staff, and staff members of colleges and state departments of education.<sup>32</sup>

Then, in 1967, the National Education Association reiterated their position, stating:

School systems should encourage and support the professional growth and development of teachers inservice programs by rewarding growth through salary advancement, recognition and status; and by granting leaves of absence for professional reasons.<sup>33</sup>

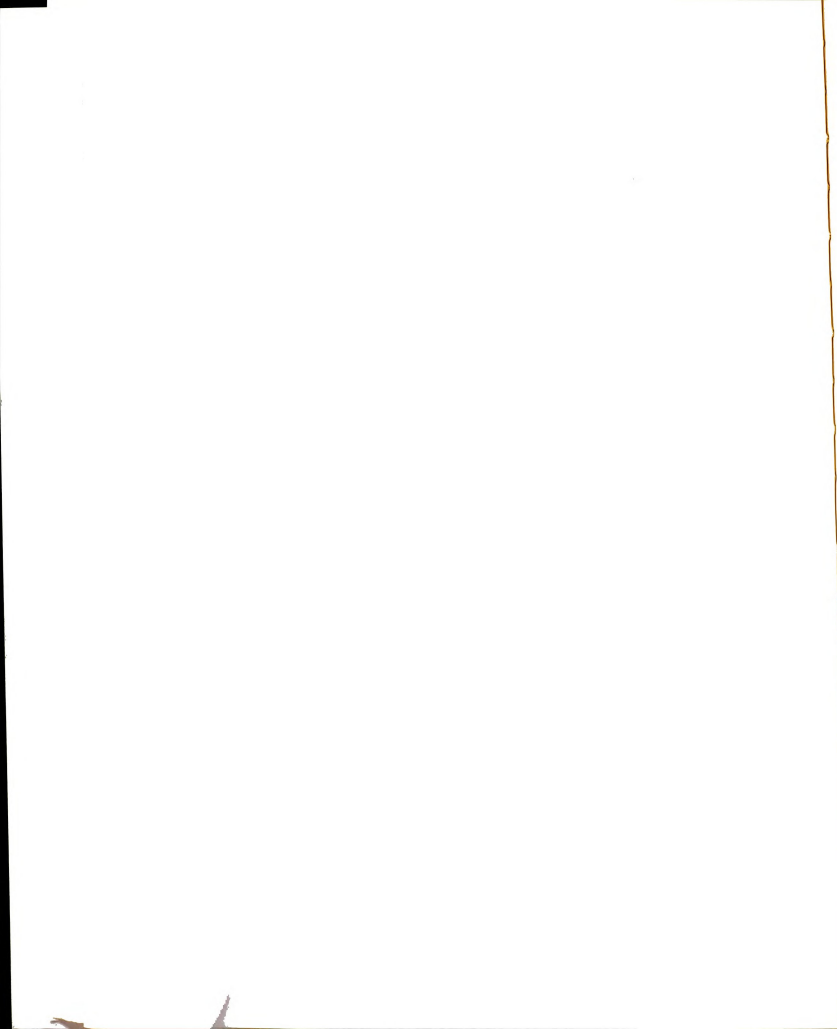
A cooperative arrangement for the development of inservice education programs does not lessen the responsibility of the individual faculty member to achieve professional growth, according to Carrison. The motivation for growth should come from the junior college instructors' own keen awareness and desire to keep abreast and upgrade his knowledge

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<sup>31</sup>Fred Edmonds, James R. Ogletree and Pat W. Wear, Inservice Teacher Education: Crucial Process in Educational Change, Volume 39, No. 1, Lexington: Bureau of School Service, College of Education, University of Kentucky, September, 1966, p. 20.

<sup>32</sup>National Commission on Teacher Education and Professional Standards, National Education Association: The Teaching Profession Grows In Service. Washington, D. C., 1949, p. 9.

<sup>33</sup>"Professional Growth of Teachers in Service" NEA Research Bulletin, No. 1, Washington, D. C.: National Education Association, March, 1967, p. 25.



and abilities.<sup>34</sup> In order to grow successfully, according to Moffitt, a teacher should possess certain qualities:

1. The desire to grow;
2. The readiness to participate;
3. The sensitivity to the opinions of others;
4. Intelligence and knowledgeability;
5. A willingness to discard unproductive habits of teaching;
6. The desire to accept new challenges even though they require added effort and present some uncertainty.<sup>35</sup>

#### Selected Findings of Research Studies

A search of the literature revealed a limited amount of research on inservice education activities or programs specifically for the community college level; most research noted dealt with either elementary or secondary level inservice programs. Only one study completed in 1971 was directly related to inservice education for California Community College instructors. However, because of the applicability and transferability of data obtained from the K-12 research, a summation of these studies is given.

Finch, in his study of the relationship of inservice education to the competence of selected teachers of the Los Angeles School District, arrived at the following conclusions:

1. The effectiveness of teachers who participated extensively in inservice education activities is reflected in the quality of the teachers' classrooms and campus relationships with the students; results in more effective classroom management and control and academic presentations; and

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<sup>34</sup> Roger H. Garrison, "The Teacher's Professional Situation," Junior College Journal, Volume 37, No. 6 (March, 1967), pp. 16-17.

<sup>35</sup> Moffitt, op. cit., p. 60.

enhances and strengthens relationships within the school, among school patrons, and with the public in general.

2. The "preparation-type" salary schedule does operate effectively. In general, teachers who have participated in inservice education activities and thus moved through the salary schedule received the higher competence ratings.<sup>36</sup>

In a summary of interview studies of beginning teachers conducted in twelve states, Hermanowicz<sup>37</sup> found a general dissatisfaction with inservice programs. Most of those interviewed believed that inservice programs were greatly needed but that existing programs were severely inadequate.

Other research studies point out the limitations in selecting appropriate activities for inservice education. The excessive use of staff meetings was revealed by Frazier,<sup>38</sup> and Leavitt<sup>39</sup> noted the frequent use of lectures. Also, a study by Harris illustrated that little consideration is given to the unique purposes which a given inservice education activity might effectively serve.<sup>40</sup>

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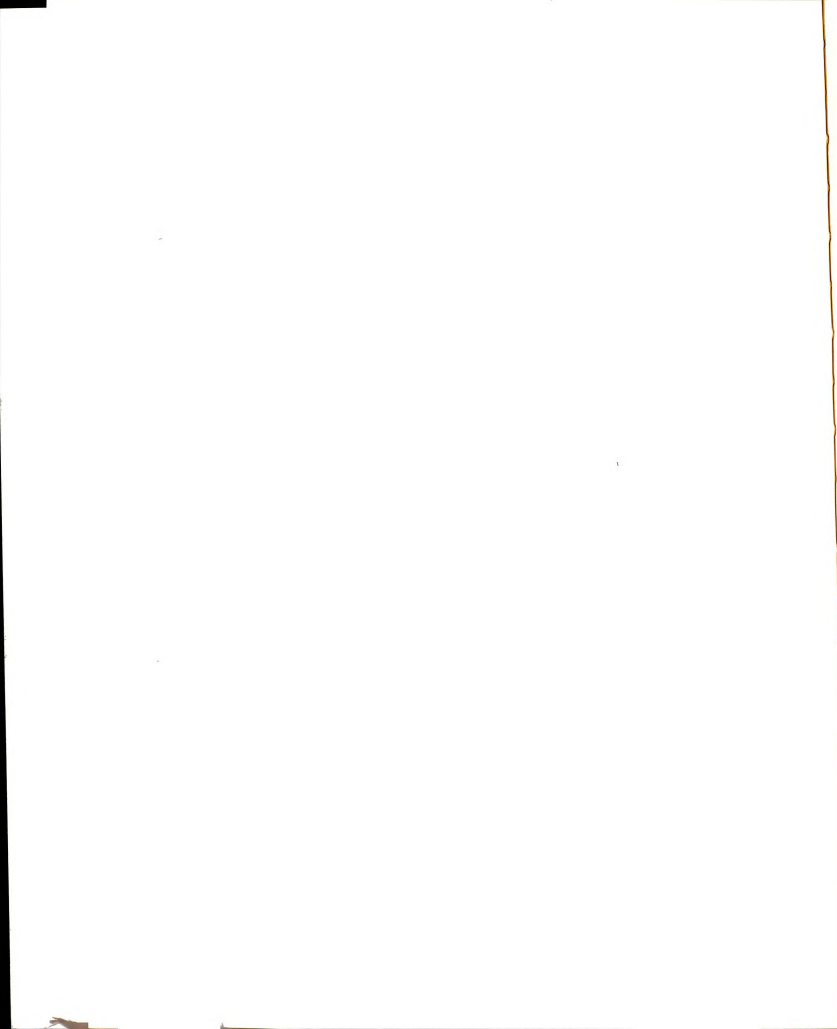
<sup>36</sup> Arnold E. Finch, "The Relationship of Inservice Education to Competence of Selected Teachers of the Los Angeles City School District," unpublished doctoral dissertation, University of California, Los Angeles, 1964, p. 201.

<sup>37</sup> Henry J. Hermanowicz, "The Pluralistic World of Beginning Teachers," The World of Beginning Teachers. National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D. C., 1966, pp. 16-25.

<sup>38</sup> Alexander Frazier, et al., "Sample Studies in Supervision," Educational Leadership, May, 1951, pp. 517-520.

<sup>39</sup> Harold J. Leavitt and R. A. H. Mueller, "Some Effects of Feedback on Communications," Human Relations, 1959, pp. 401-410.

<sup>40</sup> Ben M. Harris, Supervisory Behavior in Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, pp. 20-31.



McIntyre<sup>41</sup> reported that the use of the laboratory approach to inservice education was highly effective in that it offered many of the advantages of the highly organized and structured sessions, but also a high level of involvement was maintained with a wide array of interests and needs being served.

In Teague's study of Georgia educators, he noted a lack of clear, specific goals for inservice education and made the following recommendations:

1. Local schools should be given more responsibility for planning and conducting inservice activities.
2. Inservice activities should be designed primarily to help reach specific goals that are recognized and desired by most staff members.
3. Individual differences of personnel should be taken into account when planning and conducting inservice activities.
4. All persons affected should be given a significant share in planning inservice activities.
5. Careful consideration should be given to the establishment of an advisory committee to assist the local schools in planning and conducting inservice activities.
6. Orientation activities for teachers new to the system and teachers beginning in the profession should be increased, particularly at the local school level.
7. Inservice activities should be included in the organized work week and should be considered a part of the workload for teachers and administrators.
8. Steps should be taken to bring the perceptions of teachers, principals,<sup>42</sup> and central office staff members closer together.

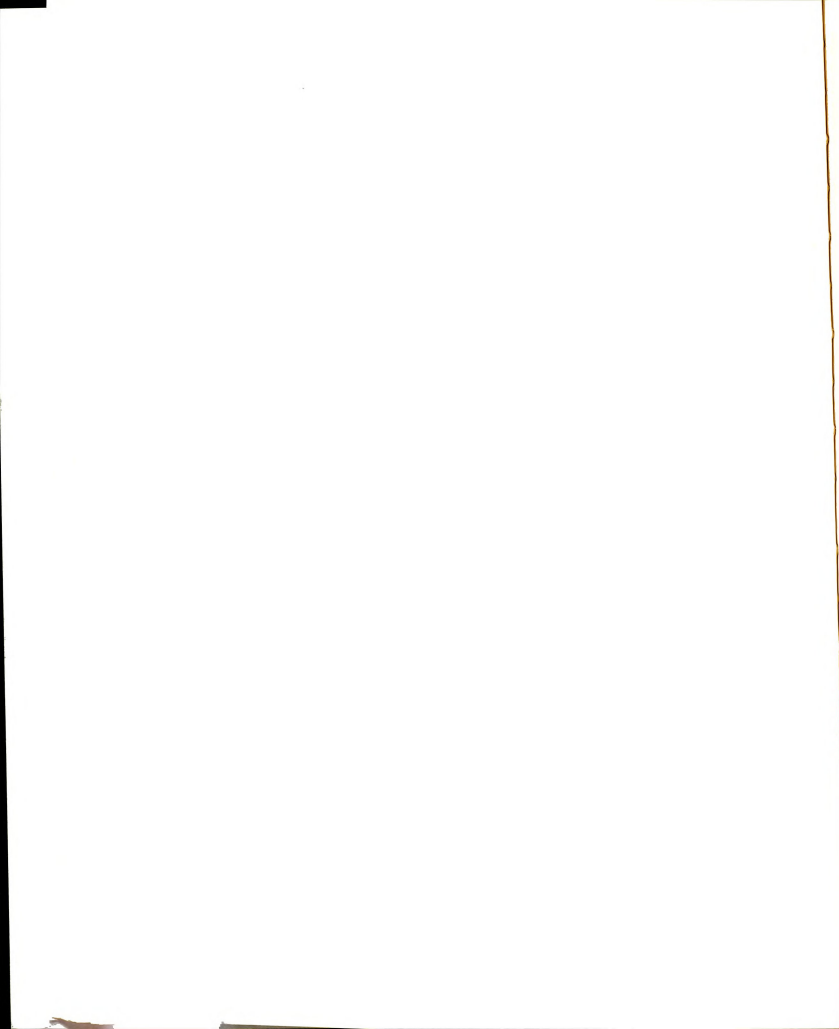
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<sup>41</sup>

Kenneth E. McIntyre, "The Laboratory Approach," Designs for Inservice Education, edited by Willard Bessent, Austin: The University of Texas Printing Division, 1967, pp. 91-113.

<sup>42</sup>

Teague, op. cit., pp. 185-189.



### Jones' Study

A 1971 study completed by Jones<sup>43</sup> on the effectiveness of inservice education activities as reported by instructors at large California community colleges, arrived at the following conclusions:

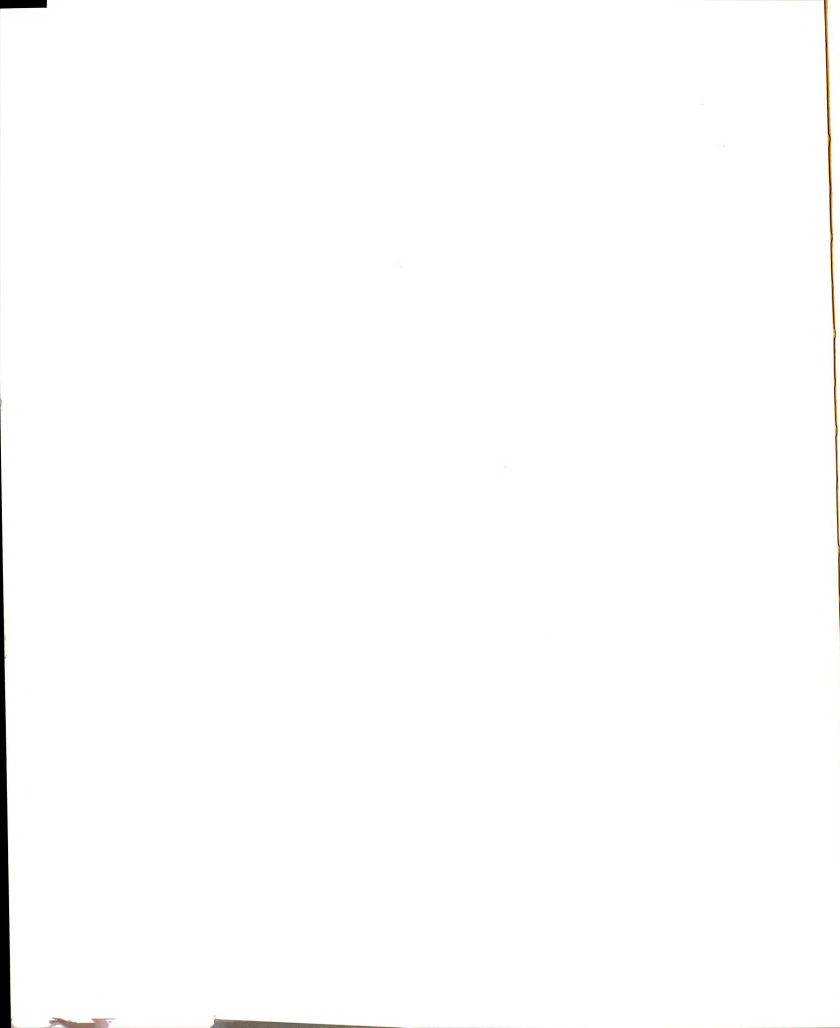
1. Community college instructors actively participate in a wide variety of inservice instructional improvement activities.
2. The inservice instructional-improvement needs of instructors in large California community colleges vary with the individual; there are no apparent significant, specific patterns indicated among the varying groups of instructors surveyed.
3. Inservice instructional-improvement activities which involved the instructor through active and direct participation were reported as effective critical incidents and considered to be of most value a greater number of times than were activities in which teacher involvement was inactive and indirect.
4. Personal relevance, appropriate structure, active participation, opportunity for the exchange of information and ideas, and quality leadership are fundamental requirements for successful inservice instructional-improvement activities in large California community colleges.
5. Formally-structured inservice instructional-improvement activities are more likely to be of value in improving the classroom instructional capabilities of community college teachers than are informally-structured activities.

Jones analyzed the critical incident reports of faculty regarding their opinions on the inservice education activities they found most effective and those activities that they found least effective. His findings of the reports of effective activities with their rank order, were:

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<sup>43</sup>

Jones, op. cit., pp. 1-229.



<u>Rank Order</u>	<u>Activity</u>
1	Any Activity <u>Can</u> Be of Value
2	Consultation
3	Workshop
4	Committee-Study Group
5	Lecture-Demonstration-Observation
6	College or University Course
7	Conference
8	Any Which Involve Active Participation
9	Evaluation by Others
10	Work Experience (Industry, etc.)
11	Department Meeting
12.5	Action Research
12.5	Evaluation by Self
14.5	Intervisitation
14.5	Travel
16.5	Those Which Use AV Effectively
16.5	Sabbatical Leave (Unspecified Activity)

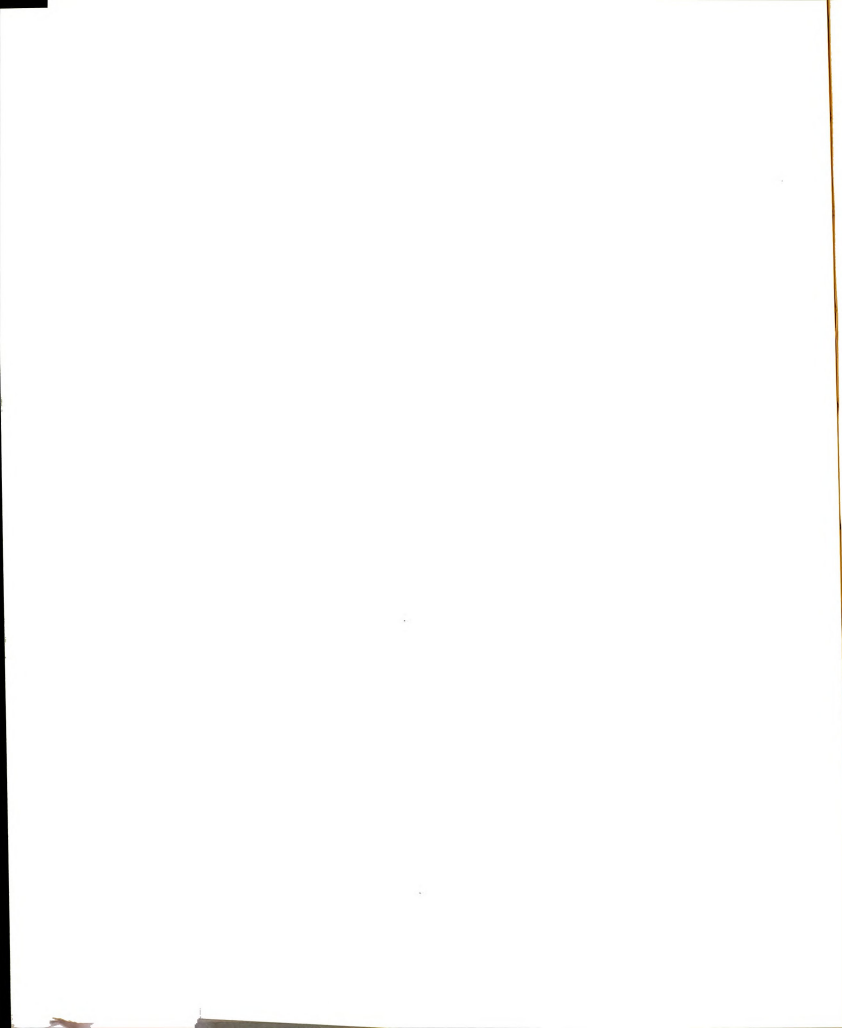
Based on his findings, Jones proposed that the large community colleges should use the following suggestions for increasing the effectiveness of inservice instructional improvement activities:

1. Determine the nature of inservice participation of their own staff.
2. Determine which current activities are considered successful and which are considered unsuccessful at their own institution.
3. Develop, with others, a viable program of inservice instructional-improvement activities based upon the results of the study.

4. Provide leadership in the creation of an atmosphere which is conducive to learning.
5. Provide leadership in the initiation and implementation of the plan for inservice instructional improvement which will satisfy the identified unique needs of individuals and the staff as a whole.<sup>44</sup>

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<sup>44</sup> Jones, op. cit., pp. 119-120.



## CHAPTER III

### RESEARCH PROCEDURES AND METHODOLOGY

#### INTRODUCTION

The procedures followed in this study were designed to gather information and data through the survey method of investigation.

These procedures consisted of the following steps:

1. Selecting community colleges for investigation and analysis.
2. Obtaining data from selected community college instructors through the use of mailed questionnaires.
3. Conducting personal interviews with community college faculty and administrators from the four selected community colleges.
4. Obtaining other related information and documents from each community college.

Each of the above procedural steps is described in a separate section of this chapter.

#### METHODOLOGY

The methodology utilized in this study was the survey approach, a type of descriptive research. Sax defines descriptive research as research involving the collection of data for the purpose of describing conditions as they exist.<sup>1</sup> Descriptive statistics provide methods to

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<sup>1</sup> Gilbert Sax, Empirical Foundations of Educational Research. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968, p. 288.

organize, summarize, and describe sets of data which represent populations.<sup>2</sup>

The survey method of research was utilized to obtain a detailed description and analysis of inservice education at each community college included in this study. The information for the case study was obtained through questionnaires, personal interviews, and other documents and information related to each institution.

#### POPULATION

The population consisted of all community college instructors at Pasadena City College, Golden West College, Glendale College, and Los Angeles Southwest College (all located in southern California), with the following limitations:

1. Only full-time faculty members at each institution were included. The definition of "full-time status" for this study was the definition as given by each institution.

2. Only teaching faculty who were presently teaching full-time, and who had previously taught at their present institution for at least three academic years were included in the study.

The population of this study, based on Spring, 1973, faculty lists, and adjusted to correspond with the limitations listed above, was:

<u>Name of School</u>	<u>Population</u>
Pasadena City College	264
Golden West College	136
Glendale College	94
Los Angeles Southwest College	<u>79</u>
Total:	573

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<sup>2</sup> Sidney J. Armore, Introduction to Statistical Analysis and Inference for Psychology and Education. New York: John Wiley & Sons, Inc., 1966, p. 9.

## SELECTION OF COMMUNITY COLLEGES

Based on the Statement of the Problem of the study, the community colleges of California were examined, specifically with regard to age and size of each institution. The 96 community colleges of California (as given in Appendix A) were reviewed in order to select four community colleges which would fit into the following matrix:

	Old Community College (older than 30 years)	New Community College (less than 10 years old)
Large Community College (more than 14,000 students)	X	X
Small Community College (less than 5,000 students)	X	X

X - represents each community college selected

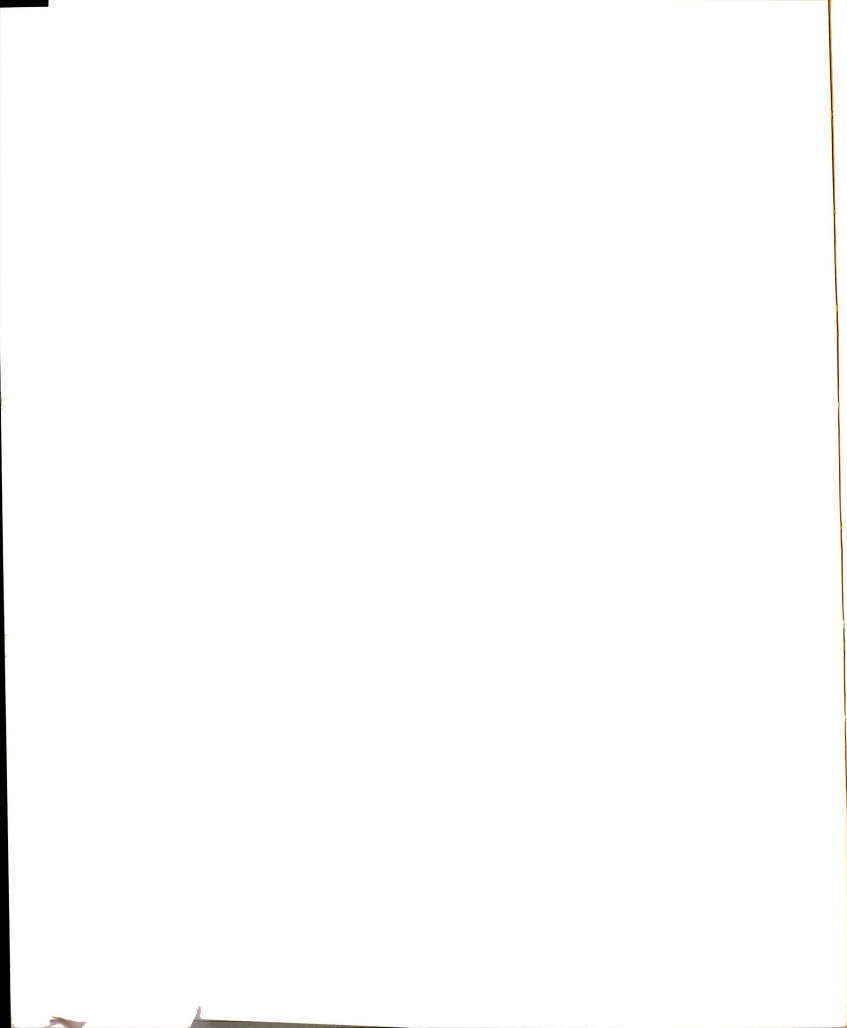
Determination of institutional age and size was made by data reported in the 1972 Junior College Directory of Public and Private Community Colleges<sup>3</sup> and student enrollment reports from the fall, 1972 semester. Further verification of enrollments, reflecting spring semester, 1973 were obtained through the information provided by college officials.

Based on the design of the study, the four schools selected were:

LARGE, OLD COMMUNITY COLLEGE: Pasadena City College  
Pasadena, California  
Year started: 1924  
Enrollment: 16,169

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<sup>3</sup> American Association of Junior Colleges, 1972 Junior College Directory. Washington, D. C., 1972, p. 5.



LARGE, NEW COMMUNITY COLLEGE:	Golden West College Huntington Beach, California Year started: 1966 Enrollment: 14,021
SMALL, OLD COMMUNITY COLLEGE:	Glendale College Glendale, California Year started: 1927 Enrollment: 4,992
SMALL, NEW COMMUNITY COLLEGE:	Los Angeles Southwest College Los Angeles, California Year started: 1967 Enrollment: 4,067

The location of the four community colleges is given in Appendix B.

#### DESCRIPTION OF COMMUNITY COLLEGES

To assist the reader of this study and to build a foundation upon which to base findings, conclusions, and recommendations, a brief summary of each school is given in this section. The summaries serve to give a brief history of the institution, data on curricula and programs, and an overview of the organizational structure and governance of each community college.

##### Pasadena City College

Pasadena City College is a large, well-established community college located at 1570 East Colorado Boulevard, Pasadena, California. Pasadena City College began in 1924 in response to the community's need for higher educational facilities--especially a one-year, post-high school training institution. In its first four years of operation, the one-year, post-secondary program was added to the program offered by Pasadena High School, the major high school in the area. Then, in 1928, Pasadena High School and Pasadena Junior College merged into a "four-year junior college," with grades 11 to 14, inclusive.

By 1946, enrollments had increased so that a second "four-year junior college"--John Muir Junior College--was organized. In 1947, the official names of the two schools became Pasadena City College and John Muir College.

During the 1953-54 school year, the Pasadena Board of Education elected to change the local school system organization, and as a result, the two community colleges were merged into Pasadena City College, serving the freshman and sophomore college-level years.

In 1966, the formation of the greater Pasadena Area Junior College District was approved and became effective on July 1, 1967.

Community College District. Pasadena City College, governed by a seven-member Board of Trustees, is the single community college in the Pasadena community college district composed of six adjacent school districts: Arcadia, La Canada, Pasadena, San Marino, South Pasadena, and Temple City.

Curricula. Pasadena City College, serving a large, urban population, offers a wide range of programs in general education, transfer and professional education, occupational, continuing education, and community leadership and services. Articulation agreements with southern California colleges and universities provide acceptance of all Pasadena City College transfer program credits. Pasadena City College is extremely active in providing occupational curricula for its students--in 1972 over 60 two-year programs were offered for day and evening students. Pasadena City College is fully accredited by the Western Association of Schools and Colleges.

Organization. The president of Pasadena City College, who is also the superintendent of the community college district, is the chief



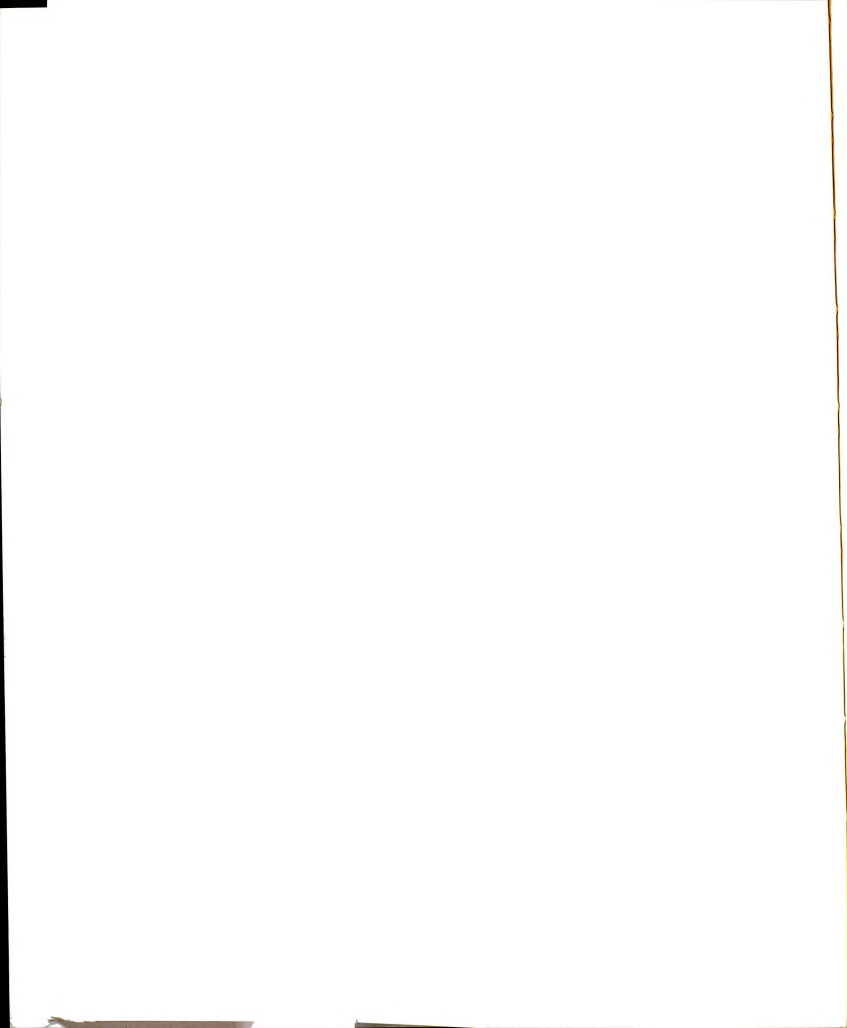
administrative officer of the school. The president is assisted by a vice-president, who heads the deans and directors in the various functional areas.

The Administrative Dean for Instruction is the head of all academic programs, and supervises the 14 departments of the school. The following departments, with total faculty members as indicated, are utilized at Pasadena City College:

<u>Department</u>	<u>Number of Full-time Faculty</u>
Art	22
Business	27
Communication	19
Engineering and Technology	25
English	28
Foreign Languages	15
Life Sciences	27
Mathematics	18
Music	13
Nursing	26
Men's Physical Education	15
Women's Physical Education	14
Physical Sciences	22
Social Sciences	<u>37</u>
Total	308

#### Golden West College

Golden West College is a large, new community college located in North Huntington Beach, California, approximately 50 miles southwest of central Los Angeles.

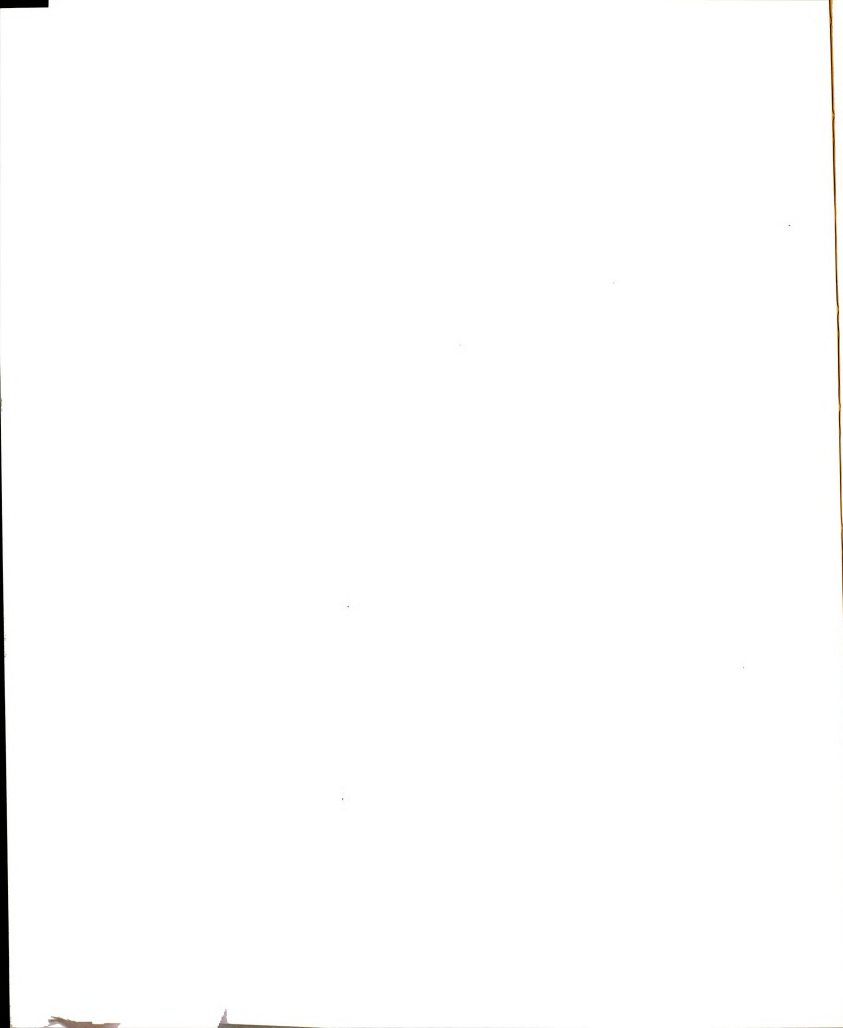


The initial plans for Golden West College were started in 1961 by the District's five member Board of Trustees in response to projections that the decade ahead would witness great growth in the District's population and prospective enrollment. In the fall of 1966, Golden West College officially opened its doors, with an initial enrollment of over 5,000 students.

Community College District. Golden West College is a public community college of the Coast Community College District, a tax-supported educational district belonging to the people of the Orange County coastal area. As the second college of the district, Golden West functions in an educational partnership with Orange Coast College, located in nearby Costa Mesa, California, which was established in 1947.

Golden West College lies in a highly industrialized and fast-growing district: population figures for 1970 show more than 405,000 persons living in the district. The college mainly serves the coastal communities of Huntington Beach, Seal Beach, Westminster, Fountain Valley, Sunset Beach, Midway City, and Surfside, but also draws students from other areas of California, the nation, and several foreign countries.

Curricula. The curricula at Golden West are designed to provide several needs for students: general education requirements, occupational-technical education for students seeking employment, remedial education for students needing special assistance, education for the disadvantaged, transfer education for students seeking advanced degrees, and life-long education for residents of the community. Classes are offered in both day and evening sessions on a year-round basis. Over 30 semi-professional and technical programs are available, with partnership agreements with Orange Coast College, and with the support of district and community resources.



Full acceptance of transfer credits is permitted through articulation agreements with state colleges and universities. Golden West is fully accredited by the Western Association of Schools and Colleges.

Organization. The instructional program at Golden West is organized into eight divisions, with each division having a chairman, who is under the guidance and direction of the Dean of Academic Affairs, the chief administrator under the president of the college.

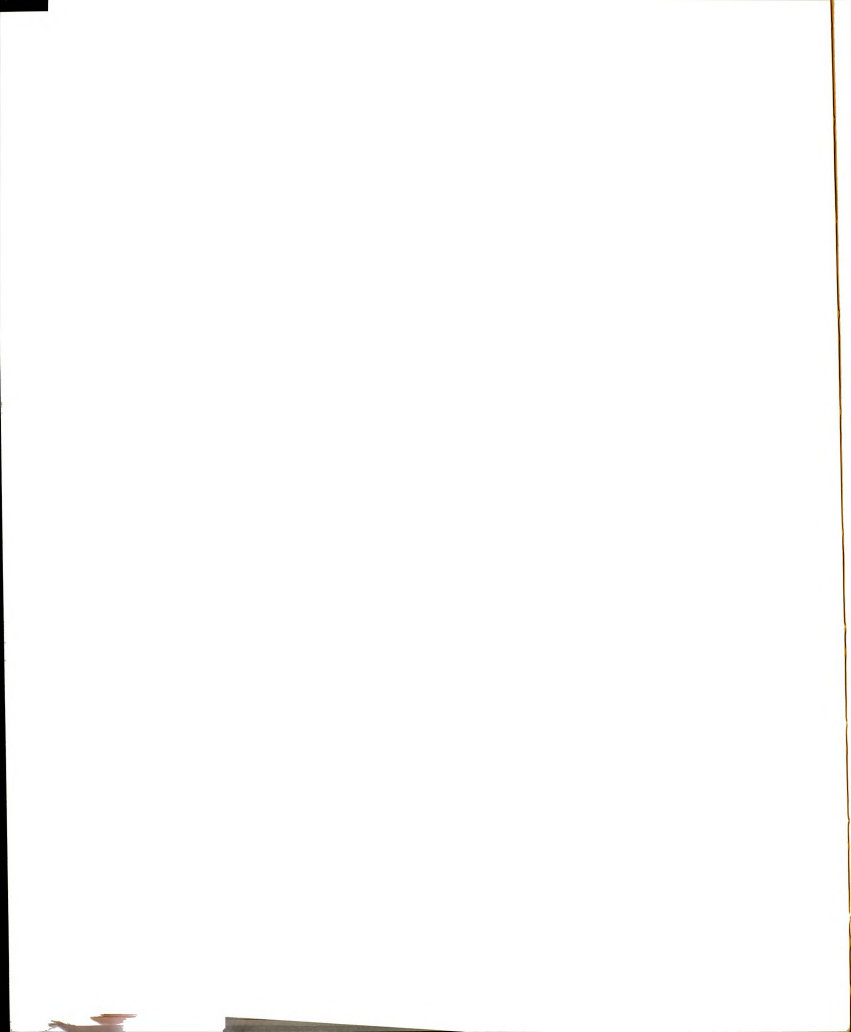
The eight divisions, with the total faculty in each division, are given below:

<u>Division</u>	<u>Number of Full-time Faculty</u>
Business	17
Communications	27
Fine and Applied Arts	15
Health Sciences	16
Mathematics and Sciences	23
Physical and Recreational Education	14
Social Science	21
Technology	<u>17</u>
Total	150

#### Glendale College

Glendale College is a small, public community college located in Glendale, California, a small residential community located approximately 10 miles northeast of central Los Angeles.

Glendale College was founded in 1927 to serve the needs of the people in the Glendale Union High School District which includes the La Crescenta, Glendale City, and Tujunga School Districts. The school was founded as Glendale Junior College and from 1927 to 1929 conducted classes in the



buildings of Glendale Union High School. From 1929 to 1936, the school was housed in another building of the school district, and then in 1936, a permanent site of 119 acres was acquired for the present college.

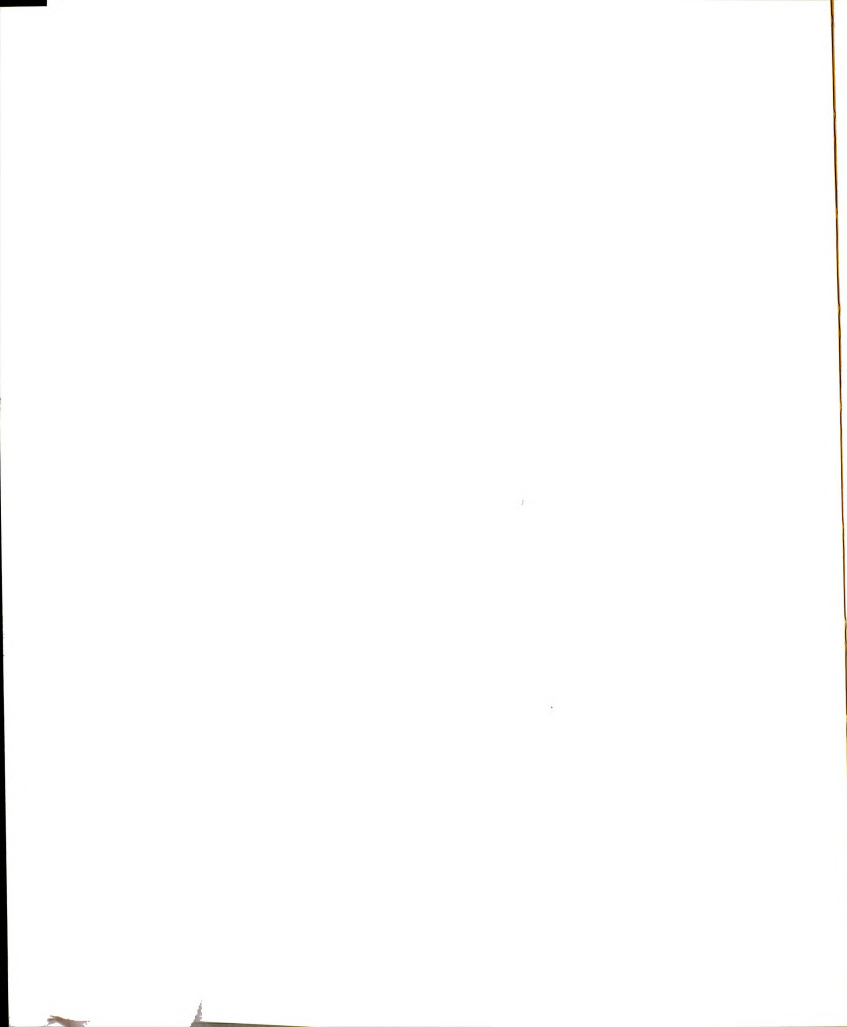
In 1936, the Glendale Junior College District was dissolved as such and became part of the new Glendale Unified School District--a situation that remained until July, 1970. On April 20, 1971, the Board of Education adopted a resolution changing the District name to Glendale Community College District.

Community College District. Glendale is the only community college of the district and has come under separate district governance since 1970. The population and service area of Glendale College includes only 4 school districts, none of which are heavily populated.

Curricula. Glendale College offers many comprehensive programs in general education, college transfer courses, remedial and refresher education, and continuing education. A strong community service and continuing education program is offered, with ample opportunities for extended day students to enroll in specialized programs and courses.

Glendale College is fully accredited by the Western Association of Schools and Colleges and approved under the regulations of the California State Department of Education and the California Community Colleges.

Organization. Glendale College is organized into 10 instructional divisions and supervised by the Administrative Dean for Instruction who reports directly to the President. The activities and programs of each division are coordinated by a division chairman. The ten divisions, with total faculty in each division, are:



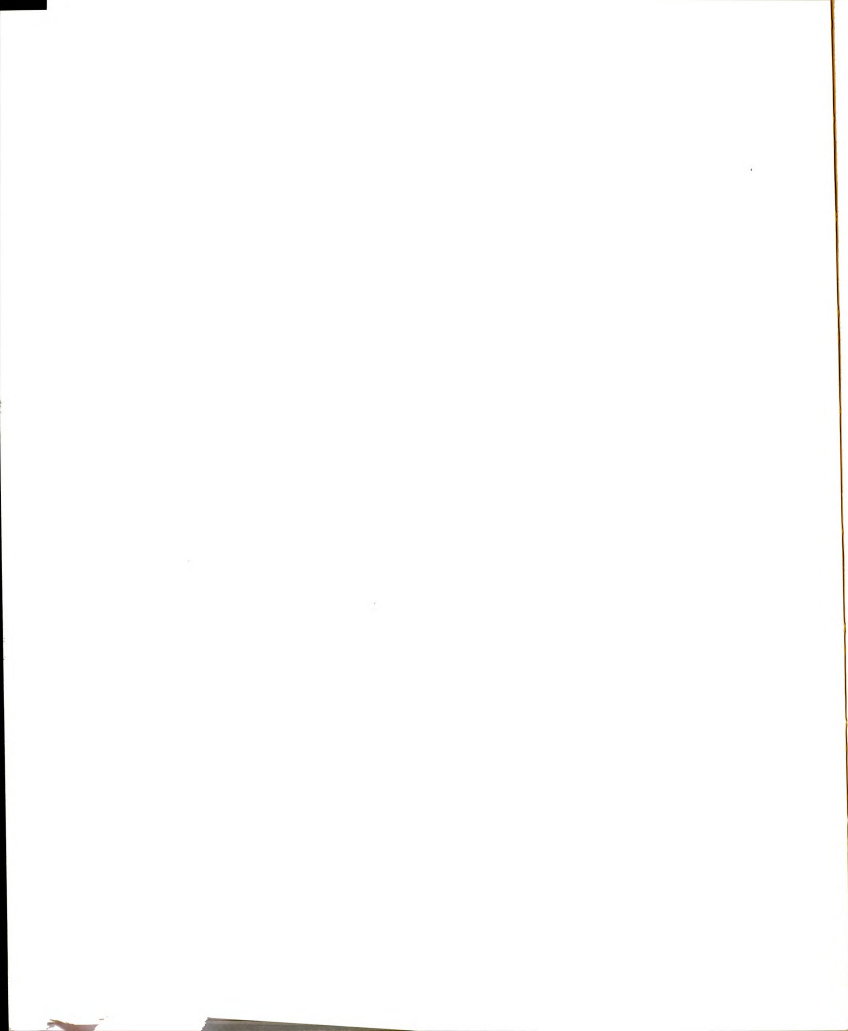
<u>Division</u>	<u>Number of Full-time Faculty</u>
Biology	5
Business	9
Fine Arts	11
Health and Physical Education	10
Language Arts	19
Physical Science and Mathematics	12
Social Science	19
Technical Education	9
Aerospace Technologies	6
Vocational Nursing	<u>4</u>
Total	104

#### Los Angeles Southwest College

Los Angeles Southwest College is a small, new public community college located on Western Avenue in the southwestern part of Los Angeles.

Los Angeles Southwest College was opened in September, 1967, as a result of efforts by many groups and individuals and as the result of \$2 million being granted by the Los Angeles Board of Education. As originally conceived, Los Angeles Southwest College was set up as an interim college--with temporary buildings and facilities being used until a permanent site and adequate funding were established. As of 1973, the original location and buildings were still in use; however, a substantial capital allocation was secured in order to establish permanent buildings within the next five years.

Part of the impetus to establish Los Angeles Southwest College in 1967 came out of the social unrest and civil disorders which occurred

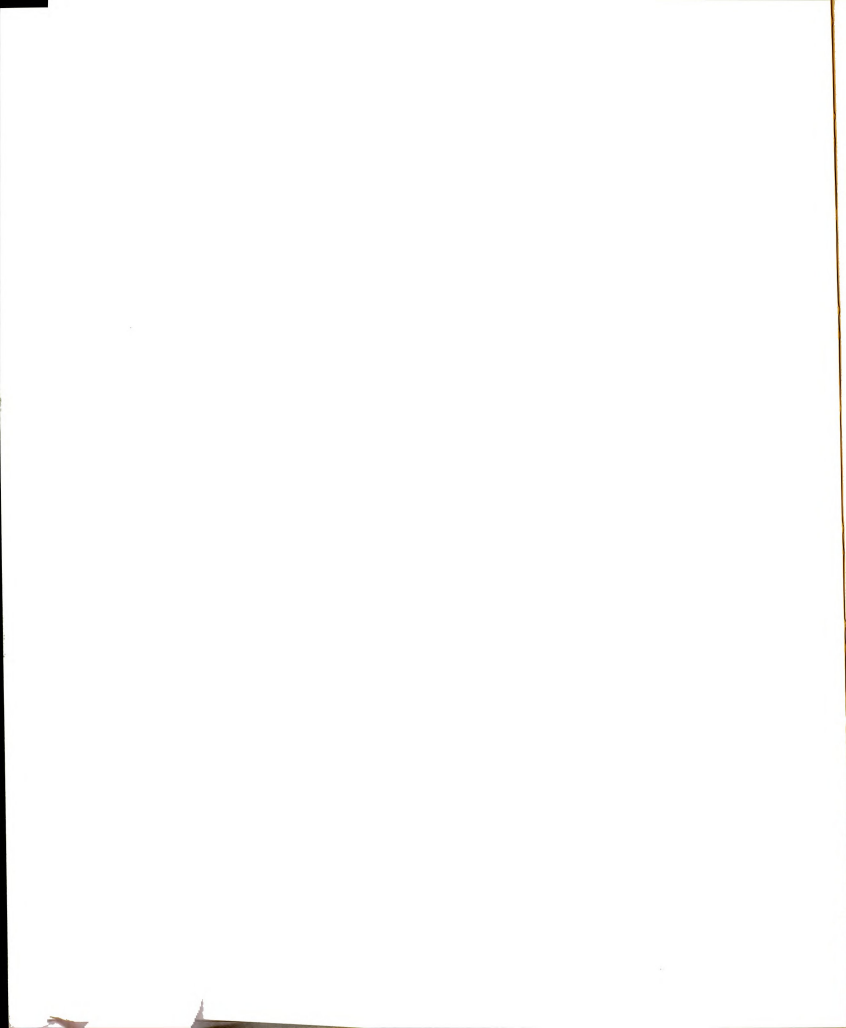


in southwest Los Angeles, with the open conflict in the Watts District being the most dramatic of the problems existing in the area. High unemployment, a large minority population, and the lack of a nearby community college were other factors which also underscored the need to establish a community college for local residents.

Community College District. Los Angeles Southwest College is a member of the Los Angeles Community College District, a large district with over 100,000 students and eight community colleges which include: Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Pierce College, Los Angeles Trade-Tech College, Los Angeles Valley College, West Los Angeles College, and Los Angeles Southwest College. Originally, and until 1969, the community colleges in the Los Angeles area were controlled and operated by the city-wide Board of Education which had at that time K-14 responsibility. After 1969, a separate community college district was formed with ultimate responsibility for control and governance of the eight community colleges within the district.

Curricula. Los Angeles Southwest College, accredited by the Western Association of Schools and Colleges, is a co-educational institution, offering both transfer and occupational programs. A wide range of occupational programs including one and two-year technical-vocational programs are offered and all California four-year colleges and universities accept Los Angeles Southwest's transfer program credits.

Emphasis at Los Angeles Southwest is placed upon providing a high degree of flexibility in curriculum and program planning. Several options are available for students at Los Angeles Southwest, including an Individualized Instructional Program in English and math, a Modular

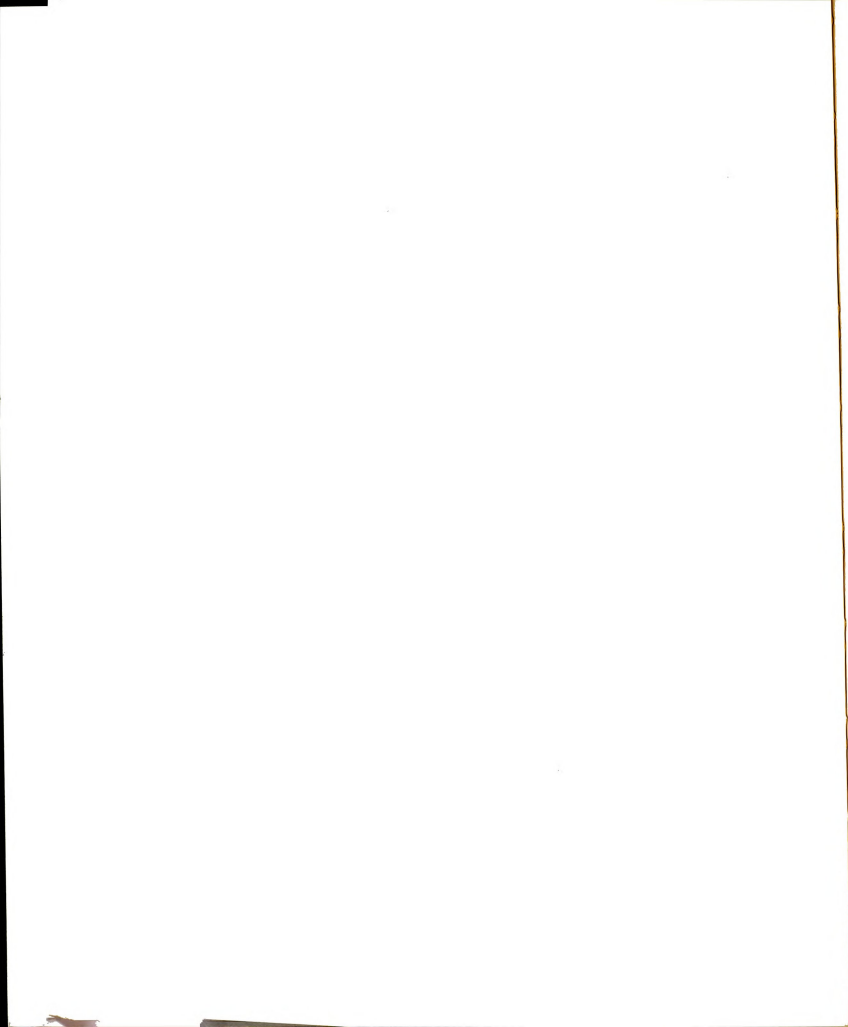


Scheduling Program whereby courses may be completed on a flexible, block-time approach, and other options such as off-campus television classes, and remedial courses. Los Angeles Southwest operates on a year-round basis with two regular semesters and two six-week summer sessions. The school also has an extended day program in which evening class offerings are made available in all academic and occupational areas.

Organizational Structure. The eight community colleges in the Los Angeles Community College District are centralized in terms of the basic managerial functions of planning, organizing, and controlling. The community college district is headed by a Chancellor whose responsibilities include all eight community colleges in the district. Under the Chancellor is an Executive Vice-Chancellor and other administrative officials.

Los Angeles Southwest College is organized into academic divisions and departments for purposes of governance. These divisions and departments, with faculty members indicated, are:

<u>Divisions and Departments</u>	<u>Number of Full-time Faculty</u>
Division of Business, Behavioral and Social Sciences	
Departments:	
Business and Secretarial Science	7
History and Political Science	8
Child Development and Home Economics	3
Psychology	4
Sociology	3
Total	25



## Division of Humanities and Communication

## Departments:

Art	3
English and Journalism	14
Foreign Languages	3
Music	4
Speech	<u>3</u>
Total	27

Division of Mathematics, Science, and  
Physical Education

## Departments:

Earth and Physical Sciences	6
Life Sciences	7
Mathematics	10
Men's Physical Education	3
Women's Physical Education	3
Technology	<u>4</u>
Total	33

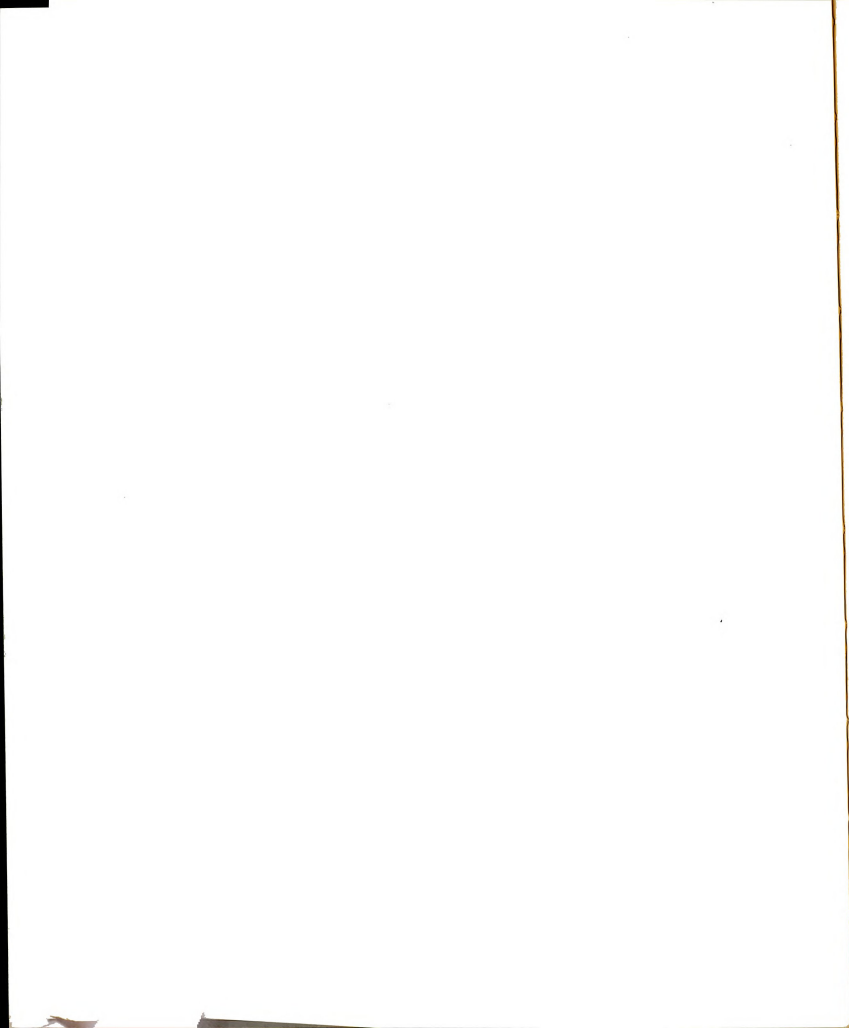
Division of Nursing	9
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Total for College: 94

## SELECTION OF FACULTY MEMBERS

Since this study was limited to full-time teaching faculty who had taught at least three years at their present community college, the initial step undertaken by the researcher was to obtain a faculty list from each community college. Faculty lists contained in the 1972-73 catalog of each community college were examined. However, this list was of limited value in that the faculty lists were based upon the previous year's list, and with one exception, no information was provided on the length of employment of each faculty member.

Contacts were made with administrative personnel from each school and interviews were obtained with the chief academic officer of each school, usually the Dean of Instruction or his representative. As a result of these interviews, and through the assistance of clerical



personnel at each institution, a current faculty list and information on length of service was obtained. The faculty lists obtained were current as of the beginning of the second semester, 1973 or approximately January, 1973.

Faculty lists obtained from each community college were categorized by divisions or departments indicating the faculty in each department or division and the chairman of each area.

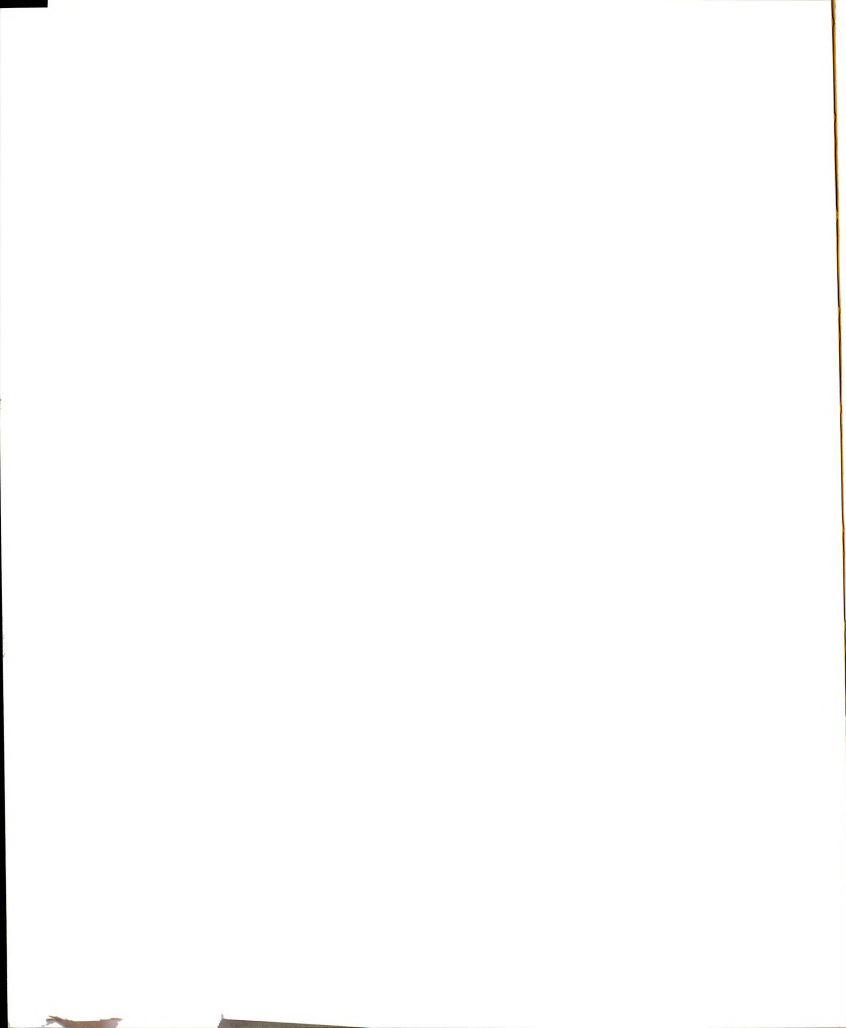
### QUESTIONNAIRE

A questionnaire was used as the primary document in obtaining information on the background of the faculty, their participation in inservice education, and their attitudes and opinions on the value of inservice education and the level of institutional support and incentives provided for participation in inservice education.

A questionnaire was prepared following the advice and guidance of the researcher's dissertation committee. Assistance was obtained on format, usability, appearance and other factors of concern regarding the questionnaire. Also, guidance was given by personnel associated with California State University, Los Angeles, and University of California, Los Angeles (UCLA) community college training programs. A copy of the final questionnaire used in this study is given in Appendix C.

### Pilot Study

Based on the assistance noted above and the researcher's investigation into current research and studies relevant to this topic, a pilot questionnaire was prepared and given to 20 selected faculty



members, five from each community college. Each community college instructor was contacted by phone and was informed of the purpose of the questionnaire, asked to complete the document, to review the information requested for clarity and correctness, and to list any other criticisms of the instrument. A copy of the pilot questionnaire was then mailed to each of the 20 faculty members. Seventeen of the pilot questionnaires were returned and based upon the responses noted, changes were made in the questionnaire format.

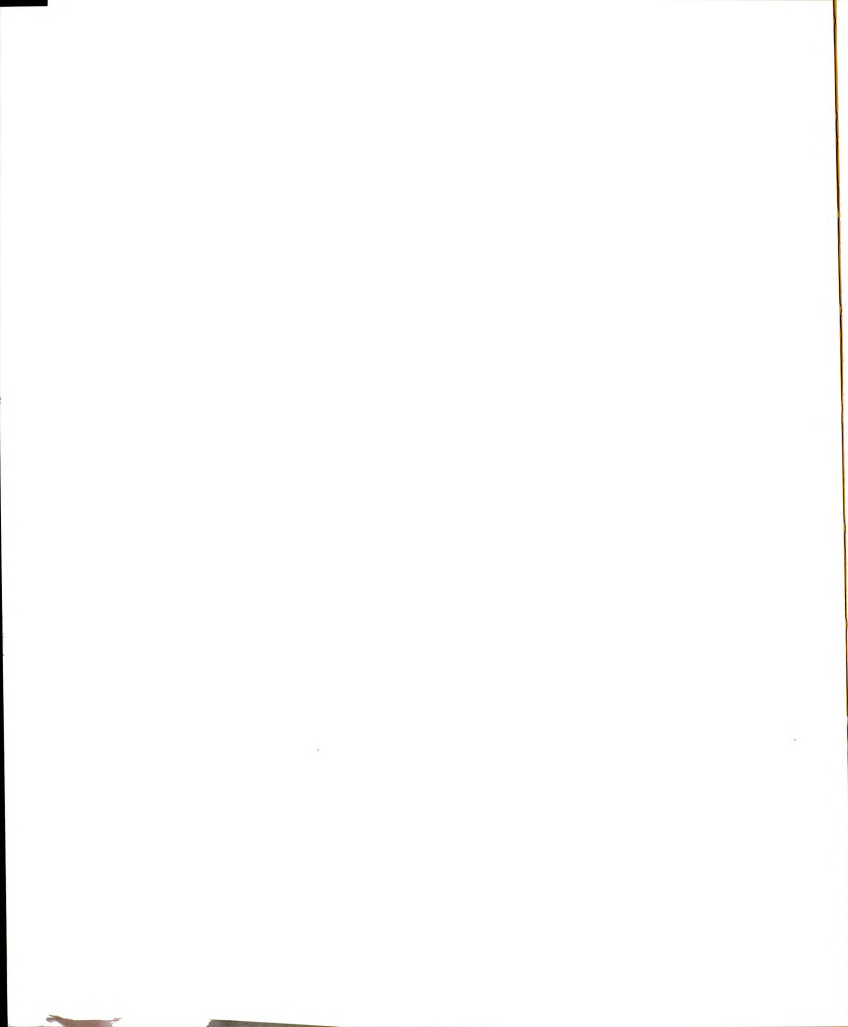
#### Printing and Mailing of Questionnaires

Prior to the initial mailing of the questionnaires, the researcher requested and received authorization to use California State University, Los Angeles (the researcher's employing institution) letterhead for purposes of the cover letter to be mailed with each questionnaire. (See Appendix D.) It was felt that use of this letterhead stationery would be of assistance in obtaining returns from respondents.

The cover letter sent with each questionnaire stated the purpose of the study, gave an overview of its importance, and requested the assistance of each faculty member in completing and returning the questionnaire. An addressed envelope was also enclosed for returning the completed questionnaire.

Because of the length of the questionnaire, a printer was employed to reduce the type and make the instrument pleasing in appearance and mechanically simple.

The questionnaires, with cover letter and return envelopes, were mailed to all faculty members on April 19, 1973. Although all instructors were informed that the results of their responses would be treated confidentially by the researcher, a numerical coding system was utilized



by the researcher in order to classify responses by college and departments within each college. The use of the coding system, in this case, was not felt to be detrimental in obtaining responses; in fact, out of a total of 573 questionnaires mailed, only two instructors overtly objected to this procedure.

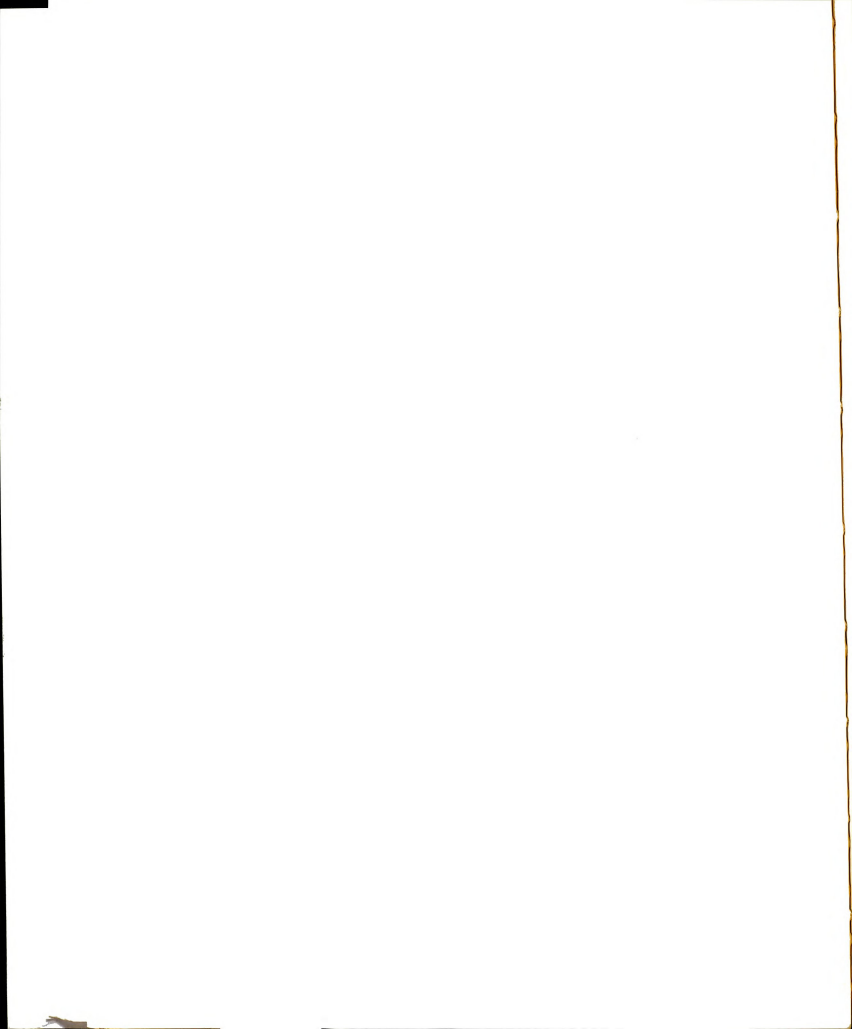
#### Follow-up Mailings

A first follow-up letter was prepared and mailed to all faculty members who had failed to return the questionnaire by May 17, 1973, a period of approximately four weeks after the initial mailing. This follow-up letter (See Appendix E) consisted of a short, half-page letter further requesting the faculty member's assistance in completing and returning the questionnaire.

A second follow-up mailing was sent on June 2, 1973, approximately two weeks following the first follow-up request. A last appeal for assistance was made (See Appendix F) and another copy of the questionnaire with a return envelope were enclosed with this letter. This was the final attempt to obtain responses from the faculty members.

#### Return of Questionnaires

As questionnaires were received by the researcher, they were categorized by community college and department or division within each college and checked for completeness of responses. In some cases, information was omitted from the appropriate space provided, or additional comments were made to amplify individual responses. A total of 426 (or 74.3 percent) of the questionnaires were deemed usable as indicated in the following summary:



<u>School</u>	<u>Population</u>	<u>Number Returned</u>	<u>Number Usable</u>	<u>Percent Usable as Part of Population</u>
Pasadena City College	264	212	204	77.3
Golden West College	136	98	94	69.1
Glendale College	94	77	76	80.8
Los Angeles Southwest College	79	56	52	65.8
Totals:	<u>573</u>	<u>443</u>	<u>426</u>	

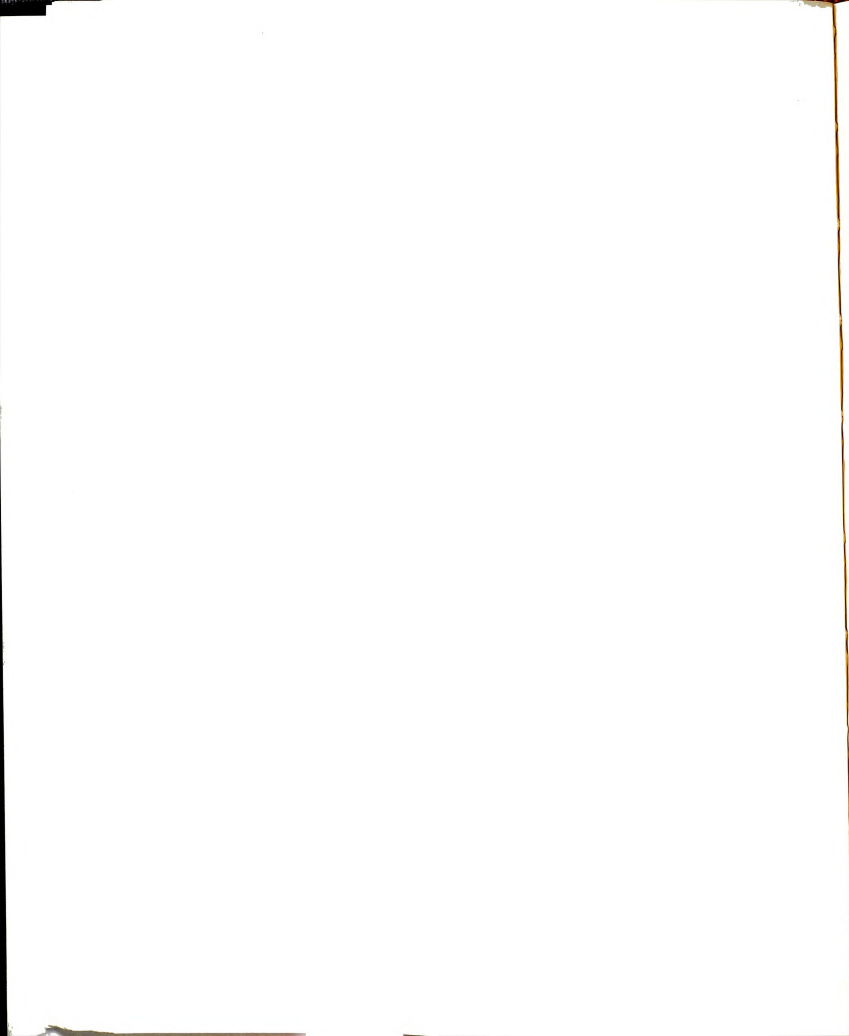
#### PERSONAL INTERVIEWS

##### Interviews with Community College Administrators

Personal interviews with community college administrators were used as the primary source of obtaining information on the type and level of organizational support for inservice education, including such components as internal policies regarding inservice education, sponsorship of such activities, faculty incentives or reward systems to encourage participation, and the overall organizational posture toward faculty inservice education.

Initially, an interview was obtained with the chief instructional or academic official of each community college, usually titled Dean of Instruction or Administrative Dean. From information received during these interviews, other college officials who were either directly or indirectly involved in any phase of inservice education were contacted and interviews obtained from them. Also, during these interviews permission was obtained to conduct interviews with selected faculty members from each community college.

All of the interviews conducted by the researcher were tape recorded with the permission of the interviewee. Other documents or materials, useful in examining institutional support of inservice education, were obtained during or subsequent to these interviews.



Interviews with Community College Faculty

Personal interviews with community college faculty were used as the primary source in obtaining information on faculty participation in informal inservice education. Also, interviews were used to obtain information on innovations and changes in teaching behavior within the past three years with data on the cause or initiating stimuli of such changes and data on the administrative support of innovative teaching techniques and participation in inservice education activities.

The process of obtaining faculty interviews to complete this phase of the study involved these steps:

1. Each of the four community colleges were analyzed with regard to the divisional or departmental organization plan presently existing in accordance with the plan of obtaining an interview with at least one faculty member for each division or department. (All four community college faculty lists were classified as to departments or divisions.)

2. Faculty members were selected from each division or department and verified to determine that the selected instructor was (a) employed in a full-time teaching position during the 1972-73 school year, and (b) that the faculty members selected had taught full-time at his/her present community for at least three years. The selection process involved assigning random numbers to faculty and then selecting a faculty member from each department or division.

3. After permission was obtained to conduct the personal interviews from college officials, each faculty member was contacted by the researcher and an interview was scheduled at the faculty member's convenience. All interviews conducted by the researcher were based upon a structured interview procedure, using the interview guide as given in Appendix G. The interviews were tape-recorded, unless specifically objected to by the faculty member being interviewed.

In summary, the following are the total interviews conducted with community college administrators and faculty for this study:

<u>Community College</u>	<u>Faculty Members</u>	<u>Administrators</u>	<u>Total</u>
Pasadena City College	14	3	17
Golden West College	10	3	13
Glendale College	9	2	11
Los Angeles Southwest College	<u>7</u>	<u>3</u>	<u>10</u>
Totals:	40	11	51

## CHAPTER IV

### THE FINDINGS AND ANALYSIS OF DESCRIPTIVE CHARACTERISTICS OF PARTICIPANTS AND THEIR REPORTS AND OPINIONS OF FORMAL INSERVICE EDUCATION ACTIVITIES

This chapter contains the findings and analysis of the descriptive characteristics of the participants; their reports on the frequency and value of participation in formal inservice education activities; and their reports and opinions on the value of incentives for participation in inservice education.

The data for this chapter were obtained from questionnaire responses by the participants.

#### DESCRIPTION OF THE POPULATION

From the original population of the study, a total of 443 instructors responded to the questionnaire. Of the 443 questionnaires returned, 17 were not usable, leaving a total of 426 questionnaires upon which the data analysis was made.

#### Sex

Sixty-three percent of all respondents were males, as shown in Table 1. Glendale College had the largest percentage of male respondents, with 55 males or 72.4 percent. Of the four schools, Los Angeles Southwest had the greatest percentage of females, with 57.7 percent of their respondents being female.

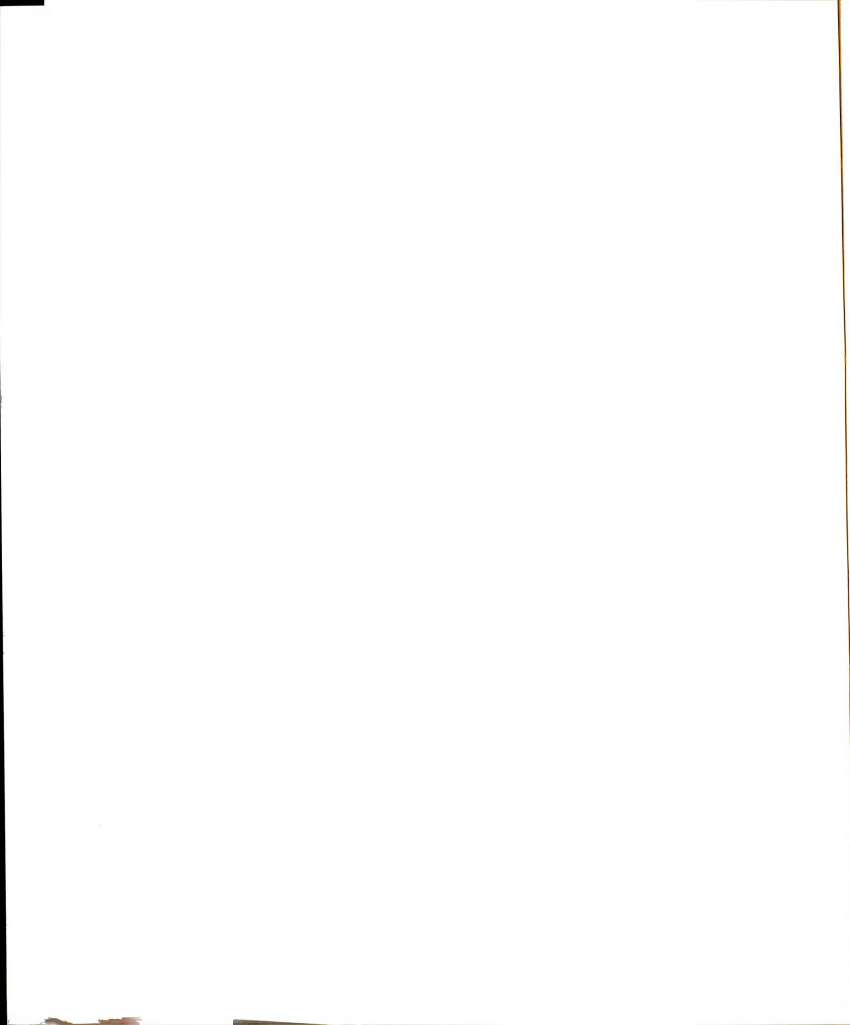


TABLE 1

DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS BY  
COMMUNITY COLLEGE ACCORDING TO SEX

Sex:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	130	63.7	63	67.0	55	72.4	22	42.3
Female	74	36.3	31	33.0	21	27.6	30	57.7
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0

\* L.A. refers to Los Angeles in this table and subsequent tables.

### Age

Classification of survey participants by age groups yielded the distribution shown in Table 2. The largest number of participants for all schools were in the two age groups of 36-45 and 46-55, with these two groups accounting for 271 respondents, or 63.6 percent of the total. The 25 or under age group showed a small distribution, caused in part by the exclusion of faculty members who had taught less than three years. The two oldest community colleges, Pasadena City College and Glendale College, had the largest distribution in the 56 or older age group, with Pasadena City College having 44 faculty (21.6 percent) and Glendale College having 14 faculty (18.4 percent) in this category.

TABLE 2

DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS  
BY COLLEGE ACCORDING TO AGE GROUP

Age Group:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
25 or under	1	.5	1	1.1	0	0.0	0	0.0
26-35	26	12.7	29	30.9	21	27.6	12	23.1
36-45	58	28.4	42	44.6	19	25.0	18	34.6
46-55	75	36.8	21	22.3	22	29.0	16	30.8
56 or older	44	21.6	1	1.1	14	18.4	6	11.5
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0

### Teaching Loads

Responses indicating the teaching load of participants is summarized in Table 3. Those instructors who were teaching less than nine units were excluded from the study, leaving the three categories listed in the table.

The greatest number of units taught by Pasadena City College, Golden West College, and Glendale College instructors was in the 13-15 unit category. The largest number for Los Angeles Southwest faculty was in the 16 or more unit category, with nearly half (46.2 percent) of the respondents being in this category.

Criteria for the determination of "full-time" teaching varied within the four schools surveyed and also within the academic

departments of each institution. Normally, a minimum of 12 units was required as the base teaching requirement; however, as noted in Table 3, seventy percent or more of the respondents from each community college were teaching more than 12 units. Determination of teaching load was primarily based on class size, subject area taught, and total number of contact hours for each course taught.

This distribution of teaching load appears to be in agreement with the statement of Thornton:

Teaching assignments in community colleges tend to approximate 15 credit hours of teaching per term; there is some variation, both from one college to another and in some colleges between subject fields, between 12 and 18 hours. Because of different load values assigned to laboratory or performance classes, it is likely that shop, science, fine arts, and physical education teachers will have fewer credit hours and a greater number of assigned student contact hours.

TABLE 3

DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS BY COLLEGE  
ACCORDING TO NUMBER OF UNITS PRESENTLY TEACHING

Units: <sup>a</sup>	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
9-12	44	21.6	27	28.7	12	15.8	10	19.2
13-15	88	43.1	45	47.9	42	55.3	18	34.6
16 or more	72	35.3	22	23.4	22	28.9	24	46.2
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0

a - "Units" refer to the credit hours assigned for each course on a semester basis.

<sup>1</sup>Thornton, Jr., op. cit., pp. 140-141.

Highest Academic Degree Earned

The distribution of respondents according to highest academic degree earned is contained in Table 4. A very small percentage (2.9 percent) of the respondents had less than a Bachelor's degree, with these faculty being primarily in a vocational or technical teaching area in which they possessed expertise gained through personal work experience or technical study. The range of faculty possessing a Bachelor's degree was from 7.4 percent at Pasadena City College to 13.5 percent at Los Angeles Southwest College.

A large majority (77.8 percent) of the respondents possessed a Master's degree, the usual minimum academic degree required for community college teaching. (The Master's degree is the base requirement for teaching in a California community college--no additional special credential or certificate for community college teaching is required.) Golden West College had the greatest distribution of faculty with a Master's degree (86.2 percent) and Los Angeles Southwest College the lowest of the four schools surveyed, a figure of 75 percent.

Approximately 14 percent of the faculty at Pasadena City College possessed the doctorate, while Golden West College had the fewest respondents in this category, with 5.3 percent. About nine percent of the respondents from Glendale College had earned doctorates. In this case, the two older schools (Pasadena City College and Glendale College) had the greatest number of faculty with earned doctorates.

TABLE 4

DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS BY COLLEGE  
ACCORDING TO HIGHEST ACADEMIC DEGREE EARNED

Degree:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than B.A.	5	2.5	0	0.0	4	5.3	3	5.8
B.A.	15	7.4	8	8.5	9	11.8	7	13.5
M.A.	156	76.4	81	86.2	56	73.7	39	75.0
Ed.D.	7	3.4	3	3.2	1	1.3	1	1.9
Ph.D.	21	10.3	2	2.1	6	7.9	2	3.8
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0

Degree Aspirations

Classification by degree aspirations yielded the distribution shown in Table 5. The greatest percentage of respondents from all institutions were not presently working toward an academic degree. The range in this category was from a high of 82.8 percent at Pasadena City College to a low of 67.3 percent at Los Angeles Southwest College. Two factors that could explain the higher distributions for Pasadena City College and Glendale College would be the age and earned degree distributions for these two institutions: both schools had the greatest number of faculty in the 55 and over age group and the earned doctorate categories.

Few respondents reported either working on a bachelor's or master's degree, a situation explained by the fact that over 77 percent of all respondents indicated that they already possessed a master's degree. A larger percentage of faculty were working toward the doctorate: Golden

West College had 25 faculty members (26.6 percent) working toward either a Doctor of Education or Doctor of Philosophy degree, with Los Angeles Southwest having the next largest percentage in these categories, a total of 19.3 percent. In comparing the four community colleges, a greater number of faculty at Golden West College and Los Angeles Southwest College (the two newer schools) indicated working toward a doctorate degree than faculty from Pasadena City College or Glendale College.

The percentage of respondents working toward a doctorate revealed a potentially greater percentage of doctorates than has been reported in other studies. Siehr, et al., reported that seven percent of the 2,783 faculty members in 429 community colleges he surveyed held a doctorate<sup>2</sup> and Graybeal<sup>3</sup>, in a 1970 study, reported that 6.2 percent of the faculty he surveyed held the doctorate. Kelly and Connolly<sup>4</sup> listed the distribution of degrees as reported in 11 studies since 1918 and found about 9 percent of the community college faculty had attained the doctorate.

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<sup>2</sup>Hugo E. Siehr, et al., Problems of New Faculty Members in Community Colleges, East Lansing: Michigan State University, 1963, p. 9.

<sup>3</sup>William S. Graybeal, "Faculty and Administrative Salaries, 1969-1970", Junior College Journal, August/September 1970, pp. 8-12.

<sup>4</sup>M. Frances Kelly and John Connolly, Orientation for Faculty in Junior Colleges, Washington, D. C.: American Association of Junior Colleges, 1970, p. 5.

TABLE 5

DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS BY COLLEGE  
ACCORDING TO DEGREE ASPIRATIONS

Degree:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	169	82.8	64	68.1	57	75.0	35	67.3
B.A.	2	1.0	0	0.0	1	1.3	2	3.8
M.A.	7	3.4	5	5.3	9	11.9	5	9.6
Ed.D.	5	2.5	5	5.3	3	3.9	3	5.8
Ph.D.	21	10.3	20	21.3	6	7.9	7	13.5
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0

Primary and Secondary Teaching Areas

The responses obtained revealed that a large majority of the faculty members (274) from the four community colleges did not teach in a secondary or minor teaching area. By definition, secondary teaching area referred to a subject matter field, other than that given as a primary area, in which the faculty member had some teaching responsibilities. Table 6 lists a breakdown of responses from faculty as to whether or not they were teaching in an area other than their primary teaching area. Responses to this question were varied in that subject matter areas reported as the primary teaching area were sometimes broad and included several teaching or subject matter areas. Accordingly, the researcher attempted to categorize only those responses which were clearly defined and ascertainable. This table also contains a category of responses deemed not classifiable.

The responses obtained from all institutions revealed that a range of from 53.8 percent (Los Angeles Southwest College) to 70.2 percent (Golden West College) of faculty surveyed were not teaching in a secondary area. Conversely, Los Angeles Southwest College had the largest percent of faculty teaching in a secondary area (28.8 percent), with the other three schools ranging from 16.0 to 19.6 percent of the faculty teaching in a secondary area.

TABLE 6

DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS  
BY COMMUNITY COLLEGE ACCORDING TO PRIMARY AND SECONDARY TEACHING AREAS

Teaching Areas:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Primary Only	134	65.7	66	70.2	46	60.6	28	53.8
Primary & Secondary	40	19.6	15	16.0	15	19.7	15	28.8
Not Classi- fiable	30	14.7	13	13.8	15	19.7	9	17.4
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0

Length of Community College Teaching

The classification of faculty by length of full-time community college teaching experience is shown in Table 7. This table contains the distribution of faculty according to six categories, ranging from 3 years' teaching experience to 21 or more years' teaching experience.

In comparing responses from faculty at the four institutions, a specific pattern appeared to emerge. Both Pasadena City College and Glendale College (the two oldest schools) had a large percentage of faculty who had taught at the community college level for 11-or-more years. Pasadena City College had a total of 102 faculty (50.0 percent) in these categories while Glendale College had 30 faculty (39.6 percent) in these same categories. In comparison, the two newer schools revealed an exceptionally small number of faculty with 11-or-more years' teaching experience, with Golden West College having 13 faculty (13.8 percent) and Los Angeles Southwest College having no faculty in these categories.

The greatest number of respondents at Pasadena City College, Golden West College, and Glendale College was in the 6-to-10 year category, while Los Angeles Southwest had its largest amount of faculty in the 4-to-5 year category. Consequently, faculty from the two newer schools had less community college teaching experience than did faculty from Pasadena City College and Glendale College.

TABLE 7

**DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS  
BY COLLEGE ACCORDING TO LENGTH OF FULL-TIME  
COMMUNITY COLLEGE TEACHING (AT ANY COMMUNITY COLLEGE)**

Years:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	16	7.8	28	29.8	12	15.8	9	17.3
4-5	34	16.7	22	23.4	15	19.6	23	44.2
6-10	52	25.5	31	33.0	19	25.0	20	38.5
11-15	42	20.6	8	8.5	10	13.2	0	0.0
16-20	24	11.8	5	5.3	10	13.2	0	0.0
21 or more	36	17.6	0	0.0	10	13.2	0	0.0
<b>TOTALS</b>	<b>204</b>	<b>100.0</b>	<b>94</b>	<b>100.0</b>	<b>76</b>	<b>100.0</b>	<b>52</b>	<b>100.0</b>

**Length of Teaching at Present Community College**

The data obtained on length of teaching at present community college is shown in Table 8. Only three categories of responses were applicable for respondents at Golden West College and Los Angeles Southwest College, due to the newness of these institutions.

The largest number of respondents at Pasadena City College, Golden West College, and Glendale College were in the 6 to 10 year category, while more faculty at Los Angeles Southwest College (46.2 percent) had 4 to 5 years of teaching than any other time length.

Just over 25 percent of the faculty from Pasadena City College had taught for 16 or more years at their present school; 23.7 percent at Glendale College had taught a similar length of time. Thus, the faculty

at Pasadena City College and Glendale College had a high degree of longevity at their respective institutions: over 60 percent had taught for 6 or more years.

TABLE 8

**DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS  
BY COLLEGE ACCORDING TO LENGTH OF TEACHING AT PRESENT COMMUNITY COLLEGE**

Years:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	21	10.3	34	36.2	15	19.7	13	25.0
4-5	32	15.7	24	25.5	15	19.7	24	46.2
6-10	53	26.0	36	38.3	18	23.7	15	28.8
11-15	45	22.1	N/A	-	10	13.2	N/A	-
16-20	25	12.3	N/A	-	8	10.5	N/A	-
21 or more	28	13.6	N/A	-	10	13.2	N/A	-
<b>TOTALS</b>	<b>204</b>	<b>100.0</b>	<b>94</b>	<b>100.0</b>	<b>76</b>	<b>100.0</b>	<b>52</b>	<b>100.0</b>

Previous Teaching Experience (Other than Community College)

As shown in Table 9, the respondents had a wide range of previous teaching experience at levels other than the community college level. Because many teachers had previous teaching experience at more than one level, the percentage calculations were generated using the base of the total respondents from each school, as indicated in the footnote to Table 9.

The largest previous teaching category for all schools was at the high school level, with Los Angeles Southwest College having 61.5 percent

TABLE 9

DISTRIBUTION OF COMMUNITY COLLEGE INSTRUCTORS BY COLLEGE  
ACCORDING TO PREVIOUS TEACHING EXPERIENCE  
(other than community college teaching)

Experi- ence:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
None	63	30.9	33	35.1	11	14.5	6	11.5
Elem. Sch.	13	6.4	7	7.4	4	5.3	4	7.7
Jr. High	43	21.1	5	5.3	22	28.9	17	32.7
High Sch.	88	43.1	42	44.7	35	46.1	32	61.5
4-year College	59	28.9	23	24.5	26	34.2	13	25.0
Other:								
Military	4	2.0	2	2.1	1	1.3	0	0.0
Private School	4	2.0	0	0.0	3	3.9	2	3.8
Business	3	1.5	1	1.1	0	0.0	0	0.0
Hospital	5	2.5	0	0.0	0	0.0	2	3.8

a - Total percent is over 100 because many respondents had previous teaching experience in more than one area.

(32 respondents) indicating previous teaching at this level--the largest of the four community colleges. Pasadena City College, with 43.1 percent (88 respondents) indicating previous teaching at a high school, had the lowest percentage of faculty at this level. However, all four schools revealed the greatest classification of previous teaching at the secondary

level, a fact well-documented in previous community college research. In a 1968 study by Phair,<sup>5</sup> he reported that 36 percent of new full-time faculty in the California community colleges had previous secondary teaching experience. Also, the results of studies by Birnbaum,<sup>6</sup> and Medsker and Tillery<sup>7</sup> also revealed the largest previous teaching area as being at the high school level.

Two other categories of responses--junior high and four-year college levels--also revealed large distributions at all four institutions with the exception of Golden West College in the junior high category. The overall response pattern suggests that the initial, preservice preparation obtained by many of the respondents in this study probably had been directed toward teaching on a level other than that of community college teaching.

A further breakdown of the average number of years of previous teaching experience in each category is contained in Table 10. This table indicates that the greatest average number of years of previous teaching experience was at the high school level for respondents from all four community colleges, ranging from an average of 3.7 years for Pasadena City College faculty to an average of 4.2 years for Glendale College faculty.

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<sup>5</sup> Phair, op. cit., p. 48.

<sup>6</sup> Birnbaum, op. cit., p. 35.

<sup>7</sup> Medsker and Tillery, op. cit., p. 89.

TABLE 10

DISTRIBUTION OF TEACHING EXPERIENCE BY COLLEGE  
ACCORDING TO NUMBER OF YEARS OF EXPERIENCE AT EACH INSTITUTION  
(other than community college)

Level:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Avg. No. of years	Number	Avg. No. of years	Number	Avg. No. of years	Number	Avg. No. of years
Elementary School	13	3.4	7	2.8	4	3.0	4	2.0
Junior High	43	3.2	5	3.4	22	2.8	17	3.2
High School	88	3.7	42	3.8	35	4.7	32	4.2
4-year College	59	2.7	23	1.2	26	2.4	13	2.3
Total "Other"	16	3.4	3	1.2	4	2.0	4	1.0

## PARTICIPATION IN INSERVICE EDUCATION

Information in this section summarizes the findings and analysis of the respondents' participation in the various formal inservice education activities and their opinions as to the value of participation in each selected activity.

### College or University Courses

A summary of the responses indicating participation in college or university courses is shown in Table 11, along with the expressed value of participation. A large percent of the respondents from Pasadena City College and Glendale College did not complete any units within the past three years: 65 respondents (31.8 percent) were in this category at Pasadena City College, while 31 respondents (40.8 percent) were in this category at Glendale College. The largest distribution for Los Angeles Southwest was in the 7-12 unit category (36.5 percent); however, none of the respondents at this institution had completed more than 24 units within the last three years.

The opinions of the respondents concerning the value of this inservice activity showed similar distributions between the four schools surveyed. A small minority of the respondents felt the activity was of either no value or little value; the categories of "considerable" and "A great deal" displayed the largest distributions with more than 60 percent of all respondents from each community college giving responses in one of these two categories. The faculty from the two smaller schools gave the highest value rating for this activity: Glendale College with 53.3 percent and Los Angeles Southwest with 46.6 percent.

TABLE 11

PARTICIPATION IN COLLEGE OR UNIVERSITY  
COURSES AND EXPRESSED VALUE OF RESPONDENTS' PARTICIPATION

Units Com- pleted:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	65	31.8	8	8.5	31	40.8	7	13.5
1-6	53	26.0	19	20.2	7	9.2	11	21.2
7-12	29	14.3	16	17.0	8	10.5	19	36.5
13-18	18	8.8	14	14.9	15	19.7	5	9.6
19-24	3	1.5	19	20.2	9	11.8	10	19.2
25-30	17	8.3	6	6.4	2	2.7	0	0.0
31-36	8	3.9	4	4.3	1	1.4	0	0.0
37 or more	11	5.4	8	8.5	3	3.9	0	0.0
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0
Value <sup>a</sup>								
None	4	2.9	0	0.0	0	0.0	1	2.2
A Little	16	11.5	7	8.1	0	0.0	4	8.9
Some	29	20.8	21	24.4	3	6.7	7	15.6
Considerable	51	36.7	33	38.4	18	40.0	12	26.7
A Great Deal	36	25.9	25	29.1	24	53.3	21	46.6
Undecided	3	2.2	0	0.0	0	0.0	0	0.0
TOTALS	139	100.0	86	100.0	45	100.0	45	100.0

<sup>a</sup> - Percents based only on people who participated in activity.

Workshops or Seminars (2 weeks or less)

The participation of respondents in this activity is shown in Table 12. The percentage of instructors who did not attend any workshops or seminars ranged from 22.3 percent at Golden West College to 43.1 percent at Pasadena City College. Faculty members who did participate in this inservice activity were well distributed in the four schools: the only major variance noted was in the distribution of Glendale College faculty, with 28 (36.8 percent) attending one-week long workshops.

Almost seventy percent of the people who participated in this activity felt that the activity was of at least considerable value in improving their teaching ability. A greater number of faculty at Pasadena City College, Golden West College and Glendale College rated the activity as having considerable value while 58.9 percent of the respondents from Los Angeles Southwest College felt the workshops or seminars were a great deal of value.

TABLE 12

**PARTICIPATION IN WORKSHOP/SEMINAR (2 WEEKS OR LESS)  
AND EXPRESSED VALUE OF RESPONDENTS' PARTICIPATION**

Number of Sessions Attended:	Pasadena City College <sup>a</sup>		Golden West College <sup>a</sup>		Glendale College <sup>a</sup>		L.A. Southwest College <sup>a</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	88	43.1	21	22.3	27	35.5	18	34.6
½-day	64	31.4	16	17.0	17	22.4	15	28.8
1-day	40	19.6	40	42.6	31	40.8	11	21.2
2-day	31	15.2	16	17.0	14	18.4	9	17.3
3-day	16	7.8	11	11.7	6	7.9	4	7.7
4-day	9	4.4	0	0.0	1	1.4	0	0.0
1-week	31	15.2	13	13.8	28	36.8	9	17.3
2-week	19	9.3	17	18.1	12	15.8	11	21.2

<sup>a</sup> - Totals do not add up to 100 percent as some respondents participated in more than one activity of each time length.

Value:<sup>b</sup>

None	3	2.6	0	0.0	0	0.0	0	0.0
A little	17	14.7	0	0.0	7	14.3	0	0.0
Some	11	9.5	8	10.9	18	36.7	6	17.6
Considerable	48	41.3	33	45.2	21	42.9	8	23.5
A Great Deal	31	26.7	28	38.4	3	6.1	20	58.9
Undecided	6	5.2	4	5.5	0	0.0	0	0.0
TOTALS	116	100.0	73	100.0	49	100.0	34	100.0

<sup>b</sup> - Percents based only on people who participated in activity.

Institutes or Workshops (Longer than 2 weeks)

As can be seen from the summarized data in Table 13, a large number of faculty from Pasadena City College (83.3 percent), Glendale College (82.9 percent), and Los Angeles Southwest College (90.4 percent) did not attend any institutes or workshops within the past three years. The number of instructors from Golden West College not participating in this activity was 52.1 percent or 49 respondents.

Based on the participation patterns of the respondents, faculty from Golden West College were more active in attending institutes or workshops than were faculty from the other three community colleges. Only a small percent of those faculty who did participate in this inservice activity attended a session of from 7 to 10 weeks or longer, with faculty from Golden West having the largest number of faculty in these combined categories.

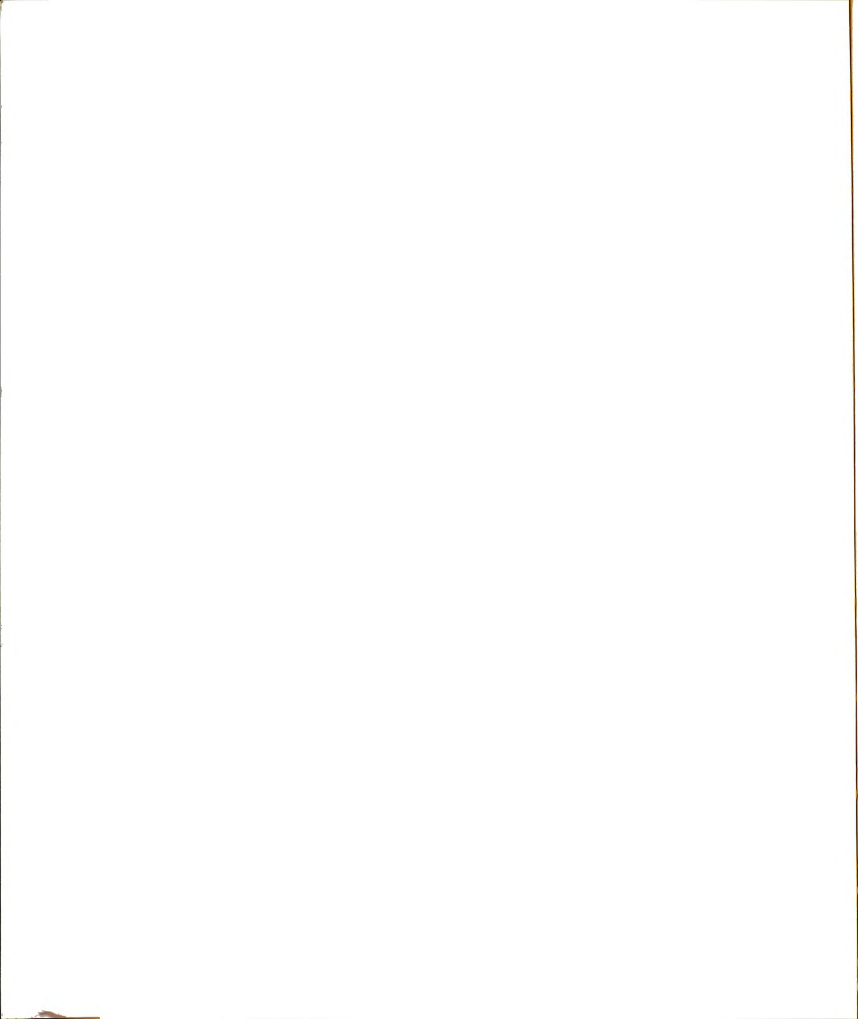
Over 70 percent of the instructors from Golden West College, Glendale College and Los Angeles Southwest College rated their participation in this activity to be of either "considerable" or of "a great deal" of value. All instructors from Los Angeles Southwest rated the activity as having "a great deal" of value, while 61.5 percent (8 respondents) from Glendale College and 40.0 percent (18 respondents) from Golden West College gave a similar rating. The lowest rating of all four schools was obtained by Pasadena City College; only 17.6 percent rated their participation as being of "great value" while 32.4 percent gave a value rating of "some" and 26.5 percent gave a low value rating of "little" value.

TABLE 13

**PARTICIPATION IN INSTITUTES OR WORKSHOPS (LONGER THAN TWO WEEKS)  
AND EXPRESSED VALUE OF RESPONDENTS' PARTICIPATION**

Sessions Attended:	Pasadena City College <sup>a</sup>		Golden West College <sup>a</sup>		Glendale College <sup>a</sup>		L.A. Southwest College <sup>a</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	170	83.3	49	52.1	63	82.9	47	90.4
3-week	6	2.9	16	17.0	3	3.9	0	0.0
4-week	11	5.4	14	14.9	2	2.6	2	3.8
5-6 week	14	6.9	18	19.2	5	6.6	3	5.8
7-10 week	2	1.0	13	13.8	6	7.9	0	0.0
11-15 week	9	4.4	12	12.7	1	1.4	0	0.0
16 or more	2	1.0	4	4.3	1	1.4	0	0.0
a - Totals do not add up to 100 percent as some respondents participated in more than one activity of each time length.								
Value: <sup>b</sup>								
None	3	8.8	0	0.0	0	0.0	0	0.0
A little	9	26.5	3	6.7	0	0.0	0	0.0
Some	11	32.4	10	22.2	3	23.1	0	0.0
Considerable	5	14.7	14	31.1	2	15.4	0	0.0
A Great Deal	6	17.6	18	40.0	8	61.5	5	100.0
Undecided	0	0.0	0	0.0	0	0.0	0	0.0
TOTALS	34	100.0	45	100.0	13	100.0	5	100.0

b - Percents based only on people who participated in activity.



### Conventions and Conferences

Table 14 shows the number of respondents attending conventions or conferences within the past three years. A large number of faculty from Golden West College (94.7 percent) and Los Angeles Southwest College (86.5 percent) participated in this activity, while Pasadena City College and Glendale College had the greatest distribution of faculty members who did not participate in this activity. A total of 58 respondents (28.4 percent) at Pasadena City College and 31 respondents (40.8 percent) at Glendale College did not participate in any conventions or conferences within the past three years.

Of those instructors participating in this activity, the largest distribution for all four schools was in the "1 to 2" category, with Los Angeles Southwest (51.9 percent) having the largest distribution and Pasadena City College (27.0 percent) having the smallest distribution in this category.

The responses from the participants as to the value of this activity in improving their teaching ability revealed that 20.0 percent of the faculty at Los Angeles Southwest College felt that their participation in this activity was of no value in improving their teaching performance, while none of the faculty at Golden West College and Glendale College expressed the same value sentiment.

The largest distribution of responses at Pasadena City College, Glendale College, and Los Angeles Southwest College was in the value category of "some"; while the largest category for Golden West was in the "considerable" category. The largest category of "undecided" responses was given by Los Angeles Southwest faculty with a total of 8 respondents or 17.8 percent.

TABLE 14

PARTICIPATION IN CONVENTIONS OR CONFERENCES  
AND EXPRESSED VALUE OF RESPONDENTS' PARTICIPATION

Number Attended:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	58	28.4	5	5.3	31	40.8	7	13.5
1-2	55	27.0	41	43.6	19	25.0	27	51.9
3-5	38	18.6	28	29.8	11	14.5	14	26.9
6-10	35	17.2	11	11.8	13	17.1	4	7.7
11-15	12	5.9	7	7.4	2	2.6	0	0.0
16 or more	6	2.9	2	2.1	0	0.0	0	0.0
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0
Value: <sup>a</sup>								
None	11	7.5	0	0.0	0	0.0	9	20.0
A little	23	15.8	7	7.9	6	13.3	5	11.1
Some	69	47.3	17	19.1	18	40.0	13	28.9
Considerable	29	19.8	43	48.3	8	17.9	5	11.1
A Great Deal	11	7.5	16	18.0	11	24.4	5	11.1
Undecided	3	2.1	6	6.7	2	4.4	8	17.8
TOTALS	146	100.0	89	100.0	45	100.0	45	100.0

a - Percents based only on people who participated in activity.

Educational Visitations

As given in Table 15, a large majority of the respondents from Pasadena City College did not participate in any educational visitations during the past three years: 148 respondents or 72.5 percent of the faculty surveyed indicated no participation in this activity. The second largest category of respondents not participating was at Los Angeles Southwest, which had 25 instructors (48.1 percent) in this category.

Of those respondents who did participate in this activity, the largest number for all community colleges was either in the category of completing one or completing two visitations. Glendale College had the largest number of faculty completing one visitation (27.8 percent), while Golden West College had the greatest number completing two visitations (25.6 percent). A very small percent of the faculty (4.7 percent) from all four schools completed five or more visitations during the past three years.

The respondents at Pasadena City College, Glendale College and Los Angeles Southwest generally gave a high value rating for their participation in this activity. All of the faculty surveyed at Glendale and Los Angeles Southwest rated the activity as being of either "considerable" or "a great deal" of value in the improvement of their teaching; the combined distribution for these two categories at Pasadena City College totaled 82.1 percent (46 respondents). Although the largest category of responses for Golden West College was in the "considerable" category, they had a total of 25 respondents (43.8 percent) who indicated a limited amount of value (either the category of "a little" or "some") in their participation in this activity.

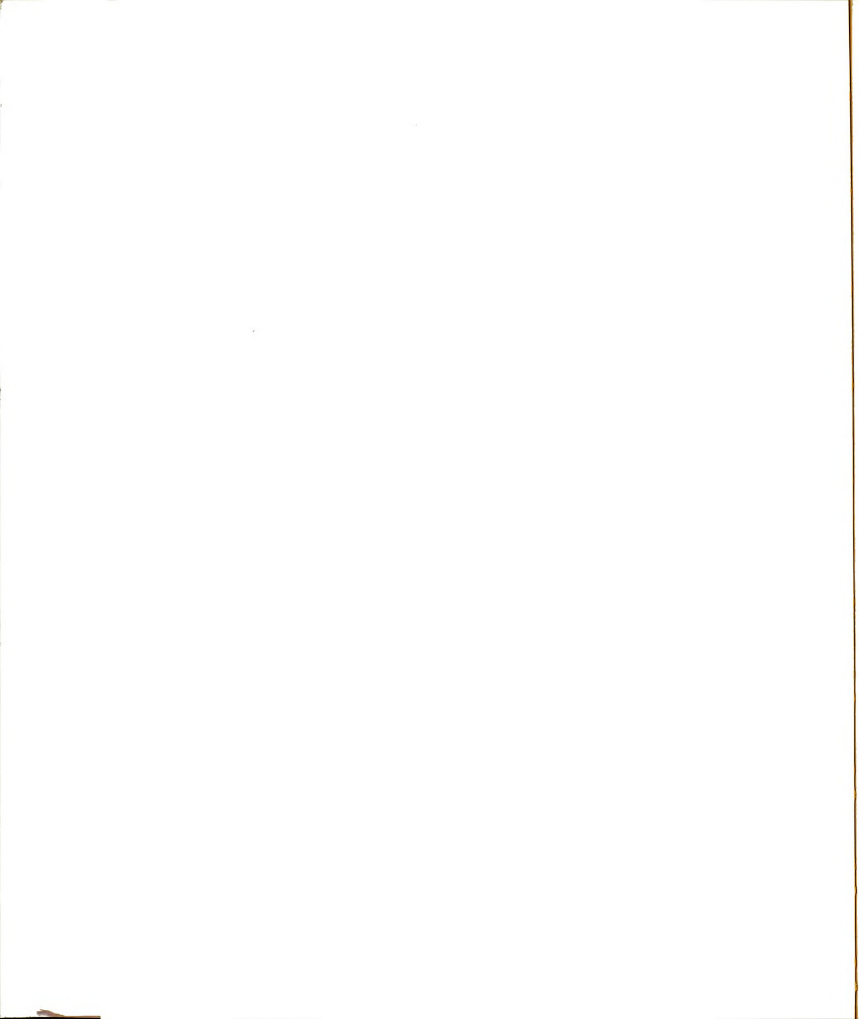
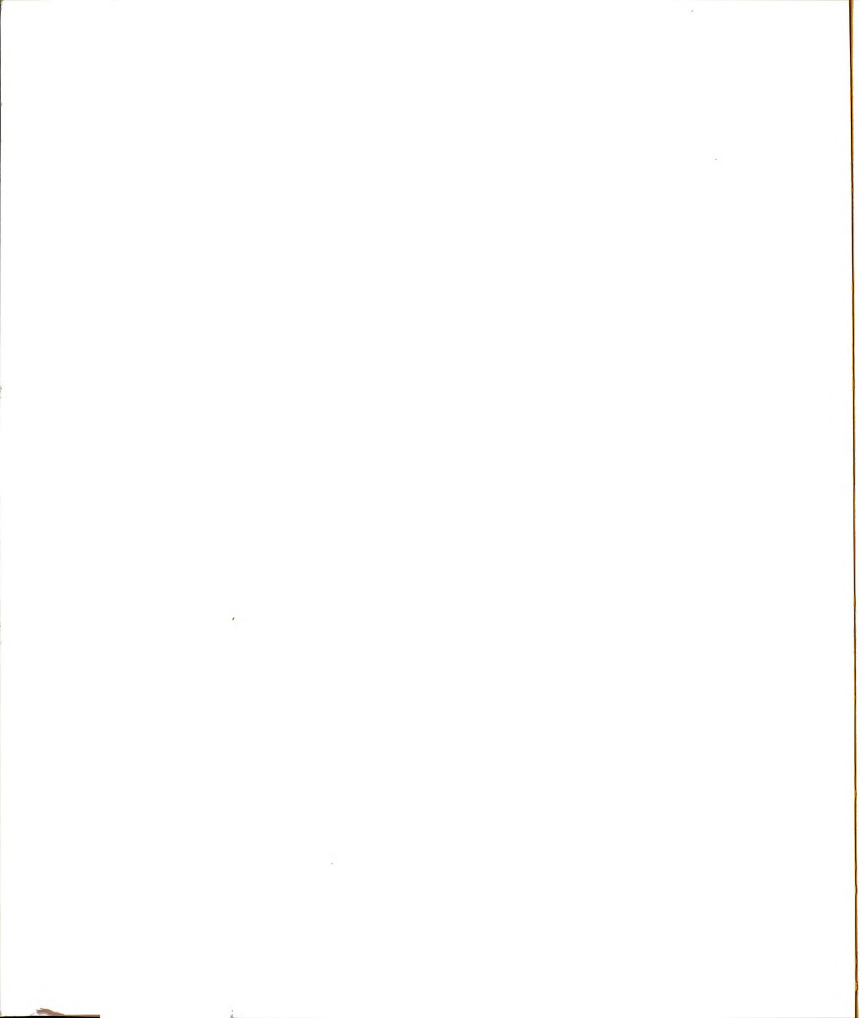


TABLE 15

PARTICIPATION IN EDUCATIONAL VISITATIONS AND  
EXPRESSED VALUE OF RESPONDENTS' PARTICIPATION

Visitations:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	148	72.5	37	39.4	25	32.9	25	48.1
1	19	9.3	21	22.3	21	27.8	10	19.2
2	12	5.9	24	25.6	12	15.8	7	13.5
3	14	6.9	0	0.0	9	11.8	1	1.9
4	7	3.4	8	8.5	3	3.9	4	7.7
5	2	1.0	1	1.0	3	3.9	5	9.6
6 or more	2	1.0	3	3.2	3	3.9	0	0.0
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0
Value: <sup>a</sup>								
None	0	0.0	0	0.0	0	0.0	0	0.0
A little	3	5.4	19	33.3	0	0.0	0	0.0
Some	7	12.5	6	10.5	0	0.0	0	0.0
Considerable	26	46.4	22	38.6	16	31.4	13	48.1
A Great Deal	20	35.7	7	12.3	35	68.6	14	51.9
Undecided	0	0.0	3	5.3	0	0.0	0	0.0
TOTALS	56	100.0	57	100.0	51	100.0	27	100.0

a - Percents based only on people who participated in activity.



### Professional Reading

In contrast to some of the previously reported inservice activities, all of the faculty surveyed indicated some participation in professional reading activities. Participation in this activity, summarized in Table 16, was similar for faculty from the four community colleges as to the number of professional journals read; the largest category for all respondents was in the category of reading three professional journals. Glendale College had the largest number in this category, 31 respondents (40.8 percent); Los Angeles Southwest had 16 respondents (30.7 percent); Pasadena City College 55 respondents (27.0 percent); and Golden West had the lowest distribution, with 24 (25.6 percent) respondents reading three professional journals.

Most of the respondents indicated a positive value for their participation in this activity, with over 90 percent of faculty from all four schools giving a value rating of either "some," "considerable," or "a great deal" to this activity. Over 50 percent of all respondents gave either a "considerable" or "a great deal" value rating for participation in this activity.

More responses from faculty at Pasadena City College (35.8 percent), Golden West College (54.3 percent) and Glendale College (56.6 percent) was in the "considerable" category than any other category, while the largest distribution for faculty at Los Angeles Southwest (36.6 percent) was in the "a great deal" of value category.

None of the faculty members from the four schools were undecided in their appraisal of the value of this activity or reported that the activity was of no value in their teaching performance.

TABLE 16

PARTICIPATION IN PROFESSIONAL READING AND  
EXPRESSED VALUE OF RESPONDENTS' PARTICIPATION

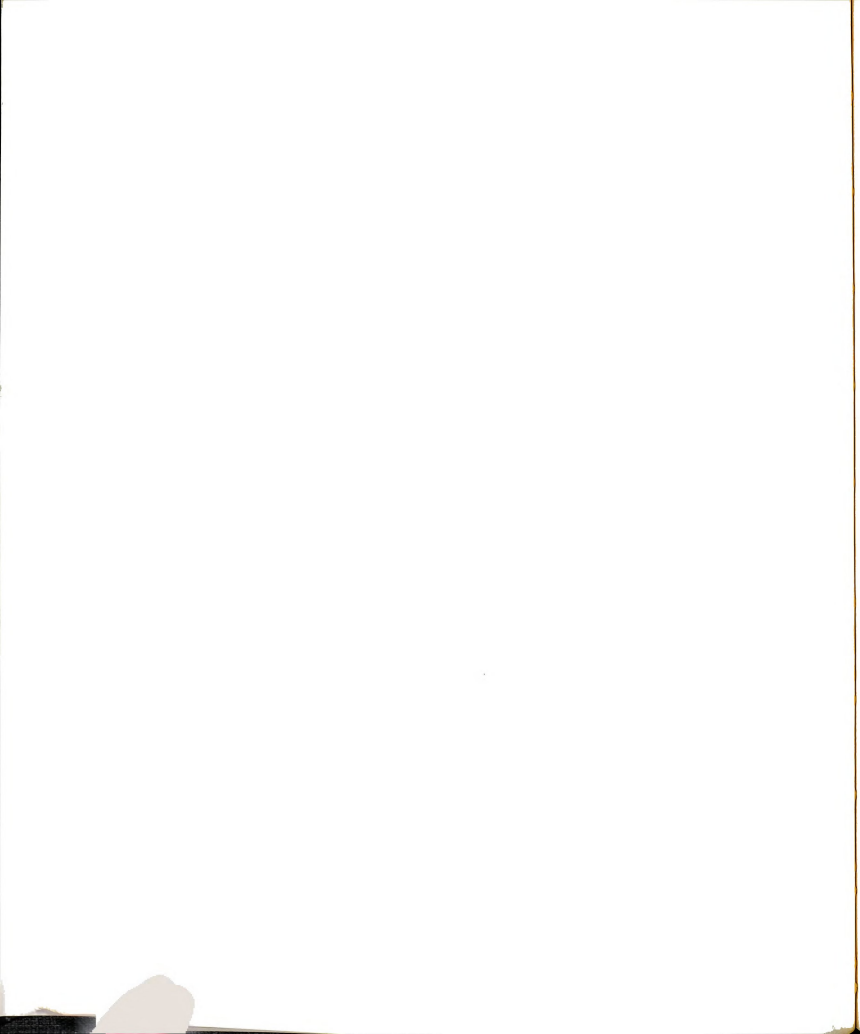
Journals Read:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	0	0.0	0	0.0	0	0.0	0	0.0
1	24	11.8	6	6.4	6	7.9	2	3.8
2	36	17.6	19	20.2	6	7.9	3	5.8
3	55	27.0	24	25.6	31	40.8	16	30.7
4	31	15.1	13	13.8	18	23.7	11	21.2
5	37	18.1	21	22.3	3	3.9	8	15.4
6 or more	21	10.3	11	11.7	12	15.8	12	23.1
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0
Value:								
None	0	0.0	0	0.0	0	0.0	0	0.0
A little	16	7.8	6	6.4	0	0.0	5	9.6
Some	71	34.8	18	19.1	20	26.3	10	19.2
Considerable	73	35.8	51	54.3	43	56.6	18	34.6
A Great Deal	44	21.6	19	20.2	13	17.1	19	36.6
Undecided	0	0.0	0	0.0	0	0.0	0	0.0
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0

### Action Research Projects

Table 17 contains the participants' responses concerning their participation in action research projects during the preceding three years. Respondents were asked to identify any type of on-the-job, applied research they had completed directly related to their teaching performance. However, as can be noted in Table 17, a large majority of the respondents at Pasadena City College, Glendale College and Los Angeles Southwest College did not participate in this activity. A total of 151 respondents (74.0 percent) at Pasadena City College did not participate in action research projects, while 59 respondents (77.6 percent) at Glendale College and 39 respondents (75.0 percent) at Los Angeles Southwest did not participate in this activity. Golden West College had the largest distribution of faculty participating in action research projects: 65 respondents (69.1 percent) completed one or more projects within the past three years.

The largest category of responses of those surveyed who participated in this activity was in the category of completing one action research project; Golden West College had the largest distribution in this category (31 respondents or 33.0 percent). The second largest distribution for all schools was in the two or three completed projects categories, while very few faculty from the four schools completed eight or more action research projects.

Respondents who participated in this activity indicated a very high rating in their appraisal of the value of this activity. The largest category of responses for all community college faculty was in the "a great deal" of value category. Golden West had 44 respondents (67.7 percent) in this category to have the largest distribution, while Pasadena City College, with 26 respondents (49.1 percent) had the smallest distribution

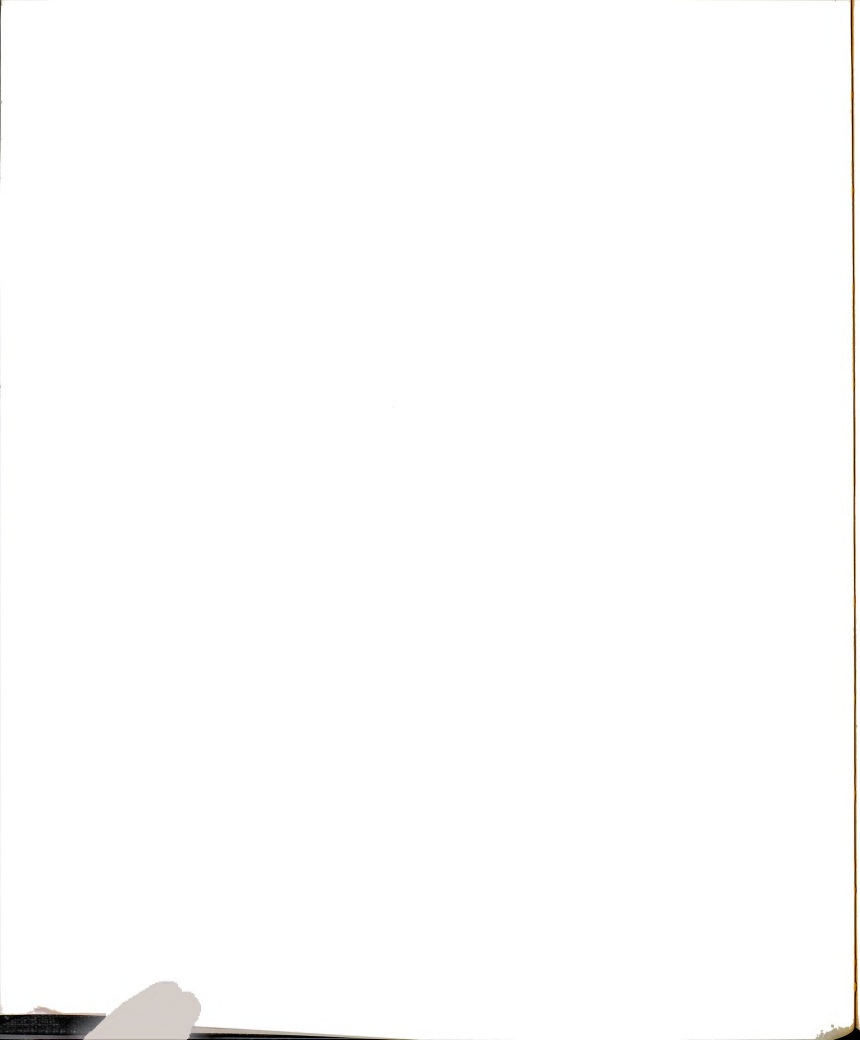


in this category. In combining the "considerable" and "a great deal" categories, over 90 percent of the responses of faculty from Pasadena City College, Golden West College and Glendale College were in these two categories.

TABLE 17  
PARTICIPATION IN ACTION RESEARCH AND EXPRESSED  
VALUE OF RESPONDENTS' PARTICIPATION

Number:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	151	74.0	29	30.9	51	77.6	39	75.0
1	23	11.3	31	33.0	11	14.5	8	15.4
2	13	6.4	16	17.0	5	6.6	5	9.6
3	16	7.8	7	7.4	0	0.0	0	0.0
4-5	1	.5	7	7.4	0	0.0	0	0.0
6-7	0	0.0	1	1.1	1	1.3	0	0.0
8-10	0	0.0	3	3.2	0	0.0	0	0.0
11 or more	0	0.0	0	0.0	0	0.0	0	0.0
TOTALS	204	100.0	94	100.0	76	100.0	52	100.0
Value: <sup>a</sup>								
None	0	0.0	0	0.0	0	0.0	0	0.0
A little	3	5.7	0	0.0	0	0.0	3	23.1
Some	1	1.9	3	4.6	0	0.0	2	15.4
Considerable	23	43.3	16	24.6	7	41.2	1	7.7
A Great Deal	26	49.1	44	67.7	10	58.8	7	53.8
Undecided	0	0.0	2	3.1	0	0.0	0	0.0
TOTALS	53	100.0	65	100.0	17	100.0	13	100.0

a - Percents based only on people who participated in activity.



## SUPPORT OF INSERVICE EDUCATION

This section contains the findings and analysis of institutional support for participation in inservice education. Tables 18 through 21 give the responses of the participants by community college as to the level of institutional support for participation in the various formal inservice education activities. Table 22 shows the findings regarding the respondents' opinions on providing incentives for participation and Table 23 contains the summary and ranking of incentives the participants felt should be provided for participation in these activities.

Pasadena City College

The analysis of the respondents' opinions on the degree of institutional support for inservice education at Pasadena City College is shown in Table 18. The activities of College Courses and Conventions or Conferences were the most highly supported by the administration at Pasadena City College, according to the respondents. One hundred fifty respondents (73.6 percent) indicated some degree of institutional support for College Courses and 155 respondents (77.0 percent) gave a similar opinion for participation in Conventions or Conferences.

The next largest category of "supportive" responses was for the inservice activity of Workshops or Seminars (2 weeks or less) with 141 respondents or 69.1 percent in this category.

Conversely, the least supported activities were Action Research and Institutes or Workshops (longer than 2 weeks). Sixty-nine respondents (33.8 percent) indicated that the community college was non-supportive for participation in Action Research activities, while 51 respondents (25.0 percent) had similar opinions for participation in Institutes or Workshops.

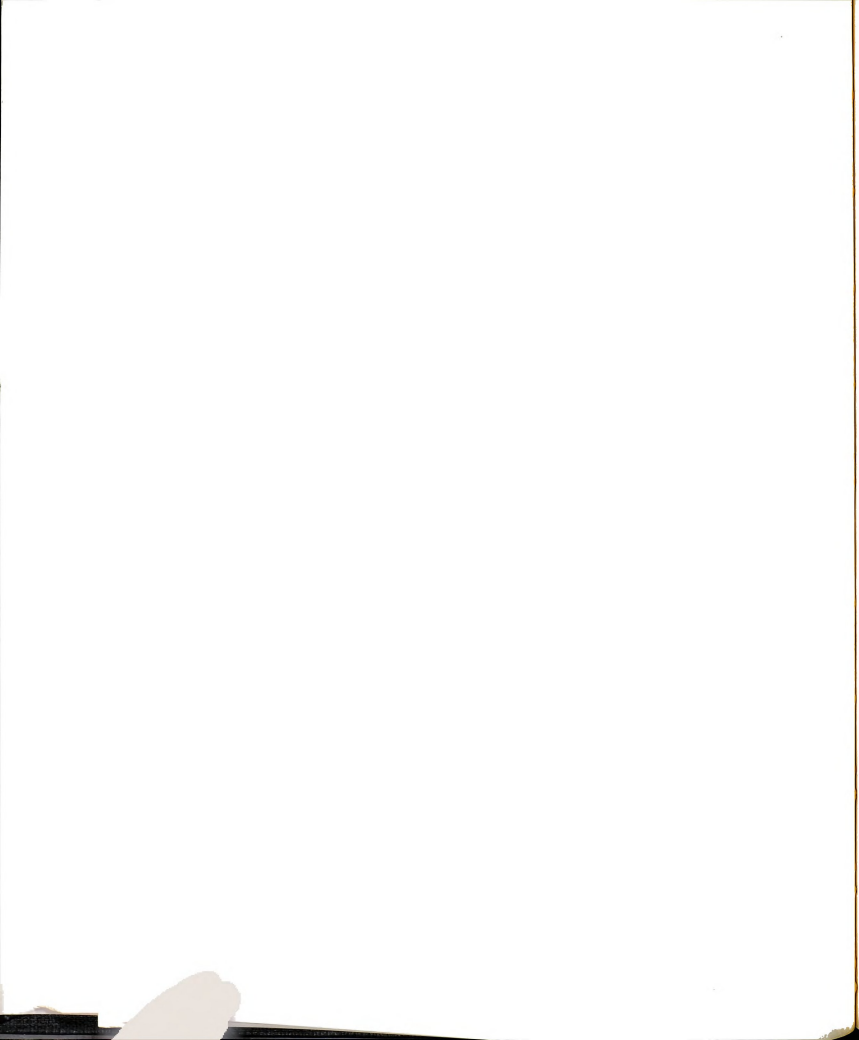
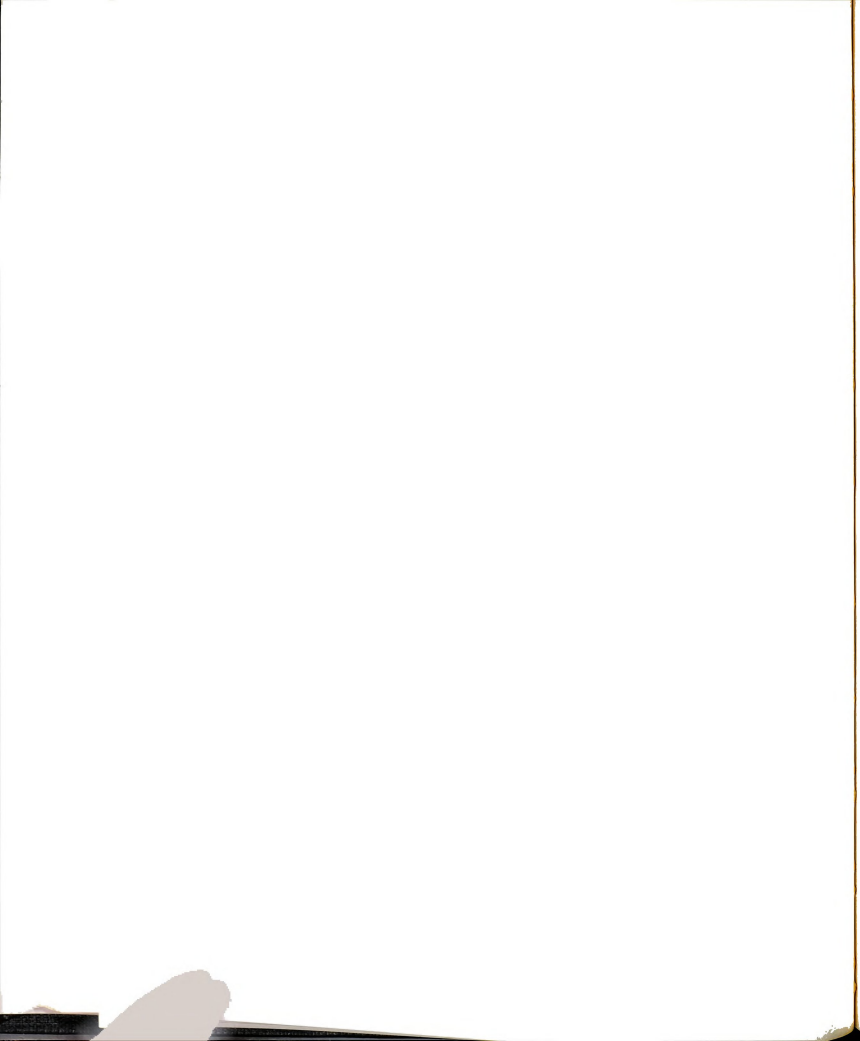


TABLE 18

PASADENA CITY COLLEGE: RESPONDENTS' OPINIONS REGARDING  
INSTITUTIONAL SUPPORT FOR PARTICIPATION IN INSERVICE EDUCATION

Activity:	Degree of Support										TOTALS	
	Community College is Supportive				Community College is Non-supportive							
	Strong		Mild		Strong		Mild		Support Unknown		Number	Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
College Course	56	27.5	94	46.1	6	2.9	38	18.6	10	4.9	204	100.0
Workshop	53	26.0	88	43.1	9	4.4	25	12.3	29	14.2	204	100.0
Institute	39	19.1	67	32.8	13	6.4	38	18.6	47	23.1	204	100.0
Convention/ Conference	81	39.7	76	37.3	2	1.0	29	14.2	16	7.8	204	100.0
Visitation	43	21.1	60	29.3	12	5.9	23	11.3	66	32.4	204	100.0
Professional Reading	38	18.6	44	21.6	3	1.5	20	9.8	99	48.5	204	100.0
Action Research	41	20.1	58	28.5	18	8.8	51	25.0	36	17.6	204	100.0



The two largest categories of responses for the opinions of "Support Unknown" were the activities of Visitations and Professional Reading, with the latter category having the larger distribution, 99 respondents or 48.5 percent of the total.

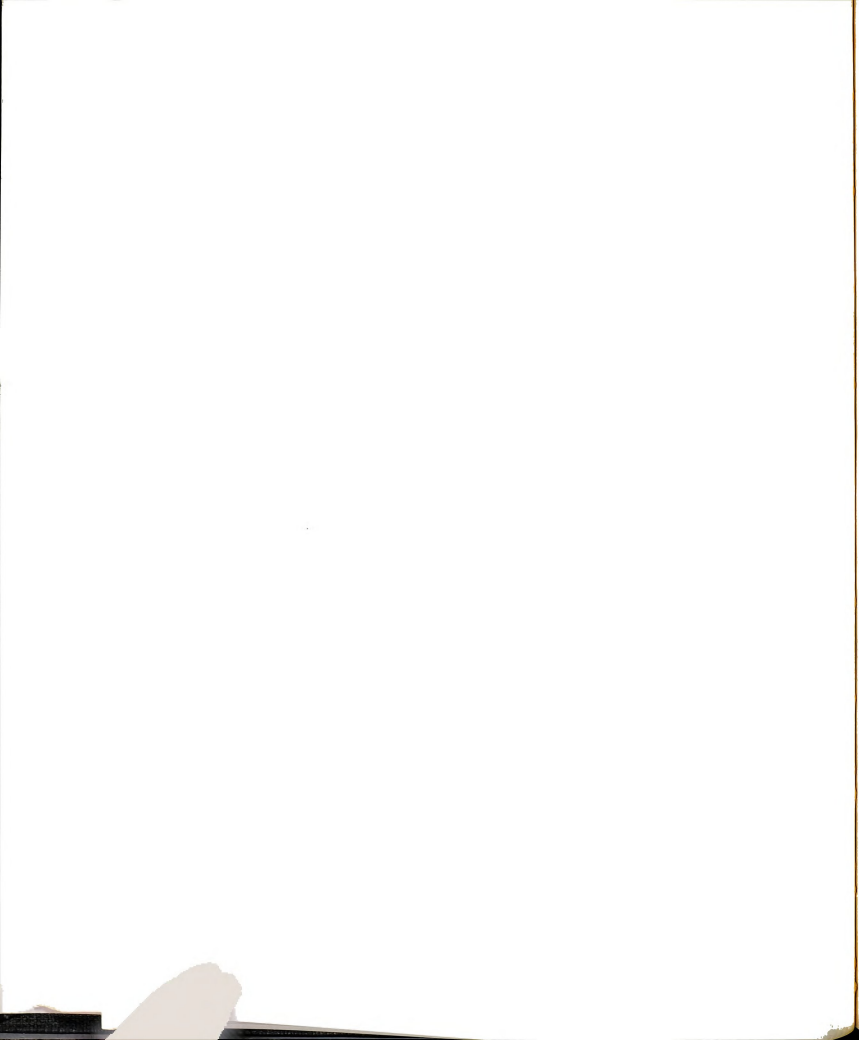
In addition to the data obtained in Table 18, some instructors also made additional comments regarding the institutional support by Pasadena City College. Such comments included "No one here cares . . . what we participate in", "Used to be much more support"(3 responses), and "No money available" (2 responses).

#### Golden West College

The responses from surveyed instructors at Golden West College regarding institutional support for participation in inservice education are shown in Table 19. According to the respondents, all seven inservice education activities were viewed as being supported by the administration of Golden West, with the largest distribution of responses in the activity of College Course (89 respondents; 94.7 percent). The next highest supported activities were those of Workshops (2 weeks or less) and Conventions or Conferences, both with a distribution of 86 respondents or 91.4 percent.

The largest distribution in the "Support Unknown" category was in the professional reading activity, with 29 respondents of 30.8 percent in this category.

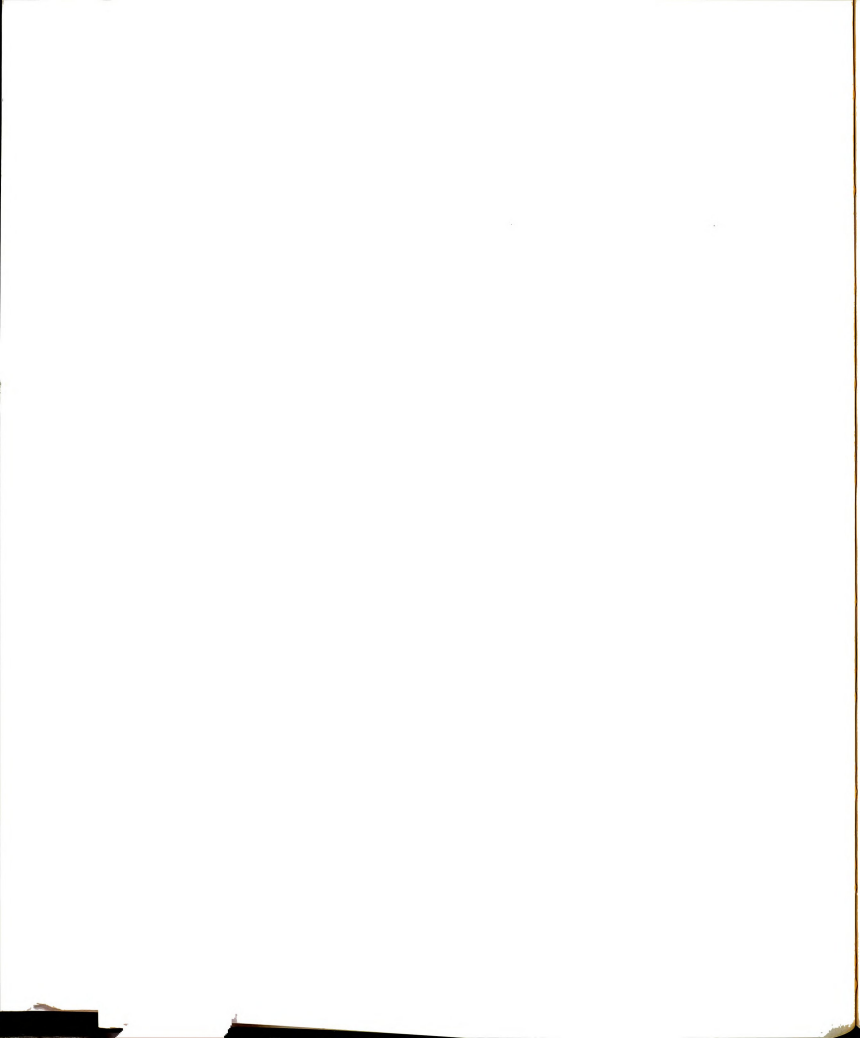
Also, a large majority of the respondents who viewed Golden West as being supportive indicated the school was "strong" in their support of inservice education. Two additional comments received from some of the participants included "Too much support is given," and "Not enough money."



**TABLE 19**

**GOLDEN WEST COLLEGE: RESPONDENTS' OPINIONS REGARDING INSTITUTIONAL SUPPORT FOR PARTICIPATION IN INSERVICE EDUCATION**

Activity:	Community College is Supportive				Degree of Support				TOTALS			
	Strong		Mild		Community College is Non-Supportive		Support Unknown		Number	Percent		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent				
College Course	68	72.3	21	22.4	0	0.0	2	2.1	3	3.2	94	100.0
Workshop	55	58.5	31	33.0	0	0.0	1	1.1	7	7.4	94	100.0
Institute	57	60.6	24	25.5	0	0.0	2	2.1	11	11.8	94	100.0
Convention/ Conference	53	56.3	33	35.1	1	1.1	4	4.3	3	3.2	94	100.0
Visitation	40	42.6	33	35.1	0	0.0	3	3.2	18	19.1	94	100.0
Professional Reading	36	38.3	26	27.7	0	0.0	3	3.2	29	30.8	94	100.0
Action Research	41	43.6	33	35.1	0	0.0	6	6.4	14	14.9	94	100.0



Glendale College

Table 20 illustrates the respondents' opinions regarding institutional support for inservice education at Glendale College. The only inservice activity that was viewed as supported by the administration at Glendale was that of attendance at Conventions or Conferences, with 48 respondents or 63.2 percent of the responses in this category.

The four activities which were viewed as being least supported by the administration were (1) College Courses (2) Institutes or Workshops (longer than two weeks) (3) Workshops (less than two weeks) and (4) Visitations. Over 50 percent of the respondents termed the school as "Non-supportive" of their participation in College Courses or Institutes, while 46.0 percent gave a similar opinion for Workshops and 42.1 percent for the activity of Educational Visitations.

A large distribution of responses from the participants was also noted in the "Support Unknown" category for the activities of (1) Professional Reading (42 respondents; 55.3 percent) (2) Action Research (39 respondents; 51.4 percent) (3) Educational Visitations (31 respondents; 40.8 percent) and (4) Institute or Workshop--longer than two weeks (23 respondents; 30.3 percent).

Comments that were included on the questionnaire returns indicated that part of the apparant lack of support may have been due to a shortage of financial support. Three respondents commented that "Financial problems of school cause limited support," one instructor stated "No money to do anything" and another reported "Lack of any resources by the school."

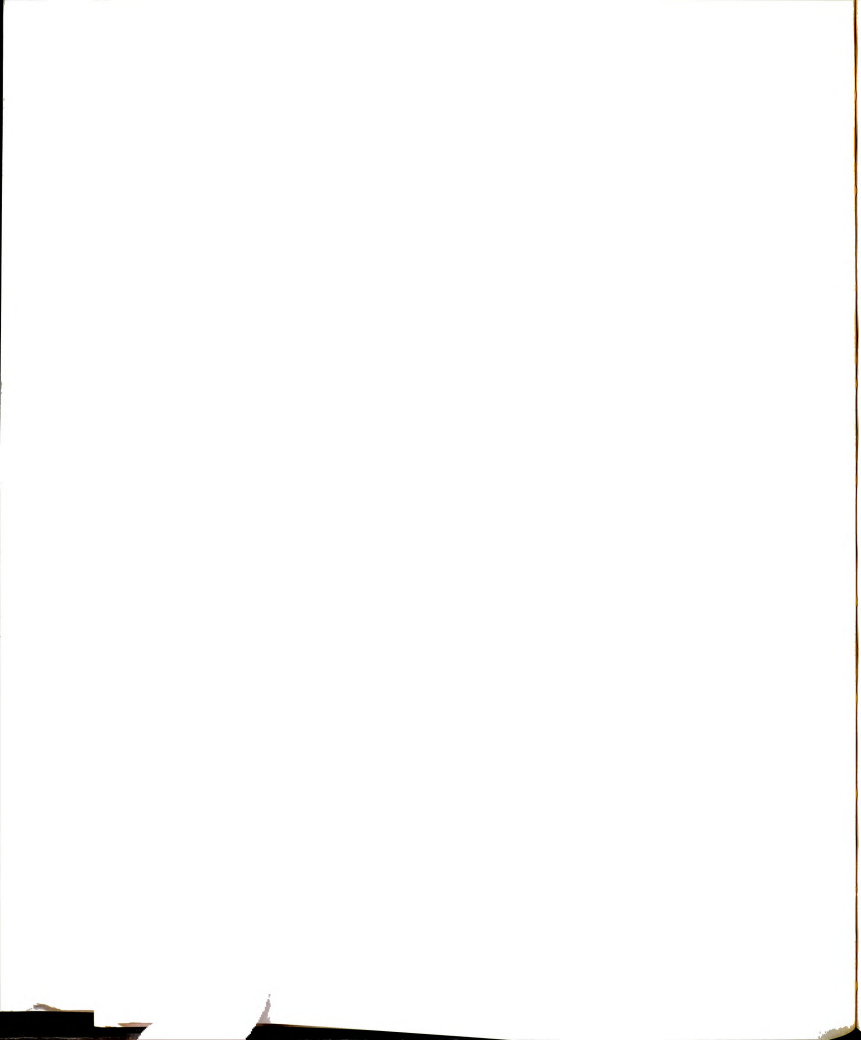


TABLE 20

GLENDALE COLLEGE: RESPONDENTS' OPINIONS REGARDING  
INSTITUTIONAL SUPPORT FOR PARTICIPATION IN INSERVICE EDUCATION

Activity:	Degree of Support								TOTALS Number Percent			
	Community College is Supportive				Community College is Non-supportive							
	Strong		Mild		Strong		Mild					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent				
College Course	11	14.5	14	18.4	16	21.1	30	39.4	5	6.6	76	100.0
Workshop	13	17.1	8	10.5	14	18.4	21	27.6	20	26.4	76	100.0
Institute	9	11.8	5	6.6	8	10.5	31	40.8	23	30.3	76	100.0
Convention/ Conference	31	40.8	17	22.4	6	7.9	14	18.4	8	10.5	76	100.0
Visitation	6	7.9	7	9.2	11	14.5	21	27.6	31	40.8	76	100.0
Professional Reading	6	7.9	13	17.1	7	9.2	8	10.5	42	55.3	76	100.0
Action Research	3	3.9	7	9.2	6	7.9	21	27.6	39	51.4	76	100.0



Los Angeles Southwest College

As shown in Table 21, the respondents reported that the activities of Conventions and Conferences and Workshops or Seminars (2 weeks or less) were the most supported activities by the administration at Los Angeles Southwest College. Thirty-two respondents (61.5 percent) reported that the community college was supportive for participation in Conventions or Conferences, while 28 respondents (53.8 percent) gave a similar report for participation in Workshops of two weeks or less.

According to participants, the activity in which the school was viewed as most "Non-supportive" toward was that of Educational Visitations, with 16 faculty (30.8 percent) rating the administration as either being "strong" or "mild" in their non-support.

The largest categories of responses for three of the seven inservice activities was in the area of "Support Unknown." These activities were (1) Professional Reading (36 respondents; 69.2 percent) (2) Institute or Workshop (longer than two weeks) (29 respondents; 55.7 percent) and (3) Educational Visitations (21 respondents; 40.3 percent).

Several additional comments by the respondents were made on the questionnaire returns. Two respondents stated that "They (the administration) could care less . . . about support for participation," and three participants reported that "I don't see any support at all at this institution."

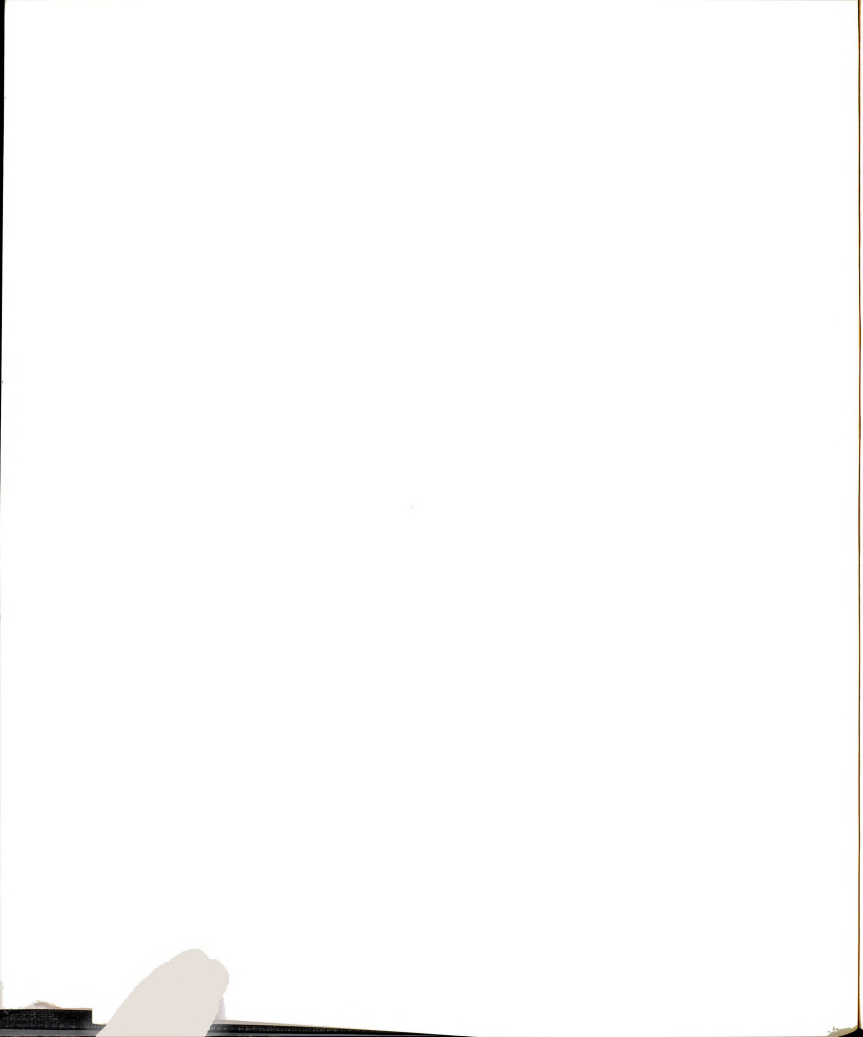
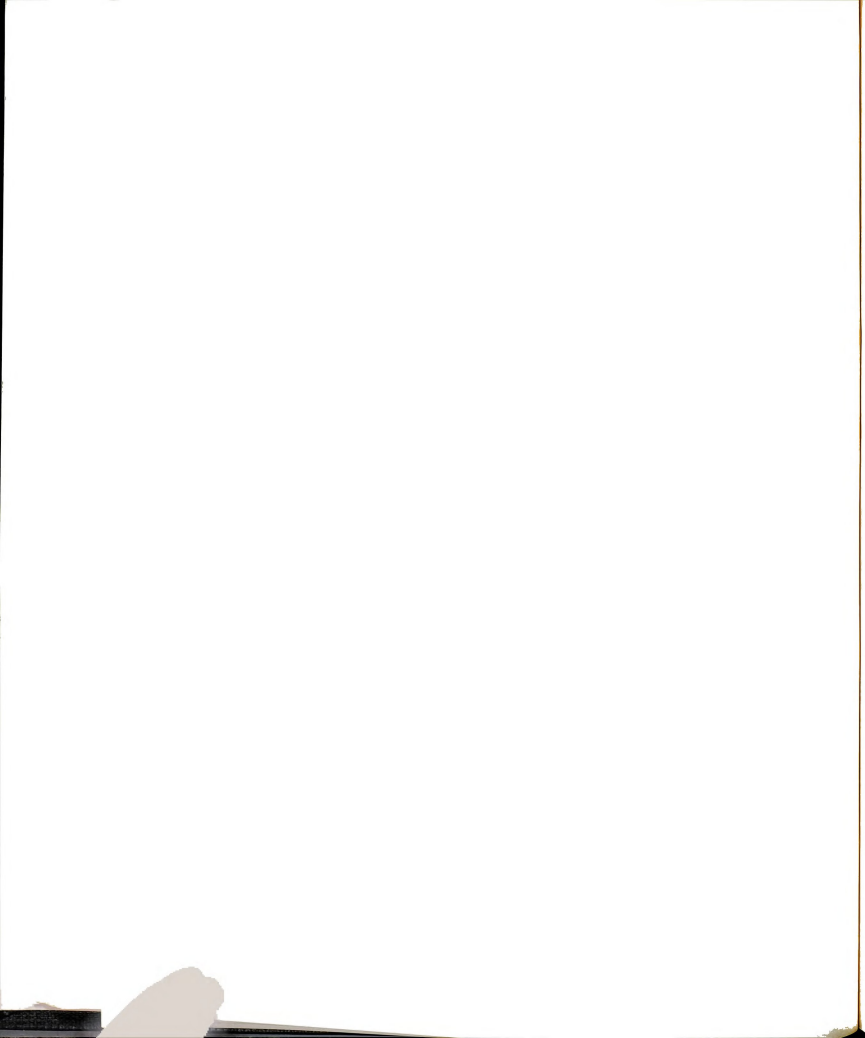


TABLE 21

LOS ANGELES SOUTHWEST COLLEGE: RESPONDENTS' OPINIONS REGARDING  
INSTITUTIONAL SUPPORT FOR PARTICIPATION IN INSERVICE EDUCATION

Activity:	Degree of Support										TOTALS	
	Community College is Supportive				Community College is Non-supportive							
	Strong Number	Strong Percent	Mild Number	Mild Percent	Strong Number	Strong Percent	Mild Number	Mild Percent	Support Unknown Number	Support Unknown Percent		
College Course	11	21.2	9	17.3	7	13.5	8	15.4	17	32.6	52	100.0
Workshop	16	30.7	12	23.1	0	0.0	3	5.8	21	40.4	52	100.0
Institute	3	5.8	12	23.1	5	9.6	3	5.8	29	55.7	52	100.0
Conventional/ Conference	21	40.3	11	21.2	0	0.0	7	13.5	13	25.0	52	100.0
Visitation	3	5.8	12	23.1	3	5.8	13	25.0	21	40.3	52	100.0
Professional Reading	9	17.3	7	13.5	0	0.0	0	0.0	36	69.2	52	100.0
Action Research	20	38.5	1	1.9	3	5.8	7	13.5	21	40.3	52	100.0

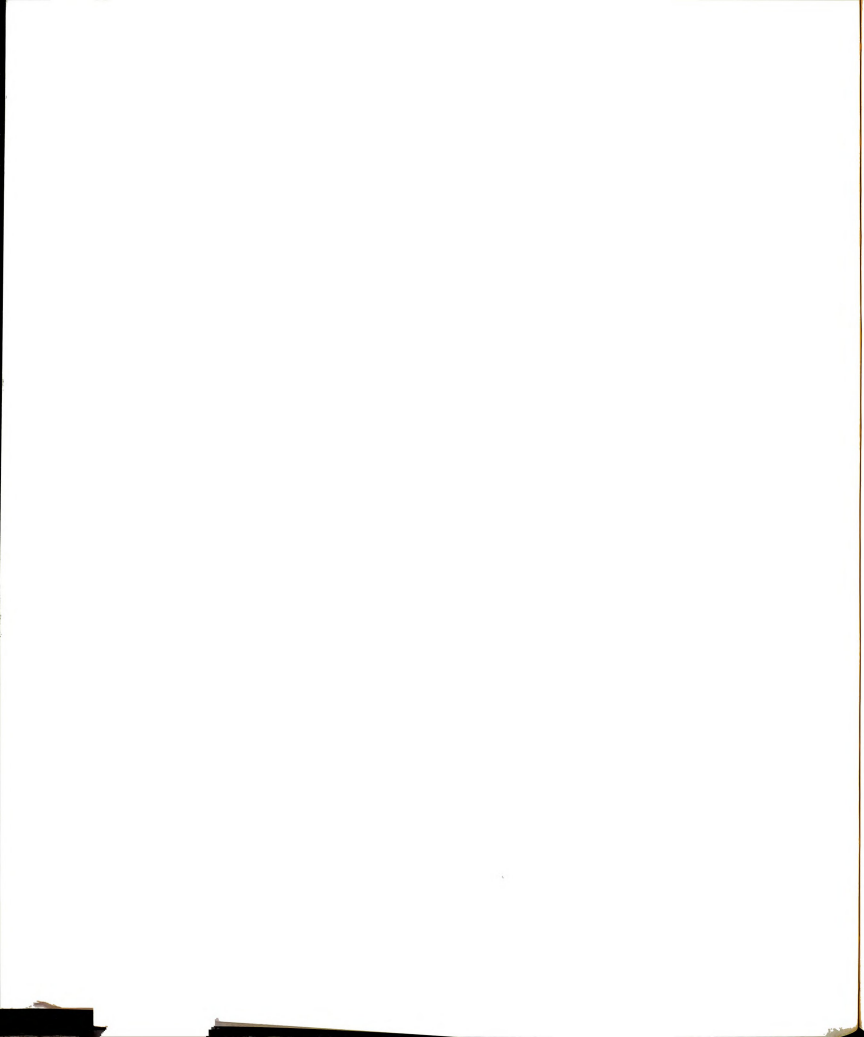


### Incentives for Participation in Inservice Education

The respondents' opinions as to whether institutional incentives should be provided for participation in inservice education is contained in Table 22. Almost all faculty from the four community colleges reported that they felt incentives should be awarded for their participation in the various activities. Out of the total of 426 respondents, only four stated that incentives should not be given, with ten respondents undecided in their responses.

A further breakdown, giving the respondents' opinions on which incentives should be given for participation, is shown in Table 23. The number of respondents indicating a preference for providing each incentive is given, along with a ranking of the incentives chosen by participants. In the analysis of Table 23, a high degree of consistency appeared in the expressed opinions of the faculty from the four institutions. The incentive of "Reimbursement of Expenses" ranked number one for Pasadena City College and Glendale College, and ranked number two for Golden West College and Los Angeles Southwest. One hundred ninety-one respondents (98.9 percent) from Pasadena City College felt that reimbursement of expenses should be given for participation, while 68 respondents (91.9 percent) expressed a similar opinion at Glendale College.

The second highest ranking incentive was that of Salary Increases. This incentive ranked number one for Golden West College and Los Angeles Southwest, and number two for Pasadena City College and Glendale College. At Golden West, 94.7 percent of the respondents indicated that salary increases should be given, while 88.2 percent gave a similar opinion at Los Angeles Southwest College.



The next highest response category was the incentive of Temporary Release Time with 79 respondents (84.0 percent) at Golden West indicating this incentive should be provided, and Los Angeles Southwest had the lowest distribution for this incentive, 41.2 percent (21 respondents), in this category.

Two other categories of responses having a high distribution were the incentives of Reduced Teaching Load and Consideration for Promotion. Over 50 percent of all surveyed faculty at Pasadena, Glendale, and Golden West colleges felt these incentives should be provided while 43.1 percent of the respondents at Los Angeles Southwest felt Reduced Teaching Load should be given and 31.4 percent favored the inclusion of Consideration for Promotion.

The lowest response category for all schools was for the incentive of Sabbatical Leave.

TABLE 22

RESPONDENTS' OPINIONS ON PROVIDING INSTITUTIONAL  
INCENTIVES FOR PARTICIPATION IN INSERVICE EDUCATION

<u>Responses of Participants</u>								
School:	Yes		No		Undecided		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pasadena City College	193	94.6	3	1.5	8	3.9	204	100.0
Golden West College	94	100.0	0	0.0	0	0.0	94	100.0
Glendale College	74	97.4	0	0.0	2	2.6	76	100.0
L.A. Southwest College	51	98.1	1	1.9	0	0.0	52	100.0

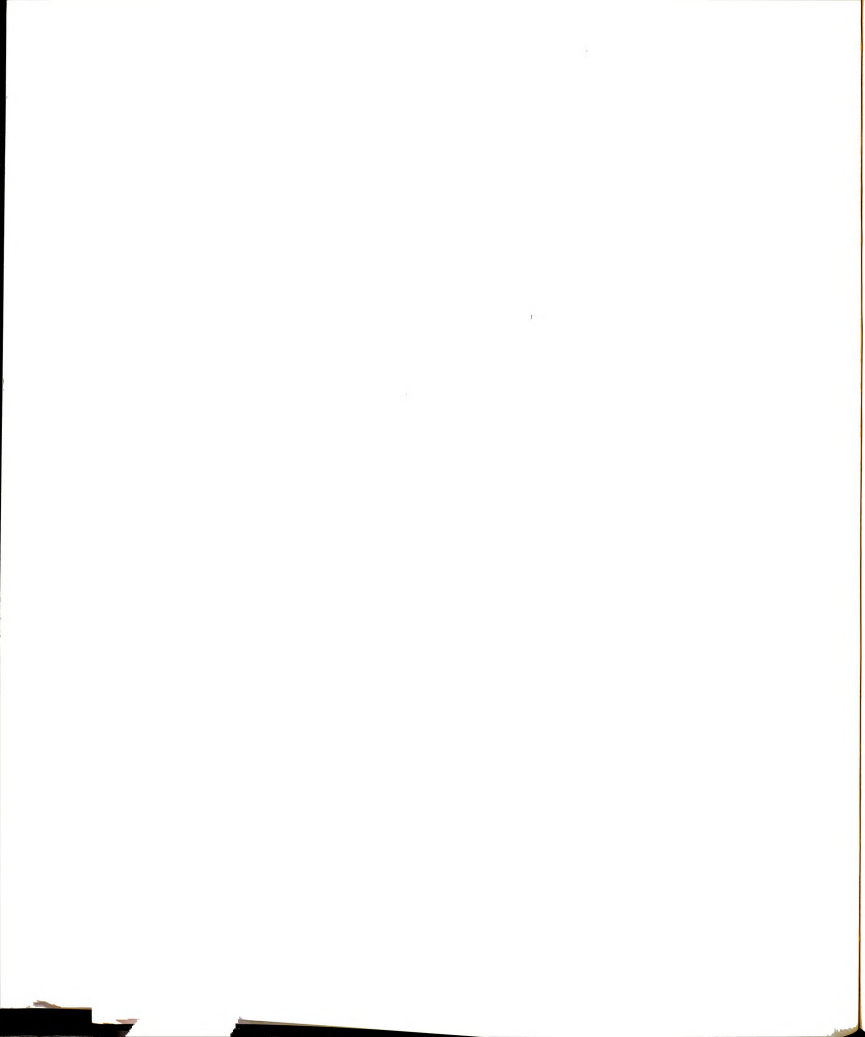
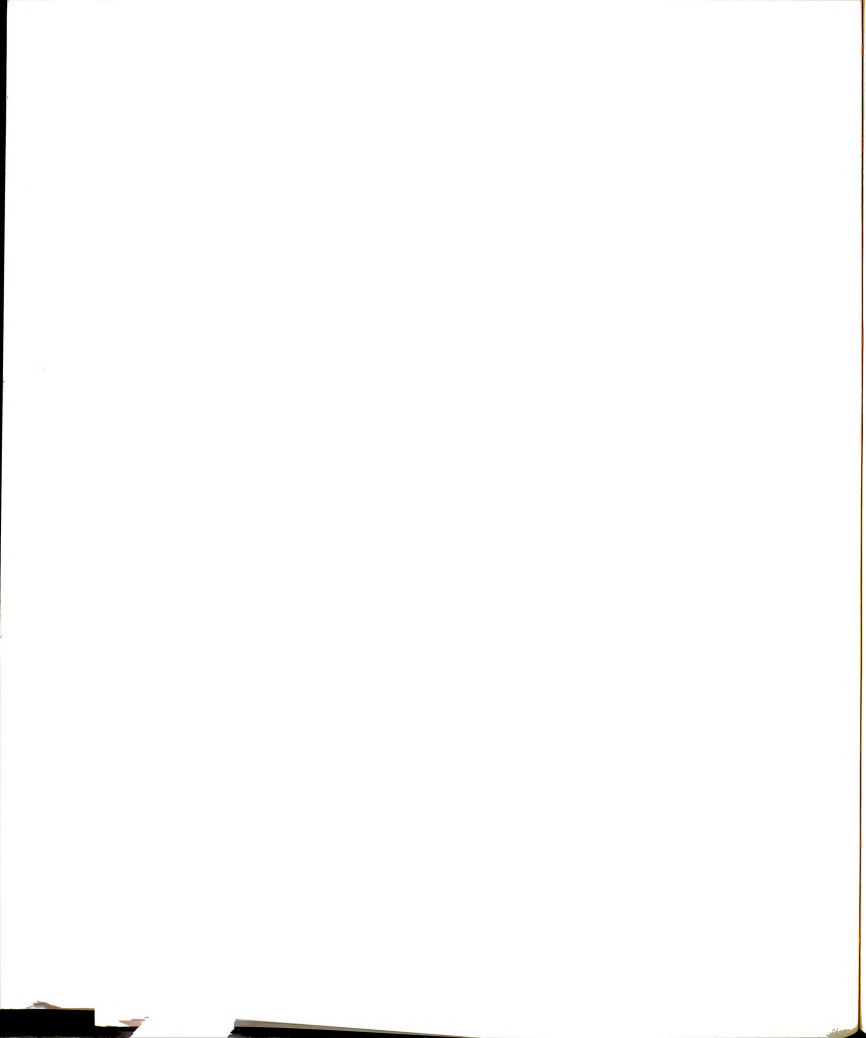


TABLE 23

**RANKING OF RESPONDENTS' OPINIONS REGARDING INCENTIVES  
WHICH SHOULD BE PROVIDED FOR PARTICIPATION IN INSERVICE EDUCATION<sup>a</sup>**

Incentives:	Pasadena City College		Golden West College		Glendale College		L.A. Southwest College					
	Number	Percent Rank	Number	Percent Rank	Number	Percent Rank	Number	Percent Rank				
Salary Increase	172	89.1	2	89	94.7	1	61	82.4	2	45	88.2	1
Temporary Release Time	148	76.7	4	79	84.0	4	48	64.9	3	21	41.2	5
Reimbursement of Expenses	191	98.9	1	86	91.5	2	68	91.9	1	41	80.4	2
Consideration for Promotion	150	77.7	3	61	64.9	5	38	51.4	5	16	31.4	6
Reduced Teaching Load	99	51.3	6	81	86.2	3	40	54.1	4	22	43.1	4
Increased Weight in Faculty Evaluation	143	74.1	5	55	58.5	6	16	21.6	6	33	64.7	3
Sabbatical Leave	13	6.7	7	31	33.0	7	9	12.6	7	7	13.7	7

a - Ranking of incentives based on number of faculty at each institution that indicated incentives should be provided.



## CHAPTER V

### THE FINDINGS AND ANALYSIS OF PARTICIPANTS' INFORMAL INSERVICE EDUCATION ACTIVITIES AND SUMMARY OF INSTITUTIONAL FACTORS RELATING TO INSERVICE EDUCATION

This chapter contains the findings and analysis of the instructors' participation in informal education activities; their reports of changes in teaching behavior and teaching innovations; and the instructors' opinions on the level of institutional support for teaching innovations and participation in inservice education. Information for this chapter was obtained through personal interviews with community college instructors from each school. Interviewees, chosen from departments or divisions at each community college totaled 40, with the breakdown given below:

<u>School</u>	<u>Interviews</u>
Pasadena City College	14
Golden West College	10
Glendale College	9
L.A. Southwest College	<u>7</u>
TOTAL	40

#### Participation in Informal Inservice Education Activities

A summary of interviewees' participation in various informal activities is contained in Table 24. Their participation in each activity is further summarized by a ranking of activities by degree of participation, as shown in Table 25.

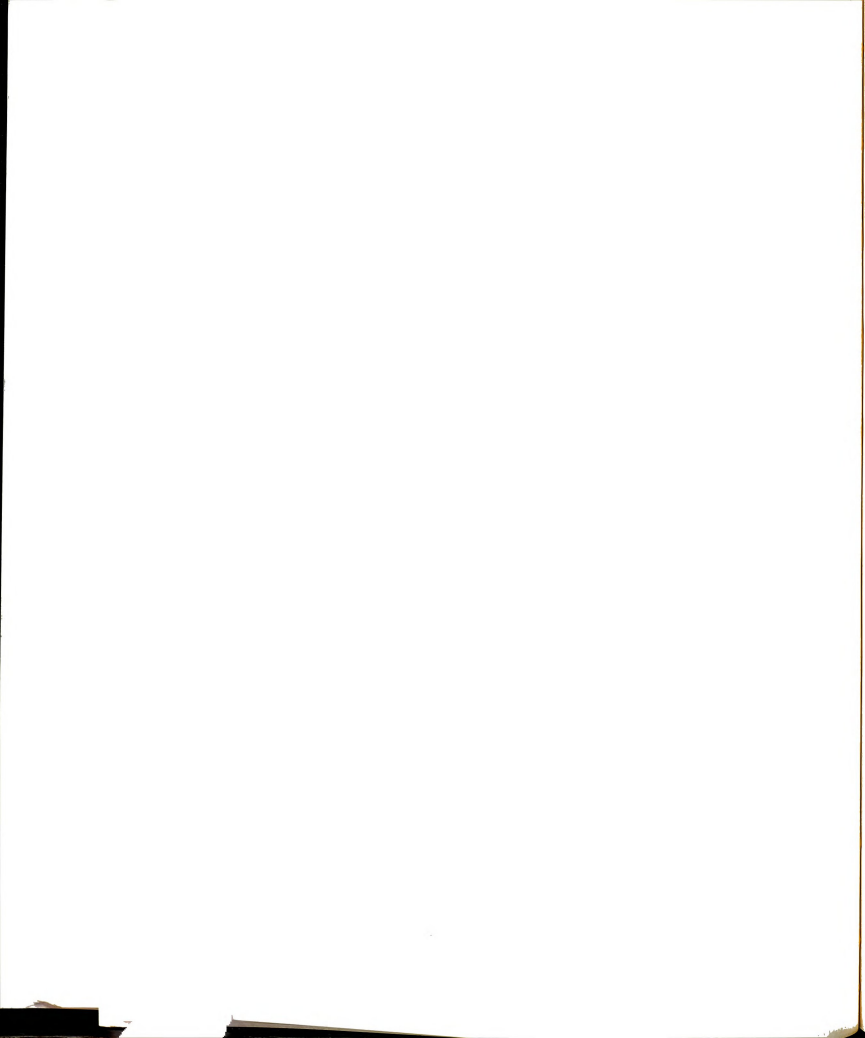


TABLE 24  
REPORT ON PARTICIPATION IN INFORMAL INSERVICE EDUCATION  
ACTIVITIES ACCORDING TO COMMUNITY COLLEGE

Activity:	Pasadena City College (N=14)				Golden West College (N=10)				Glendale College (N=9)				L.A. Southwest College (N=7)							
	None	Weekly	Monthly	Once a Semester	None	Weekly	Monthly	Once a Semester	None	Weekly	Monthly	Once a Semester	None	Weekly	Monthly	Once a Semester	Yearly			
Committee/Study Group	8	1	3	1	1	6	2	2	0	0	6	0	1	2	0	6	0	1	0	0
Consultation with Faculty	0	9	4	1	0	2	8	0	0	0	3	5	0	1	0	1	4	2	0	0
Demonstration/Observation	9	1	3	0	1	6	0	1	3	0	9	0	0	0	0	6	1	0	0	0
Departmental/Faculty Meeting	12	0	2	0	0	6	0	4	0	0	5	0	2	2	0	5	0	1	0	1
Evaluation:																				
Self	6	0	2	4	2	2	4	2	2	0	5	0	0	2	2	3	0	2	2	0
Student	0	0	0	9	5	0	2	0	8	0	2	0	0	6	1	0	0	0	5	2
Administrative	8	0	0	0	6	0	0	0	0	10	7	0	0	2	0	4	0	0	0	3
Personal Investigation:																				
Community Personnel	6	3	0	4	1	2	4	3	1	0	6	1	2	0	0	6	1	0	0	0
Other Resource People	8	4	0	2	0	2	6	1	1	0	5	2	2	0	0	3	2	1	1	0
Travel	14	0	0	0	0	8	0	0	1	1	8	0	0	1	0	7	0	0	0	0
Professional Assn. Activities	8	0	3	3	0	5	0	5	0	0	6	3	0	0	0	6	0	0	1	0

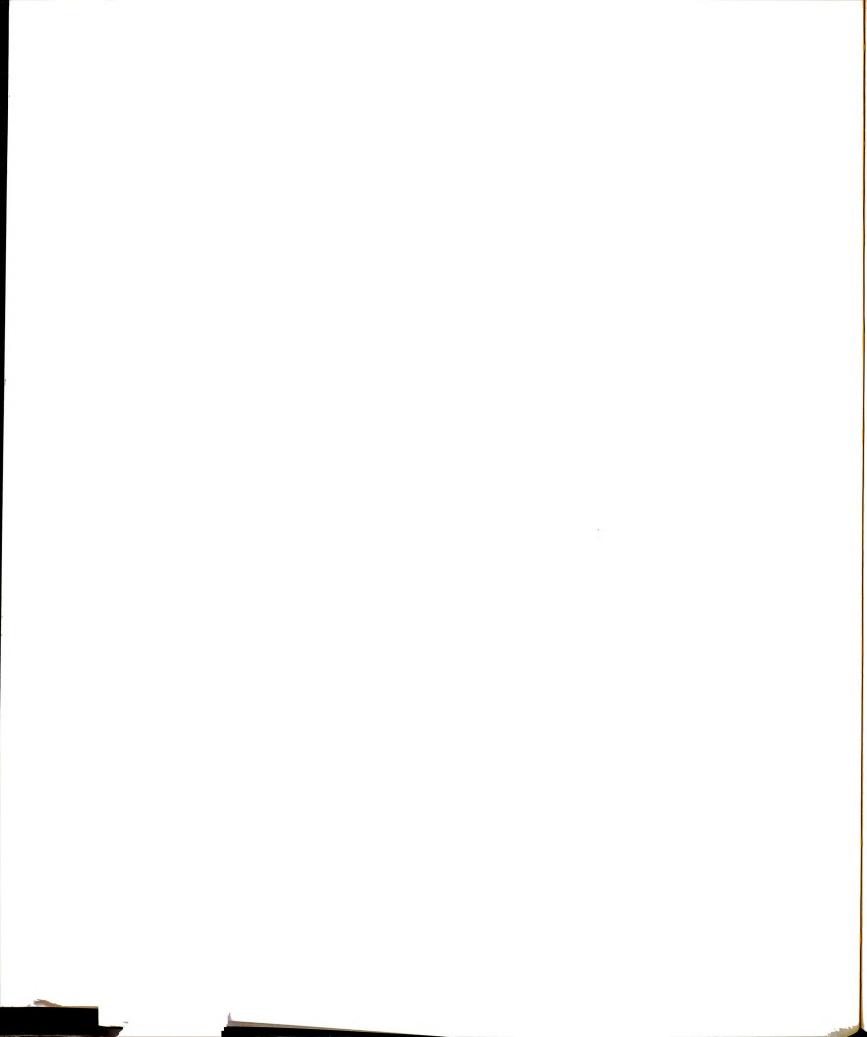


TABLE 25

**RANKING OF ACTIVITIES BY DEGREE OF  
PARTICIPATION ACCORDING TO COMMUNITY COLLEGE<sup>a</sup>**

Activity:	<u>Rank</u>			
	Pasadena City College	Golden West College	Glendale College	L.A. Southwest College
Committee or Study Group	6	8	8	9
Consultation with Other Faculty	1	3	2	2
Demonstration/ Observation	9	10	11	8
Departmental/ Faculty Meeting	10	9	4	6
Evaluation:				
Self	4	6	5	4
Student	2	1	1	1
Administrative	8	2	9	5
Personal Investigation				
Community Personnel	3	5	7	7
Other Resource People	5	4	3	3
Travel	11	11	10	11
Professional Assn. Activities	7	7	6	10

a - Ranking determined on basis of (1) Number of interviewees participating in each activity and (2) Frequency of participation in each activity.

In interviewing and analyzing data on participation by faculty members, only those activities that related to any inservice instructional improvement activity were included in this study. For example, although many respondents reported that they participated frequently in departmental meetings, only those departmental meetings dealing directly with inservice education activities are included in the analysis of this study.

The activities most frequently participated in were (1) Student Evaluations (2) Consultations with Other Faculty (3) Personal Investigation into Outside Resource People and (4) Self Evaluation. Responses from all four community colleges showed a high degree of agreement on the frequency of participation in these inservice education activities.

The activities least frequently participated in by the respondents were those of (1) Travel and (2) Demonstration of Observation with the activities of Committee or Study Group and Departmental Meetings also having a low degree of participation.

#### Value of Participation in Informal Inservice Education Activities

The data summarizing the expressed value of participation in the various informal activities is contained in Table 26. This table reports the opinions of those faculty members who participated in each activity at least once within the past three years.

The participants' responses reveal a very clear pattern concerning the value of these informal activities. The activities of (1) Consultations with Other Faculty (2) Student Evaluations (3) Investigations into Local Community Personnel and (4) Investigation into Outside Resource People were clearly valued higher than the remaining inservice activities, with a majority of respondents rating their participation as being of "a great deal" of value. The activity of Consultations with Other Faculty

TABLE 26

REPORT OF RESPONDENTS' OPINIONS AS TO VALUE OF PARTICIPATION  
IN INFORMAL INSERVICE EDUCATION ACTIVITIES<sup>a</sup>

Activity:	Pasadena City College (N=14)			Golden West College (N=10)			Glendale College (N=9)			L.A. Southwest College (N=7)		
	None	Little	Considerable	Great Deal	None	Little	Considerable	Great Deal	None	Little	Considerable	Great Deal
Committee/Study Group	-	2	2	2	-	-	3	1	-	-	3	-
Consultation with Faculty	-	4	3	7	-	-	3	5	-	-	6	-
Demonstration/Observation	-	-	4	1	-	-	3	1	-	-	1	-
Departmental/Faculty Meeting	-	2	-	-	-	2	2	-	-	4	-	-
Evaluation:												
Self	-	4	3	1	-	1	6	1	-	-	4	-
Student	1	4	5	4	-	4	2	4	-	2	3	1
Administrative	5	1	-	-	4	4	1	1	2	-	-	-
Personal Investigation:												
Community Personnel	-	2	2	4	-	-	3	5	-	1	2	-
Other Resource People	-	1	3	2	-	-	3	5	-	1	3	-
Travel	-	-	-	-	-	-	-	2	-	-	-	-
Professional Assn. Activities	-	-	3	3	-	-	2	3	-	-	3	-

<sup>a</sup> - Based only on respondents who participated in each activity.

ranked first in value at all four community colleges, while the activity of Student Evaluation was the next highest, ranking second in value at Pasadena City College and Glendale College, and third at Golden West College and Los Angeles Southwest. The activities of Personal Investigation into Local Community Personnel or Other Resource People ranked either second or third at the four institutions.

The only activities receiving a value rating of "no value" were those of Student Evaluations and Administrative Evaluations. Overall, the informal activity of Administrative Evaluation received the lowest value rating from surveyed faculty; only one faculty member out of the 23 interviewees participating in this activity rated it as being of "great deal" of value, while 10 respondents indicated "no value" in their participation in this activity. Two interviewees reported that Student Evaluations were of no value in improving their teaching performance.

Comments received during the interviewing process clearly indicated the importance the instructors attached to participation in the activities of Consultations with Other Faculty and use of Student Evaluations of their teaching performance. A large majority of instructors reiterated their emphasis on the importance of this activity over other informal activities--a fact clearly substantiated in the analysis following regarding changes in teaching behavior. Also, part of the explanation of the low value rating for Administrative Evaluations, according to interviewees, rests on the intent and design of the evaluation device (i.e. not really designed for benefit of giving instructor feedback) and the untimeliness of receiving feedback--usually several weeks after evaluation was completed.

### Changes in Teaching Behavior

As part of the design of this study, information was obtained from faculty members regarding the changes that had occurred in their teaching behavior during the past three years, along with the listing of the source of information that prompted these changes. This analysis was completed in order to examine the number of changes or innovations made by faculty from each institution, and more importantly, to examine what type(s) of inservice activities were of most value in providing information to initiate or encourage such changes. Therefore, compilation of data in this section contains the findings on (1) the number of changes in teaching behavior by faculty (2) the determination of most important inservice activities contributing to these changes and (3) the analysis of instructors engaged in innovative teaching techniques with reasons for the adoption of such innovations.

Number of Changes in Teaching Behavior. The faculty that were interviewed by the researcher were asked to name the most important change(s) that had occurred in their teaching performance during the past three years; the total number of changes given by these interviewees were:

<u>School</u>	<u>Total Number</u>	<u>Average Per Interviewee</u>
Pasadena City College (N=14)	47	3.4
Golden West College (N=10)	49	4.9
Glendale College (N=9)	32	3.6
Los Angeles Southwest (N=7)	23	3.3

The faculty at Golden West College were the most active of the faculty interviewed in incorporating changes in their teaching, with 9 of 10 interviewees indicating five teaching changes. The interviewees at Los Angeles Southwest reported the fewest changes (average 3.3 per interviewee), with Pasadena City College respondents next, indicating an average of 3.4 changes per faculty interviewed. Glendale College, with an average of 3.6 changes per interviewee, was just slightly above Pasadena City College in the number of changes.

Inservice Activities Relating to Changes in Teaching Behavior. A listing of the interviewees' responses as to those activities or sources of information that prompted changes in teaching behavior is shown in Table 27. This table lists all activities mentioned, and indicates the frequency of each activity as the initiating source for changes in teaching behavior.

The largest frequency of sources of changes for faculty at Pasadena City and Glendale Colleges was that of Personal Ideas, denoting that the change was prompted by the personal, innate idea of each faculty member involved. This source ranked second in frequency of interviewees at Golden West and Los Angeles Southwest colleges.

Of the other sources of input for changes in teaching, the most important were (1) Discussions/Consultations with other faculty and (2) Student Evaluations/Feedback for the interviewees at all four community colleges. Eight reports of changes in teaching behavior at Golden West were prompted by support by the community college, according to interviewees at this institution--the only community college of the four having responses in this category.

TABLE 27

FREQUENCY OF ACTIVITIES REPORTED AS INITIATING  
SOURCE FOR CHANGES IN TEACHING BEHAVIOR

Source:	<u>Frequency</u>			
	Pasadena City College	Golden West College	Glendale College	L.A. Southwest College
College Course	2	2	1	1
Convention/ Conference	3	0	3	2
Demonstration/ Observation of New Technique	1	3	0	1
Discussion/Con- sultation with other Faculty	13	12	6	4
Educational Visitations	1	1	0	1
Personal "Idea"	15	8	12	5
Personal Investi- gation:				
Local Community People	2	2	2	1
Outside Resource People	0	1	0	0
Personal Reading	3	1	2	1
Student Evalu- ation/Feedback	5	6	6	7
Support from Community College	0	10	0	0
Workshop	2	3	0	0
TOTALS	47	49	32	23

Use of Innovative Teaching Techniques. Interviewees from each institution were asked if they were presently involved in using any innovative teaching techniques in order to (1) compare the use of innovative teaching techniques by community college and (2) determine the source or initiating stimuli of each innovations. Of the faculty interviewed, the following results were obtained:

<u>Responses</u>	<u>School</u>			
	Pasadena City College	Golden West College	Glendale College	L.A. Southwest College
Number of People not using any Teaching Innovation:	11	4	8	6
Number of People using Innovation:	<u>3</u>	<u>6</u>	<u>1</u>	<u>1</u>
Totals	14	10	9	7

Of the faculty involved in utilizing an innovative teaching technique, the following results were ascertained regarding the reason or source of information for adopting these innovations.

<u>School</u>	<u>Source of Information</u>
Pasadena City College (3 innovations)	1. Discussions/consultations with other faculty (2 responses) 2. Personal expertise of innovation
Golden West College (6 innovations)	1. Support of resources from community college (4 responses) 2. Discussions/consultations with other faculty members (2 responses)
Glendale College (1 innovation)	1. Personal idea/investigation
Los Angeles Southwest College (1 innovation)	1. Personal idea/investigation

Innovations. Information obtained from interviewees on the degree of support for teaching innovations is given below. Responses were grouped according to either the category of "Some or Considerable" support or "Little or No" support, indicating the degree of support the interviewee felt they received from the community college administration.

<u>Degree of Support:</u>	<u>School</u>			
	Pasadena City College	Golden West College	Glendale College	L.A. Southwest College
"Some or Considerable" Support	5	9	3	0
"Little or No" Support	<u>9</u>	<u>1</u>	<u>6</u>	<u>7</u>
Totals	14	10	9	7

Interviewees at Pasadena City College generally felt that the school was not supportive in encouraging them to innovate; however, many expressed the feeling that although pressure to innovate was not present, there was the required degree of freedom given to each instructor to allow him to pursue any teaching innovation. Comments, in responding to the question of "To what degree, if any, does your department chairman or school in general stress that you use teaching innovations?" included:

- "No real stress, but the freedom is there."
- "No pressure, but they shouldn't have to. Every instructor should voluntarily engage in teaching innovations."
- "They are encouraging."
- "Very much so. The department chairman is the prime innovator in the department."

Interviews with faculty at Golden West College indicated that they felt the community college was supportive in encouraging innovation: Nine out of ten faculty interviewed gave this statement. Comments during the interviews conducted at this school included:

- "Yes, it is constantly stressed, especially by the dean of instruction."
- "Yes, they give you all the help you need."
- "Yes, the whole school stresses doing creative things and that's why I'm teaching here."
- "Yes, they push you--in fact, too much sometimes."
- "Very definitely there is a push--at every level in the school."

Six of the nine faculty members interviewed at Glendale College indicated no support for teaching innovations, while three felt the school did give some support. Comments at this institution included:

- "No real stress, faculty members at this school work very independently and no stress is placed upon us."
- "No, we are pretty much on our own here."
- "Yes, we can do anything we like here."
- "No real emphasis is given as far as I can see."

All of the faculty interviewed at Los Angeles Southwest College expressed the opinion that the community college gave little or no support in encouraging teaching innovations. Several of the comments given included:

- "No stress, we're just getting started here."
- "No, there seems to be a lot of talk, but nothing is getting done."
- "No, I don't see any support whatsoever--no program at all."
- "I don't see any help at all."

Inservice Education. Interview results concerning the opinions of faculty on the degree of support for participation in inservice education is given below.

	<u>School</u>			
<u>Degree of Support:</u>	Pasadena City College	Golden West College	Glendale College	L.A. Southwest College
Some or Considerable Support	3	10	3	1
Little or No Support	<u>11</u>	<u>0</u>	<u>6</u>	<u>6</u>
	14	10	9	7

Golden West College was the only school of the four studied in which faculty indicated support for participation in inservice education, a similar situation found in the results of questionnaire responses.

Faculty at Pasadena Community College generally reported little or no support from the administration; 11 interviewees gave this response.

Some of the comments given included:

- "No encouragement at all, but I feel it is the instructor's responsibility to get involved."
- "They give instructors freedom to engage in various activities."
- "Not very much push--at least I don't see very much."
- "They do, but we can't do much lately as there is a shortage of funds."

The interview responses from faculty at Golden West College indicated a unanimous decision on the supportiveness of administration at this school. All eleven interviewees reported that there was either some or considerable support given, including comments of:

- "Everyone is encouraging here. Everyone helps. We have support at every level."

- "They really do encourage participation here. They provide many avenues or programs to help us expand our knowledge."
- "Yes, they like to see you involved in many things and will give you help if you need it."
- "We have a good climate here to help in holding inservice activities for ourselves."

Faculty at Glendale College generally indicated little or no support for participation in inservice education. Six of the nine faculty interviewed gave this response, including:

- "Well, we have a lot of freedom to do whatever we want to do."
- "Time limits me to engage in any inservice things I want, and the school doesn't push very much."
- "They encourage, but nothing gets done as we don't have any money."
- "Yes, I think so, but there is a severe shortage of dollars."
- "The stress for me comes from myself--all of my developments for inservice education are my own."

Six of the seven faculty interviewed at Los Angeles Southwest felt there was little or no support for their participation in inservice education, corresponding to their expressed opinions on support for innovations. Some of the comments obtained were:

- "No stress--we don't seem to have the time or the money."
- "No emphasis whatsoever."
- "The administration doesn't sponsor anything. Most faculty do not get involved in inservice at all."
- "They are so busy as a new school and getting other things done that they haven't gotten around to do anything about it yet."

## ORGANIZATIONAL SUPPORT FOR INSERVICE EDUCATION

Data in this section summarizes the findings of interviews with college administrators, and the examination of institutional policies, records and documents relating to inservice education. The primary purpose of this evaluation is to determine the nature and scope of support and leadership given by each institution for faculty involvement in inservice education.

Pasadena City College

Internal Organization. The administrative personnel involved with providing coordination, leadership, and overall direction of inservice education at Pasadena City College rests with the positions of Administrative Dean of Instruction, Dean of Instructional Services, and the fourteen Department Heads.<sup>1</sup> It is the expressed position of the Dean of Instruction that inservice education is the "function and responsibility of the administration" including the three levels referred to above. No specific job descriptions specifying this responsibility are prepared, and no administrative personnel are employed exclusively to administer inservice education programs at the school. Leadership for inservice education is assumed through providing (1) communication channels from administration to faculty to permit dissemination of knowledge on the availability of inservice education activities (2) distribution of some financial resources to be awarded to faculty through department representatives and (3) consortium agreements with local universities to sponsor selected inservice activities throughout the year.

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<sup>1</sup> Instructional Organization Chart of Pasadena City College, Appendix H.

Sponsorship of Activities. Some inservice activities had been sponsored by the administration on a limited basis; however, little inservice training had been attempted or completed prior to the last two or three years. Sponsorship of activities in the recent past has included organizing an "inhouse" continuing program on the use of instructional media, and university-run programs offered for Pasadena City College faculty exclusively. It is the expression of administration that additional activities should be sponsored, as one member stated that "We are just getting started here; we need to get faculty involved in many more activities."

Evaluation of Faculty. One of the primary tools for inservice education used by Pasadena City College, according to administration officials, is that of faculty evaluations. One of the stated purposes of faculty evaluations is to "improve the job performance of personnel and thereby provide a superior educational program for students. . ." The basic evaluation procedure consists of three specified steps: a student, self and administrative evaluation. These three steps, completed by all faculty, are directed toward inservice development, as evidenced by the following statement of principles regarding their use:

1. Initial employment represents a first measure of favorable evaluation toward placement on tenure.
2. Every employee in a new assignment requires opportunities for orientation and inservice education.
3. Growth is a process continuing throughout the individual's professional career.
4. The responsibility of the (community college) District is to aid and encourage such growth.

Incentives Provided. The incentives provided by Pasadena City College include a limited amount of financial assistance for participation

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<sup>2</sup> Guidelines on the Evaluation of Personnel, Pasadena City College, Pasadena, California.

in conferences or conventions (distributed through the department heads), and salary advancements through the completion of college or university courses. A small portion of inservice credit--6 units--can be applied toward the accrual of credit for salary purposes. Release time is provided on a limited basis and a year-long sabbatical is available for faculty with 6 years prior service.

#### Golden West College

Internal Organization. The internal organization of Golden West College has a combination of personnel either directly or indirectly involved with providing the necessary leadership for inservice education. The Dean of Academic Affairs, Associate Dean of Instruction, Director of Learning Resources and Division Chairmen<sup>3</sup> are cooperatively involved in designing and implementing inservice activities and an overall program for faculty members at Golden West. Most formally involved in this function are the Director of Learning Resources and the Associate Dean of Instruction, who provide direction and coordination for many of the on-campus activities. Job Descriptions, outlining their specific responsibilities, are utilized indicating the specific areas of responsibility.<sup>4</sup>

Other leadership functions are also completed by the administration of the community college. The Faculty Communications Committee and the Inservice Training Committee (a subcommittee of the President's cabinet) are operative and function to provide additional direction of inservice activities. Also, the community college maintains membership with the nationally organized League for Innovation, an organization of 15 community

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<sup>3</sup> Instructional Organization Chart, Golden West College, Appendix I.

<sup>4</sup> Job Descriptions for Director of Learning Resources and Associate Dean of Instruction are enclosed as Appendices J and K.

college districts throughout the United States who share in the desire to improve education through innovation and experimentation.

Sponsorship of Activities. A wide range of inservice activities are sponsored by the administration at Golden West. Yearly ongoing activities include:

1. Opening-week faculty meetings
2. Periodic all-faculty forums, convocations, intra- and inter-divisional meetings
3. Voluntary "explorations-in-communication" groups composed of students, teaching faculty, and administrators who meet regularly to encourage communication among participants.

Numerous workshops and summer institutes are also sponsored by the administration. Each school year workshops are conducted to assist the faculty in the development of new materials and instructional strategies, while extended summer programs offer another avenue of inservice training. Faculty fellowship programs, in which faculty are employed during the summer on an extended schedule, provide the opportunity to develop innovative instructional programs, while other ongoing summer programs provide opportunities for development of student learning systems.

Sponsorship of many of the activities occurs as either an effort of the total community college district or by Golden West College individually.

Use of Performance Objectives. One of the primary methods used by Golden West to achieve improved instructional performance and greater student learning is achieved through the use of performance objectives. This method allows for (1) the assessment of expected results to be achieved (2) a means of communication between faculty and administration on instructor goals and (3) a measure of instructor success or achievement of goals.

Each instructor identifies and prepares written objectives and then meets with respective division chairmen and the dean of instruction to review and evaluate the objectives. Agreement is obtained between faculty and administration on the objectives and oncampus facilities and inservice training is then available for instructor use in order to achieve objectives. Final evaluation is completed at the end of the school year, and additional inservice support is given the instructor, if needed.

Incentives Provided. In order to encourage faculty at Golden West to participate in the many different inservice activities available, incentives are provided for participation in most activities, including:

1. Extended salary provisions for involvement in on-campus workshops or summer study.
2. "Point" credit for participation in district-offered or college-offered inservice programs. This credit is then applied toward salary increases.
3. Overload pay for involvement in independent faculty projects.
4. Salary increases for completion of a set number of university classes or programs.
5. Expenses toward the travel and attendance at local or state conferences or conventions.
6. Non-pay leave of absence.
7. One-semester sabbatical (at full pay) or year-long sabbatical (at half pay) after six years of service.

In summary, almost all inhouse inservice activities are funded by the community college, and a separate budget has been maintained exclusively for inservice education.

### Glendale College

Internal Organization. The primary administrative officers at Glendale College indicating responsibility for the leadership in sponsoring

inservice education is composed of the Administrative Dean for Instruction and the ten division chairmen. The organizational chart of this institution did not indicate any specific job responsibilities for inservice education<sup>5</sup>--nor were any available from other sources. Statements given by administrators indicated the need for additional coordination, with time, money, and manpower shortages being given as reasons for coordination at less than the desired level at present.

Sponsoring of Activities. A research and development program is available to faculty at Glendale who wish to investigate some area of interest relating to their teaching interests, although limited in funds available for research.

Due to constraints listed above, Glendale College has not been able to sponsor many other on-campus inservice activities, according to one administrator. Division chairmen are supported for their attendance at conventions and conferences and information received from them is filtered down to faculty through use of division or study group meetings. Non-traditional techniques for teaching are not stressed greatly at Glendale College, and the Learning Resource Center on campus has a limited amount of resources to assist faculty in inservice development.

Incentives Provided. Limited resources have been available at Glendale College due to financial problems of the district. The primary incentive given is that of salary increases for completion of college courses or degrees, in conjunction with the salary guidelines of the school. Some monies are available for attendance at conventions or conferences including travel and related expenses; however, division chairmen appear to be the prime recipients of this support. Sabbaticals are available after 7 years, with half-pay provisions.

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<sup>5</sup> Instructional Organization Chart, Glendale College, Appendix L.

## Los Angeles Southwest College

Internal Organization. The organization chart at Los Angeles Southwest reveals a number of hierarchial levels between the Board of Trustees of the community college district and the faculty.<sup>6</sup> The internal organization at Los Angeles Southwest is relatively new (having been in effect for one year), and specific duties or responsibilities for inservice education have not been defined at the different levels. Responsibilities, according to one administrator at Los Angeles Southwest, appear to be informally divided between the dean and assistant dean of instruction, division teaching coordinators and the 16 department heads. The dean and assistant dean of instruction are responsible for coordinating the overall implementation of inservice education activities and implementing district-wide programs which initiates in the District Chancellor's office. The division teaching coordinators are responsible for inservice education within each division; however, according to comments received, "This position is newly created and the people are just learning their role and may not be as effective as what they should be." Department heads have primary responsibility for the orientation phase of inservice education.

Sponsorship of Activities. Inservice activities sponsored by Los Angeles Southwest have been very limited in the past--both at the district headquarters level and the community college level. Several projects are either in the initial planning or newly created stage including:

1. Innovations Committee - created to foster teacher innovation and development at the community college level. This committee was backed and organized by the district and the dean of instruction at the school and is in the initial stages of determining goals.

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<sup>6</sup> Instructional Organization Chart, Los Angeles Southwest College, Appendix M.

2. Research Grants. This project, originating out of the District office, would provide financial resources for faculty interested in conducting research into more creative teaching methods.

Incentives Provided. At present, a very minimum of financial resources are available for participation in inservice education. Completion of college courses may be used as credit toward advancement on the salary schedule, in the cases of faculty not at the top of the schedule. Also, in some cases, temporary release time is available for attendance at local inservice functions.

## CHAPTER VI

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this study an analysis was made of the nature and scope of inservice education at four California community colleges, differing according to the variables of age and size. Specifically, the problem of the study was to examine:

1. The types of inservice education activities that community college instructors participated in within the preceding three years and the frequency of their participation in each type of inservice activity.

2. The relationship between the variables of age, sex, teaching area, academic degree, duration of community college teaching, previous teaching experience, and number of years of teaching at present community college and the participation by community college faculty in inservice education.

3. The relationship between the value of various inservice education activities as expressed by community college faculty and the participation in inservice education by faculty members.

4. The relationship between the importance and type of institutional incentives given for participation in inservice education and the frequency of participation in inservice education activities.

5. The relationship between the change in teaching behavior of community college faculty and the participation by faculty members in inservice education.

6. The relationship between the utilization of nontraditional or innovative approaches and teaching by community college faculty and their participation in inservice education.

7. The relationship between community college leadership and institutional support of inservice education and the participation by community college faculty in inservice education.

8. The relationship between the size and age of selected community colleges and the participation by community college faculty in inservice education.

#### OUTCOMES OF THE STUDY

This study was an effort to complete an indepth analysis of inservice education at four selected California community colleges in order to provide a basis for:

1. Determining the nature of participation in inservice education activities and examining the value that various inservice education activities have on changing teacher behavior.

2. Determining the effect, if any, of community college age and size on establishing and implementing a program of inservice education.

3. Determining the effect and value of institutional incentives or reward systems on encouraging and directing community college faculty to participate in inservice education.

4. Determining the important and related organizational criteria upon which an effective and comprehensive institution-wide program of inservice education could be based.

## NEED FOR THE STUDY

The community college teacher of today needs to be continually updated in his teaching field and teaching methodology. New advancements in learning theory, educational technology and media, and curriculum have been continually occurring--making the need for inservice education imperative for all staff members. Thus, given the need for inservice education, sufficient guidelines and criteria toward the establishment of an effective inservice education program must be ascertained and utilized by the individual community college.

The need for this study was based upon providing a set of empirical data regarding the design of inservice education activities or an inservice education program. Information on the value of inservice education activities; institutional support and incentives for participation in inservice education; and organizational leadership toward inservice education are needed and are crucial in designing, implementing and evaluating an inservice education program.

## LIMITATIONS OF THE STUDY

The following limitations apply to this study:

1. Selection of Community Colleges. The community colleges used for this study were limited to four California community colleges, located in the southern California area. The selection of these four community colleges was made on the basis of the criteria of age and size as outlined in Chapter III of this study. Because only California community colleges were used and because of the influence of California state legislation and community control on the governance of each community college, this study is limited since only California community

colleges and policies and procedures relating to such institutions are reflected in this study.

Although each community college selected was in a different community college district, all four schools are located in a highly urbanized area--the metropolitan Los Angeles area. Therefore, this study is limited since only urban community colleges were examined.

2. Selection of Community College Faculty. Data, obtained through the use of questionnaires and personal interviews, were subject to the following limitations:

A. Only those faculty members who had taught on a full-time basis (as defined by each community college) for at least three years were used in collecting data for this study. Faculty members who were not teaching during the 1973 spring semester were not included in the study, although they may have previously been full-time instructors.

B. No attempt was made to analyze the inservice education activities of community college faculty classified by each community college as part-time personnel.

3. Collection of Data. This study was limited to an examination of only those inservice education activities which faculty members participated in since June 15, 1970, thereby covering a period of approximately three calendar years.

4. Analysis of Data. This study was limited in the analysis of data on inservice education as it affects changes in teaching behavior rather than the effectiveness of any change in teaching behavior.

#### DESIGN AND PROCEDURES

The design of the study was based upon the survey method of

investigation in which data were collected through the use of questionnaires, personal interviews and an examination of organizational policies and records.

### Selection of Community Colleges

The community colleges selected for this study were specifically designed to permit an analysis of the variables of institutional size and age in relationship to inservice education. California community colleges were examined in order to ascertain schools that would fit the following matrix:

	Old Community College (older than 30 years)	New Community College (less than 10 years old)
Large Community College (more than 14,000 students)	X	X
Small Community College (less than 5,000 students)	X	X

X - represents each community college selected

On the basis of the above criteria, the schools selected for analysis were:

LARGE, OLD COMMUNITY COLLEGE: Pasadena City College  
Pasadena, California  
Year started: 1924  
Enrollment: 16,169

LARGE, NEW COMMUNITY COLLEGE: Golden West College  
Huntington Beach, California  
Year started: 1966  
Enrollment: 14,021

SMALL, OLD COMMUNITY COLLEGE: Glendale College  
Glendale, California  
Year started: 1927  
Enrollment: 4,992

SMALL, NEW COMMUNITY COLLEGE: Los Angeles Southwest College  
 Los Angeles, California  
 Year Started: 1967  
 Enrollment: 4,067

### Sample

Since the study was designed to collect information on the participation of community college instructors in inservice education for the preceding three years, the sample for the study included those faculty members who:

1. Had been employed at their present community college for a period of at least three years.
2. Had been classified as full-time teaching faculty at each institution.

From the analysis of faculty lists at the four schools, the total sample for this study was determined to be as follows:

<u>School</u>	<u>Faculty</u>
Pasadena City College	264
Golden West College	136
Glendale College	94
Los Angeles Southwest College	<u>79</u>
Total	573

### Collection of Data

The first step in the data collection process was to prepare and mail a questionnaire to all faculty in the sample. After a pilot questionnaire had been prepared and field tested, a final document was mailed to faculty on April 19, 1973.

The purpose of the questionnaire was to obtain data on:

1. The descriptive characteristics of participants.

2. The respondents' reports on the frequency and value of participation in various formal inservice education activities including college courses, workshops, seminars, institutes, conventions, conferences, visitations, professional reading, and action research projects.
3. The participants' opinions of the institutional support for inservice education, including the importance of institutional incentives for participation in inservice education.

Two subsequent follow-up letters were mailed to encourage faculty to complete and return the questionnaires. The returned questionnaires were classified according to schools and departments or divisions within each institution. The final returns revealed a total of 426 usable questionnaires out of a total of 573 faculty members in the sample, a return of 74.3 percent.

The next step was to obtain interviews with faculty members. Faculty lists from each school, indicating the department or division distributions were used, and a random selection of faculty members were chosen and interviewed in order to obtain information on:

1. The interviewees' reports on the frequency and value of participation in various informal inservice education activities including: (1) Committee or study groups (2) Consultations with other faculty (3) Personal investigation into resource personnel (4) Demonstrations or observations (5) Departmental or faculty meetings (6) Evaluations (7) Travel and (8) Professional association activities.
2. The changes in teaching behavior that had occurred within the past three years with the related source of information which prompted these changes.
3. The interviewees' use of teaching innovations and their opinions on the degree of institutional support for adopting teaching innovations and participation in inservice education.

Data regarding organizational policies and institutional support of inservice education were obtained from interviews with community college administrators and through an examination of records and documents at each institution.

## FINDINGS

The major findings of this study are reported under the following categories of information analyzed in this study:

1. Characteristics of Respondents
2. Participation in Formal Inservice Education Activities and Value of Participation
3. Support of Inservice Education
4. Participation in Informal Inservice Education Activities
5. Value of Participation in Informal Activities
6. Changes in Teaching Behavior
7. Support for Teaching Innovations and Inservice Education
8. Organizational Factors Relating to Inservice Education

Characteristics of Respondents

1. Sixty-three percent of the total respondents were males, with Glendale College having the largest distribution of males (72.4 percent) and Los Angeles Southwest with the lowest distribution of male respondents (42.3 percent).

2. A majority of all respondents (271 respondents or 63.6 percent) were in either the 36-45 or the 56-55 age groups. Pasadena City College and Glendale College had the largest percent of faculty in the two oldest age groups of 45 to 55 and 56 or older.

3. The largest number of faculty at Pasadena City, Golden West, and Glendale Colleges reported a teaching load of 13 to 15 units, while 46.2 percent of the faculty at Los Angeles Southwest indicated a teaching load of 16 or more units.

4. Seventy-eight percent of the respondents from all schools possessed the Master's degree. The two older schools, Pasadena City

College and Glendale College, had the largest distribution of faculty with earned doctorates, with 13.7 percent and 9.2 percent respectively.

5. A large majority of all respondents were not working toward another academic degree, with 325 faculty or 76 percent giving this response. Golden West College had the largest percentage of faculty pursuing the doctorate degree (25 respondents or 26.6 percent), while Los Angeles Southwest College had the next largest distribution in this category, or 19.3 percent.

6. The large majority of respondents (64.3 percent) from the four community colleges indicated teaching in one primary subject matter area.

7. Respondents from Pasadena City College and Glendale College had more community college teaching experience than did faculty from Golden West College and Los Angeles Southwest College. Pasadena City College had 102 faculty (50.0 percent) with 11 or more years of community college teaching, and Glendale College had 30 faculty (39.6 percent) with similar experience. In comparison, Golden West College had only 13 respondents (13.8 percent) with 11 or more years' teaching experience while none of the faculty at Los Angeles Southwest College had taught more than ten years' experience.

8. A majority of the respondents had some previous teaching experience at other than the community college level; 313 respondents (73.5 percent) indicated teaching at other levels, primarily including elementary, junior high, high school, and four-year college levels. The high school level was the most frequent level of previous teaching for respondents from all four institutions, with slightly over 46 percent having previous teaching experience at this level.

Participation in Inservice Education Activities and Expressed Value of Respondents' Participation

1. College or University Courses. Respondents from Pasadena City College and Glendale College participated less in college or university courses than did faculty from Golden West College and Los Angeles Southwest College. Over 60 percent of the faculty from the four schools rated their participation in this activity to be of high value, with the faculty from Glendale and Los Angeles Southwest Colleges giving a higher value rating for this activity than did respondents at Pasadena City and Golden West Colleges.

2. Workshops or Seminars (2 weeks or less). A significant number of respondents at Pasadena City, Glendale, and Los Angeles Southwest colleges did not participate in this activity, while almost 78 percent of the respondents from Golden West attended at least one session. Respondents who participated in this activity from Pasadena City, Golden West and Los Angeles Southwest Colleges generally gave a higher rating of the value of their participation in this activity than did participants from Glendale College.

3. Institute or Workshops (longer than two weeks). Less than 20 percent of all faculty from Pasadena City, Glendale, and Los Angeles Southwest Colleges participated in institutes or workshops, while almost half (47.9 percent) of the respondents from Golden West College participated in this activity. Participants at Los Angeles Southwest College gave the highest value rating for this activity, while Pasadena City College faculty generally indicated a limited amount of value for participation in institutes or workshops.

4. Conventions and Conferences. Faculty from Golden West College and Los Angeles Southwest College participated in more conventions and conferences than did faculty from Pasadena City College and Glendale College, the two older schools. Of all respondents participating in this activity, most attended either 1 or 2, or 3 to 5 conventions in the last three years. The expressed value of participation in this activity was lower than that given for participation in the previous inservice activities of workshops, seminars, and institutes, with Golden West College being the only community college indicating a generally high value rating.

5. Educational Visitations. Respondents from Golden West College and Glendale College participated more in this activity than did faculty at Pasadena City College and Los Angeles Southwest College. Pasadena City College had a total of 148 faculty (72.5 percent) who did not participate in this activity. Generally, most respondents indicated that their participation in this activity was either of considerable value or College and Los Angeles Southwest College giving the highest value rating of the four schools.

6. Professional Reading. All of the faculty surveyed indicated some participation in professional reading, with most respondents reporting that they read three or more professional journals. The value rating for participation in this activity was high for respondents at all four community colleges.

7. Action Research. Respondents from Golden West College participated in action research more frequently than did faculty from the

other community colleges. Approximately 75 percent of the faculty from Pasadena City, Glendale, and Los Angeles Southwest Colleges did not participate in any action research activities within the previous three years, while almost 70 percent of the faculty at Golden West College completed one or more projects. The faculty who participated in this activity indicated a very high rating for their participation, with over 80 percent of all respondents reporting this activity to be of either considerable value or a great deal of value.

#### Support of Inservice Education

1. Pasadena City College. The most supported activities at Pasadena City College were (1) Conventions and Conferences; (2) College or University Courses; and (3) Workshops or Seminars (2 weeks or less). The least supported activities, according to respondents, were (1) Action Research and (2) Institutes or Workshops (longer than 2 weeks). Generally, most respondents reported some support for participation in the various formal inservice education activities.

2. Golden West College. Respondents reported that the community college generally supported all types of inservice education at Golden West College. According to participants, the most supported activities were (1) College or University courses; (2) Workshops or Seminars (2 weeks or less); and (3) Conventions or Conferences.

3. Glendale College. Respondents from Glendale College indicated that many of the inservice activities were not supported by the community college, with only the activity of Conventions or Conferences viewed as being supported. The least supported activities were (1) College or University Courses; (2) Institutes or Workshops (longer

than two weeks); (3) Workshops or Seminars (2 weeks or less); and (4) Educational Visitations.

4. Los Angeles Southwest College. Although respondents reported institutional support for the activities of (1) Conventions and Conferences and (2) Workshops or Seminars (2 weeks or less), a large percentage of the faculty indicated that support was unknown for participation in many of the inservice activities. The activities having the greatest number of faculty reporting that support was unknown included (1) Professional Reading; (2) Institute or Workshop (longer than 2 weeks); and (3) Educational Visitations.

5. In summary, the school reported as being most supportive for faculty participation in inservice education was Golden West College, followed by Pasadena City College. Glendale Community College was reported to be the least supportive of the four schools, and faculty at Los Angeles Southwest College indicated that support was generally unknown for most inservice activities.

6. Almost 97 percent of the faculty surveyed indicated that incentives should be provided for participation in inservice education.

7. The incentives reported as being most desired by total respondents were (1) Reimbursement of expenses; (2) Salary Increases; and (3) Temporary Release Time. The incentives reported as being least desired were (1) Sabbatical Leave and (2) Increased Weight in Faculty Evaluation.

#### Participation in Informal Inservice Education Activities

The inservice activities reported as being most frequently participated in by the faculty were: (1) Student Evaluations;

(2) Consultations with Other Faculty; (3) Personal Investigation into Outside Resource Personnel; and (4) Self Evaluation. Activities least frequently participated in were (1) Travel and (2) Demonstration or Observation of new teaching techniques.

#### Value of Participation in Informal Inservice Education Activities

Interviewees generally reported their participation in the following activities to be of considerable or great value: (1) Consultations with other Faculty; (2) Student Evaluations; (3) Investigations into Local Community Personnel; and (4) Investigation into Outside Resource Personnel. The activity of Administrative Evaluation had the lowest value rating of all activities.

#### Changes in Teaching Behavior

Interviewees at Golden West College adopted more changes in their teaching behavior than did faculty at Pasadena City, Glendale and Los Angeles Southwest Colleges.

1. Sources of Information. The most important sources of information serving as stimuli for changes in teaching behavior were (1) Personal Ideas; (2) Discussion or Consultation with Other Faculty; and (3) Student Evaluations or Student Feedback. Golden West College was the only institution reporting that support from Community College was a prime source of information for adopting change in teaching behavior.

2. Innovations. Golden West College interviewees reported the highest involvement in teaching innovations of the faculty interviewed. The most frequent source of information for adopting instructional innovations for Pasadena City College faculty was Discussions with Other Faculty and the most frequent source of

Golden West College interviewees was reported to be Support of Resources from the Community College.

Support for Teaching Innovations and Inservice Education

Interviewees at Golden West reported a considerable amount of support from their administration for participation in teaching innovations and inservice education while faculty interviewed at Pasadena City, Glendale, and Los Angeles Southwest Colleges generally felt little or no support for involvement in these activities.

Organizational Factors Relating to Inservice Education

1. Internal Organization. Generally, deans of instruction and respective department or division chairmen have responsibility for the coordination and implementation of an inservice education program at the four community colleges. Golden West College was the only institution utilizing job description sheets identifying specific leadership responsibilities.

2. Sponsorship of Activities. The most active institution in sponsoring inservice activities was Golden West College; Pasadena City College was the next most active college in sponsoring activities; and Glendale and Los Angeles Southwest colleges were the least active of the four community colleges in sponsoring activities.

3. Incentives Provided. The incentives of (1) Salary Advancement for completion of college courses (2) Temporary Release Time and (3) Reimbursement of Expenses for participation in conventions or conferences were provided in varying amounts at all of the four community colleges. Golden West College provided the greatest amount and variety of institutional incentives for participation in inservice education.

## CONCLUSIONS

On the basis of the findings of the study, the following conclusions are made:

1. Frequency of participation was greater in those inservice education activities which were viewed as being supported by each community college. Faculty from the four community colleges participated more in those activities in which the respective institution provided some type of incentive for participation. Therefore, it is concluded that the availability of incentives, both extrinsic and intrinsic, can have a positive effect on increasing the frequency of participation in inservice education.

2. The descriptive characteristics of the respondents appear to have little relationship in determining the frequency of participation in inservice education.

3. The inservice education activities reported to have the greatest value in improving teaching capability were not the same activities receiving the greatest support from the community college administration. As an illustration, the activities of Educational Visitations and Action Research Projects were reported to be given a minimal level of institutional support, but were valued the highest of all formal inservice education activities by respondents.

4. Faculty members expect institutional support for their participation in inservice education in the form of institutional leadership and the availability of incentives for participation in inservice education.

5. Institutional support is given, in varying degrees, for participation in inservice education at all four community colleges.

The most frequent incentives provided by each community college were the same incentives reported as being most important by faculty at each community college.

6. Faculty members who are innovative in their instructional duties participate in more inservice education activities than do faculty who are not as innovative. Also, institutional support is a necessary prerequisite to encourage faculty to use teaching innovations.

7. Informal inservice education activities appear to be more important than formal activities in serving as sources of information for prompting changes in teaching behavior.

8. Effective development of a comprehensive inservice education program includes the establishment of (1) organizational policies; (2) personnel with specific authority and responsibility for inservice education; (3) leadership through the coordination, communication, and sponsorship of activities; and (4) support through providing incentives to encourage faculty to participate in various inservice education activities. Of the community colleges studied, the establishment of a comprehensive inservice education program appears most evident at Golden West College.

9. The age and size of a community college do not appear to be important variables in the design and implementation of an inservice education program. Rather, the degree of organizational support for inservice education was the most important variable in the development of inservice education at the four community colleges studied.

## IMPLICATIONS

Although an inservice education program should be uniquely designed to meet the individual needs of faculty in each community college setting, it is possible to define general guidelines that can be of assistance in constructing a total program of inservice education. These guidelines are:

1. Institutional goals, outlining a realistic level of teacher growth and achievement in instructional performance, should be formulated by the community college. These goals should be acceptable to the community college administration and teaching faculty, and also flexible enough to meet the individual needs of each instructor.

2. The goals should become policy statements of the community college, with appropriate stature and priority, and should be communicated to all organizational members.

3. Specific administrative responsibility for inservice education should be assigned. Primary responsibility should be given to an administrator with appropriate organizational authority, and secondary responsibility should be assigned to the chairmen of each community college division or department.

4. A separate budget for inservice education should be maintained by the community college to ensure ample financial resources to complete inservice education goals. Specific financial resources should be allocated only to those inservice education activities found to be most important in improving teaching capability and teacher performance.

5. A determination of the inservice instructional needs of each faculty member should be complete upon initial employment, and

continually throughout the instructor's teaching career. This need can be ascertained in light of the faculty member's academic background, previous teaching experience, and other factors important in achieving teaching competence at each individual community college. Short-term and long-term instructional improvement goals should be developed and used as a basis of evaluating progress toward achieving these goals.

6. A variety of inservice education activities should be sponsored by each community college, to supplement inservice education activities available in other educational settings. These activities should be appropriately structured, and directed toward achieving specific instructional goals. Participation in each activity should be dictated upon the needs of each faculty member; however, participation should be facilitated through the availability of incentives for participation.

7. Communication between faculty at a community college is an important element in establishing a climate conducive to teacher growth and development. Therefore, communication channels between faculty should be encouraged and reinforced by providing opportunities for faculty interaction--both formal and informal--on a continuing basis.

8. Continuous evaluation of the results of inservice education should be maintained, both on an institutional-wide basis and on an individual instructor basis. This ongoing evaluation should serve as a device to change and improve the existing inservice education program.

## RECOMMENDATIONS FOR FURTHER RESEARCH

Based upon the findings and conclusions of this study, the following recommendations are proposed:

1. A study should be conducted to determine the relationship between faculty participation in inservice education and improvement in instructional performance. Research is needed to analyze changes in teaching performance, to isolate instances of improved teaching effectiveness, and examine the inservice activities which prompted the improved teaching performance.

2. A study should be conducted to determine the effect that varying degrees of institutional support for inservice education have on community colleges in other geographical parts of the United States.

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## **APPENDICES**

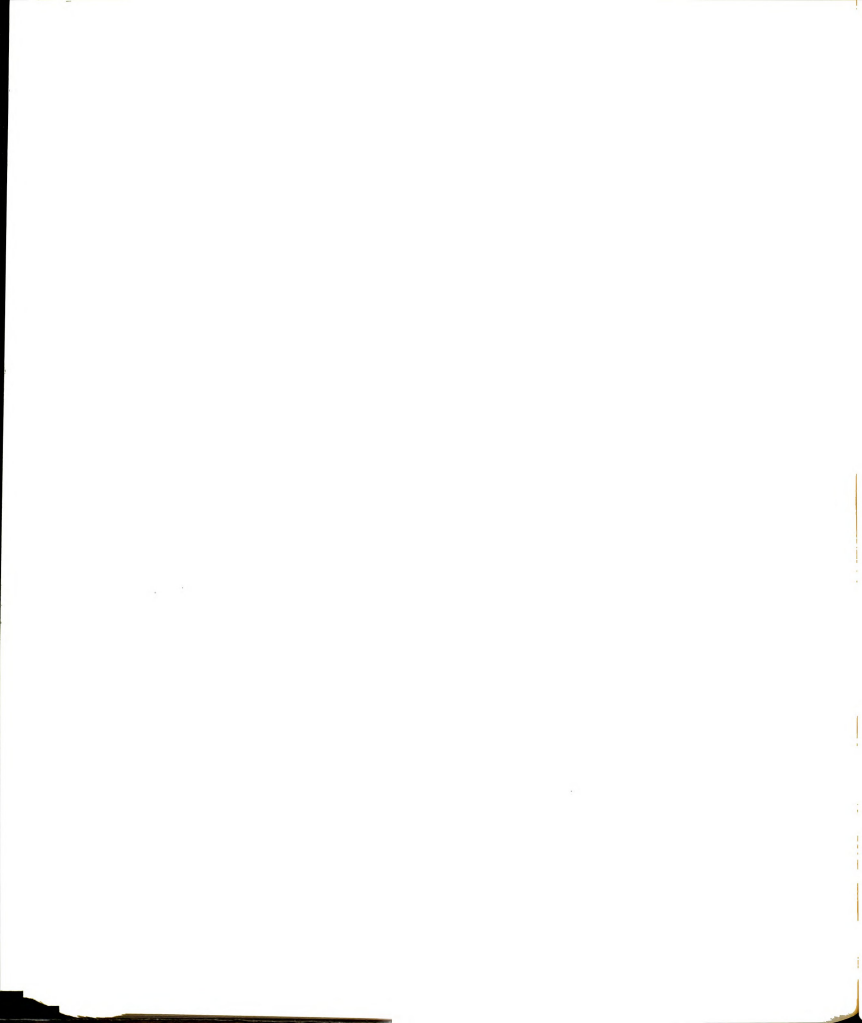
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## APPENDIX A

CALIFORNIA COMMUNITY COLLEGES  
BY DATE OF FOUNDING

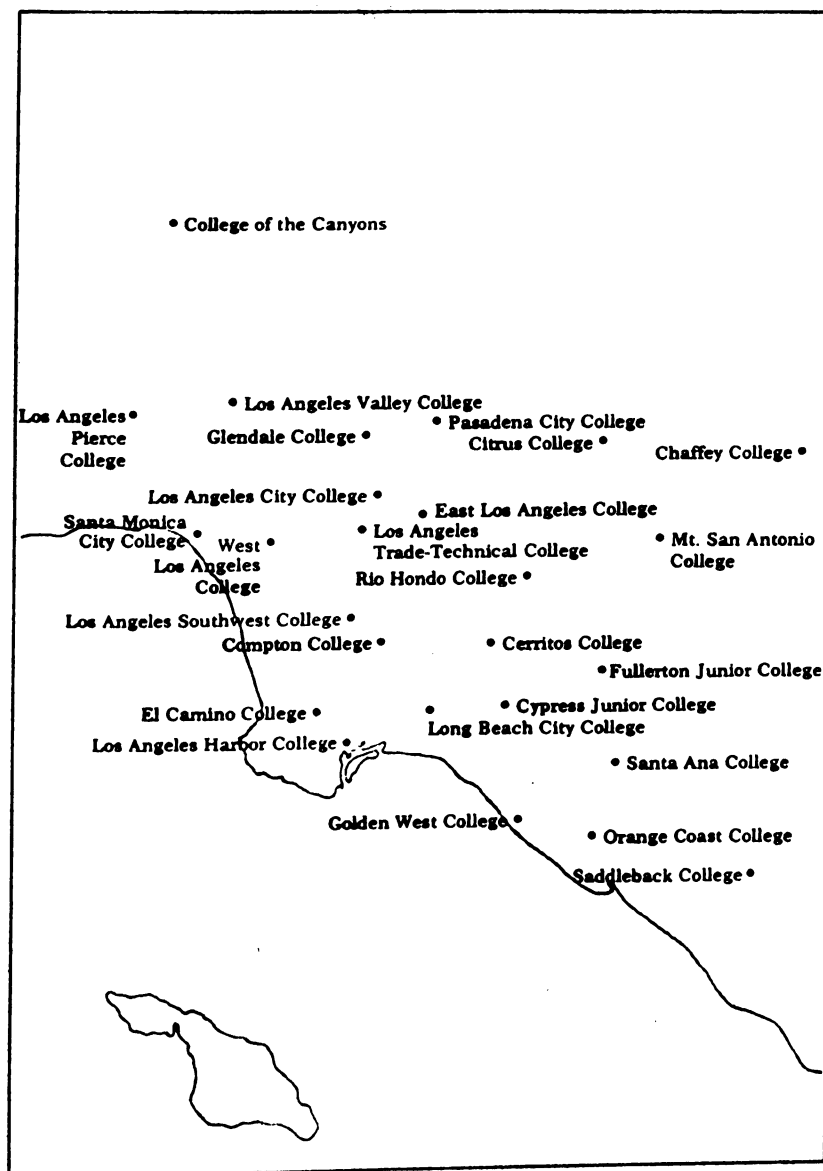
<u>COLLEGE</u>	<u>STARTED</u>	<u>COLLEGE</u>	<u>STARTED</u>
Fresno	1910	Palomar	1945
Bakersfield	1913	Solano	1945
Fullerton	1913	Mt. San Antonio	1945
San Diego City	1914	Santa Barbara	1945
San Diego Evening	1914	El Camino	1947
San Diego Mesa	1914	Los Angeles Pierce	1947
Citrus	1915	Monterey Peninsula	1947
Santa Ana	1915	Palo Verde	1947
Chaffey	1916	Orange Coast	1948
Riverside	1916	Los Angeles Harbor	1949
Sacramento	1916	Los Angeles Trade Tech	1949
Santa Rosa	1918	Los Angeles Valley	1949
Gavilan	1919	Contra Costa	1950
Allan Hancock	1920	Diablo Valley	1950
Hartnell	1920	Shasta	1950
Modesto	1921	Laney	1953
San Jose	1921	Merritt	1953
Imperial Valley	1922	American River	1955
San Mateo	1922	Cerritos	1956
Taft	1922	Siskiyou	1957
Pasadena City	1924	Foothill	1958
Lassen	1925	Cabrillo	1959
Ventura	1925	Barstow	1960
Marin	1926	Chabot	1961
Reedley	1926	Grossmont	1961
San Bernardino Valley	1926	Southwestern	1961
Sequoias	1926	Victor Valley	1961
Compton	1927	Desert	1962
Glendale	1927	Merced	1963
Long Beach	1927	Mt. San Jacinto	1963
Yuba	1927	Rio Hondo	1963
Porterville	1927	Cuesta	1964
Santa Monica	1929	West Valley	1964
Los Angeles City	1929	Redwoods	1965
Antelope Valley	1929	Cypress	1966
West Hills	1932	Golden West	1966
Mira Costa	1934	DeAnza	1967
San Francisco	1935	Ohlone	1967
San Joaquin Delta	1935	Moorpark	1967
Sierra	1936	Los Angeles Southwest	1967
Napa	1942	Alameda	1968
East Los Angeles	1945	Canada	1968

Columbia	1968	Skyline	1969
Feather River	1968	West Los Angeles	1969
Saddleback	1968	Cosumnes River	1970
Butte	1968	Indian Valley	1971
Canyons	1969	North Peralta	1971
San Diego Miramar	1969	Crafton Hills	1972



## APPENDIX B

LOCATION OF COMMUNITY COLLEGES IN  
SOUTHERN CALIFORNIA INCLUDING COLLEGES USED IN CASE STUDY  
(Los Angeles Area)



## APPENDIX C

## QUESTIONNAIRE

Please complete the items listed below. If your response is different than any of those provided, please write your response in the space available at the end of each question. All information on this questionnaire will be treated as confidential.

## A. BACKGROUND INFORMATION

## 1. Sex:

\_\_\_\_\_ Male                      \_\_\_\_\_ Female

## 2. Age Group:

\_\_\_\_\_ 25 or under                      \_\_\_\_\_ 46-55  
\_\_\_\_\_ 26-35                      \_\_\_\_\_ 56 or older  
\_\_\_\_\_ 36-45

## 3. Number of units presently teaching:

\_\_\_\_\_ Less than 9 units                      \_\_\_\_\_ 13-15 units  
\_\_\_\_\_ 9-12 units                      \_\_\_\_\_ 16 or more units

## 4. Highest academic degree earned:

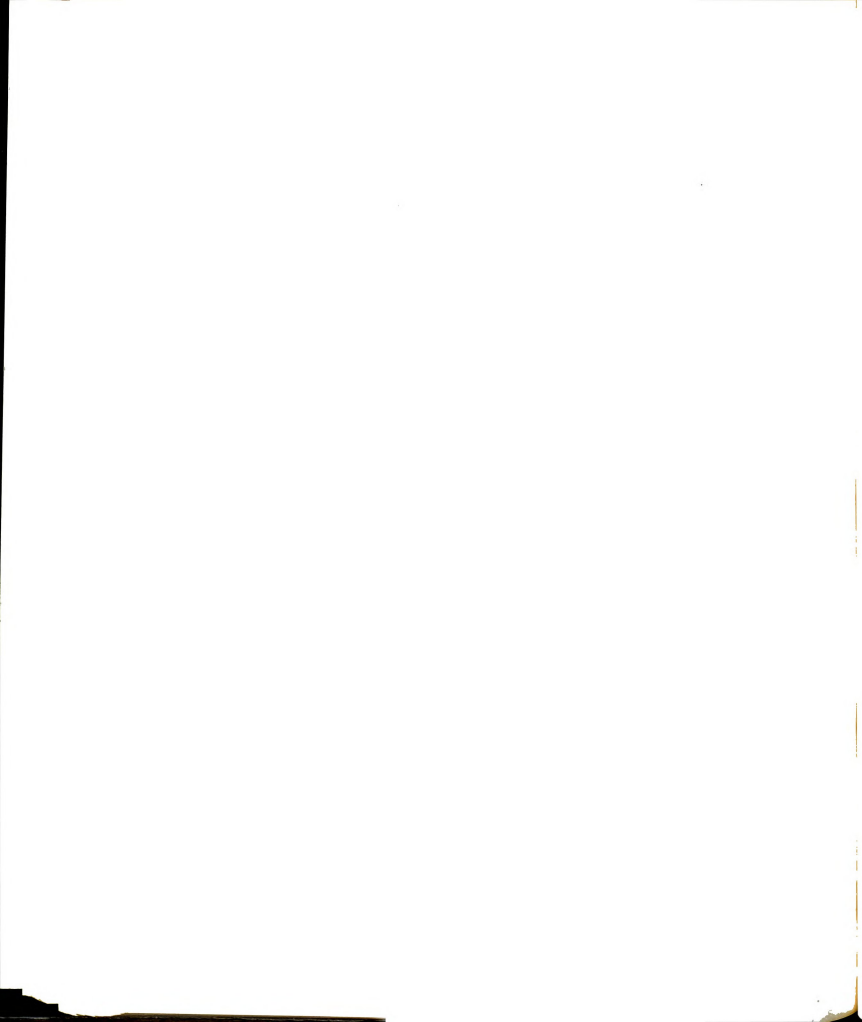
\_\_\_\_\_ Less than Bachelor's                      \_\_\_\_\_ Ed.D.  
\_\_\_\_\_ Bachelor's                      \_\_\_\_\_ Ph.D.  
\_\_\_\_\_ Master's

## 5. Which academic degree are you working toward?

\_\_\_\_\_ Not working toward degree                      \_\_\_\_\_ Ed.D.  
\_\_\_\_\_ Bachelor's                      \_\_\_\_\_ Ph.D.  
\_\_\_\_\_ Master's

## 6. What major subject are you teaching? (such as Accounting, Psychology, English, History, etc.)

\_\_\_\_\_



7. What other course(s) are you teaching?

a. \_\_\_\_\_ If none, check here \_\_\_\_\_

b. \_\_\_\_\_

8. Number of years you have taught full-time at the community college level: (Include only full-time teaching at any post-secondary, two-year level institution.)

_____ 1	_____ 4-5	_____ 16-20
_____ 2	_____ 6-10	_____ 21 or more
_____ 3	_____ 11-15	

9. Number of years you have taught full-time at your present community college:

_____ 1	_____ 4-5	_____ 16-20
_____ 2	_____ 6-10	_____ 21 or more
_____ 3	_____ 11-15	

10. Previous Teaching Experience:

<u>Type of Institution</u>	<u>Number of Years</u>
Elementary school	_____
Junior high school	_____
High school	_____
4-year college or university	_____
Other (please specify)	_____
_____	_____
_____	_____

#### B. PARTICIPATION IN INSERVICE EDUCATION

1. Since June 15, 1970, which, if any, of the following selected inservice education activities have you participated in?

<u>Activity</u>	<u>Frequency of Participation</u>
a. Completion of college or university course(s) relating to your teaching area or to your professional preparation	Number of <u>units</u> completed:
	_____ None      _____ 19-24
	_____ 1-6      _____ 25-30
	_____ 7-12      _____ 31-36
	_____ 13-18      _____ 37 or more

- b. Completion of workshops or seminars, either during the school year or summer, of two weeks or less duration

(Please list number of sessions of each length)

Number of sessions attended:

\_\_\_\_\_ None      \_\_\_\_\_ 3-day  
 \_\_\_\_\_ 1/2-day      \_\_\_\_\_ 4-day  
 \_\_\_\_\_ 1-day      \_\_\_\_\_ 1-week  
 \_\_\_\_\_ 2-day      \_\_\_\_\_ 2-week

- c. Completion of institutes or workshops of longer than two weeks duration

(Please list number of sessions of each length)

Number of sessions attended:

\_\_\_\_\_ None      \_\_\_\_\_ 7-10 week  
 \_\_\_\_\_ 3-week      \_\_\_\_\_ 11-15 week  
 \_\_\_\_\_ 4-week      \_\_\_\_\_ 16 or more weeks  
 \_\_\_\_\_ 5-6 week

- d. Attendance at conventions or conferences at either the local, state, or national level

Number of conventions/conferences attended:

\_\_\_\_\_ None      \_\_\_\_\_ 6-10  
 \_\_\_\_\_ 1-2      \_\_\_\_\_ 11-15  
 \_\_\_\_\_ 3-5      \_\_\_\_\_ 16 or more

- e. Educational visitations to another community college or other institution related to improving your teaching ability

Number of visitations completed:

\_\_\_\_\_ None      \_\_\_\_\_ 4  
 \_\_\_\_\_ 1      \_\_\_\_\_ 5  
 \_\_\_\_\_ 2      \_\_\_\_\_ 6 or more  
 \_\_\_\_\_ 3

- f. Number of different professional journals or magazines related to your teaching area that you read regularly

Number of journals read:

\_\_\_\_\_ None      \_\_\_\_\_ 4  
 \_\_\_\_\_ 1      \_\_\_\_\_ 5  
 \_\_\_\_\_ 2      \_\_\_\_\_ 6 or more  
 \_\_\_\_\_ 3

g. Completion of action research projects related to improving your teaching ability

Number of research projects:

_____ None	_____ 4-5
_____ 1	_____ 6-7
_____ 2	_____ 8-10
_____ 3	_____ 11 or more

2. Are there other inservice activities--other than those listed above--that you have participated in since June 15, 1970? If so, please list these activities here:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

#### DEFINITION OF TERMS

1. INSERVICE EDUCATION - refers to any educational activity participated in subsequent to initial employment as a faculty member.
2. COLLEGE OR UNIVERSITY COURSE - refers to any course taken in residence or in extension to improve instructional ability. Preservice courses are excluded.
3. WORKSHOP OR SEMINAR - a group activity formed for the interchange of opinions and knowledge, with emphasis on problem solving.
4. INSTITUTE - a formal learning activity in a form of a general meeting focusing on a special area of interest.
5. ACTION RESEARCH - on-the-job, practical research related to improving classroom instruction, designed and implemented in the local college by the people affected.

## C. VALUE OF INSERVICE EDUCATION

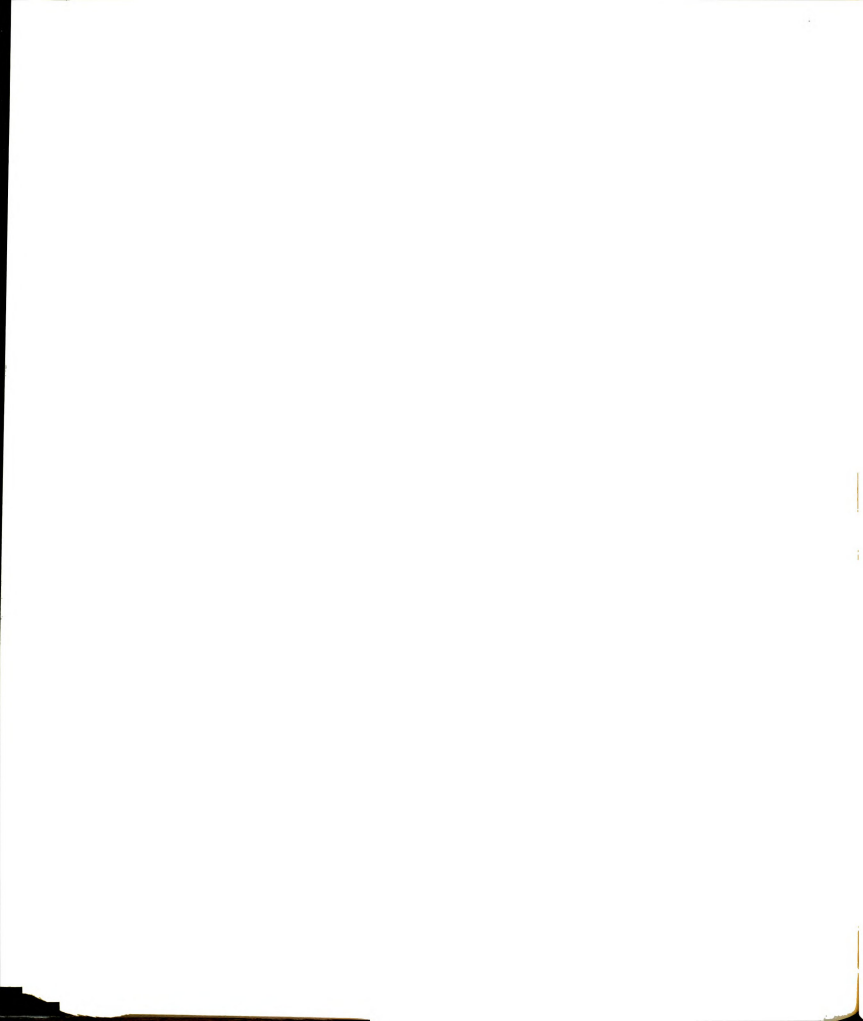
1. Based on your participation in the inservice education activities listed, of what importance do you feel each group of activities was in improving your teaching ability? (Please check appropriate box)

<u>Type of Activity</u>	<u>Degree of Importance</u>					
	None	A Little	Some	Consider- able	A Great Deal	Un- decided
a. College/university courses						
b. Participation in workshop/seminar(s)						
c. Completion of institute(s)						
d. Attendance at professional conferences, conventions						
e. Educational visitations						
f. Reading professional journals or magazines						
g. Completion of action research						

## D. SUPPORT OF INSERVICE EDUCATION

1. To what extent do you feel you are given support or encouragement by the community college administration in general to participate in the following activities:

	Community College is Supportive		Community College in Non-supportive		Support
	<u>Strong</u>	<u>Mild</u>	<u>Strong</u>	<u>Mild</u>	<u>Unknown</u>
a. College/university courses	_____	_____	_____	_____	_____
b. Participation in workshop(s)/seminar(s)	_____	_____	_____	_____	_____
c. Completion of institute(s)	_____	_____	_____	_____	_____
d. Attendance at professional conferences, conventions	_____	_____	_____	_____	_____
e. Educational visitations	_____	_____	_____	_____	_____
f. Reading professional journals or magazines	_____	_____	_____	_____	_____
g. Completion of action research	_____	_____	_____	_____	_____



2. Which, if any, of the following institutional "incentives" are provided by your community college for your participation in inservice education. (Please check appropriate box if incentive is given for each type of activity.)

Activity	Increase in Salary	Temporary Release Time for Attendance	Reimbursement of Expenses Related to Participation/ Attendance	Increased Consideration for Promotion	Reduced Teaching Load	Increased weight in faculty evaluation	Sabbatical Leave
a. College/university courses							
b. Participation in workshop(s)/seminar(s)							
c. Completion of institute(s)							
d. Attendance at professional conferences, conventions							
e. Educational visitations							
f. Reading professional journals or magazines							
g. Completion of Research							

3. Do you feel that incentives should be given by the community college to encourage instructors to participate in inservice education?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Undecided

If your answer is "yes", which of the following incentives do you feel should be provided:

\_\_\_\_\_ Increase in salary

\_\_\_\_\_ Temporary release time for attendance/participation

\_\_\_\_\_ Reimbursement of expenses for attendance/participation

\_\_\_\_\_ Increased consideration for promotion

\_\_\_\_\_ Reduced teaching load

\_\_\_\_\_ Increased weight in faculty evaluation

\_\_\_\_\_ Sabbatical leave

\_\_\_\_\_ Other (please specify)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES CALIFORNIA 90032



SCHOOL OF BUSINESS AND ECONOMICS

April 19, 1973

Dear Fellow Educator:

I am seeking your help in gathering information regarding the inservice educational activities that community college instructors participate in.

As part of my doctoral requirements at Michigan State University, I am attempting to investigate various areas of inservice education to develop a model of inservice education that could best meet the needs of faculty members today.

With many new developments in education occurring rapidly today, it is extremely difficult for all of us to keep abreast of these many changes. However, because of this important need, I am interested in examining how a community college might best sponsor and promote various types of inservice education to assist faculty members in obtaining new skills and knowledge.

Would you assist me in this endeavor by completing and returning the enclosed questionnaire? An addressed envelope is enclosed for your convenience.

Please feel free to answer all questions openly as your responses will be treated confidentially.

Thank you for your help.

Cordially,

David J. Hyslop, Asst. Professor  
Business Education  
502 South Tower

enclosure

## APPENDIX E

1313 Huntington Drive  
Apartment 10  
South Pasadena, CA 91030  
May 18, 1973

Dear Fellow Educator:

Approximately three weeks ago you were mailed a questionnaire requesting information on inservice education.

Since many responses have not been received, I am writing this follow-up letter to again ask for your assistance in completing and returning the questionnaire. I have tried to make the document very easy to complete--within a minimum of time. Would you please take 5 minutes of your time to complete this questionnaire. Thank you very much!

If you have already completed and returned the questionnaire, please disregard this letter, and thank you for your assistance.

Cordially,

David J. Hyslop  
Asst. Professor, Business Education  
California State University, Los Angeles

## APPENDIX F

## CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032



SCHOOL OF BUSINESS AND ECONOMICS

June 2, 1973

Dear Community College Educator:

I know that you are extremely busy, finishing up the semester and administering final exams. But...could you give me just 5 minutes of your valuable time to complete the enclosed questionnaire?

I hope you could assist me in this research, as your help is crucial in obtaining sufficient data to complete the study. Almost all questions asked of you can be answered by a "check," thus requiring a minimum of your time and effort. Also, all responses will be treated as confidential.

I have enclosed a return envelope for your convenience. Won't you please take a few minutes from your busy schedule and complete the questionnaire?

Cordially,

David J. Hyslop, Asst. Professor  
Business Education  
502 South Tower

enclosure

P.S. Please disregard this letter if you have already returned the questionnaire...and thanks so much for your help!

## APPENDIX G

## QUESTIONS FOR PERSONAL INTERVIEWS

## A. INFORMAL INSERVICE EDUCATION ACTIVITIES

1. Since June 15, 1970, have you participated in any informal inservice education activities such as?

a. Committee or study group: \_\_\_\_\_

\_\_\_\_\_

b. Consultation or discussions with other faculty regarding teaching methods or content:

\_\_\_\_\_

\_\_\_\_\_

c. Personal investigation into new or innovative teaching methods from:

(1) Local community people: \_\_\_\_\_

\_\_\_\_\_

(2) Outside resource people (such as guest speakers, business and industry personnel, textbook company representatives, etc.)

\_\_\_\_\_

\_\_\_\_\_

d. Demonstration or observation of new technique(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e. Departmental or other meeting regarding teaching methods or content:

\_\_\_\_\_

\_\_\_\_\_

## f. Evaluation of teaching performance by:

(1) Self evaluation: \_\_\_\_\_

(2) Student evaluation: \_\_\_\_\_

(3) Evaluation by other personnel (such as administration): \_\_\_\_\_

## g. Significant travel that contributed to your teaching ability:

## h. Other activities:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

## 2. Since June 15, 1970, how frequently have you participated in the above activities:

<u>Activity</u>	<u>Frequency of Participation</u>
a. Committee or study group	_____
b. Consultation or discussions with other faculty	_____
c. Personal investigation into new or innovative teaching methods:	
(1) Local community people	_____
(2) Outside resource people	_____
d. Demonstration or observation of new techniques	_____
e. Departmental or other meeting	_____

## f. Evaluation of teaching performance:

- (1) Self Evaluation \_\_\_\_\_
- (2) Student Evaluation \_\_\_\_\_
- (3) Evaluation by other personnel \_\_\_\_\_

## g. Significant travel \_\_\_\_\_

## h. Other:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

## 3. How important do you think these activities were in improving your teaching ability?

<u>Activity</u>	<u>Degree of Importance</u>				
	<u>None</u>	<u>Little</u>	<u>siderable</u>	<u>Great</u>	<u>Un-</u>
a. Committee or study group	_____	_____	_____	_____	_____
b. Consultation or discussions	_____	_____	_____	_____	_____
c. Personal investigation					
(1) Local community people	_____	_____	_____	_____	_____
(2) Outside resource people	_____	_____	_____	_____	_____
d. Demonstration or observation	_____	_____	_____	_____	_____
e. Departmental or other meeting	_____	_____	_____	_____	_____
f. Evaluation of performance					
(1) Self evaluation	_____	_____	_____	_____	_____
(2) Student evaluation	_____	_____	_____	_____	_____
(3) Other Evaluation	_____	_____	_____	_____	_____

- g. Significant travel \_\_\_\_\_
- h. Other
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

# B. CHANGES IN TEACHING BEHAVIOR

1. Since June 15, 1970, what new changes or new techniques have you (or are you) used (using) in your classroom teaching?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. What prompted or caused you to adopt these new changes?

- |    | <u>Change</u> | Reason for Change |
|----|---------------|-------------------|
| a. | _____         | _____             |
| b. | _____         | _____             |
| c. | _____         | _____             |
| d. | _____         | _____             |
| e. | _____         | _____             |

## C. INNOVATIONS IN TEACHING TECHNIQUE

1. Are you presently involved in a method of teaching which is different from the traditional technique or approach? If so, what method is this?

---

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2. What prompted you to use this new technique?

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3. To what degree, if any, does your department/division chairman or the school administration in general stress that you use innovative teaching techniques?

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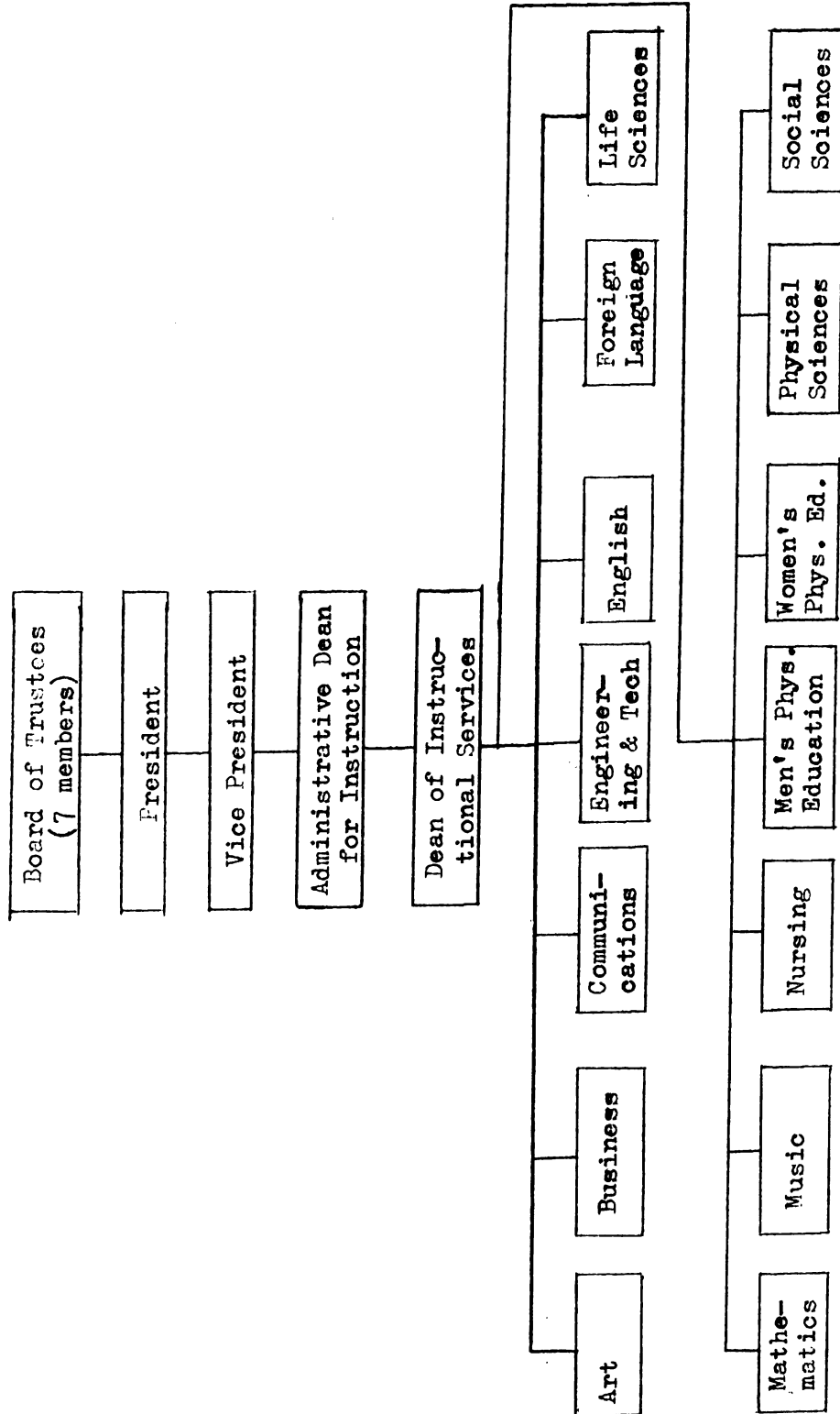
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4. To what degree, if any, does your department/division chairman or the school administration in general stress that you participate in inservice education activities?

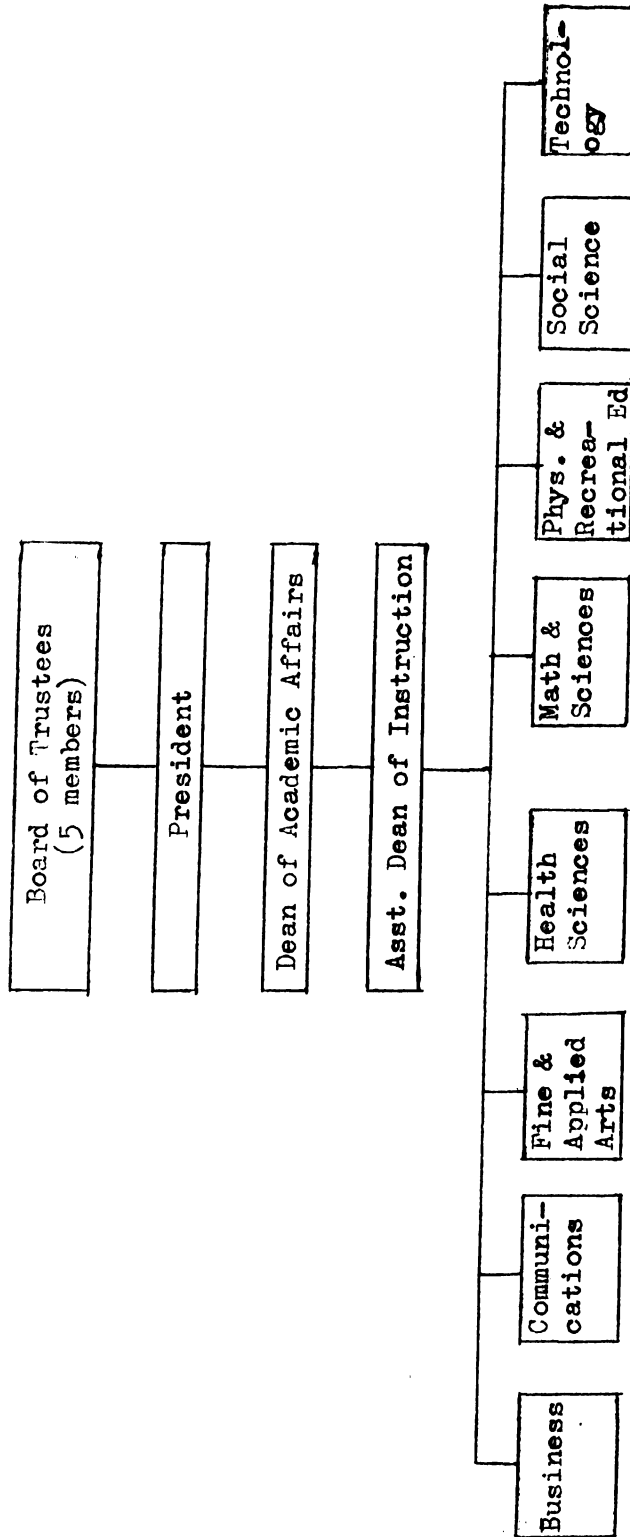
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## APPENDIX H

Pasadena City College: Instructional Organization Chart

## APPENDIX I

Golden West College: Instructional Organization Chart

## APPENDIX J

JOB DESCRIPTION, DIRECTOR OF LEARNING RESOURCES,  
GOLDEN WEST COLLEGE

Under the general direction of the Dean of Academic Affairs, the Director of Learning Resources has the following responsibilities:

1. Maintains an awareness of learning problems experienced by students and organizes, develops or identifies appropriate resources and instructional strategies which may be used by the faculty to solve those problems and to increase the potential for learning.
2. Maintains broad familiarity with educational developments and technologies and assists and encourages faculty in the selection and application of those techniques appropriate to the college's educational program.
3. Responsible for the development, organization, and operation of special instructional and training programs designed to involve the faculty in emergent and unique educational programs.
4. Supervises the preparation of faculty proposals and prospecti leading to financial support of experimental and innovative programs.
5. Works with the College Librarian to relate the development and management of media resources and services to those of the Library.
6. Assists the Dean of Academic Affairs and the President in relating instructional programs of the college to business, industry and governmental agencies of the area, and to institutions of higher education offering programs leading to the baccalaureate degree.
7. Coordinates and administers the functions of the Audio-Visual Center, Computer Communications Center, Instructional Materials Center, and Media Center to assure the best possible service to the educational programs of the college.
8. Makes recommendations to the President for annual budget requirements necessary to the operations and services provided by the department and maintains and coordinates budgets.
9. Maintains records, prepares reports and coordinates educational research designed to evaluate innovative, educational programs.

10. Serves as a member of the Council on Curriculum and Instruction, the President's Cabinet, and the Instructional Technology Committee of the office of Educational Development.
11. Maintains a close cooperative liaison with the Telecommunications Center, the office of Educational Development, and the Instructional Media Center at Orange Coast College.

Additional duties may be performed by the Director of Learning Resources on assignment by the Dean of Academic Affairs.

## APPENDIX K

JOB DESCRIPTION, ASSOCIATE DEAN OF INSTRUCTION  
GOLDEN WEST COLLEGE

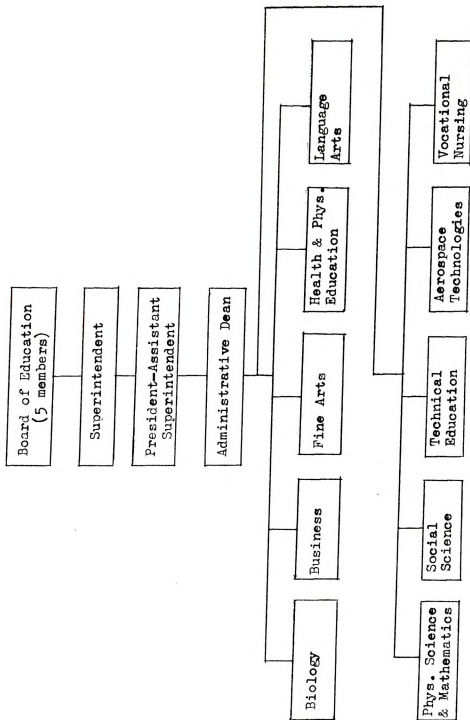
Under the general direction of the Dean of Academic Affairs, the Associate Dean of Instruction provides supervision and coordination of instructional services, as well as direct assistance to selected administrative functions. His assignments support line administration, and include services and responsibilities as follows:

1. Assists faculty in the improvement of student learning, and cooperates with administration in the supervision and evaluation of instruction.
2. Assists faculty in coordinating faculty requests and bookstore distribution of texts and supplementary teaching materials.
3. Assists faculty by means of pre- and in-service meetings and workshops variously designed to strengthen institutional purposes, or to improve communication among segments of the college, or to provide opportunities for professional growth.
4. Assists division chairmen in the development of the schedule of classes, and prepares the final exam schedule.
5. Assists the President in relating instructional programs of the college to business, industry and public agencies of the area, and to institutions of higher education offering programs leading to the baccalaureate degree.
6. Assists administration in the development and preparation of official bulletins, materials, and guides such as the college catalog, personnel and operational handbooks, and such other communications as are essential to the life of the college.
7. Assists administration in the programming of technical advisory committee meetings, citizens advisory committee meetings, professional workshops, and faculty meetings.
8. Assists administration in the preparation of reports, surveys, and other materials as needed.
9. Assists administration in the coordination and assignment of college facilities for instructional, community service, and recreational purposes.

10. Serves as a member of the President's Cabinet and the Council on Curriculum and Instruction, and maintains continuous liaison with divisions and other groups to facilitate internal working relationships among segments of the college.
11. Maintains a close working relationship with the Director of Learning Resources in areas of assistance to the faculty.

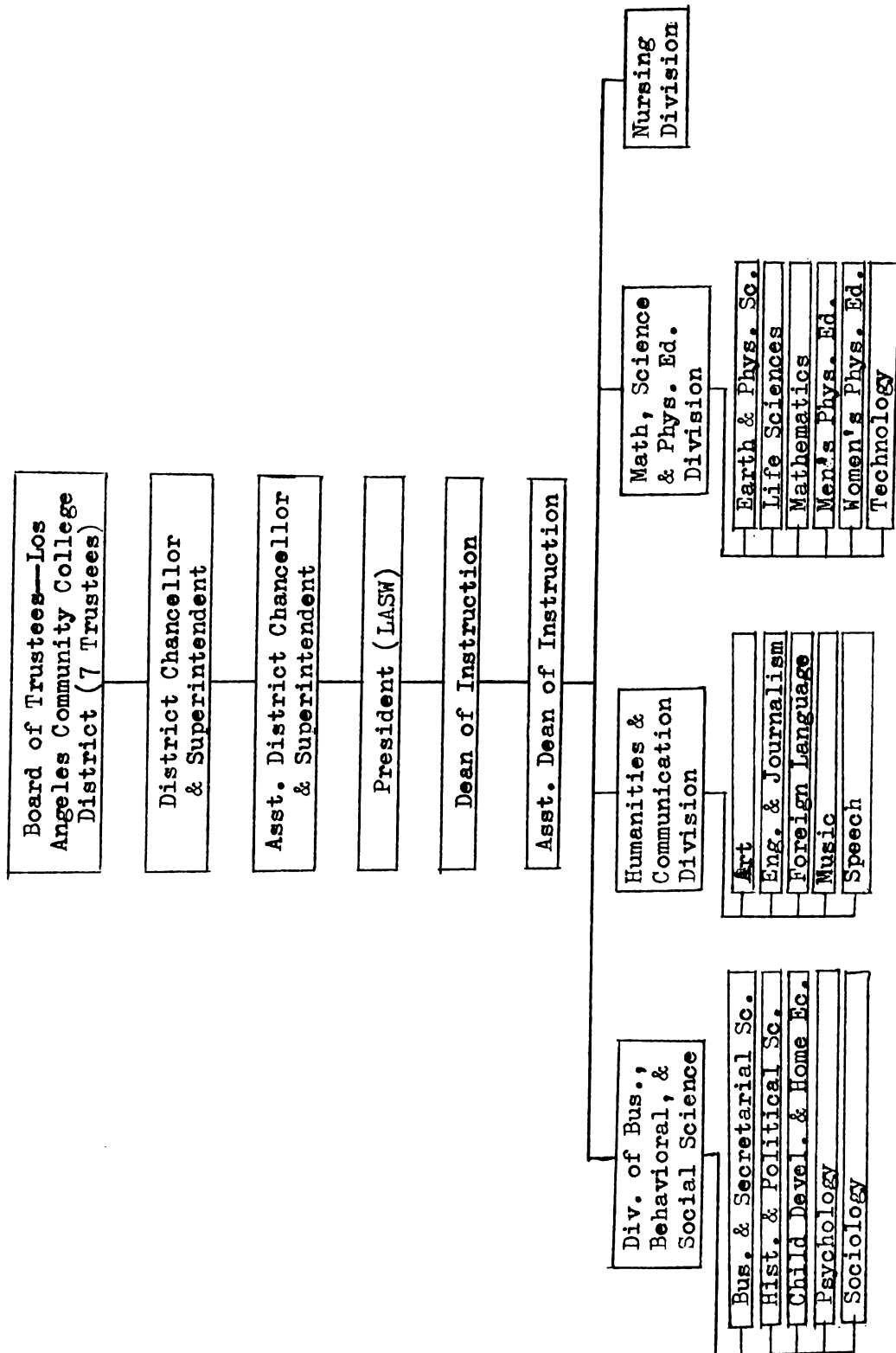
Additional duties may be performed by the Associate Dean of Instruction on assignment by the Dean of Academic Affairs and the College President.

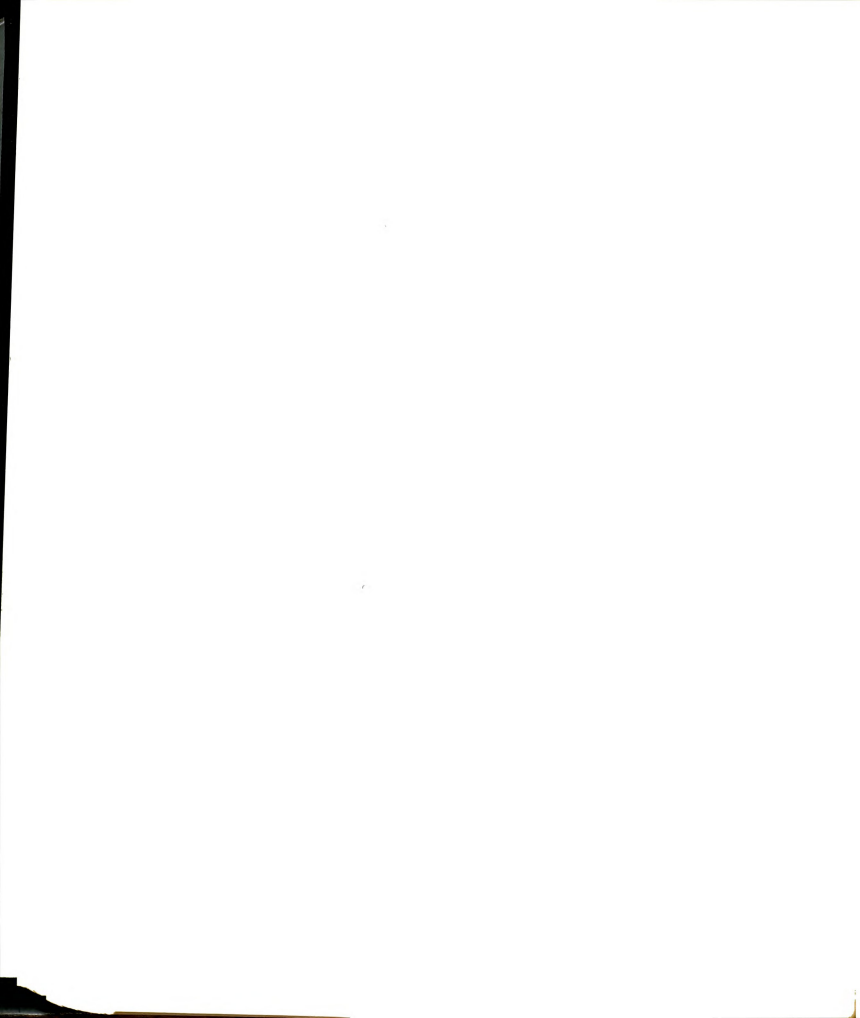
## APPENDIX L

Glendale College: Instructional Organization Chart



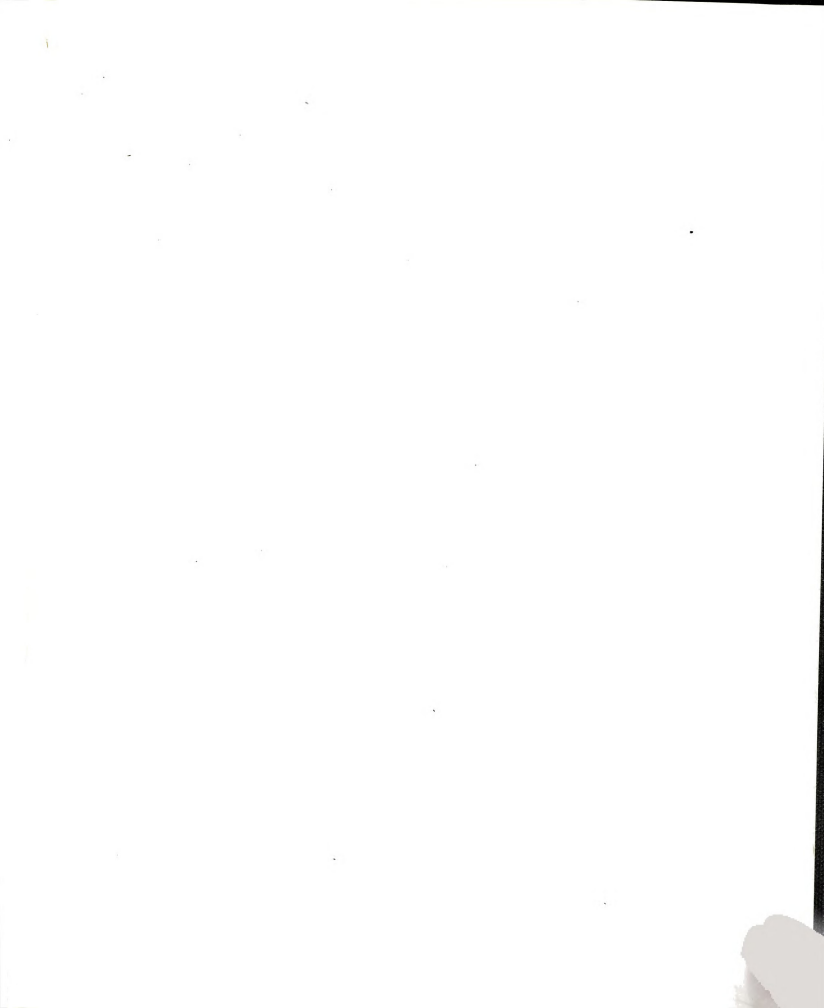
## APPENDIX M

Los Angeles Southwest College: Instructional Organization Chart









MICHIGAN STATE UNIV. LIBRARIES



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