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# Implementation of an Individual Professional Development System Using a Web-Accessible Database

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Implementation of an Individual Professional Development System  
Using a Web-Accessible Database

by  
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A Dissertation submitted in partial fulfillment of requirements  
for degree of Doctor of Philosophy

Graduate School of Computer and Information Sciences  
Nova Southeastern University

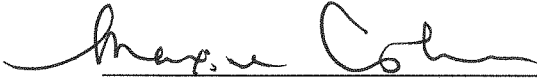
2004

We hereby certify that this dissertation, submitted by Edward R. Lovitt., conforms to acceptable standards and is fully adequate in scope and quality to fulfill the dissertation requirements for the degree of Doctor of Philosophy.



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An Abstract of a Dissertation Submitted to Nova Southeastern University  
in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

## Implementation of an Individual Professional Development System Using a Web-Accessible Database

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Higher education is looking for ways to encourage new careers in education and retain current faculty working in the field. A successful working relationship between supervisors and faculty is crucial to continued attractiveness of a career in education. These shared relationships exist in “learning organization” models, which are used in professional development offerings that stress the importance of learning by individuals, as a way to benefit the entire institution.

This developmental study focused on building partnerships with supervisors and faculty. These partnerships require contracts or individual development plans that can be reviewed for progress and modified for future needs. The goal for this study was to develop a model for a Web-accessible database system that can foster a learning organization by facilitating the development and use of individual development plans.

This Web-accessible system of storing shared contracts in an electronic database allows both supervisor and faculty member to review and update-required action plans. These action plans are combined with developmental resources electronically in one location to avoid duplication of data. Locating action plans and resources together provides faculty and supervisors with the ability to review employment responsibilities and move forward with individual development plans for future training and advancement.

The development of this system was accomplished using a Delphi process of criteria development using members of the Kansas City Professional Development Council and validated by the Council of Assistant Deans and Directors who supervise faculty at Johnson County Community College. A formal review committee comprised of representatives from staff development, human resources, information services, supervisors, and faculty assisted in the development and revision of the professional development system. A sample group of full and part-time faculty from Johnson County Community College was used to pilot test the usability and functionality of the system.

## Acknowledgments

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The chair of my dissertation committee, Dr. Tim Ellis, has been both a mentor and believer in professional development. Dr. Ellis has provided the support that has provided a new level to my skills in software development and working with technology in higher education. I would like to recognize the support and guidance of my committee members Dr. Maxine Cohen, and Dr. William Hafner who provided the technical and usability expertise in my project and feedback to complete this study.

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# Table of Contents

**Abstract** ii  
**List of Figures** vi  
**List of Tables** vii

## Chapters

**1. Introduction** 1  
    Problem Statement 1  
    Project Goal 4  
    Relevance and Significance of the Study 5  
    Barriers and Issues 9  
    Research Questions to be Investigated 11  
    Assumptions, Limitations, and Delimitations 11  
    Definition of Terms 12  
    Summary 14

**2. Literature Review** 16  
    Introduction 16  
    What is Professional Development and Why is it Important 17  
    Professional Development in Academia 18  
        Academic Organizational Structure 18  
        Special Professional Development Needs of Faculty 19  
        Problems with Current Professional Development Practices with Faculty 21  
    How is Professional Development Accomplished 22  
        Lifelong Learning 23  
        Learning Organization 25  
        Individual Development Plan 28  
        Technology Supported Professional Development 29  
    The Database Solution 32  
    Software Development 34  
    Summary 37

**3. Methodology** 39  
    Development Procedures 39  
        Criteria Establishment 39  
        Criteria Validation 42  
        Product Development 44  
        Product Evaluation 48  
    Resource Requirements 49  
        Test Population 49  
        Hardware and Software 49  
        Network Infrastructure 50  
        Expert Assistance 51

Additional Support	51
Reliability and Validity	51
Summary	52
<b>4. Results</b>	<b>53</b>
Introduction	53
Criteria Establishment	53
Introduction Material	56
Developmental Categories	57
Developmental Activities and Opportunities	58
Design Requirements	60
Developmental Links	62
Reporting Capabilities	63
Criteria Validation	64
Results of the Validation	66
Product Design and Development	67
First Pilot Group	69
Revisions based upon First Pilot Study	71
Second Pilot Group	73
Revisions based upon Second Pilot Study	74
Third Pilot Group	77
Revisions based upon Third Pilot Study	78
Product Evaluation	81
Results of Introduction Material	82
Results of Developmental Categories	83
Results of Developmental Activities and Opportunities	84
Results of Developmental Design Requirements	86
Results of Developmental Web Links	88
Results of Reporting Capabilities	89
Summary of Results	91
<b>5. Conclusion, Implications, Recommendations, and Summary</b>	<b>93</b>
Conclusions	93
Online Professional Development Supports the Learning Organization	93
Online Professional Development can replace a Paper-based System	94
Supervisors Looking for Options to Work with Faculty	96
Web-Accessible Systems Can be User-Friendly	98
Implications	99
Results Support the use of Goal Setting in Professional Development	99
Using Professional Development Goal Setting for Accreditation	100
Administrative Challenges with Implementation	101
Technical Challenges with Implementation	102
Recommendations	103
Impact of Professional Development on Classroom Learning	103
Integration with Administrative Database and Portal	103
Investigate Different User Populations	104

Integration with Learning Management Systems	104
Research into Increased Productivity Using Other Systems	105
Additional Features and Functionality in Subsequent Versions	105
Summary	106

## **Appendices 109**

A. Nova Southeastern Institutional Review Board Approval	109
B. KCPDC Focus Group Membership	110
C. Paper Version of Johnson County Community College IDP	111
D. Online KCPDC Focus Group Questions	115
E. Round One Delphi Focus Group Results	118
F. Round Two Delphi Ranking Form	122
G. Round Two Delphi Ranking Results	126
H. CADD Criteria Validation Membership	132
I. Criteria Validation Questionnaire Cover Letter	134
J. CADD Validation Questionnaire	135
K. Expert Group	140
L. Pilot Testing Group	141
M. User Reactions Survey	142
N. Final Evaluation Survey	144
O. Final Web Prototype and Database	148
P. Round Three Delphi Focus Group Results	176
Q. Established Criteria	180
R. Definition of Terms	186
S. Sequence of Components	187
T. Professional Development System Flow-Chart	188
U. Online IDP Flow-Charts	189
V. Prototype Mockup	192
W. Results of First Pilot Test	195
X. Results of Second Pilot Test	200
Y. Results of Third Pilot Test	204
Z. Final Evaluation	209

## **Reference List 214**



## List of Figures

### Figures

1. Spiral Development Model. 36
2. Ranking of Criteria in Round Two Delphi Process. 42
3. Rating scale for components and features used in the development of a Professional Development System. 43

## List of Tables

### Tables

1. Formal Review Committee Representation and Expertise 44
2. First Round Delphi Results 55
3. Introduction Material 57
4. Developmental Categories 58
5. Developmental Activities and Opportunities 59
6. Design Requirements 61
7. Developmental Links 63
8. Reporting Capabilities 64
9. CADD comments about the Validation Questionnaire 66
10. First Pilot Study Usability Results 70
11. Revisions to prototype system based upon First Pilot Study 71
12. Second Pilot Study Usability Results 74
13. Revisions to prototype system based upon Second Pilot Study 75
14. Third Pilot Study Usability Results 78
15. Revisions to prototype system based upon Third Pilot Study 79
16. Results of Introduction Material 83
17. Results of Developmental Categories 84
18. Results of Developmental Activities and Opportunities 85
19. Results of Developmental Design Requirements 86
20. Results of Developmental Web Links 88
21. Results of Reporting Capabilities 89

22. Verbatim Comments about Learning Organization	94
23. Verbatim Comments about Online System vs. Paper System	95
24. Verbatim Comments about Usability	98

## Chapter 1

### Introduction

#### **Statement of the Problem to be Investigated and Goal to be Achieved**

Professional development in higher education fails to provide a meaningful working partnership between faculty and supervisors in utilizing resources and training in career development. Recommendations for educational reform and continued professional development have left many teachers alone to find the training and courses they need for professional growth (Simpson-Applewhite, 1999).

According to O'Banion (1997), resistance to change is a hallmark of higher education institutions and this resistance has caused colleges and universities to respond slowly to the demands imposed by our society. Professional development has historically been assigned a low institutional priority and the academic culture for many institutions has not supported systematic professional development to enhance teaching and learning (Cooley & Johnston, 2001).

Colleges and universities have also been ineffective in helping faculty grow to meet changing demands in the classroom (Fulton & Licklider, 1998). Current professional development systems (Sparks & Hirsh, 2000a) encourage faculty to take a variety of courses that may or may not be linked to the needs of the institution. As a result, many of these programs do not help faculty and schools make lasting improvements. Most higher education institutions implement professional development activities, however for many colleges and universities the existing professional

development process is limited and many of the elements are unconnected to an educator's long-term goals (Sunal, et al., 2001).

Some supervisors have not viewed professional growth as a method to improve performance and develop strategic individual growth. In addition, Winston and Cramer (1998) have found some well-functioning faculty feel they do not need supervision nor professional development training and have viewed these activities as punishment for poor performance.

Some universities and college administrators have adopted the practices of a learning organization to provide a Total Quality Management (TQM) approach for faculty and professional development (O'Banion, 1997). According to Senge (2000b), a learning organization is a vision requiring constant change and modification and is not a model that can be repeated on all campuses. The learning organization is dependent upon five required disciplines: systems thinking, personal mastery, mental models, building shared vision, and team learning.

Current professional development efforts do not foster a learning organization environment in higher education. Traditional professional development models use a top down approach from supervisors to dictate professional growth and training within the organization (Corcoran, 1995). In many professional development programs, orientations and training sessions have been designed around what administrators felt important without collecting the individual input of seasoned faculty (Wilkinson, 1997). Some educators have indicated that professional development has become a victim of years of conflict, mutual mistrust, legalism, and top-down hierarchies exerting control over faculty in their role in education (Bredeson, 2001).

Historically, academia has encouraged independent scholarship and competition. Because of this independence, sharp divisions are drawn among faculty, administration and support professionals as well as within the ranks of the faculty themselves (Gilbert, 2001a). Employees tend to resist changes that are thrust upon them, while they naturally support ideas and changes they help create (Oakley & Krug, 1994). Recommendations made by the National Education Association (NEA), American Association of University Professors (AAUP) and the American Federation of Teachers (AFT) stress the importance of shared development in creation of faculty development systems (Diamond, 1999). The use of shared decision making should remove some of the complications involving faculty and supervisors that have been caused by stressful union contracts forged over decades of collective bargaining.

Despite being recognized as preferable, individual professional development systems have not been instituted in higher education (Eckel, 2002). According to Peeke (2000) there is a lack of effective professional development systems, which can link individual faculty goals to the goals and mission of the college. The learning organization is a promising solution to the problem of unsatisfactory growth, change and renewal in colleges and universities (Holton, 1998). In order to improve performance and create a learning organization environment faculty members need immediate access to relevant, high-quality professional development both during and outside the instructional day. This type of professional development is known as “just-in-time” rather than “just-in-case” assistance (Pea, 2000).

### *Project Goal*

The goal of this study was to develop a model for a Web-accessible database system that can foster a learning organization by facilitating the development and use of Individual Development Plans (IDPs). What higher education has not done is to create systems to meet their own educational needs (McGee, 2000). A Web-accessible database system could be an effective tool for facilitating individualized, just-in-time professional development.

According to Coban and DeFoe (1998) academic departments are searching for software solutions which can be used in capturing, storing, and retrieving customized data. For many institutions, data-handling systems for individual departments and faculty are seldom available and require a high level of skill, time and money to operate and maintain. A Web-accessible database system connected to an IDP model will contain links to various resources and training available both internal and external to the institution. This approach will avoid duplication of data and provide one location for a faculty member and his or her supervisor to review together employment responsibilities, evaluate these responsibilities, and move forward to create an IDP for future training and advancement.

An IDP is the result of an annual process in which faculty members and their supervisors set mutually agreed development goals (Hiyane-Brown, 2001). This annual goal setting process requires the individual faculty member, with the assistance of the supervisor, to identify strengths, which can be enhanced, or weaknesses, which can be corrected with additional training and professional development.

The use of the IDP is crucial in providing structure to the long and short-term goals identified (Grimes, 2000). The IDP provides the mechanism to identify objectives, which are written and agreed upon by both the employee and supervisor. The final part of this process involves the use of dates to review the completion of the objectives. The IDP can also be used as a tool (Lamb, 1999) to identify both the needs of the learning organization and the individual without exceeding budgetary limitations or giving false hopes.

### **Relevance and Significance of the Study**

Faculty need a professional development system that will help them stay up-to-date and meet individual learning needs without requiring an excessive amount of time away from classrooms and students (Oelrich, 2001). Additionally, supervisors and faculty have to be convinced that professional development is as important as the brick and mortar buildings in which they work every day. This development has to be designed for long-term opportunities and must take place on an on-going basis (Sunal, et al., 2001). Administrators should develop processes and systems for fostering individual development strategies (Green, 2000). Colleges and universities need to become more effective at identifying specific professional development needs and signaling these to their faculty.

Regularly organized, ongoing, and varied professional development activities based upon specific needs assessments are required, rather than the top-down approach used by administrators (Office of Learning Technologies, 1999). In training and development, it is important that supervisors know how to identify the needs of the faculty member in order to assist in the establishment of goals to plan developmental



strategies in a timely manner. Shared involvement and required participation are two steps that can make development an individualized, systematic process rather than the haphazard, “catch-as-catch-can” process that usually evolves (Grimes, 2000).

Higher education has typically been slow to implement professional development systems and has looked at professional or staff development as a once or twice a year process. Staff development (Hirsh, 2001) cannot be something educators do on specified days in the school calendar. It must be part of every educator’s daily work schedule. Educators want to know how they are performing and how their performance can be improved.

A different approach to professional development was presented by Giroux, (1988), where “teachers are viewed not as technicians, but as intellectuals” (p. 190). This technique encourages faculty to develop and share new solutions for working with students in the classroom rather than using the standard solutions, which have been presented for years during in-service and professional development training.

Old professional development models depended largely upon paper formats, which are still being used in both industry and education, while new ones rely on electronic publishing and distribution (Bell, 2000). Web-accessible database technology provides educators with a delivery system that will allow supervisors to solve the problems of time, individualization, and quality in staff development. Individuals can use technology to replicate the status quo, or improve the quality of staff development (Levinson & Grohe, 2001). Web-accessible database systems enable faculty to build learning and performance resources that will provide them with immediate support and

guidance, but also help them develop structure, strategies, and skills for subsequent lifelong learning (Dunlap, 1999).

Peeke (2000) indicated that one of the best solutions for this type of lifelong faculty development would be the implementation of a computerized database. The use of a database would provide faculty the ability to respond to the prioritizing of goals and objectives by supervisors in a timely manner. These new professional development systems would allow faculty and supervisors to take charge of career development, and align learning objectives with those of the organization (Shah, Sterrett, Chesser & Wilmore, 2001).

Lamb (1999), pointed to current gaps which exist in providing supervisors with the timely data they need to work with faculty in the creation of their IDPs. What these systems lack is the partnerships between the faculty member and the supervisor. These partnerships require the building of IDP's using input and agreement by both interested parties.

Professional development is a systemic process. Harsh lessons learned from the past have taught educators and supervisors that fragmented approaches do not work. One reason for this failure is that supervisors offered limited guidance on how the new strategies fit with those advocated in the past (Guskey, 2000). Professional development activities that are planned and implemented by administrators and individual faculty members using a shared vision have a higher chance of succeeding than those activities developed in a top-down approach (Burke, 2000). Although some supervisors ignore faculty development by arguing that it is not the supervisor's job to upgrade skills or improve knowledge, Leaming (1998) argued that department chairs and supervisors hold

the key to helping faculty move forward with continued learning and support. Faculty today need to know how and where to find the options most likely to be relevant to their own instructional goals and their institution's educational mission (Gilbert, 2001b).

New trends in professional development for education identify results-based learning, which supports a more focused and individualized development strategy. This approach encourages a community of learners in which educators are motivated and empowered to improve the quality of education (Burke, 2000). Professional development systems that look to participants and ultimately to the impact on students can provide a unifying theme for all professional development processes and activities (Guskey, 2000).

Gilbert (2001a) explained that the need exists for sharing ideas and categorizing information into a usable format, which individuals in higher education can understand and use in their institutions. Academic databases have been used for years but only recently have the technology and pricing made this process easier and more affordable for individual requirements (Garrison & Fenton, 1999).

The key to sharing ideas and managing data in education is the development of a Web-accessible database system, which is de-centralized yet capable of working with institution-wide administrative information systems (Gilbert, 2001a). Advantages for using this type of system include: local control of data, increased capacity, system availability, and added efficiency. The flexibility of a Web-accessible database design also makes it attractive to many organizations by allowing individuals to enroll themselves or develop a personal development plan with the assistance from a supervisor (Mateyaschuk, 1998).

## **Barriers and Issues**

Change is difficult in higher education because the organization of the institution, its expectations, and its roles inhibit risk taking, ambiguity, and the inquiry required for change to occur (Cohen, 1988). Eckel (2002) indicated that because of higher education's decentralized nature, competing priorities, and objectives, norms of autonomy, and individual faculty academic freedom, any change effort requires a tremendous amount of momentum and energy to reach all areas of the institution.

Managing information in higher education using innovative technology has become more complicated and expensive. However, the need still exists for more efficient and less-costly systems (Charp, 1997). There is a great potential for integrating professional development systems on campuses of higher education and this effort will require cooperative efforts among administrative offices, academic services, and individual employees (Gilbert, 2001a).

Commercially available professional development systems used in corporations and government agencies cost hundreds of thousands of dollars and for many educational institutions this amount exceeds the budget for the entire staff development program. Currently, educational institutions spend as little as 0.5% of annual budgets on raising the abilities of its staff, while the typical private sector company spends nearly three times as much (Sparks & Hirsh, 2000a). In the face of budget constraints, advances in technology, and sophisticated performance improvement techniques, staff development departments are challenged to provide high-quality educational offerings creatively and consistently (O'Very, 1999).

Security is listed as one of the main barriers to sharing data and providing information between faculty and supervisors online. Various procedures for accessing this data had to be developed and tested to gain the confidence needed for this project to succeed. Some in higher education are apprehensive about the ease with which administrators can gather information and about who might use that information and to what purpose. Most colleges are struggling to keep pace with newly enacted laws and regulations regarding the privacy rights of the people who live and work on campus (White, 2000).

Implementing a new enterprise wide administrative application is one of the most complex software projects in which designers are likely to be involved. The technical components of the project are complicated, but most of the hard issues arise from the functional process changes and organizational adjustments that are inherent in these implementations (McCredie & Updegrave, 1999). To prevent some of the implementation problems, administrators need to understand the complexity of the systems, the dangers of customization, and critical nature of documentation (Smith, 1999).

Development of a user-friendly system, which can be used by both faculty and supervisors, was a final issue. The design of the forms and reports needed to be generic enough to reach all groups and support advanced features required by administrators in providing detailed information in decision-making. Faculty and supervisors do not want to waste time searching the entire site for answers to common questions or navigating around fancy graphics and flashy logos. Flashy components are only important if they help the user navigate and provide solutions to problems encountered (Fraternali, 1999).

## **Research Questions to be Investigated**

The following questions helped to guide the research:

1. What criteria must a Web-accessible, IDP-based professional development system meet in order to be considered successful?
2. How can that criteria set be developed and validated for the Web-accessible, IDP-based professional development system?
3. What steps are necessary to design and develop a successful Web-accessible, IDP-based professional development system?
4. How can the Web-accessible, IDP-based professional development system be evaluated?

## **Assumptions, Limitations, and Delimitations**

### *Assumptions*

The following items were assumed during this study:

1. Faculty and supervisors using the Web-accessible professional development system had a basic understanding of working with computers for internal communications.
2. All supervisors and faculty members participating in the study had access to Internet connected computers.
3. Faculty and supervisors wanted to work together to identify an individual development plan for long and short-term career goals.
4. Faculty and supervisors responded to the questionnaires honestly.
5. The administration from Johnson County Community College supported the use of IDP's in professional development.

### *Limitations*

The following limitations were beyond the researcher's control and could affect the validity of this study:

1. The results of this study are accurate only to a point in time and may not be relevant as new technology arrives in the future.
2. The results of this study will use the input of members of higher education in the metropolitan area of Kansas City.
3. Supervisors at Johnson County Community College validated the criteria for the study.
4. Faculty at Johnson County Community College served as pilot users for the usability studies.

### *Delimitations*

The following delimitations were under the researcher's control and could affect the generalizability of this study:

1. The results and conclusions may be applicable only to faculty in higher education and not to faculty teaching in K-12 districts.
2. The results and conclusions may be applicable to only faculty in higher education and not to salaried or hourly employees.

### **Definition of Terms**

The following definition of terms were used in this study:

*Career Development* is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual (National Career

Development Association, 1993). Career development provides tools for effective personal planning to improve the quality of work life.

*Learning Organization* is an organization which learns powerfully and collectively and is continually transforming itself to better collect, manage, and use knowledge for institution success (Marquardt, 1996). A learning organization must also capture, share, and use knowledge so its members can work together to change the way the organization responds to challenges (Phillips, Watkins, & Marsick, 1996).

*Lifelong Learning* is a span of learning that includes experiences stretching from the cradle to the grave. Lifelong learning for a professional career requires continuous reflection and contemplation, hindsight, and foresight; constant goal setting, evaluation, and adjustment; periodic goal reviewing; understanding of the needs of institutions versus the needs of the individual; a supportive mentor to share ideas and lend objectivity; and a formal written plan for review at yearly intervals (Smith & Haack, 2000).

*Personal Development* is the choice faculty make to develop their own interests. Choices may include a wellness program, financial planning, pre-retirement planning, hobby courses, or any number of occupational, recreational, or social programs (Burnstad & Hoss, 2002).

*Professional Development* involves promoting faculty growth and enabling faculty members to obtain and enhance job-related skills, knowledge, and awareness (Alstete, 2000). Professional development may include opportunities selected by the individual faculty member, or recommendations encouraged or requested by a supervisor (Burnstad & Hoss, 2002).



*Staff Development* focuses on providing opportunities for personal renewal, growth, change, and continuous improvement for all individuals within the institution. These opportunities may vary from human potential enhancement, to individual performance, to institutional applications (Burnstad & Hoss, 2002).

## **Summary**

Chapter 1 focused on the problems in higher education of providing meaningful professional development opportunities for faculty. This lack of quality in professional development training has impacted attendance during in-service activities and ignored the needs of faculty looking for professional growth in teaching and learning. The goal identified in this chapter looked for the development of a model for a Web-accessible database system that can foster a learning organization by facilitating the development and use of Individual Development Plans (IDPs).

The ability to develop a professional development system that will help faculty remain current and build working relationships with administrators and supervisors in higher education is an important task to build the necessary components needed for a learning organization. The barriers and issues of academic traditions, union mistrust, personnel-security, and institutional budgets all contribute to obstacles which must be overcome to successfully design and implement a professional development system.

Chapter 2 reviews the current literature involving issues in professional development for higher education. The impact of high quality professional development for faculty and the need to continuously provide learning opportunities is also addressed. This chapter explores current trends in professional development including lifelong learning, the learning organization, individual development plans, the use of technology

in professional development initiatives, database planning and design, and process models for software development.

Chapter 3 presents the methodology followed in this developmental study and specific steps required to design, implement, and assess the professional development system. The four steps of criteria establishment, criteria validation, product development, and product evaluation were used as the foundation for this study. The methods used to identify committee members and pilot group participants are detailed along with additional resources needed for the successful completion of a professional development system.

Chapter 4 discusses the results of this developmental study and the detailed comments and revisions made to the prototype of the professional development system. Various tables are used to show the results of the focus group collection and validation of data along with the results and revisions of the pilot groups that evaluated the professional database system.

Chapter 5 provides the conclusion, implications, recommendations, and summary of the study. Specific accomplishments are presented that show the successful completion of the project along with implications of using a Web-accessible system in higher education. The final section discusses the recommendations for future studies and an overall summary of this study.

## Chapter 2

### Review of the Literature

#### **Introduction**

This review of the literature concentrated on the definition of professional development in academia and why continued development is important for faculty. Specific attention focused upon how the unique professional development structures of higher education function and how these structures require special approaches to faculty development. Professional development in higher education also requires an understanding of specific trends that were explored including lifelong learning, the learning organization, individual development plans, and the use of technology in professional development, database solutions, and process models for software development.

The trend of lifelong learning explored the concept of how faculty can remain current in their expertise while staying motivated in the classroom. The learning organization review explored how forces of educational reform and change, which were implemented a decade ago, continue to influence higher education. The use of IDPs in education, corporate and government institutions was reviewed for common practices. Additional trends that were examined included the use of technology in professional development initiatives and how the use of databases and online resources are impacting the way professional development is designed and delivered. The final area of review included an overview of current software development models that could help in development and implementation of a professional development system.

## **What is Professional Development and Why is it Important?**

Professional development has been defined by Burnstad and Hoss (2002) as a means to help employees discover more effective techniques to perform his or her job in the future. Professional development is a daily process that helps to increase the quality of individual's lives and professions (Moore, 2000).

Many American corporations are responding to the demand for professional development with state-of-the-art training practices that prepare employees for global pressures, changing technologies and increased diversification in the workplace (Peasavento, Bator, & Ross, 2001). Companies (Drake Beam Morin, 1999) cannot guarantee the job security they once provided for employees expecting a lifetime of employment at one company. Providing employees with tools and strategies to assist in professional development has been the goal for many companies. As companies change and adapt, their employees need to modify their career goals for their future.

Professional development (Robertson & Morrison, 1996) is most effective when the individual assumes responsibility and when the development is not remedial, but is a gradual process that takes place throughout the highs and lows of a career. Professional development should not be a separate entity that people feel is obligatory. Rather, it can be an integral and rewarding part of work.

According to Rodriguez & Knuth (2000), a good professional development program is job embedded and tied to learning goals. Ganser (2000) stresses the need to have everyone involved in identifying the needs and resources required for a professional development program in order to provide a balanced approach that benefits both the individual and the organization.

## **Professional Development in Academia**

Professional development in academia is about improving teachers' instructional methods, adapting instruction to meet students' needs, modifying classroom management skills, and establishing a professional culture. All of these beliefs rely on the shared importance of collegiality with fellow faculty members and administrators in the teaching and learning environment (Wanzare & da Costa, 2000). Teachers need solid grounding in both theory and practice in both higher education and one or more disciplinary content areas. Gardiner (2000) indicated that high-quality faculty professional development for every teacher is an urgent need and will become essential to institution's capacity to compete for students in the years ahead and to survive and thrive.

### *Academic Organizational Structure*

Institutions must remain acutely aware of how the structure of departments, schools, and colleges inadvertently undermine attempts to expand vision into creative action (Prushiek, McCarty & McIntyre, 2001). Professional development has become the panacea of the 1990s reform efforts in education (Scribner, 1998). Successful efforts in reform of professional development for higher education require vision, committed faculty, and supportive administration.

Burnstad and Wheeler (1998b) indicated that the survival of community college professional development programs is dependent upon having an infrastructure supported by administrators in place which addresses the needs and changes presented by faculty and supervisors. Comments by Ganser (2000), stress the role of the administrator in professional development planning:

Administrators play a critical role in a teacher's professional development. An ambitious approach focuses on content, process, and context to ensure continuous improvement at the individual, collegial, and organizational level (p. 8).

Hutchens (1998) echoed the need for having both a top-down and bottom-up collaboration from faculty and administration in professional development planning. Past planning provided lectures from experts on new approaches and ideas which were supported and planned by the administration. Teachers learn best when they are involved as active participants in the professional development planning and implementation process.

According to Goral (2001) the key to a successful professional development program is the continued education and ongoing training for both faculty and administrators. Traditional training programs have often consisted of a collection of random activities, some presented "just-by-chance" as part of a calendar of events (Shandler, 2000) or a one-shot workshop (Prushiek, McCarty & McIntyre, 2001), which is the primary method of providing in-service professional development.

Kezar (1999), in a literature review conducted by the United States Office of Educational Research and Improvement, found that few studies related to professional development for faculty add insight into the necessary components of planning for training and development in higher education. Much of the current research focuses upon existing programs and the types of training provided for colleges and universities.

#### *Special Professional Development Needs of Faculty*

Moore (2000) points out that professional development requires change and renewal. It is a vehicle used for strengthening our interactions with our supervisors, colleagues and our students. The education community recognizes that in order to meet

the changing demands in the classroom, high-quality teachers must be willing to continuously learn and relearn (Oelrich, 2001) and that educators need constant professional training to remain up-to-date with current pedagogy (Parker, 1999).

In an effort to promote teachers' professional development and to retain high quality teachers in the profession, many states and institutions are developing policies to implement support systems for both new and experienced teachers. Using standards-based teaching can enhance formative, summative, and self-assessment, and can make the teaching experience more tangible and permanent for novice and veteran teachers (Riggs & Sandlin, 2000).

Professional development includes the need educators have for support when encountering challenges of putting into practice new theories and practices about teaching and learning in the classroom (Grant, 2001). According to Scribner (1998) emerging state and federal guidelines for professional development in K-12 and higher education include:

1. Ongoing professional learning that is tied to new standards for curriculum assessment, and student performance
2. Professional development connected to teacher work
3. School communities that foster shared learning
4. Professional development that is integrated into the school schedule.

Many of these professional development strategies and guidelines must meet the real-world, just-in-time professional development needs of busy faculty members and administrators (Spratt, Palmer & Coldwell, 2000).

Respect for the efforts of the past must be demonstrated so that essential content and existing practice is not sacrificed just for the sake of change. When all the components are in place, innovative and meaningful changes grounded in historical relevance and professional trust can occur and be sustained (Prushiek, McCarty & McIntyre, 2001).

### *Problems with Current Professional Development Practices for Faculty*

Teachers depend upon collaboration with colleagues and administrators to assist with daily professional challenges (Scribner, 1998). This type of collaboration is not typically built into formal professional development programs. Barth (1990) states, "Professional isolation stifles professional growth. There can be no community of learners where there is no community and where there are no learners" (p. 18).

Current professional development practices begin with in-service training but fail to support teacher development in decision-making, inquiry, and development of leadership skills in classroom teaching (Holland, 2001). Other challenges identified in a study of 30 higher education institutions (Sunal, et al., 2001) list the lack of resources, time, and turf conflicts. These barriers accounted for 60% of the perceived barriers to change in-the classroom. Fox (1999) explains that faculty are involved in a tug-of-war for time as related to research, teaching and supervisory activities. A recent addition to this time struggle involves the responsibility of attracting private money into colleges and universities to help diversify the funding base. With all the organizational changes resulting from new technology, multiculturalism, quality, financial constraints and time the priority of professional development planning has become forgotten (Kezar, 1999).



Additional problems with professional development result from the use of current pay systems in education, which reward teachers for taking graduate credit regardless of the quality or topic (Sparks & Hirsh, 2000). Most of these courses are not linked to the needs of the institution or department and result in a professional development system which does not leave lasting impressions for faculty.

### **How is Professional Development Accomplished?**

Smith and Haack (2000) indicated that a professional development process should take two factors into account: (1) An institutionally oriented professional development structure which would add breath and depth to the educator's knowledge, skills, and attitudes, and (2) Individually-oriented professional development plans to provide specific opportunities for personal growth and professional advancement.

The framework of professional development requires time and involvement from the individual faculty and support from the supervisor. Effective professional development also uses evaluation to ensure that each activity is meeting the needs of the participants and providing them with new learning experiences (Rodriguez & Knuth, 2000).

To remain competent, faculty will have to learn continually (Rowley, Lujan, & Dolence, 1998). Due to the pace at which knowledge is changing, the Ph.D. will not serve the faculty member for life. Faculty will also need to develop models of their own professional development that are based on lifelong learning, rather than on an "updating" model of learning, in order to have frameworks to guide their career planning (Bransford, Brown, & Cocking, 1999).

### *Lifelong Learning*

New visions of professional development suggest that the practices needed to support faculty learning are analogous to those needed to support student learning (Fulton & Licklider, 1998). When educators are treated as learners they participate in creating new understandings about the tasks of teaching and solving practical problems. These techniques help to develop the lifelong learning process. Higher education must change and use the concepts of lifelong learning and the learning organization to take the lead in convening the best minds to guide students in the future of learning (Rowley, Lujan, & Dolence, 1998).

Lifelong learning, according to the European Commission on Lifelong Learning (2002), entails “acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post-retirement. It promotes the development of knowledge and competencies that will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future” (p. 1). The kinds of teaching methods that were found to support lifelong learning included peer-assisted and self-directed learning, experiential and real-world learning, resource-based and problem-based teaching, open learning and alternative delivery mechanisms, as well as methods which encourage reflective practice and critical self-awareness (Martin, 1997).

The National Research Council (1996) indicated that being a lifelong learner as a faculty member requires having the resources for professional development and the time to use them. Such resources include access to formal and informal courses on research in curriculum planning, on teaching, and about assessment in the classroom. Additional

material helpful for faculty development would be self-reflection tools such as journals, audiotapes or videotapes, and portfolios, which would allow teachers to capture their teaching, track their development over time, analyze their progress, and identify needs for further learning.

For most faculty in academic institutions, the responsibility for addressing the institutional challenges of access to resources and lifelong learning will be delegated to other individuals (Green, 1999). Without major changes in professional development systems, an administrator in some other part of the institution will ultimately be assigned to develop strategies and allocate resources without faculty input. Successful learning for faculty requires a continuum of coordinated efforts that range from pre-service education to early teaching to opportunities for lifelong development as professionals (Bransford, Brown, & Cocking, 1999).

According to Hamann (2000), a plan for lifelong learning includes self-assessment forms for articulating balanced development, professional growth, goal setting, goal analysis, and prioritization. Lifelong learning for a professional career (Smith & Haack, 2000) requires continuous reflection and contemplation, hindsight, and foresight; constant goal setting, evaluation, and adjustment; periodic goal reviewing; understanding of the needs of institutions versus the needs of the individual; a supportive mentor to share ideas and lend objectivity; and a formal written plan for review at yearly intervals. Professional development, which focuses on systemic improvement, research and practice, collaboration, lifelong learning, and evaluation must become an essential portion of the formula that will assist in meeting the challenges presented in the classroom (Burgess, 1997).

## *Learning Organization*

Senge (1990) popularized the term “learning organization” during the early 1990’s with his five principles of organizational change: systems thinking, personal mastery, mental models, shared vision, and team learning. Decisions made in companies, institutions, and academia up to that time were traditionally made by the administration in a top-down fashion. In his latest book, *Schools That Learn: A Fifth Discipline Field Book for Educators, Parents, and Everyone Who Cares About Education*, Senge (2000a), described how involvement by the entire learning community is needed to provide change and reform in education.

The learning organization provides a model for administrators and faculty to work together to create long-range plans and strategies for professional development in the future. Shared decision making along with development of departmental goals and objectives follow the five principles identified by Senge (1990). Many institutions of higher learning are working toward the goal of a learning organization and experiencing the difficulty change can bring to deeply rooted traditions and ideas.

The concept of the learning organization stresses the importance of learning by individuals and that this individualized learning can benefit the entire organization. Individuals who are constantly learning and reflecting on learning will be part of an organization that is flexible and capable of adapting readily to future challenges and needs (Peeke, 2000).

Brinkerhoff and Gill (1994) indicate that the most powerful force for learning in any organization is not the training department; it is the organization itself. Effective change in higher education requires the removal of barriers by faculty and administrators

who can look at solutions from a different perspective (Eckel, 2002). According to Conger, Spreitzer, and Lawler (1999), for change to be successful in education, it must be supported by the leadership and administered by the faculty. One of the major concepts of the learning organization is the ability of supervisors and administrators to involve faculty in strategic planning to create a willingness to change for the benefit of the organization.

Tierney (1999) suggested that higher education suffers from attention deficit disorder and that moving from problem to problem without a long-term plan or solution could be addressed with techniques found in a learning organization approach. The use of goals and objectives can help both individuals and the organization stay focused on the real issues influencing education. A learning organization must also capture, share, and use knowledge so its members can work together to change the way the organization responds to challenges (Phillips, Watkins, & Marsick, 1996). The implementation of a learning organization is a never-ending journey that requires the support of teams and groups which can create new knowledge for all individuals.

The learning organization has changed the way many supervisors work in the organization. They are now being asked to work with employees to design and implement training and career development opportunities (Peasavento, Bator, & Ross, 2001). Getting everyone on board begins with creating a shared vision in the department. Based on this vision, faculty need to develop or revisit department and institution mission statements and generate strategic goals that can be implemented into action steps. Departments in which everyone has participated in the development of a

vision, a mission statement, strategic goals, and actions steps tend to be more effective, partly because commitment from everyone is generated (Lucas, 2000).

Shared decision-making and shared learning empowers teachers and administrators to develop common goals and a theory of learning that can benefit all constituents. (Robb, 2000, p 22).

One of the current trends in California community colleges is an increased emphasis on the learning organization and how professional development for faculty and staff can be an integral part of institutional planning. A qualitative study by Robles (1999) focused on personnel at colleges that have embraced the goal of becoming learning-centered institutions and pose the question: How are faculty, staff, and administrators prepared to achieve this goal? The study included a review of the mission statements and human resource development plans of 106 colleges, six of which were selected for qualitative case studies.

Forty interviews were conducted with college personnel. Questions included:

1. How has the college defined the concept or goal of a learning college?
2. What activities has the college undertaken to achieve this goal?
3. What are the skills faculty and staff need to reach this goal?
4. What activities have been provided to prepare personnel to be members of a learning college?

Major findings included:

1. Colleges believe that the principal goal is success in student learning;

2. Colleges appear to be shifting from the instructional to the learning paradigm;
3. Colleges are excellent incubators for personal mastery;
4. Colleges are well positioned to develop learning organization skills; and
5. Lack of mechanisms to provide reinforcing feedback is the weakest link for colleges attempting to become more learning-centered (Robles, 1999).

The educational reform efforts, which have taken place in the United States over the last few years, have focused particular attention on the need for administration to communicate with faculty. Allowing faculty to make decisions is how the schools of the future will become a successful and productive part of a learning organization (Sergiovanni, 2000).

### *Individual Development Plan*

One way to foster a learning organization is to organize a shared vision in professional development with IDPs. The self-assessment process (Richardson, 2001), requires educators to identify where they are in their careers in order to design a plan of action using professional development opportunities. An IDP is an individual's outline of his or her work, education, and career goals.

The primary emphasis of the IDP is on education and skill development required to reach fulfillment in the educator's current position. Faculty at the University of Vermont (1998) are encouraged to take the workshops offered each semester on skills and values identification, goal setting and decision making. Supervisors are encouraged to play an important role in the IDP process. They may assist the individual to identify

areas for growth and will help make resources available to allow the individual to meet his or her goals.

Hiyane-Brown (2001) outlined a systematic approach to using IDPs for organization and individual development in higher education. The use of IDPs can help both employees and supervisors develop both short and long-term goals. Lamb (1999) continued the support of IDPs in professional development by sharing how the IDP can be combined with performance appraisals in developing individual and division level action plans.

The United States Department of Energy (DOE) uses the IDP as a communication tool for managers and employees. The benefit of the IDP is a concrete path forward that incorporates both the goals of the organization, the employee, and his or her supervisor. Employees and supervisors are required to prepare IDPs to promote professional growth and development consistent with organizational priorities and training.

Burnstad and Wheeler (1998a) reminded supervisors that a professional development system should include a variety of resources. These resources must be connected to the development of the IDP and should be linked to the individual needs of the faculty-member.

An important role for leaders is to make staff and faculty aware of what is available in the institution's resource system. Without this resource investment, people will become frustrated and distrust the system (p. 27).

### *Technology Supported Professional Development*

According to Holland (2001) teachers need help and support from administrators in integrating new knowledge and skills into the classroom. Professional development using technology can provide the method to bring these practices identified in the



learning organization into the content areas where new methods of teaching and learning are required. Technology increases access to timely and personalized learning for all educators. It offers the capability to tailor learning experiences to what educators need to know now to increase their effectiveness and their students' learning. Learning plans establish goals and indicators of success and map the learning activities that will lead toward goal achievement (National Staff Development Council, 2001).

According to Peeke (2000) there is currently a lack of strategic models available such as the IDP to match the needs of the individual and organization with available professional development resources. One of the models evaluated by Peeke involves the development of a computerized database, which can be shared by various schools to match the resources available to the individual training requests. Additional uses of databases have included the development and recording of standards for teaching and learning which would be part of initial teacher training and mentoring.

The Canadian Office for Learning Technologies (1999) issued a report on how staff development departments can take advantage of databases to store professional development resources. Databases have been used to collect demographic data used in human resource departments and for faculty performance appraisals (Frazee, 1996). The collection of both professional development resources and performance data make the use of databases attractive to the type of long and short term planning found in IDPs (Grimes, 2000).

Rodes, Knapczyk, Chapman, and Haejin (2000) point to the use of the Internet and how this mechanism is influencing professional development opportunities and training in higher education. Faculty using online professional development courses can

participate when it is convenient for them and discuss ideas with colleagues from other schools.

According to Gilbert (2001b), many of the most educationally attractive new options such as online learning, video conferencing, and computer-based training require something new: they require collaboration. They entail resources and expertise beyond the reach of most individual faculty members. Many new initiatives using technology and the Internet necessitate institution-wide support for successful implementation.

Cookson (2001) points out that educators should embrace online learning and develop a new literacy and insist that professional development is both professional and developmental. The field of online professional development (Schum, 1999) offers such a variety of exciting options that it can be confusing for educators. Online opportunities provide the ability to bring in experts from specific fields to participate in discussion groups and offer advice to individuals anywhere in the world.

Many professional development activities take place during in-service sessions before classes begin each semester or during the summer. Unlike the current professional development models, the Web allows teachers to log on and participate in high-quality professional learning at the time of day that is best for them, and at a pace that is comfortable for them (Jackson, 1999). The use of the Internet is changing the way we can deliver training for educators and will be part of the professional development planning for the future (Levinson & Surratt, 2000). Incorporating e-learning into a structured learning process can be helpful—and easy—for managers and supervisors and according to Hipwell (2000), is trackable, measurable, and time specific.

Knowing what to look for in online learning and how to assess the merits of particular programs is essential if administrators are to make effective choices about programs they make available to their staff and faculty (Killion, 2000a). As more online professional development becomes available, the demand for quality will increase (Killion, 2000b). According to Landeck (2000) online learning may be a little ahead of its time for many of today's educators and educational institutions, but should still hold a place in today's three-to-five year professional development plan and will play a larger role in the future of teacher in-service and preservice education. According to Paine (1998) the use of databases could be used to link personal qualifications and experience to resources needed for professional development in education. These database systems would encourage enhanced professionalism and bring about organizational change.

### **The Database Solution**

Even though databases have been used in education since the early 1980s they have been used to collect and track information rather than support higher order learning (Bellingham Public Schools, 1996). The majority of professional database systems have been developed to assist both educators and users in the corporate environment register for training and conduct research. The use of a database to address the problem of inadequate faculty development by fostering the learning organization through more effective IDP use has not been accomplished. Karash (1995) describes the need to develop a databased approach to help with the communication, cooperation, and sharing elements of the learning organization. He indicates the need for a different paradigm to support the continuing, evolving conversations of the learning organization.

Killion (2002) describes the need for individual learning plans which can be electronically developed and stored in a database for periodic review, revision, and assessment by the educator and his or her supervisor. This format follows closely the design of the IDP which allows the periodic review of goals and learning activities by peers and a supervisor. The success of these database driven systems depends upon the careful planning and leadership of the administration.

Some professional development tracking and registration databases are available commercially that parallel the same types of systems used to enroll and track students in K-12 and higher education institutions (Olsen, 2000). Some examples of these database systems in professional development include: MyLearningPlan.com; Lucid Data Corporation; PD Express, and Systemic Research; Professional Development Management and Analysis. These existing professional development systems are limited to registration and tracking activities and do not allow for faculty and supervisor interaction (Gilbert, 2001a).

Corporations and government agencies also use a variety of database products for encouraging professional development in the workplace using learning management systems (LMS). Some of these LMS products include supervisory tracking of employee development plans and online learning modules. Concerns voiced by Harris (2002) with purchasing these specialty products include the consolidation and elimination of some of systems in recent economic downturns. Additional issues which impact both smaller companies and educational institutions include the high cost of software and infrastructure (Office of Learning Technologies, 1999).

The use of Web accessible database technology provides the ability to customize learning opportunities, solve problems of time, individualization, and improve quality in professional development (Levinson & Grohe, 2001). According to Friesen (1999), putting sophisticated data such as the IDP onto the World Wide Web in the form of a fully accessible, searchable database can support the efforts of a “learning organization” by opening up a wide variety of possibilities for teaching and learning.

### **Software Development**

The approach to building a customized database application is not much different than that needed for any other software application (Blaha, 2001). A software development life cycle (SDLC) pointed out by Harris (1999) uses the phases of: analysis, design, development, implementation, and maintenance and review to provide the framework in building a customized database application. According to Ambler (1999), “a software development process consists of a set of project phases, stages, methods, techniques, and practices that people employ to develop and maintain software and its associated artifacts” (p. 1).

Information technology administrators in educational institutions need to develop software development processes and a list of strategies to use during the design and implementation of any major administrative software project (Smith, 1999). To avoid problems, IT specialists and administrators need to understand the complexity of the systems, the dangers of customization, and critical nature of documentation. Database design has nothing to do with using computers. It has everything to do with research and planning. The design process should be completely independent of software choices. Some specific strategies identified by McCredie & Updegrave (1999) include the

development of a framework as early as possible, followed by recruitment of departmental leaders and administrators in the planning process.

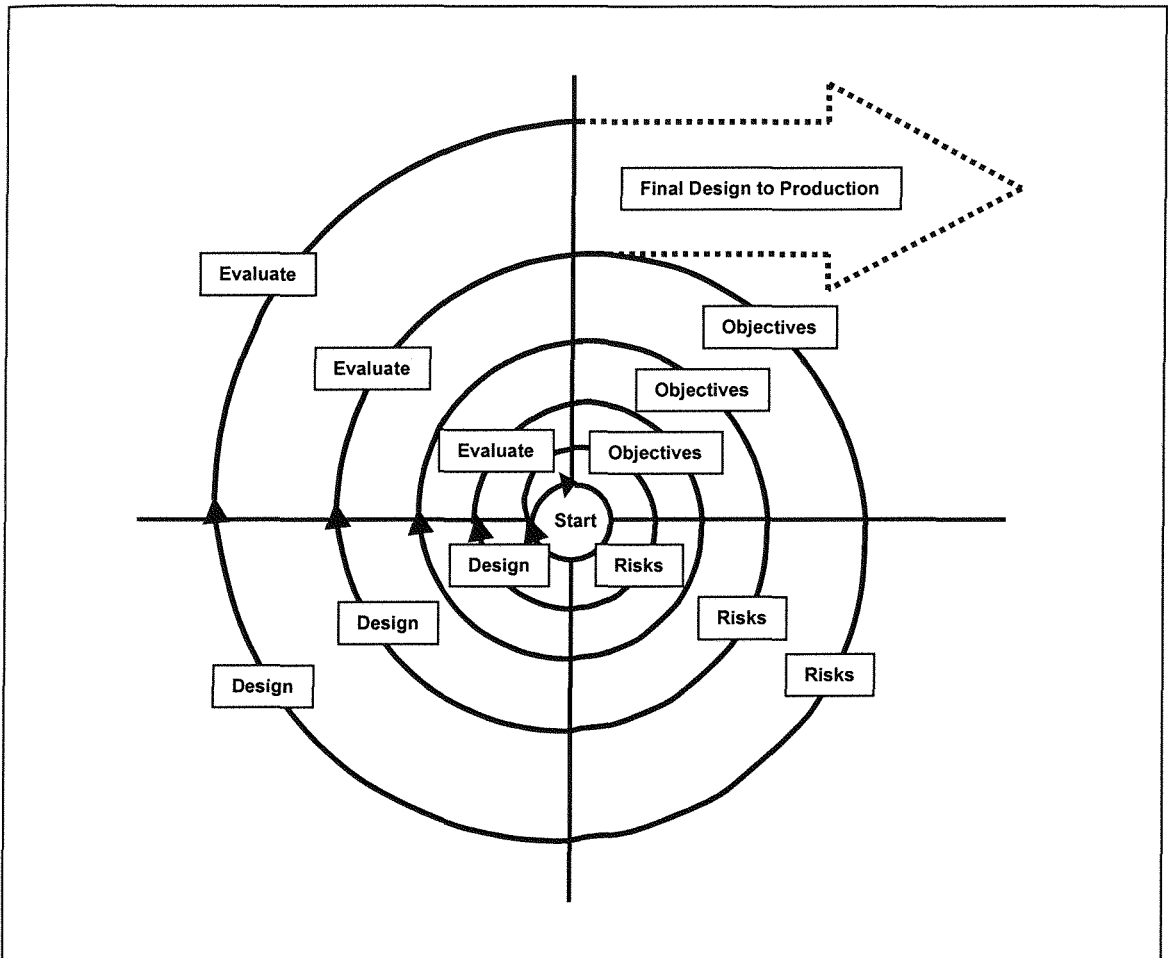
All of these considerations and strategies require a tool or mechanism to help keep the project focused and on track. Phillips (2000) explains the use of the 3P's -- people, processes and products -- to help develop and maintain order and provide the foundation for software management. Phillips also provides an evaluation of three SDLC models -- waterfall, spiral, and evolutionary process models -- which help the designer identify the best approach to completing a project on time and on budget.

The waterfall model is a very structured SDLC and requires a heavy degree of planning at the beginning of the project and the development of a complete set of detailed documentation. It is used in many contractual government projects due to its popularity (Blaha, 2001). This method is most efficient when designers know all the specifics of the product that they are building. According to Douglas (1999), the waterfall method is also seriously flawed because of the detection of problems appearing late in the development process. The waterfall model can also be slow to complete and does not permit any type of feedback or iterations during the design development (Powell, Jones, & Cutts, 1998).

The-spiral model (Figure 1) is used for projects that have a number of unknown variables and require modifications. This process produces a series of prototypes in a sequential order, allowing the researcher to analyze and test before final production (Douglass, 1999). This model is broken down into four quadrants. In the first quadrant, objectives, constraints, and alternatives are determined. The second quadrant identifies risks and tries to resolve any problems that have developed. The third quadrant adds detail to the design and validates the requirements and objectives. In the fourth and final

quadrant, the project is evaluated and a decision to end or continue the project is made.

The spiral process may continue through many cycles until the final design is approved.



**Figure 1.** The Spiral Design Model.

This method seems to make better sense for Web design (Powell, Jones, & Cutts, 1998) and is useful during the planning stages by reducing risk and encouraging input from users and designers. Some problems with the spiral model include the high cost of expenditures early in the process and the amount of time required to complete the project (Mead, Ellison, Linger, Lipson, & McHugh, 2000).

The evolutionary process model, often called the evolutionary prototyping approach or joint application development (JAD), creates a prototype, which is

continuously modified until all of the features are included in a final design (Powell, Jones, & Cutts, 1998). End users are heavily involved in the process to help with the final design. According to Phillips (2000), this approach is becoming attractive with the availability of modern programming tools. Some companies conduct JAD workshops, which are conducted over a two to five day period. This process brought key people together to help capture ideas and agree on a final look and feel. Unfortunately, novice Web developers are not experienced enough with facilitating these types of workshops to benefit from using the JAD model (Powell, Jones, & Cutts, 1998).

Every software implementation will encounter resistance from users and the development of strategies and processes helps to encourage the transition to the utilization of the final product. Involvement in the design process and providing training for all areas of the organization at the project's completion is highly recommended (Fichman & Moses, 1999). According to Gagene and Crabb (1999) systems must solve a specific problem but it must also help the client meet all their needs and requirements.

### **Summary**

This review of the literature focused on current trends in professional development that are influencing higher education. These trends demonstrated the way institutions explored continued lifelong learning and career opportunities for faculty. Reforms promised by the learning organization and unique organizational structures found in higher education provide additional issues to be explored and taken into consideration for professional development.

The use of online learning and Web-accessible database technology has also changed the way faculty can work with administration in developing a learning



organization that shares ideas and coordinates strategic planning. The construction of IDPs used with a Web-accessible database technology can help tailor individual needs to the strategic goals and objectives of the organization.

Specific SDLC models were explored to help with the development and implementation of the professional development system. These models provided the researcher with a guide for input and fine-tuning of the system and helped keep the project on task as well as on time.

To prevent burnout of current faculty and attract new individuals to the field of education will require new approaches to professional development and training. According to Levinson and Grohe (2002), Web-based professional development (WBPD) is in the early stages and is under pressure to meet the demand of today's educators. Without new approaches to professional development and lifelong learning educators will continue to struggle with development activities designed by administrators.

## Chapter 3

### Methodology

#### **Development Procedures**

The current lack of working partnerships between faculty and supervisors in higher education has impacted attendance during in-service activities and workshops designed to meet the needs of faculty looking for professional growth in teaching and learning techniques in the classroom (Burke, 2000; Corcoran, 1995). The goal of this study looked for the development of a model for a Web-accessible database system that would foster a learning organization by facilitating the development and use of IDPs.

The methodology provides an explanation of the procedures used for this development study. A list of focus groups, committees, and potential pilot group participants are presented to outline the criteria development and validation stages. The use of a spiral development model is detailed in the product development stage and the use of usability and feedback tools are explained in the product evaluation stage. This chapter concludes with a section for the resources used including test population, hardware, software, network infrastructure, and instrumentation needed for the successful implementation of this study.

#### *Criteria Establishment*

The process for establishing the criteria began by assembling a focus group of experts representing staff and organizational development membership of the Kansas City Professional Development Council (KCPDC). Permission for this study using focus groups, surveys and questionnaires was granted from the Institutional Review Board (IRB) at Nova Southeastern University before the start of this study (Appendix A).

This Staff Development Focus Group (SDFG) (Appendix B) was comprised of nine individuals who were invited to represent five higher education institutions in the Kansas City metropolitan area. Each of these professionals had a minimum of a master's degree with expertise in teaching in the classroom and three years experience in professional development programming in higher education.

The purpose of SDFG was to generate a list of criteria necessary for a successful professional development system. A review of the literature and examination of similar professional development systems and paper based IDP models (Appendix C) were used before the meeting to reinforce the need for this specific system. According to Guskey (2000), successful professional development programming should begin with an information sharing session designed to provide all participants with a common knowledge base and shared vocabulary.

A computer based Delphi process was used to collect and distill knowledge from the SDFG, and help generate a consensus of the criteria. The computer based Delphi method allowed individuals to express and defend individual beliefs about possible solutions in an anonymous process (Pike, 2001). According to Turoff and Hiltz (1995) a computer-based Delphi structure is one that reflects continuous operation and contributions and allows individuals with differing perspectives the ability to contribute to a complex problem.

This process patterned a Delphi study conducted by Talley (1998) where electronic questionnaires were used to collect questions in a three round process (Appendix D).

The following questions helped guide the SDFG in the Delphi process:

1. What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as the foundation?
2. What type of features would faculty members want to see in the design?
3. What type of features would supervisors want to see in the design?
4. What types of reports and checklists would be required for both the supervisor and faculty member using this system?
5. What would be the proper sequence of components, which would ease the use of the system for both faculty and supervisors?

The researcher identified areas of consensus and provided feedback to the SDFG at the conclusion of each of the three rounds. The first round assembled all SDFG members in a face-to-face meeting to make introductions and identify the problem statement along with the goals of the study. At the completion of this first face-to-face meeting, the group then disbanded and returned to complete the online form (Appendix D). Each member of the SDFG answered each question collected anonymously in an online form after the completion of the face-to-face meeting. The comments and submitted criteria of each group member were recorded in a database and saved for future analysis (Appendix E) finalizing the first round of the Delphi process.

The second round of the Delphi process worked on organizing the submitted material into workable components and features that would be designed into a professional development system. This process used an online ranking process

(Appendix F) to organize the submitted criteria into features and components that were necessary, nice to have, and not necessary for a professional development system.

The ranking of each of the system objectives identified by the SDFG using a three point Likert-type scale modeled after a design used by Wicklein (1993) and depicted in Figure 2. The committee used a Web-based database to collect the results along with e-mail to communicate ideas to the researcher. The results of this process can be found in (Appendix G).

Rating	Description
0	Not Necessary:
1	Nice to Have:
2	Necessary:

**Figure 2:** Ranking of Criteria in Round Two Delphi Process

The third Delphi round met with the SDFG in a face-to-face meeting to determine the final consensus of the criteria needed for the CADD Questionnaire. The results of the ranking of criteria helped to analyze the results and begin discussion on the specific questions needed to finalize the Delphi process. Final consensus was determined by a 3/4 vote (Bramwell & Hykawy, 1999) of all members identifying the criteria needed for a professional development system.

### *Criteria Validation*

The next step required the validation of the criteria developed by the SDFG. This validation was conducted by a second group, the Council of Assistant Deans and Directors (CADD). The CADD (Appendix H) is a standing committee of approximately 25 directors from JCCC, who supervise faculty, perform performance evaluations and approve current IDPs. The CADD was invited (Appendix I) to evaluate the content validity of the criteria by completing a questionnaire ranking each of the system

objectives identified by the SDFG using a five point Likert-type scale modeled after a design used by Ellis (1998) and depicted in Figure 3.

Rating	Description
1	Not at all important:
2	Not very important:
3	Neutral:
4	Somewhat important:
5	Very important:

**Figure 3:** Rating Scale for Components and Features used in the Development of a Professional Development System.

This questionnaire (Appendix J) was designed and implemented by the researcher, with assistance from JCCC's Institutional Research department. To maintain the integrity of the JCCC population, proposals and questionnaires for all research projects involving students, visitors, or staff required the approval of the JCCC Office of Institutional Research. The Director of Research, Evaluation and Instructional Development approved this project with recommendations from the Vice President for Academic Affairs at JCCC. A panel of Experts (Appendix K) who represented both the Staff and Organizational Development office and the Institutional Research office at JCCC then validated the questionnaire.

Based upon the ratings described in Figure 3, any question which received an average score of less than 3 from the CADD was considered invalid and removed from the criteria list. The CADD was also asked to identify any requirements that should be added or edited in the criteria identified. This information was collected in a comment section located on the questionnaire and returned to the SDFG using an online forum for additional criteria consideration. The Delphi process continued to be used by the SDFG

until group a  $\frac{3}{4}$  majority consensus was determined and the product development phase could begin.

### *Product Development*

The product development stage called for the establishment of a Formal Review Committee (FRC) whose responsibilities included the on-going and final evaluation of the system. A total of six members represented expert areas from JCCC (Table 1) and brought to the group an independent knowledge of supervisory, faculty, and professional development skills, along with technical expertise in database design. Qualifications varied depending upon the specific expertise identified by the group. The validated criteria assisted the researcher and the FRC in the development and revision of professional development system.

**Table 1:** Formal Review Committee Representation and Expertise.

<b>JCCC Representation</b>	<b>Title</b>	<b>Expertise</b>
Staff Development Focus Group (SDFG)	Coordinator Staff and Organizational Development	Professional Development trends in Kansas City and Internationally
Council of Assistant Deans and Directors (CADD)	Assistant Dean, Science	Supervisors – Faculty Communications
Faculty Representation	Professor, Accounting	Faculty Issues
Staff and Organizational Development	Director, Staff and Organizational Development	Individual Development Plans, Event Programming
Human Resource	Employment Services Coordinator	Employee Policies and Benefits
Educational Technology Center	Academic Director, Educational Technology Center	Databases, Web Design, Web-based delivery

The design process used for the professional development system was based upon a spiral model (Phillips, 2000), and involved an iterative progression of staged actions over the lifecycle of the project. Specific actions used in the development of the system included:

1. Review of system requirements;
2. Creation of system development plan;
3. Development of a working prototype;
4. Implementation and analysis of prototype; and
5. Final prototype evaluation.

The FRC began the design process by reviewing the results of the validated criteria identified in the criteria development process. This group analyzed the criteria to determine the user needs and priorities. According to Phillips (2000) the goal of this first step was to understand what is needed for the project and identify the people and system requirements for the system.

The second step identified and resolved the risks identified in the criteria. This investigative process began with the creation of a system development plan including; definition of terms; sequence of components; system flow chart, screen and report definitions; screen navigation details; data dictionary; and help screens. Once the system development plan was drafted by the researcher and approved by the FRC the first prototype of the professional development system was constructed, completing the third step in the design process.

A prototype is primarily a vehicle for exploration, communication, and evaluation. Its purpose is to obtain user input in design, and to provide feedback to designers (Galitz,



2002). Its major function is the communicative role it plays, not accuracy or thoroughness. A prototype enables a design to be better visualized and provides insights into how the software will look and work. It also aids in defining tasks, the flow, the interface itself, and its screens. The development of the working prototype used a Filemaker Pro database to incorporate the various details identified in the system development plan. According to Bernstein (2000) prototyping using the spiral development model has reduced program size and effort by 40% and successful use of prototypes provides a dynamic view of the system to simplify software design.

The implementation and analysis phase was the final stage of the spiral design process and required pilot studies of JCCC faculty drawn from three separate and distinct pools of tenured, probationary, and adjunct faculty. Two groups which received the highest consideration included new full-time faculty participating in New Faculty Orientation and adjunct faculty completing Adjunct Certification Training (ACT). JCCC in 2003 had 328 full-time and approximately 600 adjunct faculty with the majority of both groups holding master's degrees. Each pilot study group (Appendix L) consisted of six faculty members and their supervisors and represented a cross section of the JCCC community.

The pilot studies used a cognitive walkthrough (Galitz, 2002), in which the researcher walked the users through an interface in the context of representative user tasks identified in the criteria. Individual task actions were examined and the researcher and FRC established a logical reason why the user would perform each examined action. A set of guidelines developed from the criteria was used as a checklist to provide consistent step-by-step instructions. These usability walkthroughs provided an

opportunity for the participants to ask questions which were recorded about terminology, layout, navigation, and icons (Brown, 2000).

Additional feedback from the pilot group in the form of a user reaction survey (Appendix M) that was developed by the Expert Group (Appendix K) and validated by members of the FRC (Table 1). The Expert Group recommended the use of questions that would collect the usability of the layout and sequence of the screens, along with the correct placement of instructions and assistance. Additional questions were used to collect user satisfaction and ways to improve the system.

This user reaction survey asked each participant to rate the online experience in utilization of online professional development resources. Specific questions attempted to identify the amount of time each individual planned to use in working on the system. Other questions asked the days of the week and times of the day this system would be utilized and whether having access from off-campus would impact the use of this system.

Each of the additional consecutive pilot studies approved by FRC tested the design and provided feedback to both the researcher and the FRC on required design changes and modifications. The feedback to the FRC occurred after the completion of each pilot study in order to provide a sequential improvement of the professional development system. The FRC used the criteria identified by the SDFG and the system development plan to avoid any 'project creep', which could have occurred during the product analysis periods following each pilot group test. The Spiral design approach assumed final design completion by repeating the previous steps after three complete cycles (Arbaugh & Gerhardt, 1992).

### *Product Evaluation*

The final step in this study required the evaluation of the professional development system. The final summative review of this study was conducted by collecting feedback from members of the SDFG that represented five universities and colleges involved in the initial development of the study. Criteria, which were developed by SDFG and verified by the CADD group, were used as the foundation for this final summative evaluation of the professional development system. The main component in this evaluation was a final evaluation survey (Appendix N) that was developed by the researcher and the Institutional Research department at JCCC. The final evaluation survey was patterned after the CADD Validation Questionnaire (Appendix J) and was modified to ask if the product successfully met the criteria identified in the first step of the study. The final evaluation survey was tested for reliability and validity by presenting the final survey to the FRC for review and approval.

Each of these questions in this instrument used a five point Likert-type scale using a traditional five point rating scale ranging from 1 for “Strongly Agree” to 5 for “Strongly Disagree”. This final evaluation survey was used to evaluate overall success of the online professional development plan, screen layout, terminology/system information, and use of the system. This survey asked the SDFG how successful the various components of the Final Prototype (Appendix O) were in presenting the introduction, instructions, help, goal setting exercises, and resources sections of the online professional development plan. Additional questions in the survey evaluated the report capabilities used by supervisors found in prototype FileMaker Pro database.

## **Resources Requirements**

This developmental study required the cooperation and participation of the KCPDC and various departments and individuals on the JCCC campus. The identification of common goals and specific objectives brought out in the criteria establishment and validation was important to the success of this study.

### *Test Population*

The test population for this study included faculty and supervisors at JCCC. The college's Human Resources office and the Office of Institutional Research granted approval of any questionnaires, surveys, and focus groups. Institutional Review Board (IRB) at Nova Southeastern University provided the approval for research involving human subjects.

### *Hardware and Software*

Garrison and Fenton (1999) indicated that to publish data content to the Web requires four components: Web browsers, Web server, database connectivity software, and a database. Databases connected to the Web have been used for years. Specific uses for Web-to-database systems include: institutional reporting of large data sets, results of competitions and test scores, class schedule reports, special education portfolio management, and integrated instruction. Dynamic databases are becoming the preferred method to display current results from the database. Education will continue to take advantage of the benefits database driven Web systems can provide

This project required a secure dedicated server and Web capable database to administer the required professional development system. According to Stars (2001) three reasons to protect database systems include confidentiality, accidents, and

vandalism. JCCC's Information Services Division provided servers for database storage and collections of software needed for this study. These servers were located behind firewalls requiring user name and password access.

FileMaker Pro was the database software used in the completion of this study. FileMaker Pro provided the flexibility for data storage, secure access and Web Portal connections which can be currently combined with existing databases used for both Human Resources and Staff and Organizational Development.

The database software was administered on a Compaq ProLiant 5500 server with 1 GB of RAM and 97 GB of storage space. This server operated on an NT 4.0 operating system and was used for NetG self-paced training, RMS training database, and other Filemaker Pro Web applications.

#### *Network Infrastructure*

In order to communicate with both supervisors and faculty using this system a network infrastructure capable of serving both on campus and off-campus needs was required. JCCC uses a network infrastructure built around a 3COM Corebuilder 9000 switch connected to an OC3 Internet connection. JCCC Network Services provided the necessary consulting services and technical support required in planning the best approach to incorporate the Web interface into the overall design of the system.

#### *Expert Assistance*

Current and former officers from the National Council for Staff, Program and Organizational Development (NCSPOD) provided expert advice and assistance in the possible use of this tool in other institutions of higher education.

### *Additional Support*

A secure location to conduct the usability studies was required to assure uninterrupted space and time for the pilot group during product evaluation. Special training labs located in the Educational Technology Center (ETC) were available in a central location to provide easy access for faculty and supervisors in the evaluation stage of the study. These labs had NetMeeting monitoring software installed to observe the actions and procedures used by faculty during the usability testing.

The offices of Staff and Organizational Development identified the location of training and employee development resources available at JCCC. This department along with Human Resources provided the collection of faculty training transcripts, work competencies, job descriptions, and IDPs. Additional support was given by the Director of Staff and Organizational Development with cooperation of the Executive Vice-President of Academic Affairs at JCCC.

### **Reliability and Validity**

According to Van Tilburg (1990) reliability and validity both indicate the extent to which error is present in the instrument. The methodology presented in this study tried to reduce the margin of error and identify or create instruments that were reliable and valid. The researcher was involved in all phases of the instrument identification and selection process. JCCC's Institutional Research department provided the necessary assistance in the selection and development of the questionnaires and usability instruments used in the criteria validation and product evaluation phase of the study. The researcher also used groups of experts to review the questionnaires and instruments used before the actual use with groups of individuals at JCCC.

## Summary

This chapter outlined the processes and procedures needed to successfully complete a developmental study. Each step of establishing and validating criteria, then developing and evaluating a prototype professional development system answering the following questions presented in Chapter 1.

1. What criteria must a Web-accessible, IDP-based professional development system meet in order to be considered successful?
2. How can that criteria set be developed and validated for the Web-accessible, IDP-based professional development system?
3. What steps are necessary to design and develop a successful Web-accessible, IDP-based professional development system?
4. How can the Web-accessible, IDP-based professional development system be evaluated?

The key to this study was the active participation of the focus groups, review committees, and pilot study participants. Without honest opinions and input from these individuals the success of the study would have been jeopardized. Each individual played an important role in implementing this individual professional development system.

## Chapter 4

### Results

#### **Introduction**

The first section of this chapter explains how the criteria was developed for the developmental study. The second section gives details on the validation process of the identified criteria. The third section provides the results and feedback of the development process along with revisions made during the pilot study. The fourth section explores the final evaluative process. The final section provides a summary of the findings.

#### **Criteria Establishment**

The criteria for this study was developed by the SDFG and validated by the Council of Assistant Deans and Directors identified in Chapter 3. The establishment of the criteria used the following design questions to help guide the SDFG in using a computer based Delphi process:

1. What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as the foundation?
2. What type of features would faculty members want to see in the design?
3. What type of features would supervisors want to see in the design?
4. What types of reports and checklists would be required for both the supervisor and faculty member using this system?
5. What would be the proper sequence of components, which would ease the use of the system for both faculty and supervisors?



The first meeting of the SDFG took place in a face-to-face format with nine members reviewing samples of existing paper based IDP documents identified in the literature and used by a variety of colleges and universities along with corporate and U.S. government agencies. These documents provided a foundation for techniques used to identify and track individual development goals and activities.

The SDFG was presented the five design questions to help identify the criteria needed for a successful professional development system in a hard copy format. An overview of the validation process and steps required for completion of the study were also reviewed to help the group understand the importance of establishing the criteria needed for the study. During the face-to-face review of the questions the SDFG felt the sequence of components question should be removed from the list since this group did not feel comfortable in identifying components that would be difficult to validate and possibly change in the design process. This FRC recommended that the process of sequencing be identified by the FRC to have a list of validated criteria to analyze and provide input on the proper sequence.

Seven members of the original FRC group agreed to respond after the meeting to the first four questions in an electronic Delphi survey (Appendix D). All of the five schools would have at least one representative participating in the Delphi process. The SDFG was given a period of one week to complete the online survey with specific questions directed to the researcher by either phone or e-mail communications. This additional time provided an opportunity for the members of the SDFG to review the presented material and ask the researcher questions. The Delphi survey used an

anonymous database with the following breakdown in (Table 2) of 83 separate items that were compiled for review by the researcher (Appendix E).

**Table 2:** First Round Delphi Results

First Round Delphi Results	Reponses
1. What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as the foundation?	29
2. What type of features would faculty members want to see in the design?	22
3. What type of features would supervisors want to see in the design?	20
4. What types of reports and checklists would be required for both the supervisor and faculty member using this system?	12

The results of the first Delphi round were compiled in a database and were checked for duplications before meeting with the SDFG. An Expert group (Appendix K) of Research Analysts from the Institutional Research Office along with the researcher and Staff Development staff looked for common components and features in the submitted criteria. This step in the Delphi process helped in the reviewing of the submitted criteria to combine identical criteria to avoid any discrepancies made by the researcher.

The second Delphi round revised and consolidated the list of identified criteria collected in the first Delphi process. Additional definitions requested from the review of the literature were required for some of the members to understand the full meaning of the criteria submitted. The process of ranking the criteria used an anonymous approach that presented the results of each research question into an electronic format along with the submitted criteria using a Web-page (Appendix F) with a location for comments from

each of the members of the SDFG. This process allowed one week for all of the members to review the common components and features submitted. The committee felt this helped to organize each question into logical features and requirements.

The third round of the Delphi process continued to refine the submitted criteria in a face-to-face format. The results of the ranking of the criteria in the second Delphi round were presented (Appendix G) and face-to-face discussions centered on how to consolidate the components and features into a usable questionnaire.

The group of experts (Appendix K) worked with the researcher and the SDFG during the face-to-face meeting to create a list of criteria that could be used in a questionnaire that would validate the criteria. Each member of the SDFG was asked to identify any changes in wording before finalizing the criteria.

Six areas were identified in appraisal of the results of the third Delphi round (Appendix P) and represent the discussions that took place to finalize the established criteria (Appendix Q). The results of this meeting were broken into introduction materials, developmental categories, developmental activities and opportunities, design requirements, developmental links, and reporting capabilities.

### *Introduction Material*

The first set of criteria focused on the introduction materials and requirements needed before beginning work within the system. Materials in paper-based systems were singled out as having basic instructions on goal setting, along with statements on the purpose of professional development. Additional instructions were identified for inclusion in the introduction section listed the differences between long and short-term

goals and how the supervisor and faculty member would use the results to produce a working relationship.

The general feeling from the SDFG was that it was important for faculty members to understand the process of goal setting and have the opportunity to create goals that were specific, measurable, achievable, realistic, time specific, and shared (SMARTS). Other discussions centered on the need to include a purpose for the IDP and how this system would continue to build and sustain a working relationship between faculty and supervisors. Specific introduction materials identified in the focus group are included in (Table 3).

**Table 3:** Introduction Material

<b>Criteria Requirements</b>
Goal Development Worksheet
Explanation of the Purpose of the IDP
Goal Setting Instructions using the SMARTS Method

### *Developmental Categories*

The second set of criteria focused on which developmental categories would be needed to provide an overview of all the areas a staff and organizational development program would support. The SDFG used the experience of all participating schools to identify specific developmental programs and terms showing growth of faculty in higher education. Some of the categories identified required additional research on definitions and discussions about the differences between the listed categories.

Each institution represented in the SDFG provided developmental opportunities in a variety of ways with many using different terms and delivery methods. Some focus group members had experience in corporate and human resource development while others shared the terminology used in both secondary and higher education. The SDFG decided to include all the listed categories to provide a wide range of terminology representing the various developmental categories existing both inside and outside of higher education. This approach allowed other institutions to review the terminology and identify which categories represented the specific needs and culture with which faculty and supervisors would be familiar. Specific developmental categories are included in (Table 4).

**Table 4:** Developmental Categories

<b>Criteria Requirements</b>
Self-Assessment
Job Development
Professional Development
Career Development
Organizational Development
Personal Development

### *Developmental Activities and Opportunities*

The third set of criteria identified the various activities and opportunities that should be part of a system to support faculty development. Once the previous developmental categories were identified specific components and activities to measure

or require an action plan were listed from the identified criteria. This process tried to look at activities that would benefit faculty at all levels of experience and developmental needs within higher education.

One of the concerns voiced in this process centered on the needs of newly hired full-time and adjunct faculty vs. the needs of experienced faculty requiring updating and exposure to new trends and techniques. Additional discussion focused on the need to provide a link from the professional development system to the performance review process. Each institution provided different approaches to using developmental records and requirements in the performance review process. Some institutions had strict faculty agreements limiting the types of resources and documentation used in a formal performance review and the types of documentation that could be included in the official record of the employee. The group decided to include all the developmental requirements listed to provide a wide range of options for each institution. Specific developmental activities and opportunities are included in (Table 5).

**Table 5:** Developmental Activities and Opportunities

<b>Criteria Requirements</b>
Personal Strengths and Potential Growth
Personal Values
Short-term Goals
Long-term Goals
Target Dates for Completion
Time Requirements for Goal Achievement
Available Orientations

**Table 5: (Continued)**

<b>Criteria Requirements</b>
Establishment of Mentor Relationship
Results of Peer Review Process
Reviewing Performance Review
Internal and External Training and Development Opportunities
Job Aspects to Expand or Eliminate

### *Design Requirements*

The fourth set of criteria recognized design requirements to help in the successful construction of a Web-accessible IDP process. The primary concern of the SDFG in this listing of criteria was the need to design an easy to use system that provided useful information for both supervisors and faculty. The group felt this system should provide a variety of options for faculty to explore and feel comfortable in using on a regular basis to update and build as their goals and objectives change. The information contained in this system would need to be stored in a secure location to provide confidentiality for both supervisors and individual faculty members.

This design category contained the largest number of identified items and was identified by the SDFG to present the greatest challenge for the researcher. Many of the items required separate tables of information with the ability to be upgraded on a regular basis. Some of the features identified in the criteria would not be visible to the end user yet could be collected in a database to generate reports included in the final criteria

requirement. Specific design requirements identified by the focus group are included in (Table 6).

**Table 6: Design Requirements**

<b>Criteria Requirements</b>
Easy Accessible and Navigable Screen Design
Clear, Specific Requirements and Expectations
Minimal Time Requirement
Customizable Departmental Resources
Job Description
Reminders by E-mail
Interactive Comments and Notes Section
Record of all Training and Developmental Activities
Budget Record of all Expenditures for Activities
Record of Recommendations and Agreements
Ability to Update as Needed
Follow-up to Goal Completion
Supervisor Perspectives
Calendar for Tracking Training Dates
Options Chart for Training and Development Progression
Flexibility to Revise Goals and Target Dates
Confidentiality of Password Protection



### *Developmental Links*

The fifth set of criteria established types of Web links that should be included in a Web-accessible system. The SDFG recognized additional resources would be needed to supplement the construction of the professional development system. Developmental resources at many institutions currently reside in a variety of locations without emphasis on specific departmental interests or needs. The group felt specific internal and external Web links identified by both the organization and the individual departments would enhance the final Web-based developmental system.

Some of the members of the focus group indicated they relied heavily upon the resources provided by consortiums and groups outside their own institutions. Some of the external resources discussed would require additional authentication to provide access to sites beyond this system. The maintenance of these external links would require constant review by both the institution and individual departments and supervisors.

Other discussions focused on the need to have technical support available within the system to provide assistance with questions. This support would be linked to an e-mail address or pointed to a FAQ section to provide self-help solutions to problems. It was also noted that including a telephone number along with available operating hours would also be helpful in identifying hours assistance would be available. Specific developmental links identified in the focus group are included in (Table 7).

**Table 7: Developmental Links**

<b>Criteria Requirements</b>
External and Internal Training and Development Links
Resume or Portfolio Creation Tool
Professional Organizations
Human Resources Employment Links
Career Development Links
Technical Support Links
Performance Reviews

### *Reporting Capabilities*

The sixth set of criteria established by the SDFG identified specific reporting capabilities that would be incorporated into a Web-accessible IDP process. The ability to collect specific goals and actions plans and the need to provide detailed reports listing all the departmental activities and accomplishments was discussed. As indicated in the design section some of the reports requiring specific group data would need to be requested from the database administrator and would not require a Web interface.

Members of the group voiced the need to customize some of the reports to ask for specific trends and data from individual workgroups within the institution. These reports required the continued support of both the researcher and the database administrator. The consensus from the group indicated some reports might not be evident until the actual construction of the system was completed and both supervisors and faculty members had a chance to work with the system and to ask for additional information from data

collected. Specific reporting capabilities identified by the focus group are included in (Table 8).

**Table 8: Reporting Capabilities**

<b>Criteria Requirements</b>
Cumulative Reports for Trends
Ability to View Entire IDP
View Specific Goals Achieved
View Specific Plans
View of all Training and Developmental Accomplishments
List of all Activities the Individual Desires
View Feedback for Supervisor and Individual
Record of Logins and Review Dates

### **Criteria Validation**

The validation of the criteria was the second step in this developmental study. The CADD group (Appendix H) validated the criteria to help ensure the individual development system contained the features and components needed to assist faculty and supervisors in individual development planning. The CADD group consisted of 25 Assistant Deans and Directors who supervise faculty at Johnson County Community College. This group represented a cross-section of supervisors with expertise in Business and Technology, Liberal Arts, Science Healthcare and Math, Student Services, and Continuing Education.

The validation questionnaire (Appendix J) was developed with assistance from the JCCC Institutional Research department and validated by a panel of experts from JCCC (Appendix K) with expertise in professional development and instrument design. The questionnaire was designed to ask the importance of each of the identified criteria and was presented to the CADD group to ask for validation of the following individual components and features:

- 1) How important is it to include a goal development worksheet for developing strategies to meet goals prior to completing the IDP?
- 2) How important is it to include an explanation of the purpose of the IDP?
- 3) How important is it to include instructions on goal setting (i.e., using the SMARTS method)?
- 4) Please indicate how important you feel it is to include each of the following developmental categories in an IDP process.
- 5) Please indicate how important it is to include the following developmental activities in an IDP process.
- 6) How important is it to include the following links in a Web-based IDP process?
- 7) Please indicate how important it is to incorporate each of the following reporting capabilities in a Web-accessible IDP?

One final question presented to the group asked for any comments or suggestions regarding the Web-accessible professional development system. These comments were collected to help identify any features or components that might have been overlooked or require additional refinement and would be reviewed by the SDFG.

### *Results of the Validation*

The Criteria Validation Questionnaire (Appendix J) provided the validation of all the components and features presented. A total of 18 Directors and Assistant Deans responded to the questionnaire, representing a 72% response rate. Some of the CADD members declined participation in the study after indicating limited interaction with faculty in a supervisory role. Each of the individual questions received a mean rating of greater than 3 for validation and inclusion in the professional development system.

Additional comments submitted from the final verbatim comments appear in (Table 9). These collected comments helped to reinforce some of the validated criteria by asking for a well-designed process that would be easy to complete and contain resources for making action plans. Additional comments also pointed to the resistance some supervisors and faculty may have with performance reviews included in a professional development system that would be time consuming and complicated. Other comments offered some encouragement for building the system however also mentioned was the complexity of building a system with all the criteria listed.

**Table 9:** CADD verbatim comments about the Validation Questionnaire.

Comment 1	This is a good idea, but it will be self-defeating if the process is too complicated or time consuming. Many teachers don't do IDP's because they think it's too much hassle now.
Comment 2	I don't think it's a good idea to get supervisors more involved or include performance review information. This should be for the individual only.
Comment 3	KEEP IT SIMPLE! A lot depends on the individual and the place of employment.

**Table 9: (Continued)**

Comment 4	Lets [sic] be sure that simply getting to it from the JCCC web site is easy!
Comment 5	We need a mentor program for new faculty and AMS – some departments do this and some do not at this time. We should not assume that someone’s supervisor would be a good mentor or role model.
Comment 6	This type of plan will help keep good staff from leaving JCCC. The system would be advantageous for all involved: the individual, the supervisor, and the college for tracking and accountability purposes. The plan provides numerous resources to aid decision-making, which is certainly strength. I’m anxious to see this developed—whether or not JCCC actually adopts it!!!
Comment 7	This project, factually built, would be terribly complex but thorough. The integration of multiple tasks (evaluation, career and professional development, training opportunities, etc.) would be phenomenal. I just fear it would take enormous human resources to achieve...but worth it in the end.

Listings of the comments were submitted by e-mail to the SDFG for review and additional consideration for changes to the original criteria that was submitted. The SDFG felt unanimously that the comments reflected the design features and components originally identified and approved the validated criteria for the product design and development stage.

### **Product Design and Development**

The Formal Review Committee (Table 1) served as the group of experts from JCCC who reviewed the validated criteria and provided directions for the design of the professional development system. In the first face-to-face meeting the FRC reviewed the Established Criteria (Appendix Q) along with an explanation of the spiral design process

and the required steps needed to complete the design stage of the study. Additional material presented to the FRC included a definition of terms (Appendix R) sequence of components (Appendix S) and flow chart of paper based IDP (Appendix T).

During the first meeting, the FRC discussed the duplication of some of the terms and decided to remove the job development section from the prototype due to the low validation score of 3.44 and the possibility of this term causing confusion for some of the faculty and supervisors at JCCC. A second item removed from the criteria involved the process of establishing a mentor relationship that was being developed by committees representing the faculty association and department chairs. This decision was based upon the comments collected from the CADD group voicing concern about lack of participation from all departments in the mentoring process.

Additional discussions repeated the need to keep the design simple and easy to navigate. By using both a step-by-step approach to completing the development plan, first time users would be asked a series of questions to build the final IDP plan. Others in the group wanted alternative options for individuals who would prefer to update sections without using the systematic step-by-step process. The FRC instructed the researcher to provide an online prototype of all the ideas presented for a second meeting.

The researcher provided a flowchart (Appendix U) along with a mockup of a prototype (Appendix V) in a second face-to-face meeting of the FRC. The flowchart and prototype included each of the developmental categories identified in the criteria with the exception of the job development section. Short-term and long-term goals were included for each of the developmental categories along with samples of completed plans and links to resources for completing the action plan section of the system.

Each of the developmental categories were given a total of six goal options to complete. All of these goals would then be compiled into a final developmental plan similar to the paper-based version that would be ready to print in hard copy and present to a supervisor for review. The goal of the mockup demonstrated how each question in a goal setting exercise could be completed using a Web-based form.

The third face-to-face meeting of the FRC allowed the group to see a demonstration of the prototype connected to a Web-based system. This meeting gave the group an opportunity to see many of the recommendations made to the original mock-up reviewed in the second meeting. Approval by majority vote of the FRC was then granted at the conclusion of the meeting to proceed to the first pilot group process of the design model.

#### *First Pilot Group*

The first group of faculty and supervisors identified for participation in the pilot group (Appendix L) included individuals from the Physical Education Division and the Business and Technology Division. In each of the pilot processes an attempt was made to provide opportunities for both faculty and supervisors to complete a cognitive walkthrough with sample data before completing an individual plan with their personal action plans and goals.

One of the challenges for each of the pilot groups was the timing of the pilot test during the summer break from JCCC. Individuals who originally were identified and agreed to participate in the pilot study had difficulty honoring the time commitment during the summer break. The first group of participants had to wait until the first week



of the fall semester to provide adequate time to participate in the cognitive walkthrough and complete the user reaction survey.

**Table 10:** First Pilot Study Usability Results

First Pilot Study	N	Mean	SD
1. Screen layouts were:	6	4.83	0.41
2. Sequence of the screens were:	6	5.00	0.00
3. Messages which appear on the screen were:	6	4.67	0.47
4. Instructions for commands or details were:	6	4.83	0.41
5. Placement of help messages on the screen were:	6	4.67	0.75
6. Content of online help messages were:	6	4.00	1.15
7. Feedback on the completion of sequence of steps were:	6	4.83	0.41
8. Number of steps per task were:	6	4.83	0.41

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

A complete set of results (Appendix W) were collected from the first pilot group during the cognitive walkthrough. Specific navigation results identified in (Table 10) indicated a somewhat clear (4.0) to very clear rating (5.0) of the layout, sequence of screens, instructions, placement of help messages, and feedback. The survey also provided positive feedback in using a format that was more attractive than the existing paper version and a system providing a list of checklists and definitions of terms used in goal setting exercises.

The user reaction survey also pointed to the need to provide a clearer set of instructions when users log into the system. Some confusion was caused by the differences in user id's and passwords used for existing administrative systems.

Additional comments indicated the need to have a clearer set of navigation buttons to provide a back/forward or previous/next option in some of the step by step wizard screens.

#### *Revisions based on the First Pilot Study*

Data collected in the cognitive walk through and user reaction survey (Appendix W) provided a list of items for the FRC to review and recommend revisions for the next pilot study of the professional development system. Items appearing in question # 11 of the usability study asking for improvements with the Professional Development System were identified by the FRC to require additional revisions.

The selection process took place in a face-to-face meeting with all the results available to all the members of the FRC with access to the prototype used for the first pilot group. This procedure was repeated for all the additional pilot studies to help narrow the listing of revisions presented. The researcher was able to provide feedback during all the meetings on the technical requirements needed to complete the areas requiring revisions. Several of these revisions were made to the prototype system as a result of the first pilot group study (Table 11).

**Table 11:** Revisions to prototype system based upon First Pilot Study

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
Login directions and procedures needs better clarification of required information.	Login	Increased the size of the login instructions. Added the instructions and help link on the main page.
Additional Navigation buttons required for moving back and forth from screen to screen.	Wizard section	Added forward and previous navigation buttons on the Wizard section of the step-by-step Wizard section.

**Table 11:** (Continued)

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
Include the fact the supervisor will be able to review this material and will be able to comment on goals and action plans.	Main Menu	Moved the Employees link from the My goals section of the systems and placed this link on the Main Menu with the Purpose statement which indicates the need to review this material with both supervisors and faculty members.
Clarify the goals checklist and include a section for the institutional goals.	Goals Section	Added institutional goals section on the My Goals page with a listing of current JCCC goals and objectives along with a link to the specific initiatives for each year of the strategic plan for the institution.
Add additional set of instructions for the tutorial section of the help menu.	Help Section	Provided a link to the instructions section of the professional development system to give details on how to complete each of the areas listed. Also added a brief animated tutorial for showing the processes required for completing and printing the IDP.
The Self-Assessment section should have additional resources and a section, which could be linked to some assessment tools that would help identify strengths and weaknesses.	Self-Assessment Section	Added a section of Web-based assessments for career and personal interest areas that were available for individuals both within the institution and outside free or limited cost to the end user.
The Goals completion area could have more space to type additional information.	My Goals Section	The ability to scroll and add additional comments was added to the goal completion section. This provided a workable area to identify six specific goals and add various lengths of comments to each section.
The ability to submit the final IDP electronically rather than in hard copy.	My Results Section	The ability to send an electronic confirmation was added that included an option to indicate if the IDP had been approved.

**Table 11:** (Continued)

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
Notification when the IDP is completed and ready for the supervisor to review	My Results Section	A link to each supervisor's e-mail was added to help remind electronically when the IDP was completed and ready for review.
In the Self-Evaluation area including an example or clarification window.	Self-Assessment Section	Updated the sample area to include examples of self-evaluation goals and objectives that would help the end user complete this section.

### *Second Pilot Group*

The second group of faculty and supervisors identified for participation in the pilot group (Appendix L) included individuals from the Liberal Arts Division and the Science, Health Care, and Math Division. This group was able to complete the cognitive walkthrough with revisions made in the first evaluation process.

A complete set of results (Appendix X) was collected from the second pilot group during the cognitive walkthrough. Specific navigation results identified in (Table 12) indicated a higher level of comfort with the navigation of the system than the first pilot group found in (Table 10). The placement of the help messages and content of the help screens received high scores that also showed improvement over the first pilot group. Two areas requiring some additional improvement include the need to provide feedback to the user at the completion of a goal setting exercise and the total number of steps required to complete the IDP. Some of the comments made continued to indicate satisfaction with having the entire IDP online and providing a form that was easy to complete with clear instructions.

**Table 12:** Second Pilot Study Usability Results

<b>Second Pilot Study</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1. Screen layouts were:	6	5.00	0.00
2. Sequence of the screens were:	6	5.00	0.00
3. Messages which appear on the screen were:	6	5.00	0.00
4. Instructions for commands or details were:	6	5.00	0.00
5. Placement of help messages on the screen were:	6	5.00	0.00
6. Content of online help messages were:	5	5.00	0.00
7. Feedback on the completion of sequence of steps were:	5	4.40	1.34
8. Number of steps per task were:	6	4.83	0.41

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

#### *Revisions based on the Second Pilot Study*

The FRC reviewed the results of the Second Pilot group and provided feedback in (Table 13) to the researcher for ways to improve some of the comments appearing in the feedback section. Members of the committee felt many of the revisions made in the first cycle were successfully implemented by reviewing the mean scores for screen layout and general sequencing of the prototype. Some of the discussion continued to focus on ways to include a greater level of security and a process to provide one generic user name and password for all administrative systems at JCCC.

**Table 13:** Revisions to prototype system based upon Second Pilot Study

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
Difficulty was encountered in finding the "PRINT" command and getting a copy of the final form.	My Results Section	The Print option was highlighted in the Results section and added to the final sequence in the wizard process.
The Wizard feature of the Professional Development Plan does not provide an easy way to escape and return to the Main IDP page.	Main Menu and My Goals Section	The wizard process was designed to provide a building of objectives and goals. The committee decided to leave this navigation process in place based on comments received in the first pilot feedback and wait for additional feedback in the third pilot study.
Spell –Checking is not included in any of the forms included in the Professional Development System.	My Goals Section	Explored the option of including Java script software residing on the professional development server that could provide spell-checking capabilities for text-based forms. The FRC recommended including the spell checking modifications in the final list of recommendations submitted to Information Services at the conclusion of the pilot studies.
Using trends found on other Web Sites having the ability to create a PDF file for printing rather than using HTML code for the final output.	My Results Section	Consulting with programmers in Information Services found possible solutions requiring a special Java script used in the final production request. The FRC along with the researcher felt that the additional time required for the programming was not needed for the prototype stage of this project and recommended including this revision in the formal request to Information Services at the conclusion of the pilot testing.

**Table 13:** (Continued)

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
The use of HTTPS instead of HTTP would indicate to some users the assurance of working in a secure Web environment.	Entire System	The system currently is a prototype using a unique password for access to the system. This system would require a separate login procedure requiring both a login ID and login password along with HTTPS security. The final production request would include this feature.
When exiting a form without pressing the UPDATE button data was being lost forcing the user to re-input their goals, resources and target dates.	Wizard Section	Rename the "Update" Button in the wizard section to say "Save Data" and also explore the use of a warning dialog box if the update button was not entered.
Review the location of the NEXT PAGE Button on the Wizard Section. It has a different look than the rest of the buttons.	Wizard Section	Replaced the old navigation button with a Next and Previous button matching the colors and theme of the page.
Suggestion to have Department Goals and supervisor needs at the beginning of the goal setting process. This would help the user understand what organizational and departments goals were presented before completing this section.	My Goals Section	Modified the Institutional Goals link to include a consistent link on all the Goals, Results, and Resources pages providing departmental goals and initiatives. This would provide uses the opportunity to see trends in goal setting from all levels of the institution.

The FRC recommended continuing using the current system as a prototype and finalizing any security and login issues at the conclusion of the project. This approach would allow a complete analysis of the system without changing the programming of usernames and database login structure. The researcher agreed to look for additional

ways to increase the security of the system without forcing a complete redesign of the prototype.

The researcher also reminded the committee of the need to review this project as a trial approach to delivering a professional development system and many of the required improvements would be built into a formal request at the end of the study. Some of the revisions that the committee requested for review would require additional software purchases and would require programming requirements outside the technical expertise available. The additional requirements could also delay additional pilot testing of the prototype until Information Services could prioritize formal project requests.

The committee agreed to look at many of these requests as a plan for the final production design that would be included in a request to Information Services at the conclusion of the study. The FRC felt the primary focus of this prototype was to collect feedback for future improvements and recommend a third pilot group assessment to continue usability testing.

### *Third Pilot Group*

The third group of faculty and supervisors identified for participation in the pilot group (Appendix L) included individuals from the Adjunct faculty population, Deans, and Vice Presidents at the college. This group was able to complete the cognitive walkthrough with revisions made in the second evaluation process.

A complete set of results (Appendix Y) was collected from the third pilot group during the cognitive walkthrough. Specific navigation results identified in (Table 14) indicated continued comfort with the navigation of the system.



**Table 14:** Third Pilot Study Usability Results

Third Pilot Study	N	Mean	SD
1. Screen layouts were:	6	4.83	0.41
2. Sequence of the screens were:	6	4.83	0.41
3. Messages which appear on the screen were:	6	5.00	0.00
4. Instructions for commands or details were:	6	4.50	0.55
5. Placement of help messages on the screen were:	6	4.50	0.55
6. Content of online help messages were:	6	4.67	0.52
7. Feedback on the completion of sequence of steps were:	6	4.17	0.98
8. Number of steps per task were:	6	4.67	0.52

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

#### *Revisions based on the Third Pilot Study*

One of the major topics of discussion from the FRC centered on the need to involve the departments in additional goal setting exercises. The process for department and institution goal setting was identified in (Table 15) from both the pilot study and the original criteria established by the SDFG. Revisions were made to include additional listings of objectives and initiatives found in JCCC's strategic planning master documentation.

Other decisions focused on the interest to remove specific goals from the final IDP document. The committee recommended keeping the current practice of having a signed paper copy of the IDP on file in the Staff and Organizational Development office. Copies needed for personal use could be constructed using the online system then printed. The committee also agreed to use the current practice of having the Staff and

Organizational Development office maintain official renewal dates on file prompting administrative personnel when IDP's needed to be updated. This current practice consists of sending a reminder from the Staff and Organizational Development office that the IDP needs to be renewed.

**Table 15:** Revisions to prototype system based upon Third Pilot Study

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
Indicator of time requirements to complete the online IDP.	Introduction Section	The time requirements for completing the IDP vary by individual. This statement is based upon feedback received in the User Reaction Survey. The system was designed to be easy to navigate and complete in a timely manner. Placing a time limit or estimate could affect the use of the system. The FRC recommended not placing a time requirement on the total time needed to complete the IDP.
The ability to include a bookmark feature to return to the same area of the system when exiting.	Goal Setting Section	This feature was not included as part of the original criteria submitted. The researcher began to explore the possibilities of including a process leaving a bookmark and remind the user of the last place information was entered into the system. This recommendation would be included in the final set of recommendations submitted to Information Services at the completion of the study.
The ability to link the IDP to the employee performance appraisal.	Results Section	Information about the performance review is currently provided in the online faculty handbook. Linking the performance appraisal to the IDP is encouraged but not required as part of the faculty agreement.

**Table 15: (Continued)**

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
The ability to send an E-mail reminder to both the supervisor and faculty member when IDP needs to be updated.	Administrative Section	Currently the Staff and Organizational Development office administers this process. IDP's are reviewed for currency when individuals are applying for internal grants and applying for sabbatical leaves. The system provides an edit date used to send reminders to individuals. Faculty currently have a three year renewal period.
Provide clearer instructions for the differences between the Professional, Career, and Organizational Goals in the System.	Goal Setting Section	Included additional instructions found in the definition of terms area of the help section.
Building in a Spell-checking capability into the system to avoid cutting and pasting information from Word Processor.	Goal Setting Section	Continued to explore the option of including a Java script software residing on the professional development servers providing spell-checking capabilities for text-based forms. This revision will be part of the final list of requirements given to Information Services at the conclusion of the study.
Addition of a warning if the data is not saved while moving from one goal section to another.	Goal Setting Section	Added a warning in the goals section to save data prior to moving from one section to another. Began to explore the possibility of adding a process to look for data that would be lost if an error in navigation occurred.

**Table 15:** (Continued)

<b>Requires Improvement</b>	<b>Section of System</b>	<b>Revision</b>
Ability to add/remove goal listings so that these would not show in the printed version of the final IDP.	Goal Setting Section	The system is currently designed to provide the ability to print upon demand any goals entered in to the system. The user could print a personal copy of these goals then remove them prior to printing a final IDP for supervisor review and approval. Also explore the possibility of including a check box to add or remove additional goals. Current programming limitations required the FRC and researcher to list this revision as a item for the final request to Information Services.
The ability to have a copy of the IDP from the previous year to help in the construction of new goals.	Results Section	The system was not designed to archive old versions of IDP's. Each individual would see the old goals until they would update these with new information. The current process still requires individuals to print and submit a hard copy to the Staff and Organizational Development Office for official collection.
The ability to provide faculty with an approval process for items reviewed by the supervisor.	Result Section	Concerns from faculty were evaluated to remove the listing of resources examined by supervisors.

### **Product Evaluation**

A final evaluation survey (Appendix N) was administered to the SDFG to identify if the final professional development system (Appendix O) had successfully addressed the criteria compiled in the first stage of the project. The researcher took advantage of a regularly scheduled meeting of the KCPDC committee on the JCCC campus to provide a

demonstration of the prototype and answer questions about the final design. The group was presented with the Web-based prototype and shown report capabilities available with the Filemaker Pro database.

At the conclusion of the demonstration the researcher asked each member of the committee to access the Web-based prototype at their university or college and complete a final evaluation survey. Each of the criteria identified by the SDFG was listed within the survey. The evaluation survey asked if the system was successful in capturing the original thoughts and ideas through the designs of the components and features found in the professional development system.

Of the original seven members of the SDFG, six members (85%) were able to complete the survey. One of the schools participating in the original focus group indicated firewall problems with accessing the prototype database and did not feel comfortable in answering the final evaluation. A local CD version of the prototype was delivered to the seventh member of the SDFG along with a copy of the final evaluation survey in hopes of providing an alternative evaluation of the professional development system. This version did not include a dynamic connection to the database which was available to other members of the SDFG. With the limited ability to view the professional development system the final member asked to be removed from the final evaluation of the prototype.

### *Results of Introduction Material*

The results of this final survey (Appendix Z) indicated a high rate of success in capturing the ideas and direction presented in the first criteria collection stage. Specific feedback in (Table 16) identified a mean above 4.00 in all of the introduction material

categories listed. These scores indicated the worksheet, explanation of a purpose for the system, and instructions on goal setting were successfully designed into the professional development system.

**Table 16:** Results of Introduction Material

<b>Introduction Material</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1. How successful was the inclusion of a goal development worksheet.	6	4.83	0.41
2. How successful was the explanation of the purpose of the IDP?	6	4.67	0.52
3. How successful was the inclusion of instructions on goal setting (i.e., using the SMARTS method)?	6	4.67	0.52

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

#### *Results of Developmental Categories*

The developmental categories (Table 17) continued to show satisfactory feedback in the design of the system. The job development category was removed from the questionnaire to address the views presented by the FRC in the college policies on job development. The self-assessment, professional and personal development categories indicated a mean score of 4.50 in the design process helping to confirm the successful design of these areas.

**Table 17: Results of Developmental Categories**

<b>Developmental Categories</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
4. Please indicate how successful each of the following developmental categories in an IDP process.			
a. Self-Assessment (identifying personal strengths and areas of potential growth)	6	4.50	0.55
b. Job development (seeking out and creating employment opportunities)	Not Included	Not Included	Not Included
c. Professional development (promoting faculty growth and enabling faculty members to obtain and enhance job-related skills, knowledge, add awareness)	6	4.50	0.55
d. Career development (providing tools for effective personal planning to improve the quality of work life).	6	4.17	0.41
e. Organizational development (focusing on the improvement of the internal climate of an institution)	6	4.17	0.41
f. Personal development (making a choice to develop personal interests)	6	4.50	0.55

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

#### *Results of Developmental Activities and Opportunities*

The results from the developmental activities and opportunities section of the professional development system shown in (Table 18) continued to indicate successful inclusion of the features in the design process. Each of these activities and opportunities were selected from the paper-based instruments used in establishing goals for individual development plans. The researcher was asked by the FRC to remove the question asking for establishing a mentoring relationship due to the current faculty agreements that already exist at the college. One of the lowest scores in this section references the low design influence on the reviewing of performance evaluation. This lower score may be attributed to the various ways performance evaluations are conducted within different

institutions. The researcher was asked by the FRC to limit the connection to the formal performance evaluation to avoid any conflicts with existing faculty agreements.

**Table 18:** Results of Developmental Activities and Opportunities

<b>Developmental Activities and Opportunities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
5. Please indicate how successful the following developmental activities in an IDP process.			
a. Identifying personal strengths and areas of potential growth.	6	4.33	0.52
b. Identifying personal values.	6	4.33	0.52
c. Setting short-term goals.	6	4.83	0.41
d. Setting long-term goals.	6	4.83	0.41
e. Identifying target dates for goal completion.	6	4.83	0.41
f. Identifying time requirements for goal achievement.	6	4.67	0.52
g. Identifying institutional support required for goal achievement.	6	4.67	0.52
h. Discussing available orientation sessions to attend.	6	4.33	0.52
i. Establishing a mentor relationship.	Not Included	Not Included	Not Included
j. Discussing the results of the peer review process.	6	4.33	0.52
k. Reviewing the faculty member's performance evaluation.	6	4.17	0.75
l. Identifying internal training and development opportunities.	6	4.50	0.84
m. Identifying external training and development opportunities.	6	4.50	0.84



**Table 18:** (Continued)

<b>Developmental Activities and Opportunities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
n. Identifying job aspects faculty members would like to expand or eliminate.	6	4.50	0.55

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

### *Results of Developmental Design Requirements*

The results of the developmental design requirements indicated a high success in providing a clear and easy-to-navigate screen design. All stages of the design process repeated the need to have a professional development system that would meet these requirements. Additional high feedback was indicated in the recording of events and training along with the ability to update the IDP and provide a location for supervisor feedback.

**Table 19:** Results of Developmental Design Requirements

<b>Design Requirements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
6. Please indicate how successful the following issues were in the design of a web-accessible IDP process.			
a. Incorporating an easily accessible and navigable screen design.	6	5.00	0.00
b. Providing clear, specific requirements and expectations in a logical and easy to reference format.	6	5.00	0.00
c. Keeping the time required to complete the IDP process to a minimum.	6	4.83	0.41
d. Incorporating customized resources for each department.	6	4.67	0.52
e. Including a job description.	6	4.33	1.03

**Table 19: (Continued)**

<b>Design Requirements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
f. Incorporating an E-mail feature with automated reminders of upcoming target dates for goals.	6	4.17	0.98
g. Enabling the web-based IDP to be an interactive document by incorporating a "comments" or "notes" area.	6	4.67	0.52
h. Providing a record of all training and development courses attended.	6	5.00	0.00
i. Providing the ability to record budget expenditures for activities.	5	4.40	0.89
j. Providing the ability to record recommendations and agreements.	6	4.67	0.82
k. Providing the ability to update the IDP as needed.	6	5.00	0.00
l. Incorporating a follow-up feature to see if a particular goal was met.	6	4.83	0.41
m. Providing the ability to keep a record of all activities from the IDP.	6	4.83	0.41
n. Incorporating a section for supervisors to share their perspectives.	5	5.00	0.00
o. Including a calendar to track training dates.	6	4.17	0.98
p. Including an options chart to identify the next logical step in training/development progression.	6	4.50	0.84
q. Maintaining flexibility to revise goals and target dates.	6	5.00	0.00
r. Ensuring confidentiality through the use of password protection.	6	4.83	0.41

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

### *Results of Developmental Web Links*

The section that contained the developmental Web links in (Table 19) indicated a success in the connection between internal and external development activities for faculty. The technical support links provided the required access to help and assistance that was identified in the beginning of the criteria collection. Additional feedback indicated satisfaction with the links to both Human Resources and Career links within the institution. Areas for improvement were found in the creation of a resume or portfolio tool and the link to a performance review form discussed earlier in the design process.

**Table 20:** Results of Developmental Web Links

<b>Developmental Web Links</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
7. How successful were the inclusion of the following links in a Web-based IDP process?			
a. A link to the internal and external training and development opportunities available to faculty.	6	5.00	0.00
b. A link to a resume or portfolio creation tool.	6	4.17	1.17
c. A link to appropriate professional organizations.	6	4.67	0.52
d. A link to the Human Resources Web page to view related employment opportunities.	6	4.67	0.82
e. A link to the Career Center Web page to view career planning resources.	6	4.67	0.82
f. A link to technical support if questions arise.	6	4.83	0.41
g. A link to performance review forms.	6	4.17	0.98

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

### *Results of Reporting Capabilities*

The final area evaluated by the SDFG included the criteria submitted for design of reporting capabilities. The results shown in (Table 21) indicate the system successfully contains the reports needed to show action plans and the goals required in a developmental plan. Additional feedback points to the satisfaction with the ability to view the entire compiled IDP in a printed format. The ability to view cumulative reports indicates a need to improve this reporting process along with the need to improve access to established assignment cycles and review calendars.

All of the reports developed for the prototype were presented to the SDFG in the final evaluation of the professional development system. This process required the demonstration of the FileMaker Pro (Appendix O) database and copies of sample reports. Some of these reports allowed individuals to review multiple departments at the college or create reports based upon queries to the database. Supervisors using the final production system would be required to request the reports from the Database Administrator due to limited access to the database.

**Table 21:** Results of Reporting Capabilities

<b>Reporting Capabilities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
8. Please indicate how important it is to incorporate each of the following reporting capabilities in a Web-accessible IDP?			
a. The ability to view cumulative reports across a department in order to see trends and commonalities.	6	4.17	0.75
b. The ability to view the entire IDP.	6	4.83	0.41
c. The ability to view the specific goals to be achieved.	6	4.83	0.41

**Table 21:** (Continued)

<b>Reporting Capabilities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
d. The ability to view the plans to meet specific goals to be achieved.	6	5.00	0.00
e. The ability to view cumulative reports over established assignment cycles and review calendars.	6	4.33	0.52
f. The ability to view a record of all training and development accomplishments.	6	5.00	0.00
g. The ability to view a listing of all the activities that a faculty member desires to be engaged in.	6	4.67	0.52
h. The ability to view an IDP feedback form that provides space for supervisor feedback and self-evaluation.	6	4.67	0.82
i. The ability to view a record of logins and last reviewed dates.	6	4.67	0.52

**Note.** Mean score of 5 indicates a more favorable response on a 1 to 5 scale.

The results of this final evaluation helped to provide a measure of the successful design of the Web-based professional development system based upon the original criteria submitted by the SDFG. The majority of criteria submitted were included in the final design of the system. Items that were not included were omitted due to policies and terminology used at JCCC rather than the actual capability to include these items in the developmental system.

The FRC in a final face-to-face meeting reviewed the results of the final evaluation and revisions made after each of the three pilot studies. This committee unanimously provided the final approval of the professional development system and recommended that this prototype be used to formally request a system developed and

maintained by Information Services at JCCC. This formal request would include the need to administer supervisor and faculty data from the JCCC administrative database used at Johnson County Community College.

### **Summary of Results**

The first step in this developmental study collected and analyzed necessary components and features needed for a Web-based professional development system. The establishment of the required criteria was successfully conducted with a focus group of nine members of the KCPDC advisory board. This group provided a wealth of information to begin building the foundation for a system allowing faculty and supervisors to work together.

The validation of the original criteria was also successfully completed with the validation of all the components and features listed on the questionnaire receiving a score recommending inclusion in the design of the development system. Additional comments submitted by the CADD group indicated the need for a simple easy-to-use system that would not be time consuming and would integrate many of the current processes used in the professional development of faculty.

The FRC and the researcher worked together to analyze the criteria to provide a prototype for the majority of components and features identified. This group continued to stress the importance of keeping the design simple and easy to navigate. A sequence of prototypes presented to a cross-section of faculty and supervisors at JCCC provided feedback on ways to improve the professional development system.

Some of the original criteria that were not included in the final design of the professional development system included the removal of the job development category.

This decision came after discussions between the SDFG on confusion with other terms used in the design. A second item removed from the criteria involved the conflicts with existing policies and procedures for establishing a mentor relationship process in the system.

Additional features identified in the user reaction survey conducted on each of the pilot groups were deferred until a formal request could be made asking for additional technical assistance from Information Services. Some of the features that would require additional support included adding a spell-checking capability to the input forms, providing the ability to print reports in PDF format, incorporating a HTTPS security feature for login screens, and providing a bookmark capability to help users resume work on the development plans at a later time.

The original KCPDC focus group approved the successful design of the system at the conclusion of the final evaluation that was conducted after the completion of the three pilot studies. This evaluation data along with the feedback from the pilot studies provided the final approval and recommendation for a formal project request by the FRC.

## Chapter 5

### Conclusion, Implications, Recommendations, and Summary

#### **Conclusions**

Several conclusions can be stated from the results of this developmental study supporting the original goal of developing a model for a Web-accessible database system that could foster a learning organization by facilitating the use of Individual Development Plans. Four of the major conclusions presented help to expand the need for a professional development system assisting faculty in staying up-to-date and meeting individual learning needs without requiring an excessive amount of time.

#### *Conclusion 1: Online Professional Development Supports the Learning Organization*

The learning organization theory expresses the need for everyone in an organization to work together to develop a shared vision with common goals and action plans. The learning organization provides a framework for institutions to outline working relationships between faculty and administration. The use of the individual professional development system allows both faculty and supervisors to work together to identify common goals and career objectives. This database system provides the ability to collect goals and action plans in one location through a Web interface avoiding duplication of information and data.

Comments collected from supervisors in the validation of the criteria and feedback from the faculty during the pilot studies reinforced the need to bring all individuals together to share common goals and objectives. The inclusion of goals, objectives and initiatives identified in the institutional strategic planning process helps to provide a foundation of departmental and individual goals and needs. This Web-



accessible system also helps supervisors identify which goals were being completed and provides a list of additional goals and objectives that need to be targeted in future strategic planning processes. Some of the specific comments (Table 22) collected during the study helped to reinforce the importance of providing a system that would combine the strategic goals of the organization with the goals of the supervisor and individual.

**Table 22:** Verbatim Comments about Learning Organization

Employee	Study Group	Comment
Supervisor	CADD Validation	The plan provides numerous resources to aid decision-making, which is certainly a strength.
Supervisor	CADD Validation	This type of plan will help keep good staff from leaving JCCC. The system would [sic] so advantageous for all involved: the individual, the supervisor, and the college for tracking and accountability purposes.
Full-time Faculty	Pilot #1	The fact that my supervisor has a clear snapshot of my goals that cannot be changed.
Adjunct Faculty	Pilot #3	I like that the JCCC Goals are easily accessible (as is a ton of other information). Very Handy.

*Conclusion 2: Online Professional Development Can Replace a Paper-based System*

The ability to replace a paper-based system with an electronic professional development system does provide access to create and maintain an individual development plan. Many of the comments from both supervisors and faculty in this study (Table 23) indicated the ability to update the individual goals through a Web interface as a positive experience. Most users noted in the user reaction surveys that the system provided a navigation process that was easy to follow and would be used on a more regular basis than the existing paper-based model. The electronic database system

allowed multiple revisions of development plans and the ability to obtain approval from supervisors who may be unavailable in traditional settings.

The capability to send electronic reminders to both supervisors and faculty when IDPs were completed provided a process easily accessible and available for immediate supervisor feedback and approval. This electronic system also provided the opportunity for the Staff and Organizational Development office to review trends in goal setting and required resources which then allowed for better programming of events.

**Table 23:** Verbatim Comments about Online System vs. Paper System

<b>Employee</b>	<b>Study Group</b>	<b>Comment</b>
Supervisor	Pilot #1	First the format itself is much more attractive, especially without the gray boxes which are used on the current form.
Full-time Faculty	Pilot #1	Convenience, being able to change and add things as needed.
Full-time Faculty	Pilot #1	The ability to do it all online.
Full-time Faculty	Pilot #2	In many ways it is easier to use than the paper version, mainly because it is so comprehensive and logical.
Full-time Faculty	Pilot #2	I like being able to complete the entire IDP online because it now makes it easier to update.
Full-time Faculty	Pilot #2	The online information—Help, Examples, Choices/all of the references were very handy, easily accessed, clear. I used them often and found this system much better than the paper form where I had to gather the references/resources myself.
Full-time Faculty	Pilot #2	I also like the way I can do parts and come back to it later without losing any of the information.

**Table 23:** (Continued)

<b>Employee</b>	<b>Study Group</b>	<b>Comment</b>
Full-time Faculty	Pilot #2	I would use it much more than I currently use with [sic] paper system because it's much easier to complete the online form on a regular basis.
Adjunct Faculty	Pilot #3	The ability to enter and maintain the IDP electronically.
Supervisor	Pilot #3	It's online. It can be completed at any location (home, office, etc) I can return to update any time; thus maintain current information.
Adjunct Faculty	Pilot #3	It is certainly easier to understand than the paper form--additional information is at my fingertips as well as the integration provided between me and my supervisor. Besides, it is just certainly "more fun" than the paper form while being much easier to read my "handwriting." That added fact that this form is "globally available" -- not just something stuffed in a drawer back at the office allows me to work on it whenever.
Adjunct Faculty	Pilot #3	Its portability, on demand, and there when you need it. Why go back to the paper system. However, with the current set-up it still requires you to print out a copy and get a signature.

*Conclusion 3: Supervisors Are Looking for Ways to Work Together with Faculty*

Supervisors and faculty are looking for ways to work together to plan for future needs and develop strategies to increase learning in the classroom. The individual development planning process has been used for many years to help faculty work with supervisors to identify ways to grow and learn at many institutions. This process relied mainly upon the use of a paper-based system to complete and submit IDPs for final review.

This online system replaced the paper-based model with an on-demand process of collecting requests for training and advancement by storing these requests for future analysis. Supervisors and faculty developers could begin to look for trends in the requests for training and plan future teaching and learning components based upon the collection of goals and objectives.

Supervisors are looking for ways to track the professional needs and requirements of faculty. This professional development system provides tracking of requests and also the budget implications of adding additional training or removing sessions due to low enrollments and interest. The importance of providing hard data for departments continues to grow as institutions struggle to make budgetary decisions about continued support of professional development programs.

Institutions of higher learning are seeking ways to keep faculty engaged in teaching and also to help continue the learning process in the classroom. This project helped faculty continue to grow with support from administration and the institution. This system provided a tracking mechanism to assist Staff Development departments in designing new and continuous programming in faculty development.

The Web based professional development system takes advantage of technology as a tool to help supervisors and faculty work together on goal setting and action plans benefiting the individuals, departments, and the institution. This system is not intended to replace the needed face-to-face meetings that will continue to provide a valuable method of communicating goals and initiatives of the institution.

*Conclusion 4: Web-Accessible Systems can be User-Friendly*

One of the first criteria requirements submitted during the focus group meetings expressed the need to have a system that was easy to access and navigate. Additional criteria indicated the need to provide a clear set of instructions and included the purpose for using the professional development system. This concern was echoed again during the validation of the criteria and yet again in the formal design process.

Feedback received during the pilot studies asking for positive features of the professional development system indicated a high level of comfort with using a Web-accessible system to complete a professional development plan. Specific comments from the pilot studies (Table 24) indicated that this was much easier to use than the existing paper model and many faculty and supervisors would use this system on a regular basis to keep developmental plans current. The use of examples and online help also provided an environment that users felt comfortable in completing plans online.

**Table 24:** Verbatim Comments about Usability

<b>Employee</b>	<b>Study Group</b>	<b>Comment</b>
Supervisor	Pilot #2	It provided the person with good instructions and guidelines, making process less laborious.
Supervisor	Pilot #2	The form was very easy to fill out and the process was very clear. The instructions guide you thru easily.
Full-time Faculty	Pilot #2	Liked all the “Instructions “, “Available”, and “Sample Goals” on each page.
Full-time Faculty	Pilot #2	I like the organization and I like the way that I can re-do this and add (or delete) anytime.

**Table 24:** (Continued)

<b>Employee</b>	<b>Study Group</b>	<b>Comment</b>
Adjunct Faculty	Pilot #3	It was very easy to complete
Supervisor	Pilot #3	The entries were painless. Clear, logical sequence to completing the form.
Adjunct Faculty	Pilot #3	The formatting is very easy to read, and understand. The consistency with the current college scheme is welcome as it still provides me with a sense of "being home."
Supervisor	Pilot #3	Ease of navigation through the steps to completion and the clarity of the directions. Availability of resources on-line is also very useful. It is easy to use.
Adjunct Faculty	Pilot #3	I thought the wizard feature was a great addition and deserves two thumbs up...way up!
Adjunct Faculty	Pilot #3	The e-mail feature is great- and I think it should include a method to send multiple copies to anyone you want.

## **Implications**

### *Implication 1: Results Support the use of Goal Setting in Professional Development*

Many individuals participating in this study indicated setting goals provided the necessary incentive to pursue additional training and complete developmental activities. Supervisors have used face-to-face meetings and memos in the past to state the goals and objectives for each department. This new system provides the opportunity to share in one location the future directions for the department and the institution. This is also an opportunity for faculty to become involved in the strategic planning and goal setting processes of the institution.

Many faculty in the institution looked at the strategic planning process as only a way to show past accomplishments. By providing access to the strategic planning goals and objectives in this new system many individuals began to see how individual and departmental development plans could support the overall goals of the institution. This access to institutional and departmental goals helped to provide greater accountability for not only departmental needs but also institution accreditation.

*Implication 2: Using Professional Development Goal Setting for Accreditation*

Many institutions seeking regional accreditation have chosen to participate in an Academic Quality Improvement Process (AQIP). This new technique of accreditation requires a tracking process of organizational objectives and action plans identified in the institution. One of the first steps required for AQIP involves faculty directly engaged in the strategic planning and creation of mission statements and goals for the institution. These goals require action planning and involve internal assessment processes to provide feedback. The use of the individual professional development system helps with the identification of faculty development goals and allows the institution to collect feedback on existing programming and build future professional development offerings.

The quality improvement process has been used for years in business and industry as a way to improve processes and focus on the end product. For higher education, the end product is the students who complete courses and graduate with skills and knowledge for the workplace. The professional development system provides a method of keeping the strategic goals and objectives that are student centered focused with faculty and supervisors.

### *Implication 3: Administrative Challenges with Implementation*

One of the major challenges with the implementation of this project was the recruitment of both faculty and supervisors for the pilot group study. Some of the individuals who were invited to participate in the pilot study currently do not complete IDPs. This group of both supervisors and faculty did not want to participate in a study that did not require the use of professional development planning from the college. The current system is voluntary and is only required for individuals who request special grant funding from the college. Other faculty members voiced concerns over using a system that may create a barrier to obtaining development grants and this approach provided too much access to information about personal development activities.

Some of the supervisors felt the IDP is currently an additional burden to an already busy work schedule. These supervisors voiced concerns over meeting with all faculty members and trying to find the additional time to provide comments and feedback. Both faculty and supervisors testing the system asked about the issue of using an IDP for performance evaluation. Many supervisors felt the IDP would be a good tool to use when completing a performance review while faculty were concerned about the types of items that would be included in the permanent personnel record.

Additional challenges were presented with the timing of the pilot studies that were originally planned to begin during the summer break. Difficulties were encountered with finding time to conduct a cognitive walkthrough for some of the full-time and adjunct faculty identified for the pilot studies. Timing of the pilot studies had to be rescheduled for the beginning of the fall semester to provide additional access and time for the cognitive walkthrough and follow-up surveys.



#### *Implication 4: Technical Challenges with Implementation*

One technical challenge with the implementation of the system was indicated in the literature review focusing on the need to avoid project creep in the design process. Members of the FRC requested modifications and additions to the original criteria during the first face-to-face meetings. The researcher reminded the FRC that these additions were beyond the original focus of the study and the committee needed to keep the criteria in mind during the design process. The committee agreed to focus on the validated criteria while collecting additional comments from the pilot study to help build additional features in new versions of the professional development system.

Another technical challenge with the implementation of this project was the role Information Services would play in the design and testing of the system. Most projects requiring Web development in large institutions follow a project request cycle to prioritize and assign a request to a team of developers and project managers. These teams have various tools and resources available to customize database application outside the scope of the original study.

Some administrators within Information Services felt a project of this size should be solely developed and completed within this division. This project request for the professional development system would need to compete with other projects and could potentially take more than two years to deploy based on project requests in the queue. The researcher of this development study felt most of the skills required for developing a prototype and conducting the usability testing could be conducted in a shorter period than presented to Information Services.

## **Recommendations**

### *Recommendation 1: Impact of Professional Development on Classroom Learning*

Additional research needs to be conducted on the impact of using online professional development systems for faculty development and learning in the classroom. Have faculty been able to engage in more teaching and learning activities using online methods? Have the online professional development systems provided more time for faculty to focus on student issues in the classroom? Have students benefited from the learning organization approach in higher education?

These questions have been asked about the effectiveness of technology applications and training for years in higher education. Professional development training for the past ten years has focused on how to use technology in the classroom. Have professional development offerings advanced to the next step of using technology in the classroom to teach and learn? Researching the answers to many of these questions will take additional time to complete and may help to focus the use of technology for teaching and learning.

### *Recommendation 2: Integration with Administrative Database and Portal*

Providing a one-stop location for accessing administrative needs for faculty teaching courses and tracking faculty professional development information would simplify the login process for most faculty and supervisors using the Professional Development System. Currently administrative software used for institutions of higher education do not include a professional development module for tracking goals, objectives and individual tracking of professional development activities.

Current administrative portal systems provide access to student communications using e-mail, discussion groups, and classroom content. Most students use these systems to register and pay for classes, check financial aid, and review final grades. This same type of feedback and communication could be used for staff and faculty in communicating with supervisors, enrolling for professional development activities, and constructing departmental and individual goals and objectives.

*Recommendation 3: Investigate Different User Populations*

Since this study focused upon the interaction of faculty and supervisors, additional studies could explore the needs of administrative and hourly employees working in higher education. Minor modifications to this system could provide the ability for all employees in the institution to participate in professional development and goal setting exercises.

*Recommendation 4: Integration with Learning Management Systems*

Many learning management systems provide training for a variety of technical and professional development solutions. Providing a direct connection with the developmental goals and the IDP process would allow immediate transfer to a self-paced learning environment. This connection to the learning management system would include an inventory of available resources with a selection process looking for keywords and phrases that would help both supervisors and faculty.

*Recommendation 5: Research into Increased Productivity Using Other Systems*

Additional research needs to be conducted on the increased professional development activity and improved performance when using this system versus other professional development systems. Many corporate and government institutions use the individual development planning process to help develop strategic plans and track the success of individuals within the organization. As the attraction of Web-based systems expands into the field of professional development additional research can help to access how online systems can increase workplace performance.

*Recommendation 6: Additional Features and Functionality in Subsequent Versions.*

Some of the revisions requested in the results chapter asked for additional features and functionality that was not currently available with technical and policy limitations. The ability to compose ideas and goals with the aid of spell-checking and grammar assistance would allow individuals to focus on content rather than composition. Additional features to explore would be the ability to leave a bookmark that would allow users to return to specific locations within the system to continue work on goals at a later date.

The current system was designed for individuals working in one position with one supervisor. Additional features could allow multiple job titles and supervisors to be maintained within the system to provide greater flexibility for many employees working in different roles within the organization. This process would also provide the ability to archive past goal setting exercises that could be tracked over a longer period.

## Summary

Professional development training in the past has focused upon the use of the tools and applications of technology (Levinsion & Surratt, 2000; Rodriguez & Knuth, 2000). The failure of higher education to provide meaningful working partnerships between faculty and supervisors in utilizing resources and training in professional development offerings may now have a little help from the use of a Web-accessible professional database system.

The use of databases and the Internet to assist with teaching and learning is just beginning to be recognized as a tool for helping faculty with classroom teaching. The use of technology does not intimidate individuals as it may have a few years ago. Faculty can now use technology as a tool for enhancing teaching and learning in the classroom and in career development. This professional development system expands the use of technology in helping to research subject matter and enhance teaching methods. The use of this professional development application provides lifelong learning opportunities for all stages of an individual's career and has also included features for retirement and financial planning.

The Web-accessible professional database system was successfully completed based upon the criteria established and validated by groups of faculty developers, supervisors and faculty in higher education. A cross section of both supervisors and faculty from JCCC were able to participate in the developmental study helping to bring awareness of how an online professional development system can help build relationships between all areas of the institution.

This study explored the importance of setting goals with meaningful working partnerships between faculty and supervisors while stressing the need to provide access to the strategic planning processes found in a learning organization. The goal setting exercises found in the professional development system used a series of checklists and targeted action plans to look for professional, career, organizational and personal development opportunities. These opportunities attempted to strengthen the need to build a learning organization while helping to provide greater accessibility to developmental activities and institutional goals.

The results of this study point to a continued interest in improving professional development accessibility and programming for faculty in higher education. This was evident with the high number of criteria features and components submitted in the original SDFG. Faculty and supervisors expressed continued interest during the pilot stage of the study with the high satisfaction of scores in the screen layout and navigation of the system.

A large amount of the feedback collected in the pilot study indicated an interest in additional features required for future versions of the professional development system. Specific feedback identified in the pilot study focused upon the need to provide a clear set of instructions and good examples of developmental goals in the sample sections of the online help. Additional feedback expressed the need to include the same spell checking and grammar capability in the professional development system individuals would find in a typical word processing program.

The majority of features and components submitted were included in the final design of the prototype system. The final evaluation indicated a success in the overall

design of the system with the exclusion of only two components from the original submission of criteria. Many of the concerns about the ease of use and ability to complete the development plan were overcome with the feedback received from both supervisors and faculty involved in the pilot studies.

Many new faculty entering the field of education require training in classroom techniques and ways to keep students actively engaged in learning. Plans for future revisions of the professional development system will include the ability to automatically develop training plans based upon the needs of the department and institution. Professional development will continue to be a major player in transitioning faculty into new positions and preparing retiring educators for the lifelong opportunities available outside of education.

## Appendix A

### Nova Institutional Review Board Approval

The following is a copy of the e-mail received September 12, 2002 from the IRB Representative at SCIS:

Edward,

After reviewing your IRB Submission Form and Research Protocol I have approved your proposed research for IRB purposes. Your research has been determined to be exempt from further IRB review based on the following conclusion:

Research using survey procedures or interview procedures where subjects' identities are thoroughly protected and their answers do not subject them to criminal and civil liability.

Please note that while your research has been approved, additional IRB reviews of your research will be required if any of the following circumstances occur:

1. If you, during the course of conducting your research, revise the research protocol (e.g., making changes to the informed consent form, survey instruments used, or number and nature of subjects).
2. If the portion of your research involving human subjects exceeds 12 months in duration.

Please feel free to contact me in the future if you have any questions regarding my evaluation of your research or the IRB process.

Dr. Cannady  
IRB Representative  
Graduate School of Computer and Information Sciences  
Nova Southeastern University



## Appendix B

## KCPDC Focus Group Membership

<b>Position</b>	<b>Institution</b>	<b>Education</b>	<b>Years Experience*</b>
Professor of Communication	Baker University	Ph. D	33 Teaching 11 S.D.
Director Human Resources	Baker University	Masters	25 H.R.
Dean of General Education	Devry University	Masters	6 Teaching 5 S.D.
Director of Faculty Development	Kansas City Kansas Community College	Ph.D	33 Teaching 15 S.D.
Director Staff and Organizational Development	Johnson County Community College	Ed.D	19 Teaching 23 S.D.
Senior Project Associate	The Metropolitan Community College	Masters	1 Teaching 4 S.D.
Director Human Resources	Kansas City Community College	Masters	2 Teaching 18 H.R.
Director	Metropolitan Community College	Ed.D.	16 Teaching 8 S.D.
Coordinator Staff Development	Johnson County Community College	Masters	2 Teaching 12 S.D.

\*S.D. represents years with Staff Development

# Appendix C

## Paper Version of Johnson County Community College Individual Development Plan

### INDIVIDUAL DEVELOPMENT PLAN

Johnson County Community College is committed to the training, personal, professional, and career development of all staff. Within the framework of Staff and Organizational Development, many opportunities are available for improving the quality of your personal life, professional activity and career potential. This INDIVIDUAL DEVELOPMENT PLAN (IDP) offers you a means to analyze your own development needs, set specific short- and long-term goals, and decide which opportunities best meet those needs and goals. Since the promotion of lifelong learning is one of the goals of JCCC, it supports your continued growth efforts. Your IDP will also assist your immediate supervisor in supporting your development. Information shared may result in budget decisions at the program, division, or staff development levels.

The IDP process should stimulate useful introspection and focus your planning. Your IDP should be reviewed and updated annually. Keep one copy, provide one copy to your immediate supervisor and file the original in the Staff and Organization Development Center, Box 43.

Completion of the IDP is voluntary. However, its completion may be an eligibility requirement for funding through the Staff and Organizational Development Center.

**Professional development opportunities are available to all employee groups as noted in the Staff and Organizational directory.**

### DEFINITION OF TERMS

1. Short-term: It will be accomplished in 1-2 years.
2. Long-range: It is reachable within 3-5 years.
3. Training: Those skills you need to do your job now, e.g. computer skills.
4. Personal goals: Those skills or activities you want to undertake because they will improve your personal life, e.g. time management skills in order to improve the work and personal environment.
5. Professional goals: Those activities which contribute to staying current in your field, e.g., professional conferences.
6. Career goals: Those activities undertaken to advance your career beyond what you are currently doing, e.g., running for a national office in order to assist with a career change.

### GOAL SETTING

Be sure your goals are your own -- not what you feel others think you should do.

They should be...

- S** -- Specific
- M** -- Measurable
- A** -- Achievable
- R** -- Realistic
- T** -- Time-Bound
- S** -- Shared (if seeking support)

Name \_\_\_\_\_

Job Title \_\_\_\_\_

Division \_\_\_\_\_ Box No. \_\_\_\_\_

Employee Group:  MS  AMS  AMT  Faculty

Full-time  Part-time

Most recent performance review \_\_\_\_\_ Next scheduled performance review \_\_\_\_\_

You are now ready to begin the exciting process of career planning and development. It might be helpful for you to consider the following questions as you complete your IDP:

1. What do you want to be doing in five (5) years? If you know, complete the rest of this form.

(If you are not sure what you want to be doing in five (5) years, assistance is available in Career Services, which will provide help for you to complete this section.)

Please consider the following as your personal **strategic plan** (I and II) and your **action plan** (III and IV).

I. PERSONAL/PROFESSIONAL PROFILE – ASSESSMENT OF SELF

- a. Strengths, interests, and areas of proficiency or
- b. Areas of potential growth

II. GOAL SETTING

- a. Short-term individual goals:

- b. Long-range individual goals:

III. DEVELOPMENT ACTIVITIES

Select activities currently available at JCCC or elsewhere listed on pages 3 and 4 of this form. Provide specifics in the limited space available. Immediately below, list the letters corresponding to the programs, workshops, and activities you selected on pages 3 and 4.

IV. ADDITIONAL RESOURCES

- a. List new programs and/or services that would help you accomplish your goals:

- b. What budget or funding requirements must be available to you to accomplish your goals?

Using the Staff and Organizational Development directory, indicate the specific opportunities you wish to take advantage of to support the goals you have set.

a. ORIENTATION

- New staff
- JCCC Resource Systems

b. MENTORING

- Faculty
- Administrative assistant
- Supervisor

c. PEER REVIEW

- Faculty

d. INSTITUTIONAL SUPPORT

- Ombuds
- Tuition reimbursement
- Career/Life planning resources

e. TRAINING

- Adjunct Certification Training (ACT)
- Supervisory assessment

f. PROFESSIONAL DEVELOPMENT

- Workshops and seminars
- Division-sponsored activities (travel, retreats, curriculum development, etc.)
- Sabbatical leave
- OPL/AKCCOP/Professional Development Day/Master Staff Workshop
- Education (tuition reimbursement, Teaching in the Community College course, technical updating)
- Exchanges (International Initiative Leadership Exchange, Return to Industry)
- Professional conferences
- Consortium activities
- League for Innovation conferences/projects

g. PERSONAL DEVELOPMENT

- Wellness for life activities (nutrition, exercise, etc.)
- Develop in-house program (colloquium, Scholar in Residence, seminar series)

h. ORGANIZATIONAL DEVELOPMENT

- Special opportunities (leadership programs, supervisor training, writing or computing across the curriculum)
- Service (college committee, task force/community organization, professional association, etc.)

i. PROMOTION/SUCCESSION PLANNING

- Advanced leadership programs
- League for Innovation
- Strategic planning

j. REWARDS AND RECOGNITION

- Award programs (Burlington Northern Santa Fe, EXCEL, Spotlight Award)
- Extra Efforts

k. RETIREMENT

- Financial planning
- KPERS

Once your INDIVIDUAL DEVELOPMENT PLAN (IDP) has been completed, please discuss your plan with your immediate supervisor.

*Staff Members Signature*

*Date*

COMMENTS:

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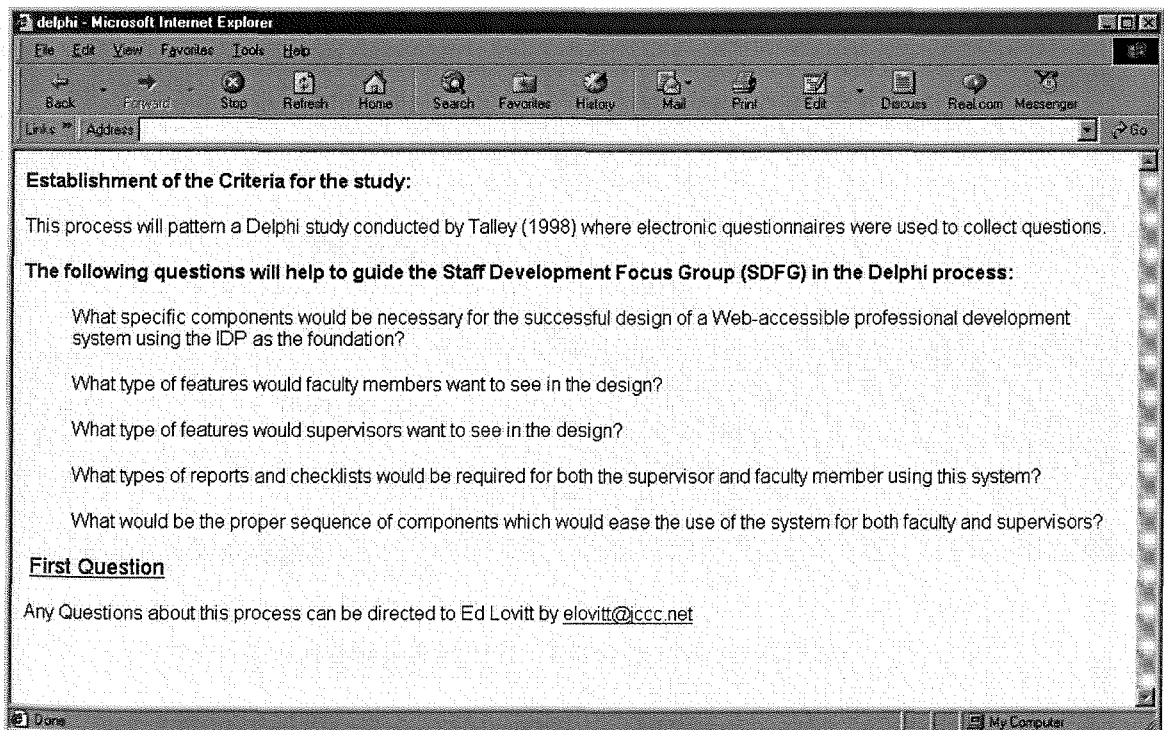
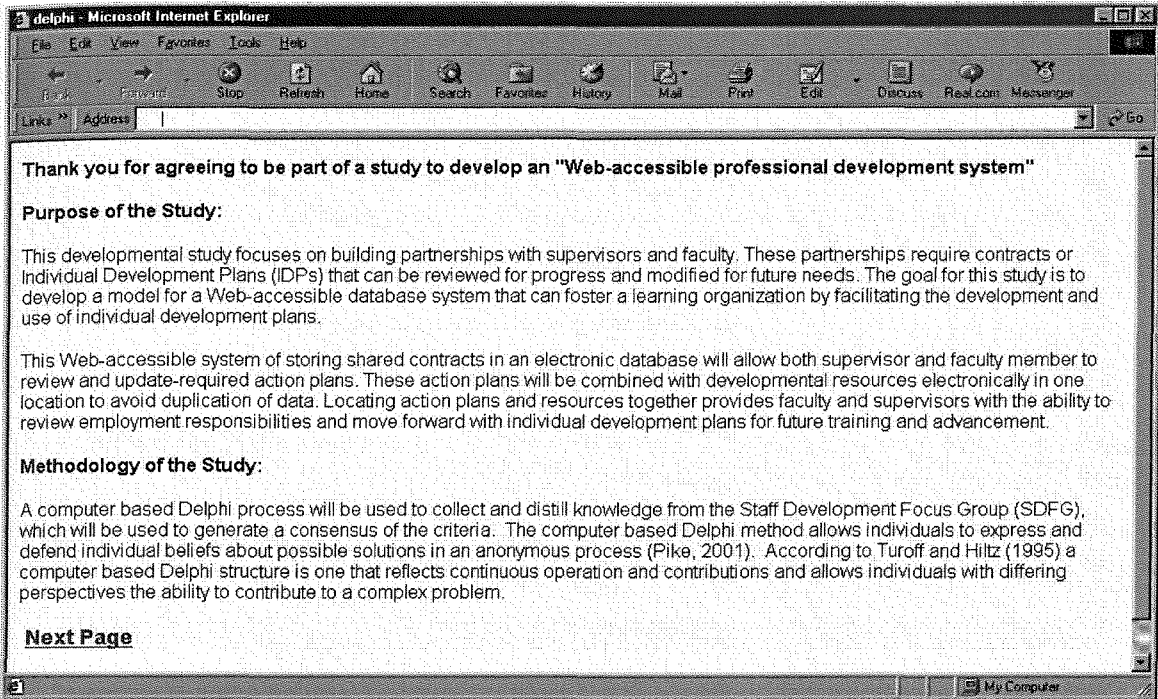
*Supervisor's Signature*

*Date*

Send completed form to Staff and Organizational Development, Box 43, GEB 238

## Appendix D

### Online KCPDC Focus Group Questions



delphi - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss

Links Address | Go

## KCPDC Staff Development Focus Group

First Question:

What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as a foundation?

Please enter one component at a time by pressing the send component button.

Repeat this process until all necessary components have been indentified.

Second Question

Any Questions about this process can be directed to Ed Lovitt by [elovitt@iccc.net](mailto:elovitt@iccc.net)

My Computer

delphi - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss

Links Address | Go

## KCPDC Staff Development Focus Group

Second Question:

What type of features would faculty members want to see in the design?

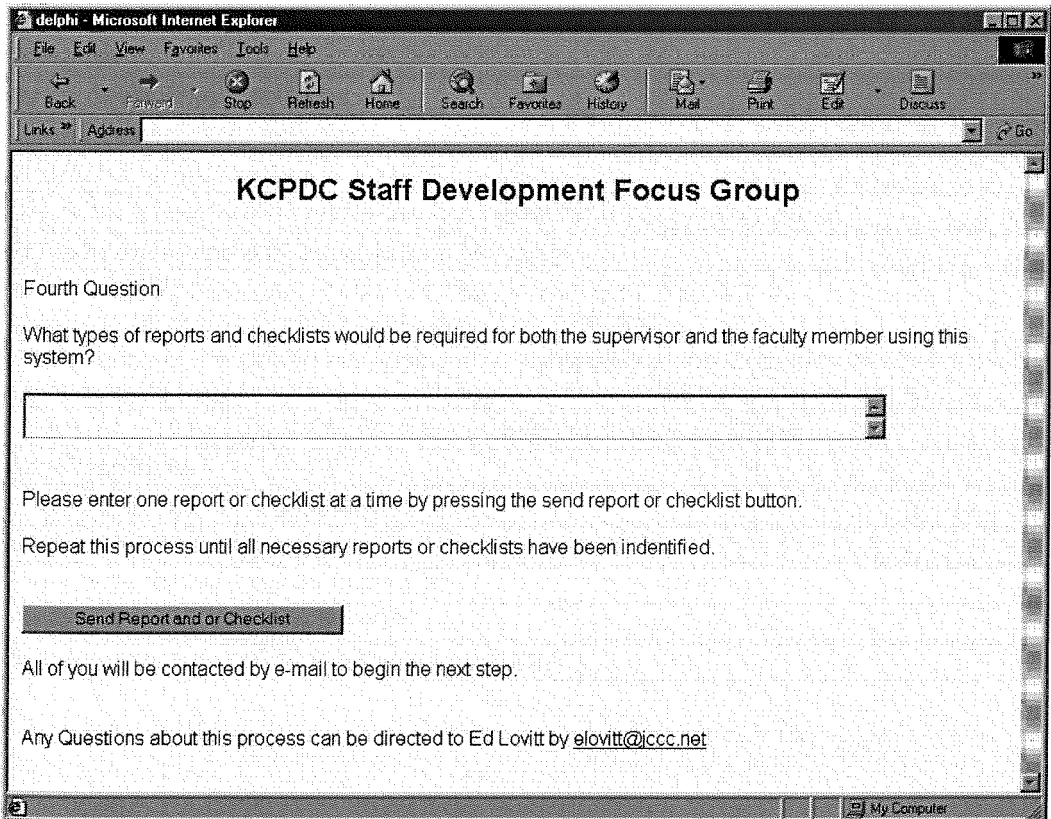
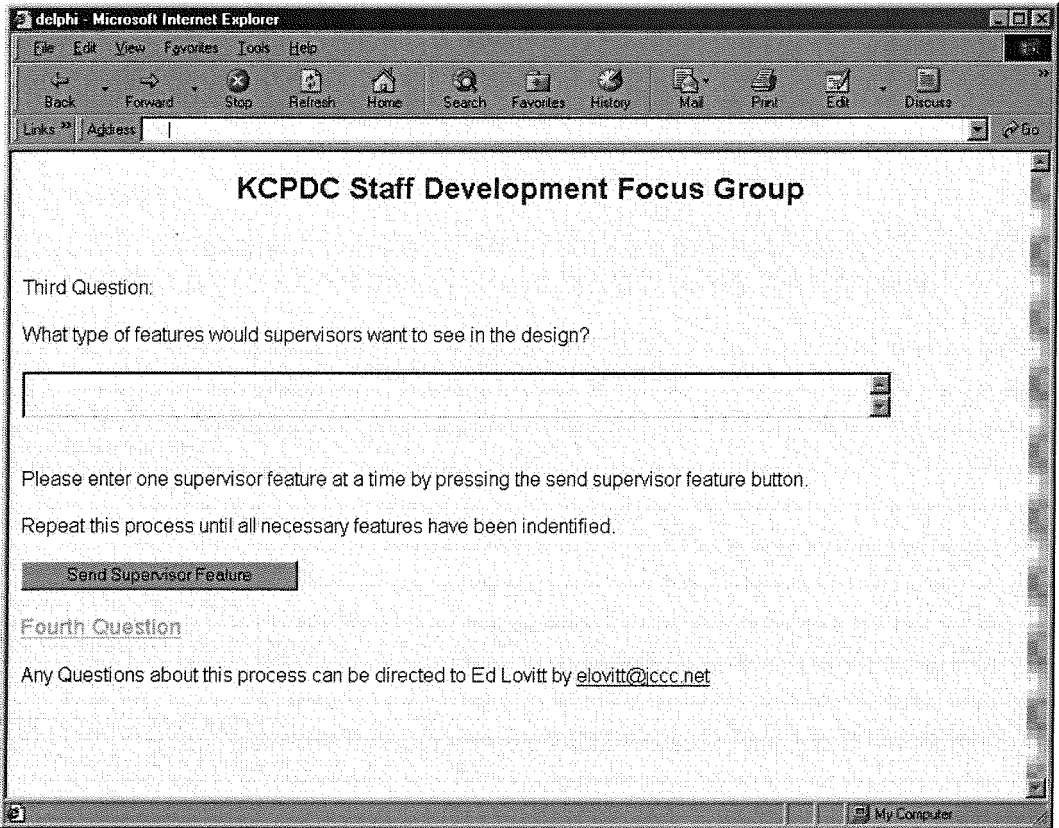
Please enter one faculty feature at a time by pressing the send faculty feature button.

Repeat this process until all necessary features have been indentified.

Third Question

Any Questions about this process can be directed to Ed Lovitt by [elovitt@iccc.net](mailto:elovitt@iccc.net)

My Computer





## Appendix E

### Round One Delphi Focus Group Results

#### First Question:

What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as a foundation?

Individual Components
1A. Self-evaluation / assessment
1B. Short-term Goals
1C. Long-term Goals
1D. Personal Development
1E. Professional Development
1F. Career Development
1G. Organizational Development
1H. Orientation
1I. Mentoring / Coaching
1J. Counseling / Advising
1K. Peer Review / Evaluation
1L. Institutional Support
1M. Performance feedback
1N. Training
1O. Resources
1P. Internal development activities
1Q. External development activities
1R. Instructions on goal setting
1S. Goal development worksheet for developing strategies to meet goals.
1T. Job Assessment and Job Development section
1U. Personal and Professional Profile used by University of Vermont. <a href="http://www.uvm.edu/~training/staff_prof_devel/IDP_Plan.doc">http://www.uvm.edu/~training/staff_prof_devel/IDP_Plan.doc</a>
1V. Links for each of the categories - pointing to explanations and examples of what is available for the employee to take advantage of both by the college and by outside resources.
1W. A concrete and specific metric for measuring performance and tasks
1X. Values clarification
1Y. Demographic data on the faculty member
1Z. Easy accessibility and easily navigable screen design
1AA. Explanation of the purpose of the IDP
1AB. Timeline to be covered by the IDP
1AC. Activities that faculty will undertake for the IDP

## Second Question:

What type of features would faculty members want to see in the design?

2 A. A list of the opportunities and training sources available (by hot links) to faculty at their institution, in addition to other opportunities available for them.
2 B. Specific requirements and expectations in a logical and easy to reference form. (Clear directions)
2 C. If there are calculations necessary the form perform those calculations and report the numerical values in an easy to read and interpret fashion.
2 D. Clear explanation of purpose.
2 E. Ease of completion (User friendly).
2 F. Ability to update as needed
2 G. Ability to keep a record of activities from the IDP
2 H. Link to preparation of a resume or portfolio.
2 I. Flexibility
2 J. Confidentiality (password protected)
2 K. Email feature with automated reminders of upcoming target dates for goals
2 L. listserv or chat room options to encourage engagement with peers on topics of shared development areas
2 M. Links to appropriate professional organizations
2 N. "comments" or "notes" area that encourages user to interact with the IDP in an informal way so that it is a living document rather than something filed away and forgotten
2 O. Quality record feedback . (Transcripts)
2 P. Training Resource Information.
2 Q. Related Future Employment Opportunities.
2 R. Career Planning Resources
2 S. Technical Support
2 T. Program Intuitive
2 U. Use of checklists and "write in"
2 V. Major amounts of time should NOT be required.

### Third Question:

What type of features would supervisors want to see in the design?

3 A. A follow-up feature - if they were able to tie into their performance appraisal, then they could see if that particular goal had been met.
3 B. Supervisors would want cumulative reports across a department. A means to allow the supervisor to see trends and commonalities in dept. (IDPS)
3 C. Categories and functions specific to their departments. For instance a faculty IDP form would be different than a staff IDP form.
3 D. Ease of completion
3 E. Tie to job description or workload formula used.
3 F. Ability to record recommendations/agreements
3 G. Ability to record budget expenditures for activities
3 H. Ability to print out record or report of activities and training undertaken
3 I. Comments section (Checklist and write-in)
3 J. Link to performance review forms
3 K. Confidentiality (Password Protective)
3 L. A supervisor "comments" section to record perspectives to be shared with supervisee to encourage and record pertinent interaction and dialogue.
3 M. Flexibility to revise goals and target dates.
3 N. Automated reminders via email of upcoming target dates for goals.
3 O. A calendar to track training dates.
3 P. Easily accessible.
3 Q. Program Intuitive
3 R. All features desired by faculty.
3 S. Training Resources Information
3 T. Options chart or checklist for advancement to the next logical type/level of training and development.

#### Fourth Question:

What types of reports and checklists would be required for both the supervisor and the faculty member using this system?

4 A. The actual courses/goals in the plan. The actual participation taken. It would be nice to also see the actual plan and how it all fits together.

4 B. Cumulative reports over established assignment cycles and review calendars.

4 C. Transcript of training accomplishments.

4 D. Checklist of activities that matches the job description

4 E. IDP (completed with action plan, target dates, etc.) This version could be printed out, signed, and filed appropriately depending on institution's process.

4 F. For planning purposes, a supervisor may want to see a report of desired development activities across all faculty/employees in order to plan appropriate opportunities.

4 G. A checklist of potential development activities from which to choose (i.e., OJT, reading, seminars, committee involvement, shadowing, etc.)

4 H. An IDP Review/Feedback form--mirrors the IDP, but provides space for feedback by supervisor and self-evaluation by faculty/employee

4 I. Report that would allow supervisors to see trends and common needs across employees.

4 J. A calendar to track training dates.

4 K. Chart/checklist indicating achievement of new educational/training levels.

4 L. Reports tracking logins and last reviewed dates.

Please enter any additional comments or recommendations

Send Information

Clear Form

Any Questions about this process can be directed to Ed Lovitt by [elovitt@jccc.net](mailto:elovitt@jccc.net)

## Appendix F

### Round Two Delphi Ranking Form

**First Question:**

What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as a foundation?

Individual Components	Ranking
1A. Self-evaluation / assessment	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1B. Short-term Goals	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1C. Long-term Goals	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1D. Personal Development	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1E. Professional Development	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1F. Career Development	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1G. Organizational Development	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1H. Orientation	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1I. Mentoring / Coaching	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1J. Counseling / Advising	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1K. Peer Review / Evaluation	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1L. Institutional Support	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1M. Performance feedback	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1N. Training	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1O. Resources	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1P. Internal development activities	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1Q. External development activities	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1R. Instructions on goal setting	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1S. Goal development worksheet for developing strategies to meet goals.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1T. Job Assessment and Job Development section	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1U. Personal and Professional Profile used by University of Vermont. <a href="http://www.uvm.edu/~training/staff_prof_devel/IDP_Plan.doc">http://www.uvm.edu/~training/staff_prof_devel/IDP_Plan.doc</a>	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1V. Links for each of the categories - pointing to explanations and examples of what is available for the employee to take advantage of both by the college and by outside resources.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1W. A concrete and specific metric for measuring performance and tasks	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1X. Values clarification	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1Y. Demographic data on the faculty member	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1Z. Easy accessibility and easily navigable screen design	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1AA. Explanation of the purpose of the IDP	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1AB. Timeline to be covered by the IDP	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
1AC. Activities that faculty will undertake for the IDP	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>

Please enter any additional comments or recommendations about the components listed or possibly missing.

**Second Question:**

What type of features would faculty members want to see in the design?

Individual Components	Ranking
2 A. A list of the opportunities and training sources available (by hot links) to faculty at their institution, in addition to other opportunities available for them.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 B. Specific requirements and expectations in a logical and easy to reference form. (Clear directions)	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 C. If there are calculations necessary the form perform those calculations and report the numerical values in an easy to read and interpret fashion.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 D. Clear explanation of purpose.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 E. Ease of completion (User friendly).	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 F. Ability to update as needed	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 G. Ability to keep a record of activities from the IDP	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 H. Link to preparation of a resume or portfolio.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 I. Flexibility	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 J. Confidentiality (password protected)	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 K. Email feature with automated reminders of upcoming target dates for goals	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 L. listserv or chat room options to encourage engagement with peers on topics of shared development areas	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 M. Links to appropriate professional organizations	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 N. "comments" or "notes" area that encourages user to interact with the IDP in an informal way so that it is a living document rather than something filed away and forgotten	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 O. Quality record feedback . (Transcripts)	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 P. Training Resource Information.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 Q. Related Future Employment Opportunities.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 R. Career Planning Resources	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 S. Technical Support	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 T. Program Intuitive	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 U. Use of checklists and "write in"	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
2 V. Major amounts of time should NOT be required.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>

Please enter any additional comments or recommendations about the features listed or possibly missing.

**Third Question:**

What type of features would supervisors want to see in the design?

Individual Components	Ranking
3 A. A follow-up feature - if they were able to tie into their performance appraisal, then they could see if that particular goal had been met.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 B. Supervisors would want cumulative reports across a department. A means to allow the supervisor to see trends and commonalities in dept. (IDPS)	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 C. Categories and functions specific to their departments. For instance a faculty IDP form would be different than a staff IDP form.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 D. Ease of completion	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 E. Tie to job description or workload formula used.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 F. Ability to record recommendations/agreements	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 G. Ability to record budget expenditures for activities	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 H. Ability to print out record or report of activities and training undertaken	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 I. Comments section (Checklist and write-in)	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 J. Link to performance review forms	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 K. Confidentiality (Password Protective)	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 L. A supervisor "comments" section to record perspectives to be shared with supervisee to encourage and record pertinent interaction and dialogue.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 M. Flexibility to revise goals and target dates.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 N. Automated reminders via email of upcoming target dates for goals.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 O. A calendar to track training dates.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 P. Easily accessible.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 Q. Program Intuitive	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 R. All features desired by faculty.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 S. Training Resources Information	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
3 T. Options chart or checklist for advancement to the next logical type/level of training and development.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>

Please enter any additional comments or recommendations about the features listed or possibly missing.

**Fourth Question:**

What types of reports and checklists would be required for both the supervisor and the faculty member using this system?

Individual Components	Ranking
4 A. The actual courses/goals in the plan. The actual participation taken. It would be nice to also see the actual plan and how it all fits together.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 B. Cumulative reports over established assignment cycles and review calendars.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 C. Transcript of training accomplishments.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 D. Checklist of activities that matches the job description	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 E. IDP (completed with action plan, target dates, etc.) This version could be printed out, signed, and filed appropriately depending on institution's process.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 F. For planning purposes, a supervisor may want to see a report of desired development activities across all faculty/employees in order to plan appropriate opportunities.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 G. A checklist of potential development activities from which to choose (i.e., OJT, reading, seminars, committee involvement, shadowing, etc.)	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 H. An IDP Review/Feedback form--mirrors the IDP, but provides space for feedback by supervisor and self-evaluation by faculty/employee	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 I. Report that would allow supervisors to see trends and common needs across employees.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 J. A calendar to track training dates.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 K. Chart/checklist indicating achievement of new educational/training levels.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>
4 L. Reports tracking logins and last reviewed dates.	<input type="checkbox"/> <i>Necessary</i> <input type="checkbox"/> <i>Nice to Have</i> <input type="checkbox"/> <i>Not Necessary</i>

Please enter any additional comments or recommendations.



## Appendix G

## Round Two Delphi Ranking Results

**First Question:**

What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as a foundation?

Individual Components	Score	Ranking Results
1A. Self-evaluation / assessment	11	5-Necessary 1-Nice to Have 0-Not Necessary
1B. Short-term Goals	11	5-Necessary 1-Nice to Have 0-Not Necessary
1C. Long-term Goals	11	5-Necessary 1-Nice to Have 0-Not Necessary
1D. Personal Development	7	2-Necessary 3-Nice to Have 1-Not Necessary
1E. Professional Development	12	6-Necessary 0-Nice to Have 0-Not Necessary
1F. Career Development	10	4-Necessary 2-Nice to Have 0-Not Necessary
1G. Organizational Development	9	3-Necessary 3-Nice to Have 0-Not Necessary
1H. Orientation	10	4-Necessary 2-Nice to Have 0-Not Necessary
1I. Mentoring / Coaching	7	1-Necessary 5-Nice to Have 0-Not Necessary
1J. Counseling / Advising	6	1-Necessary 4-Nice to Have 1-Not Necessary
1K. Peer Review / Evaluation	7	1-Necessary 5-Nice to Have 0-Not Necessary
1L. Institutional Support	8	2-Necessary 4-Nice to Have 0-Not Necessary
1M. Performance feedback	12	6-Necessary 0-Nice to Have 0-Not Necessary
1N. Training	11	5-Necessary 1-Nice to Have 0-Not Necessary
1O. Resources	10	4-Necessary 2-Nice to Have 0-Not Necessary
1P. Internal development activities	9	3-Necessary 3-Nice to Have 0-Not Necessary
1Q. External development activities	7	1-Necessary 5-Nice to Have 0-Not Necessary
1R. Instructions on goal setting	9	4-Necessary 1-Nice to Have 1-Not Necessary
1S. Goal development worksheet for developing strategies to meet goals.	10	4-Necessary 2-Nice to Have 0-Not Necessary
1T. Job Assessment and Job Development section	9	3-Necessary 3-Nice to Have 0-Not Necessary
1U. Personal and Professional Profile used by University of Vermont. <a href="http://www.uvm.edu/~training/staff_prof_devel/IDP_Plan.doc">http://www.uvm.edu/~training/staff_prof_devel/IDP_Plan.doc</a>	7	1-Necessary 5-Nice to Have 0-Not Necessary
1V. Links for each of the categories - pointing to explanations and examples of what is available for the employee to take advantage of both by the college and by outside resources.	8	2-Necessary 4-Nice to Have 0-Not Necessary
1W. A concrete and specific metric for measuring performance and tasks	7	1-Necessary 5-Nice to Have 0-Not Necessary
1X. Values clarification	9	2-Necessary 3-Nice to Have 1-Not Necessary
1Y. Demographic data on the faculty member	7	1-Necessary 5-Nice to Have 0-Not Necessary
1Z. Easy accessibility and easily navigable screen design	12	6-Necessary 0-Nice to Have 0-Not Necessary
1AA. Explanation of the purpose of the IDP	12	6-Necessary 0-Nice to Have 0-Not Necessary
1AB. Timeline to be covered by the IDP	11	5-Necessary 1-Nice to Have 0-Not Necessary
1AC. Activities that faculty will undertake for the IDP	11	5-Necessary 1-Nice to Have 0-Not Necessary

Comments on Question #1:

Very interesting! Go for it!!

I am a little surprised that personal development score so low.

On 1.L I wonder how institutional support can simply be "nice to have"? If there is not institutional support how can the individual engage in development to a truly significant degree (it would not have to monetary support, although that would be nice).

**Second Question:**

What type of features would faculty members want to see in the design?

Individual Components	Score	Ranking Results
2 A. A list of the opportunities and training sources available (by hot links) to faculty at their institution, in addition to other opportunities available for them.	8	2-Necessary 4-Nice to Have 0-Not Necessary
2 B. Specific requirements and expectations in a logical and easy to reference form. (Clear directions)	12	6-Necessary 0-Nice to Have 0-Not Necessary
2 C. If there are calculations necessary the form perform those calculations and report the numerical values in an easy to read and interpret fashion.	8	2-Necessary 4-Nice to Have 0-Not Necessary
2 D. Clear explanation of purpose.	12	6-Necessary 0-Nice to Have 0-Not Necessary
2 E. Ease of completion (User friendly).	12	6-Necessary 0-Nice to Have 0-Not Necessary
2 F. Ability to update as needed	12	6-Necessary 0-Nice to Have 0-Not Necessary
2 G. Ability to keep a record of activities from the IDP	11	5-Necessary 1-Nice to Have 0-Not Necessary
2 H. Link to preparation of a resume or portfolio.	7	2-Necessary 3-Nice to Have 1-Not Necessary
2 I. Flexibility	11	5-Necessary 1-Nice to Have 0-Not Necessary
2 J. Confidentiality (password protected)	11	5-Necessary 1-Nice to Have 0-Not Necessary
2 K. Email feature with automated reminders of upcoming target dates for goals	6	1-Necessary 5-Nice to Have 0-Not Necessary
2 L. listserv or chat room options to encourage engagement with peers on topics of shared development areas	5	0-Necessary 5-Nice to Have 1-Not Necessary
2 M. Links to appropriate professional organizations	7	2-Necessary 3-Nice to Have 0-Not Necessary
2 N. "comments" or "notes" area that encourages user to interact with the IDP in an informal way so that it is a living document rather than something filed away and forgotten	9	3-Necessary 3-Nice to Have 0-Not Necessary
2 O. Quality record feedback . (Transcripts)	12	6-Necessary 0-Nice to Have 0-Not Necessary
2 P. Training Resource Information.	9	3-Necessary 3-Nice to Have 0-Not Necessary
2 Q. Related Future Employment Opportunities.	7	1-Necessary 5-Nice to Have 0-Not Necessary
2 R. Career Planning Resources	8	2-Necessary 4-Nice to Have 0-Not Necessary
2 S. Technical Support	11	5-Necessary 1-Nice to Have 0-Not Necessary
2 T. Program Intuitive	10	4-Necessary 2-Nice to Have 0-Not Necessary
2 U. Use of checklists and "write in"	9	3-Necessary 3-Nice to Have 0-Not Necessary
2 V. Major amounts of time should NOT be required.	9	3-Necessary 3-Nice to Have 0-Not Necessary

## Comments on Question #2:

Although 2C and 2V were rated somewhat low, I see these as being part of 2E.

Whatever can be done to make this easy and not time consuming is a must. I was surprised that 2A did not get a higher score.

## Third Question:

What type of features would supervisors want to see in the design?

Individual Components	Score	Ranking Results
3 A. A follow-up feature - if they were able to tie into their performance appraisal, then they could see if that particular goal had been met.	8	2-Necessary 4-Nice to Have 0-Not Necessary
3 B. Supervisors would want cumulative reports across a department. A means to allow the supervisor to see trends and commonalities in dept. (IDPS)	7	2-Necessary 3-Nice to Have 1-Not Necessary
3 C. Categories and functions specific to their departments. For instance a faculty IDP form would be different than a staff IDP form.	9	3-Necessary 3-Nice to Have 0-Not Necessary
3 D. Ease of completion	12	6-Necessary 0-Nice to Have 0-Not Necessary
3 E. Tie to job description or workload formula used.	7	1-Necessary 5-Nice to Have 0-Not Necessary
3 F. Ability to record recommendations/agreements	11	5-Necessary 1-Nice to Have 0-Not Necessary
3 G. Ability to record budget expenditures for activities	7	1-Necessary 5-Nice to Have 0-Not Necessary
3 H. Ability to print out record or report of activities and training undertaken	11	5-Necessary 1-Nice to Have 0-Not Necessary
3 I. Comments section (Checklist and write-in)	8	2-Necessary 4-Nice to Have 0-Not Necessary
3 J. Link to performance review forms	8	2-Necessary 4-Nice to Have 0-Not Necessary
3 K. Confidentiality (Password Protective)	11	5-Necessary 1-Nice to Have 0-Not Necessary
3 L. A supervisor "comments" section to record perspectives to be shared with supervisee to encourage and record pertinent interaction and dialogue.	11	5-Necessary 1-Nice to Have 0-Not Necessary
3 M. Flexibility to revise goals and target dates.	12	6-Necessary 0-Nice to Have 0-Not Necessary
3 N. Automated reminders via email of upcoming target dates for goals.	7	1-Necessary 5-Nice to Have 0-Not Necessary
3 O. A calendar to track training dates.	9	3-Necessary 3-Nice to Have 0-Not Necessary
3 P. Easily accessible.	12	6-Necessary 0-Nice to Have 0-Not Necessary
3 Q. Program Intuitive	10	4-Necessary 2-Nice to Have 0-Not Necessary
3 R. All features desired by faculty.	5	1-Necessary 4-Nice to Have 1-Not Necessary
3 S. Training Resources Information	10	4-Necessary 2-Nice to Have 0-Not Necessary
3 T. Options chart or checklist for advancement to the next logical type/level of training and development.	8	2-Necessary 4-Nice to Have 0-Not Necessary

## Comments on Question #3:

Although 3B only received an "7" I think this would be very important to supervisors.

The feedback is very interesting. I can't wait to see if the CADDs agree with the KCPDC folks.

**Fourth Question:**

What types of reports and checklists would be required for both the supervisor and the faculty member using this system?

Individual Components	Score	Ranking Results
4 A. The actual courses/goals in the plan. The actual participation taken. It would be nice to also see the actual plan and how it all fits together.	9	3-Necessary 3-Nice to Have 0-Not Necessary
4 B. Cumulative reports over established assignment cycles and review calendars.	10	4-Necessary 2-Nice to Have 0-Not Necessary
4 C. Transcript of training accomplishments.	10	4-Necessary 2-Nice to Have 0-Not Necessary
4 D. Checklist of activities that matches the job description	7	1-Necessary 5-Nice to Have 0-Not Necessary
4 E. IDP (completed with action plan, target dates, etc.) This version could be printed out, signed, and filed appropriately depending on institution's process.	12	6-Necessary 0-Nice to Have 0-Not Necessary
4 F. For planning purposes, a supervisor may want to see a report of desired development activities across all faculty/employees in order to plan appropriate opportunities.	5	4-Necessary 1-Nice to Have 1-Not Necessary
4 G. A checklist of potential development activities from which to choose (i.e., OJT, reading, seminars, committee involvement, shadowing, etc.)	8	2-Necessary 4-Nice to Have 0-Not Necessary
4 H. An IDP Review/Feedback form--mirrors the IDP, but provides space for feedback by supervisor and self-evaluation by faculty/employee	6	4-Necessary 2-Nice to Have 0-Not Necessary
4 I. Report that would allow supervisors to see trends and common needs across employees.	5	4-Necessary 1-Nice to Have 1-Not Necessary
4 J. A calendar to track training dates.	9	3-Necessary 3-Nice to Have 0-Not Necessary
4 K. Chart/checklist indicating achievement of new educational/training levels.	8	2-Necessary 4-Nice to Have 0-Not Necessary
4 L. Reports tracking logins and last reviewed dates.	9	3-Necessary 3-Nice to Have 0-Not Necessary

Comments on Question #4:

I think #4F is especially important for the first line supervisor to take the leadership on professional development and support for faculty members.

Ok!

## Appendix H

## CADD Criteria Validation Membership

<b>Title</b>	<b>Department</b>	<b>Division</b>
Assistant Dean	Drafting, Engineering and Railroad Technology	Business and Technology
Assistant Dean	Social Sciences and Social Services	Liberal Arts
Assistant Dean	Industrial Technology	Business and Technology
Assistant Dean	Electronics and Information Technology	Business and Technology
Assistant Dean	Respiratory Care	Science, Healthcare and Math
Assistant Dean	HPER	Student Services
Assistant Dean	Emergency Medical Science	Science, Healthcare and Math
Assistant Dean	Speech, Language and Academic Enhancement	Liberal Arts
Assistant Dean	Arts and Humanities	Liberal Arts
Director	Staff and Organizational Development	Academic Affairs
Assistant Dean	Nursing	Science, Healthcare and Math
Assistant Dean	Computer and Information Systems	Business and Technology
Assistant Dean	Mathematics	Science, Healthcare and Math
Assistant Dean	Science	Science, Healthcare and Math
Assistant Dean	Writing, Literature and Media Communications	Liberal Arts
Academic Director	Educational Technology Center	Liberal Arts
Assistant Dean	Business	Business and Technology
Program Director	Professional Education	Continuing Education
Assistant Dean	Dental Hygiene	Science, Healthcare and Math

Director	Enrollment Management	Student Services
Director	Library	Community Outreach
Tech Prep Coordinator	Technical College Preparation	Community Outreach
Manager	Audiovisual Services	Community Outreach
Assistant Dean	Hospitality, Fashion and Interiors	Business and Technology
Community Coordinator	Community Outreach	Community Outreach



## Appendix I

### Criteria Validation Questionnaire Cover Letter

The following is a copy of the cover letter sent to members of the CADD group.

June 2, 2003

«Full\_Name», «Title»  
«Department»

Dear «First\_Name»,

I am currently in the process of developing a Web-accessible professional development system that will help foster a learning organization here at Johnson County Community College. This system will store shared agreements in a database, which will allow supervisors and faculty members to review and update action plans. As a supervisor of faculty at JCCC, your views on the necessary components for a successful Web-accessible professional development system are extremely valuable.

I would greatly appreciate it if you would take a few minutes to complete the enclosed questionnaire, and then send it through interoffice mail to the Office of Institutional Research (Box 9). All responses will be kept strictly confidential and will be reported in summary form only.

I would appreciate receiving the completed questionnaires by **Friday, June 13, 2003**. If you have any questions about the survey, please feel free to contact me at, or Institutional Research.

Thank you for your assistance in providing this valuable information.

Sincerely,

Ed Lovitt  
Technical Training Coordinator

Enclosures

## Appendix J

## CADD Validation Questionnaire



**WEB-ACCESSIBLE PROFESSIONAL  
DEVELOPMENT SYSTEM**

Partnerships between faculty members and their supervisors are extremely important. These partnerships require contracts or individual development plans that can be reviewed for progress and modified for future needs. The purpose of this survey is to gather information to develop a model for a Web-accessible professional development system that will facilitate the development and use of individual development plans. Please take a few minutes to respond to each of the following questions, and then return the questionnaire to the Office of Institutional Research through interoffice mail (Box 9). All responses will be kept confidential and reported as group data only. Your assistance with this survey is greatly appreciated.

	Not at all important	Not very important	Neutral	Somewhat important	Very important
1. How important is it to include a goal development worksheet for developing strategies to meet goals prior to completing the IDP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How important is it to include an explanation of the purpose of the IDP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How important is it to include instructions on goal setting (i.e., using the SMARTS method)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Please indicate how important you feel it is to include each of the following developmental categories in an IDP process.					
	Not at all important	Not very important	Neutral	Somewhat important	Very important
a. Self-Assessment (identifying personal strengths and areas of potential growth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Job development (seeking out and creating employment opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development (promoting faculty growth and enabling faculty members to obtain and enhance job-related skills, knowledge, add awareness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Career development (providing tools for effective personal planning to improve the quality of work life).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Organizational development (focusing on the improvement of the internal climate of an institution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Personal development (making a choice to develop personal interests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate how important it is to include the following developmental activities in an IDP process.

	Not at all important	Not very important	Neutral	Somewhat important	Very important
a. Identifying personal strengths and areas of potential growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying personal values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting short-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Setting long-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying target dates for goal completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying time requirements for goal achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Identifying institutional support required for goal achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Discussing available orientation sessions to attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Establishing a mentor relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Discussing the results of the peer review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Reviewing the faculty member's performance evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Identifying internal training and development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Identifying external training and development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Identifying job aspects faculty members would like to expand or eliminate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate how important the following issues are to the successful design of a web-accessible IDP process.

	Not at all important	Not very important	Neutral	Somewhat important	Very important
a. Incorporating an easily accessible and navigable screen design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing clear, specific requirements and expectations in a logical and easy to reference format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Keeping the time required to complete the IDP process to a minimum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all important	Not very important	Neutral	Somewhat important	Very important
d. Incorporating customized resources for each department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Including a job description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Incorporating an E-mail feature with automated reminders of upcoming target dates for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Enabling the web-based IDP to be an interactive document by incorporating a "comments" or "notes" area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Providing a record of all training and development courses attended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Providing the ability to record budget expenditures for activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing the ability to record recommendations and agreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing the ability to update the IDP as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Incorporating a follow-up feature to see if a particular goal was met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Providing the ability to keep a record of all activities from the IDP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Incorporating a section for supervisors to share their perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Including a calendar to track training dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Including an options chart to identify the next logical step in training/development progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Maintaining flexibility to revise goals and target dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Ensuring confidentiality through the use of password protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7. How important is it to include the following links in a Web-based IDP process?

	Not at all important	Not very important	Neutral	Somewhat important	Very important
a. A link to the internal and external training and development opportunities available to faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A link to a resume or portfolio creation tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A link to appropriate professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A link to the Human Resources Web page to view related employment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A link to the Career Center Web page to view career planning resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A link to technical support if questions arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A link to performance review forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 8. Please indicate how important it is to incorporate each of the following reporting capabilities in a Web-accessible IDP?

	Not at all important	Not very important	Neutral	Somewhat important	Very important
a. The ability to view cumulative reports across a department in order to see trends and commonalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The ability to view the entire IDP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The ability to view the specific goals to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The ability to view the plans to meet specific goals to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The ability to view cumulative reports over established assignment cycles and review calendars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The ability to view a record of all training and development accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The ability to view a listing of all the activities that a faculty member desires to be engaged in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The ability to view an IDP feedback form that provides space for supervisor feedback and self-evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The ability to view a record of logins and last reviewed dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please feel free to share any comments or suggestions you may have regarding the Web-accessible professional development system in the space below (attach additional pages if necessary).



**Please return the survey to JCCC Office of Institutional Research through interoffice mail (Box 9). Thank you for your participation.**

## Appendix K

## Expert Group

<b>Title</b>	<b>Department</b>	<b>Division</b>
Director	Staff and Organizational Development	Academic Affairs
Market and Survey Research Analyst	Institutional Research	Academic Affairs
Senior Research Analyst	Institutional Research	Academic Affairs
Director, Research Evaluation and Instructional Development	Institutional Research	Academic Affairs

## Appendix L

## Pilot Testing Group

<b>Title</b>	<b>Department</b>	<b>Division</b>
Vice President	Instruction	Academic Affairs
Assistant Dean	Computer Information Systems	Business and Technology
Adjunct Professor	Business	Business and Technology
Adjunct Professor	Business	Business and Technology
Adjunct Professor	Computer Information Systems	Business and Technology
Assistant Dean	HPER	Student Services
Professor / Coach	HPER	Student Services
Assistant Professor	HPER	Student Services
Assistant Dean	Science	Science, Healthcare and Math
Professor	Science	Science, Healthcare and Math
Professor	Math	Science, Healthcare and Math
Dean	Writing, Literature and Media Communications	Liberal Arts
Associate Professor	Writing, Literature and Media Communications	Liberal Arts
Professor	Writing, Literature and Media Communications	Liberal Arts
Adjunct Professor	Writing, Literature and Media Communications	Liberal Arts
Assistant Dean	Hospitality, Fashion and Interiors	Business and Technology
Professor	Hospitality, Fashion and Interiors	Business and Technology
Professor / Career Program Facilitator	Hospitality, Fashion and Interiors	Business and Technology



## Appendix M

### User Reactions Survey

Johnson County Community College Staff and Organizational Development Department

Now that you have completed a walkthrough of the Individual Professional Development System, we would like to know some of your reactions, both in general and to specific features of the system.

1. What is your status at JCCC?

<input type="checkbox"/> Full time Faculty	<input type="checkbox"/> Adjunct Faculty	<input type="checkbox"/> JCCC Supervisor
--	--	--

Please indicate your impressions on the design of this Individual Professional Development System.

	Not at all clear	Not very clear	Neutral	Somewhat clear	Very clear
2. Screen layouts were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sequence of the screens were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Messages which appear on the screen were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructions for commands or details were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Placement of help messages on the screen were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Content of online help messages were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Feedback on the completion of sequence of steps were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Number of steps per task were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What did you like most about the Individual Professional Development System?

--

11. Please indicate what you liked least or requires improvement with the Individual Professional Development System?

--

12. If the Individual Professional Development System were made available to you, would you use it or not? Why?

--

13. If the Individual Professional Development System were made available to you, how much time would you spend working on your IDP?

--

14. What days of the week would you plan on using the system?

<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	<input type="checkbox"/> Saturday	<input type="checkbox"/> Sunday
---------------------------------	----------------------------------	------------------------------------	-----------------------------------	---------------------------------	-----------------------------------	---------------------------------

15. What times of the day would you plan on using the system?

<input type="checkbox"/> Morning	<input type="checkbox"/> Noon	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Evening
----------------------------------	-------------------------------	------------------------------------	----------------------------------

16. Where would you use this system?

<input type="checkbox"/> Office	<input type="checkbox"/> Home
---------------------------------	-------------------------------

## Appendix N

## Final Evaluation Survey


**WEB-ACCESSIBLE PROFESSIONAL  
DEVELOPMENT SYSTEM**
**Final Evaluation Survey**

	Not at all successful	Not very successful	Neutral	Somewhat successful	Very successful
1. How successful was the inclusion of a goal development worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How successful was the explanation of the purpose of the IDP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How successful was the inclusion of instructions on goal setting (i.e., using the SMARTS method)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Please indicate how successful each of the following developmental categories in an IDP process.					
	Not at all successful	Not very successful	Neutral	Somewhat successful	Very successful
a. Self-Assessment (identifying personal strengths and areas of potential growth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Job development (seeking out and creating employment opportunities)	N/A	N/A	N/A	N/A	N/A
c. Professional development (promoting faculty growth and enabling faculty members to obtain and enhance job-related skills, knowledge, add awareness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Career development (providing tools for effective personal planning to improve the quality of work life).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Organizational development (focusing on the improvement of the internal climate of an institution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Personal development (making a choice to develop personal interests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate how successful the following developmental activities in an IDP process.

	Not at all successful	Not very successful	Neutral	Somewhat successful	Very successful
a. Identifying personal strengths and areas of potential growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying personal values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting short-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Setting long-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying target dates for goal completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying time requirements for goal achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Identifying institutional support required for goal achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Discussing available orientation sessions to attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Establishing a mentor relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Discussing the results of the peer review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Reviewing the faculty member's performance evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Identifying internal training and development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Identifying external training and development opportunities. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Identifying job aspects faculty members would like to expand or eliminate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate how successful the following issues were in the design of a web-accessible IDP process.

	Not at all successful	Not very successful	Neutral	Somewhat successful	Very successful
a. Incorporating an easily accessible and navigable screen design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing clear, specific requirements and expectations in a logical and easy to reference format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Keeping the time required to complete the IDP process to a minimum. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all successful	Not very successful	Neutral	Somewhat successful	Very successful
d. Incorporating customized resources for each department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Including a job description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Incorporating an E-mail feature with automated reminders of upcoming target dates for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Enabling the web-based IDP to be an interactive document by incorporating a "comments" or "notes" area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Providing a record of all training and development courses attended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Providing the ability to record budget expenditures for activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing the ability to record recommendations and agreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing the ability to update the IDP as needed. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Incorporating a follow-up feature to see if a particular goal was met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Providing the ability to keep a record of all activities from the IDP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Incorporating a section for supervisors to share their perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Including a calendar to track training dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Including an options chart to identify the next logical step in training/development progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Maintaining flexibility to revise goals and target dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Ensuring confidentiality through the use of password protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7. How successful were the inclusion of the following links in a Web-based IDP process?

	Not at all successful	Not very successful	Neutral	Somewhat successful	Very successful
a. A link to the internal and external training and development opportunities available to faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A link to a resume or portfolio creation tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A link to appropriate professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A link to the Human Resources Web page to view related employment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A link to the Career Center Web page to view career planning resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A link to technical support if questions arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A link to performance review forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


## 8. Please indicate how important it is to incorporate each of the following reporting capabilities in a Web-accessible IDP?

	Not at all successful	Not very successful	Neutral	Somewhat successful	Very successful
a. The ability to view cumulative reports across a department in order to see trends and commonalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The ability to view the entire IDP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The ability to view the specific goals to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The ability to view the plans to meet specific goals to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The ability to view cumulative reports over established assignment cycles and review calendars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The ability to view a record of all training and development accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The ability to view a listing of all the activities that a faculty member desires to be engaged in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The ability to view an IDP feedback form that provides space for supervisor feedback and self-evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The ability to view a record of logins and last reviewed dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix O

## Final Web Prototype and Database

**JCCC Professional Development System**  
Login Page



**Please enter Employee password:**

**Password :**

Enter your First Initial of both your First and Last name followed by your last 4 digits of your employee ID then press the Login button to enter the system.  
(example: AB1234)

Press the Login button to enter the system

The College continues to grow, and the community around us continues to change. Staff development is more important now than ever if we are to maintain the quality and enthusiasm our students require.

I encourage you to review this directory carefully and plan to take advantage of many of the opportunities provided.

*Charles J. Carlsen*  
*President*

Completed by Ed Lovitt, Technical Training Coordinator at Johnson County Community College.  
Ed can be contacted at: [elovitt@jccc.net](mailto:elovitt@jccc.net), or call 913/469-8500 ext.3975.

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Login to Professional Development System



# JCCC

Johnson County Community College

Welcome: Able Body

## Purpose:

This Professional Development System offers you a means to analyze your own development needs, set specific short- and long-term goals, and decide which opportunities best meet those needs and goals.






Since the promotion of lifelong learning is one of the goals of JCCC, it supports your continued growth efforts. Your Development Plan will also assist your immediate supervisor in supporting your development. Information shared may result in budget decisions at the program, division or staff development levels.

## My Development Plan

*(Recommended for experienced users wanting all options)*

## Wizard (Step by Step instructions to create My Development Plan)

*(Recommended for first time users)*


 <p><b>My Employees</b></p> <p><i>(Link to employees which are under my supervision)</i></p>	 <p><b>Goals Checklist</b></p> <p><i>(Introduction to creating goals using the SMARTS model)</i></p>	 <p><b>Help Menu</b></p> <p><i>(List of general information, tutorials, and glossary of terms.)</i></p>	 <p><b>Instructions</b></p> <p><i>(Instructions on how to use the professional development system)</i></p>	 <p><b>Logout</b></p> <p><i>(Logout for different User Account)</i></p>
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Welcome Page




JCCC  
 Johnson County Community College

 **Organizational Goals**
 **My Goals**
 **My Results**
 **My Resources**
 **Main Menu**
 **Instructions**
 **Help**
 **Logout**

**Able Body**  
 Director, Space Technology  
 IDP Edit Date: 11/5/2003

## Organizational Goals

<b><u>JCCC Goals and Objectives</u></b>	This link provides a list of goals and objectives created by the strategic planning process at JCCC. This link also provides a list of individual initiatives for many of the departments.
<b><u>Department Goals</u></b>	This link provides individual department goals which have been identified by department supervisors and committees.
<b><u>Department Objectives</u></b>	This link provides individual department objectives which have been identified by department supervisors and committees.
<b><u>Department Initiatives</u></b>	This link provides individual department initiatives which have been identified by department supervisors and committees.
<b><u>Department Resources</u></b>	This link provides a list of Web resources which provide additional opportunities for growth identified by department supervisors and committees.

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## Organizational Page



# JCCC

Johnson County Community College

-  [Organizational Goals](#)
 [My Goals](#)
 [My Results](#)
 [My Resources](#)
 [Main Menu](#)
 [Instructions](#)
 [Help](#)
 [Logout](#)

## Able Body

Director, Space Technology  
IDP Edit Date: 11/5/2003

## My Goals

<b><u>Self-Assessment</u></b>	(Identification of your skills, strengths, interests and values. This will help you identify your potential growth and aspects of your current job you wish to minimize / eliminate or emphasize and expand)
<b><u>Professional Development</u></b>	(Skills, activities and experiences designed to improve professional effectiveness within present job.)
<b><u>Career Development</u></b>	(Skills, activities and experiences designed to advance existing position within or outside the institution.)
<b><u>Organizational Development</u></b>	(Skills, activities and experiences designed to advance the department and institution.)
<b><u>Personal Development</u></b>	(Skills, activities and experiences designed to improve your personal life.)
<b><u>Employee Comments</u></b>	(This comment section provides opportunity to add additional comments for your IDP)

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## My Goals Page



# JCCC

Johnson County Community College



**Organizational  
Goals**



**My Goals**



**My Results**



**My  
Resources**



**Main Menu**



**Instructions**



**Help**



**Logout**

## Able Body

Director, Space Technology  
IDP Edit Date: 11/5/2003


## My Results









<b><u>Print My Completed IDP</u></b>	This link will provide a compiled list of all the above goals and also includes any comments made by your supervisor. This form may be printed for signatures and collection by the Staff & Organizational Development Office.
<b><u>Print My Resume</u></b>	This link will provide a JCCC Resume of Education, Training, Professional Background, Committees, Memberships, Presentations, Publications, and Awards that you have compiled in the (My Resources Section)
<b><u>Email My Supervisor Reminder</u></b>	This link will send a e-mail to your supervisor notifying them that you have completed your IDP and would like to to review and provide feedback prior to a face-to-face meeting.
<b><u>My SD Events &amp; Courses</u></b>	The following is a transcript of events and opportunities which have been recorded by Staff & Organizational Development. This transcript includes current status of events as well as past enrollment activities.
<b><u>My SD Resources</u></b>	This resource provides a listing of current books, videos, CD's and other training materials which are checked out in your name.
<b><u>Job Descriptions</u></b>	This Web page contains Job Descriptions for employees at JCCC. These descriptions provide basic qualifications and requirements.
<b><u>SD Events I'm Teaching</u></b>	If you are teaching or facilitating a Staff & Organizational Development activity this link provides enrollment information.

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My Results Page


JCCC
Johnson County Community College

 [Organizational Goals](#)
 [My Goals](#)
 [My Results](#)
 [My Resources](#)
 [Main Menu](#)
 [Instructions](#)
 [Help](#)
 [Logout](#)

**Able Body**  
 Director, Space Technology  
 IDP Edit Date: 11/5/2003




## My Resources

<b><u>My Resume</u></b>	This resource provides the opportunity to build and print a resume of professional accomplishments including Education, Training, Professional History, Publications, Presentation, Committees, Memberships and Awards.
<b><u>JCCC Resources</u></b>	This is a partial listing of various JCCC resources which are available for staff and faculty at Johnson County Community College.
<b><u>Department Resources</u></b>	This link provides a list of Web resources which provide additional opportunities for growth identified by department supervisors and committees.
<b><u>Faculty Resources</u></b>	This is a listing of resources available for JCCC Faculty including links to Peer Review, Mentoring, Orientations, and Performance Review.
<b><u>Professional Development Resources</u></b>	This is a partial listing of various organizational and resources which are available for professional development of individual working in education.

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## My Resources

<b>Able Body</b> Academic Director, Space IDP Edit Date: 9/25/2003	 <b>Instructions</b>	 <b>Available</b> (Training, Resources, & Funding)	 <b>Sample Goals</b>
<b>Self-Evaluation &amp; Assessment</b>		<input type="button" value="Update"/>	
<i>Skills - Strengths -</i>			
Some of the skills which I currently utilize include the ability to work well with people and come up with action plans for both myself and the Space Department. My strengths are some of the best things that I bring to my job and I believe would be the ability to listen and also let my faculty members know that I have an open door policy for any concerns that they may have about teaching and their students			
<i>Current Interests and Values</i>			
I enjoy working with students both here at JCCC and with my community work. I believe that all people should have the opportunity to go to school and get an education.			
<i>Potential Growth</i>			
I would like to continue to be a college and community leader.			
<i>Aspects of Job to Minimize or Eliminate</i>			
I would like to streamline some of the paperwork which is required for my job. I would also like to compile some of the materials I use for orientations for new faculty into a multimedia CD so that I can focus on more specific information on how they can be more effective in the classroom rather than administrative details.			
<i>Aspects of Job to Emphasize or Expand</i>			
I would like to be more involved in ways to help students and faculty work together with group problem solving.			

### Self-Evaluation and Assessment

**Able Body**  
 Academic Director, Space  
 IDP Edit Date: 9/25/2003

  
**Instructions**

  
**Available**  
 (Training, Resources, & Funding)

  
**Sample Goals**

**Professional Development**

**Short-term Professional Goals:** (Accomplished in 1 - 2 years)  
 (Skills, activities and experiences designed to improve professional effectiveness within present job.)

Individual Goals	Required (Training, Resources, & Funding)	Target Date
Attend a professional development conference	travel money, registration costs	1/1/04
Publish a book about my journey into the space program.	Time and money	1/1/05

**Long-term Professional Goals:** (Accomplished in 3 - 5 years)  
 (Skills, activities and experiences designed to improve professional effectiveness within present job.)


Professional Development

**Able Body**

Academic Director, Space  
IDP Edit Date: 9/25/2003



**Instructions**



**Available**

(Training, Resources, & Funding)



**Sample Goals**

**Career Development**

Update

**Short-term Career Goals:** (Accomplished in 1 - 2 years)

(Skills, activities and experiences designed to advance existing position within or outside the institution.)

Individual Goals	Required (Training, Resources, & Funding)	Target Date

**Long-term Career Goals:** (Accomplished in 3 - 5 years)

(Skills, activities and experiences designed to advance existing position within or outside the institution.)


Career Development

**Able Body**  
 Academic Director, Space  
 IDP Edit Date: 9/25/2003

  
**Instructions**

  
**Available**  
 (Training, Resources, & Funding)

  
**Sample Goals**

**Organizational Development**

[Update](#)

**Short-term Organizational Goals:** (Accomplished in 1 - 2 years)  
 (Skills, activities and experiences designed to advance the department and institution.)

Individual Goals	Required (Training, Resources, & Funding)	Target Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Long-term Organizational Goals:** (Accomplished in 3 - 5 years)  
 (Skills, activities and experiences designed to advance the department and institution.)

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Organizational Development



**Able Body**

Academic Director, Space  
IDP Edit Date: 9/25/2003



**Instructions**



**Available**

(Training, Resources, & Funding)



**Sample Goals**

**Personal Development**

Update

**Short-term Personal Goals:** (Accomplished in 1 - 2 years)

*(Skills, activities and experiences designed to improve your personal life.)*

Individual Goals	Required (Training, Resources, & Funding)	Target Date

**Long-term Personal Goals:** (Accomplished in 3 - 5 years)

*(Skills, activities and experiences designed to improve your personal life.)*


Personal Development

**Able Body**  
Academic Director, Space  
IDP Edit Date: 9/25/2003

**Employee Comments** Update

*Please provide any final comments on your IDP you would like to share with your supervisor.*

I really like the way my supervisor trusts me

### Employee Comments

**Employee: (E-mail Reminder)**

**Able Body**

Send Message

(This will send an E-mail message to **Edward Lovitt** your supervisor at **elovitt@jccc.net** that your IDP is ready for review and comments).

### Employee E-mail

# Individual Development Plan

## Able Body

Director, Space Planning  
IDP Edit Date: 9/26/2003

## Self-Assessment

### Skills & Strengths

One of my greatest skills I think is my ability to relate common information and basic understandings of complex concepts about space into the classroom. Many students feel intimidated by math and science I have tried to remove some of these barriers. One of my strengths is the ability to look for alternative teaching techniques and methods to keep students involved in their studies.

### Current Interests and Values

Some of my current interest involve the use of WebCT to supplement face-to-face instruction. I think that this method of delivery is only the future of education and that for me it is a new chalk board. I want to explore the use of technology in the classroom to help students with various learning styles become excited about space and their future.

### Potential Growth

Some of my potential growth areas include the need to understand how to use technology more effectively in the classroom. I would also like to design some online tutorials which will allow self-paced learning. I would also like to take advantage of any sharing of ideas and teaching techniques.

### Aspects of Job to Minimize or Eliminate

I would like to minimize the number of meetings and committees I currently serve. The invention of technology should provide some way to reduce the face-to-face requirements which traditional meetings demand. I would also like to help minimize the amount of technical support I currently provide for some of my students.

### Aspects of Job to Emphasize or Expand

I enjoy working with students and would like to explore ways I can create an online club or discussion area. I would also like to be able to share some of my teaching techniques with other instructors across the campus.

## IDP Self-Assessment Results

## Individual Development Plan

### Able Body

Director, Space Planning  
IDP Edit Date: 9/26/2003

### Goal Setting

#### Short-term Professional Goals: (Accomplished in 1 - 2 years)

*(Skills, activities and experiences designed to improve professional effectiveness within present job.)*

Goals	Action Plan	Target Date
I will complete my Ph.D	Tuition Reimbursement	10/1/03
I would like to attend Professional Development conferences and begin indentifying a time to attend the Chairs Conference	Travel Money and CHAIRs conference	9/1/03
I would like to become Microsoft Office User Certified (MOUS)Certified & Learn more about Networking and HTML programming.	Training Funds and Cont. Ed	1/1/05

#### Long-term Professional Goals: (Accomplished in 1 - 2 years)

*(Skills, activities and experiences designed to improve professional effectiveness within present job.)*

Goals	Action Plan	Target Date
I would like to learn more about NISOD and other professional development organizations.	Travel Money	1/1/06
I would like to learn more about additional trends in self-paced learning and attend a Online Learning conference	Travel Money	1/01/05

#### Short-term Career Goals: (Accomplished in 1 - 2 years)

*(Skills, activities and experiences designed to advance existing position within or outside the institution.)*

Goals	Action Plan	Target Date
I would like to become more involved in NCSPOD and help with the International Conference in Kansas City.	Time	10/1/04
The need to continue my skills in understanding growing technology trends.	Time	1/1/04

#### Long-term Career Goals: (Accomplished in 3 - 5 years)

*(Skills, activities and experiences designed to advance existing position within or outside the institution.)*

Goals	Action Plan	Target Date
I would like to become involved in activities and organizations which help to build leadership skills and prepare me for opportunities in higher education.	Time, Conference Travel, League involvement	1/1/05
I would like to explore Information Technology structures and training plans at other schools and universities.	Travel money	1/1/06

# Individual Development Plan

## Able Body

Director, Space Planning  
IDP Edit Date: 9/26/2003

**Short-term Organizational Goals:** (Accomplished in 1 - 2 years)  
(Skills, activities and experiences designed to advance the department and institution.)

Goals	Action Plan	Target Date
I would like to develop the online IDP program to provide a connection to the current Banner Database	Time	1/1/05
I would like to provide a program to tie together the current ITP process to the strategic goals and departmental technology long range planning processes.	Time, Additional programming training	1/1/05
I would like to explore the use of online orientations and how we can provide just in time information to our staff and faculty.	Time	1/1/05

**Long-term Organizational Goals:** (Accomplished in 3 - 5 years)  
(Skills, activities and experiences designed to advance the department and institution.)

Goals	Action Plan	Target Date
Visit other League and NCPOD schools to explore IDP processes and how to improve opportunities here at JCCC.	Time	1/1/06
I would like to look at ways to connect all the individual, departmental, and institutional strategic plans to one location which will allow everyone in the institution to see the overall plan.	Time	1/1/06

**Short-term Personal Goals:** (Accomplished in 1 - 2 years)  
(Skills, activities and experiences designed to improve your personal life.)

Goals	Action Plan	Target Date
I would like to explore ways to prepare for a financial stable retirement and help fund our children's education.	Financial Planning and Retirement sessions.	1/01/04
I would like to continue to participate in Wellness activities and stay healthy. Allocate time each week for fitness activities.	Time	1/1/05
I would like to spend more time with my family and possibly continue working from home when school schedules prohibit working at JCCC.	Time & Flexibility	Ongoing

**Long-term Personal Goals:** (Accomplished in 3 - 5 years)  
(Skills, activities and experiences designed to improve your personal life.)

Goals	Action Plan	Target Date
I would like to stay healthy	Attend Wellness activities	Ongoing
My wife and I would like to travel to different parts of the country and possibly Europe.	International Travel	Ongoing

## Individual Development Plan

### Able Body

Director, Space Planning  
IDP Edit Date: 9/26/2003

### Employee Comments

I understand that these goals may seem like they are unrealistic however, I would appreciate any support that both the department and the institution can provide in accomplishing these action plans

Employee Signature \_\_\_\_\_ Date: \_\_\_\_\_

### Supervisor Comments

Polly, your IDP indicates a super list of possible opportunities for both our department and the college. I know that you do not like to work with committees however I would like for you to consider assisting with some of the major department projects (Astronaut, Planetarium). With the limited travel monies available this year I can help with paying for your request to the League of Innovation Conference. I would like for you to consider submitting a proposal to this conference on some of your ideas. Please look at when you would like to complete a sabbatical and also visit with me about some schools you may be looking at for your Ph.D. Some of my friends have completed their degrees online. Remember to pace yourself and we may want to think about a trip to Houston instead of Mars :) Keep up the good work. Able Body Director - Space

Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Please send this signed completed form to Staff an Organizational Development Office, Box 43, GEB 238 for official record.

Close 

IDP Comments Section

## Professional Development Resources

### Professional Development Links

**Kansas City Professional Development Council (KCPDC)**, <http://www.kcpdc.org/>

**National Council for Staff, Program, and Organizational Development (NCSPOD)**,  
<http://www.ncspod.org/>

**American Association of Community Colleges**, <http://www.aacc.nche.edu/>

**League for Innovation**, <http://www.league.org/>

**Chronicle of Higher Education**, <http://chronicle.com/>

**The POD Network**, <http://www.podnetwork.org/>  
Supporting practitioners and leaders in higher education dedicated to enhancing learning and teaching.

**Leadership in New Technologies**, <http://www2.edc.org>

**Heartland Alliance**, (<http://web.jccc.net/edtech/heartland>)  
Colleague to Colleague Distance Learning Consortium Web Site

**KC REACHE**, (<http://www.kcreache.org>)  
Kansas City Area Consortium of Distance Learning Offerings

**Link to Learn, Pennsylvania Education Network**, [www.l2l.org](http://www.l2l.org)

**Centre for Professional Development (CPD)**, <http://www.cpd.mq.edu.au/>  
Macquarie University, AUSTRALIA

### Additional Links

**AAHE** (American Association for Higher Education)

**AERA** (American Educational Research Association, Postsecondary Division)

**AIR** (Association for Institutional Research)

**ASHE** (Association for the Study of Higher Education)

**CAUSE** (Transforming Education Through Information Technologies)

**ERIC Clearinghouse on Higher Education**

**Journal of Higher Education**

**Education Commission of the States Home Page** (Higher Education Section)

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Close 

## JCCC Resources

<b><u>JCCC Calendar of Events</u></b>	This calendar provides an overview of Credit, Continuing Education, and Staff Development opportunities. This location also contains special events and registration information for all students, staff and faculty.
<b><u>JCCC Staff &amp; Organizational Development</u></b>	Staff & Organizational Development is committed to the personal, professional, and career development of all staff and faculty at Johnson County Community College.
<b><u>JCCC Center for Teaching &amp; Learning Resources</u></b>	Housed in the Center for Teaching and Learning, GEB 240, is a resource center that is available for all staff and faculty to use. The resource formats include books, magazines, newsletters, audio & video tapes.
<b><u>JCCC Human Resources</u></b>	This link provides access to H.R. Resources available at JCCC including College Policies, Employee Benefits, Employment Opportunities, Forms, Frequently Asked Questions, and Master Agreement.
<b><u>JCCC Career Center</u></b>	This link offers, job listings, job recruitment, employer information, upcoming events, experiential education, tutoring, JCCC program outlooks, community options, web resources and more.
<b><u>JCCC Library Database</u></b>	Acquire, inventory, store, and make available an organized collection of materials and information in print, non-print, and electronic formats.
<b><u>JCCC Educational Technology Center</u></b>	JCCC's ETC where faculty can get a variety of help on all types of technology issues.

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JCCC Resources



## Faculty Resources

<b><u>Peer Review Process</u></b>	Faculty peer review, however, is more than evaluation; it fosters collegiality and mutual respect. For new faculty members, it provides professional support in their first years at the college. For those who are tenured, the program provides opportunities for useful collaboration" ( <i>Faculty Peer Review Handbook</i> ).
<b><u>Mentoring Program</u></b>	To provide the employee with a faculty or staff member who will serve as a "mentor", "guide", "supporter" during a new employee's first year at the college.
<b><u>JCCC Faculty Handbook</u></b>	The faculty handbook contains answers to various questions about resources and policies for both full-time and adjunct faculty at JCCC. This handbook also contains copies of all evaluation and performance review documentation.
<b><u>Faculty Master Agreement</u></b>	This link provides access to the Master Agreement between the JCCC Faculty Association and Johnson County Community College. This agreement is provided for all (bargaining unit employees)
<b><u>JCCC Human Resources</u></b>	This link provides access to H.R. Resources available at JCCC including College Policies, Employee Benefits, Employment Opportunities, Forms, Frequently Asked Questions, and Master Agreement.
<b><u>JCCC Staff &amp; Organizational Development</u></b>	Staff & Organizational Development is committed to the personal, professional, and career development of all staff and faculty at Johnson County Community College.

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Close 

## Faculty Resources

## Employee: Staff & Organizational Development Resources

Checked Out Date	Title	Author	Subject Area
	The Executive's Guide To Health And Fitness	Franklin, Kenneth R.	Wellness
	Practical Telephone Techniques		Communication
	Successful Dissertations And Theses	Madsen, David	Research
	Evaluating And Developing Administrative Performance	Seldin, Peter	Academic Administration

Close 

### Employee Resources

## Employee: Staff Development Transcript

### Able Body

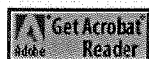

Event Date	Event Name	Event Status	Registration Date
10/4/2002	New Faculty Orientation	Completed	6/26/2003
3/29/2001	Pipeline Navigation	Completed	6/26/2003
7/17/2002	Excel Fundamentals	Wait Listed	6/26/2003

Close 

### Employee Transcript

**Instructor: Staff Development Events****Able Body**

Event ID	Term	Event Name	Event Date	Event Time	Location	Current Enrollment
SD0001	200208	Administrative Assistant's Orientation	11/14/2002	14:00	GEB 240	1
SD0012	200208	Windows Fundamentals	2/4/2000		LIB 371	1
SD0013	200208	Windows Advanced	2/5/2000		LIB 371	2
SD0016	200208	Word Fundamentals	10/18/2001		LIB 371	2
SD0017	200208	PowerPoint Fundamentals	11/8/2001		LIB 371	1
SD0018	200208	PowerPoint Fundamentals	11/10/2001		LIB 371	1
SD0019	200208	Word Fundamentals	5/4/2002		LIB 373	
SD0020	200208	Excel Fundamentals	7/17/2002		LIB 371	2

Close **Instructor Events****JCCC Position Descriptions**Professor (Full-time) Professor (Adjunct) Adobe Acrobat Reader is required to read  files

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Close **Faculty Job Descriptions**

## Goal Setting Checklist

Establishing goals creates a written plan for reasonable and measurable long-term and short-term objectives.

Be sure your goals are your own - not what you feel others think you should do.

They should be S.M.A.R.T...

<b><u>S-specific</u></b>	Does the goal explain precisely what has to be achieved?	<input type="checkbox"/>
	Choose words that describe the goal in action oriented terms, i.e., increase, reduce, provide, establish, eliminate, etc.	<input type="checkbox"/>
<b><u>M-measurable</u></b>	Does the goal indicate how the results will be measured? Each goal must have at least one measure so that the employee and supervisor are clear on how they will assess the employee's achievement.	<input type="checkbox"/>
<b><u>A-achievable</u></b>	Is the performance goal challenging, yet achievable?	<input type="checkbox"/>
	Does the goal include only actions or outcomes that the employee is responsible and accountable for – not things that are beyond the control of the employee?	<input type="checkbox"/>
<b><u>R-realistic</u></b>	Are the goals realistic in terms of number and scope? It is better to have a few clear goals which can be completed to a high standard than to de-motivate with a long list of goals which cannot all be accomplished	<input type="checkbox"/>
	For more complex tasks and activities, breaking down long-term goals into shorter term targets can help make the task more manageable.	<input type="checkbox"/>
	Is it clear to the employee why the goal is important and how it contributes to the broader objectives of the department/school, employee and Institution as a whole?	<input type="checkbox"/>
<b><u>T-time-bound</u></b>	Does the work goal clearly state when it needs to be achieved by?	<input type="checkbox"/>
	Does the work goal clearly state when progress toward it will be reviewed?	<input type="checkbox"/>
	If several goals are set, their time frames or completion dates should be staggered	<input type="checkbox"/>
	Progress toward goal achievement should be regularly reviewed to determine if time frames need to be modified	<input type="checkbox"/>
	Incorporate "milestones" into long term goals as a way of monitoring progress. Recognizing the achievement of milestones in a project or activity helps the employee to remain committed to the goal because they can clearly see that progress is being made.	<input type="checkbox"/>
<b><u>S-shared</u></b> <b>(if seeking support)</b>	For many goals requiring institutional and departmental support and resources to become successful they need to be shared.	<input type="checkbox"/>

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Close 

**Supervisor: Employee Information** **Back One Page**

Displaying records 1 thru 6 of 6 records found. ( 6 records displayed).

<b>Feedback IDP</b>	<b>Employee IDP</b>	<b>Employee Events</b>	<b>Employee Resources</b>	<b>First Name</b>	<b>Last Name</b>	<b>Primary Job</b>	<b>Employee Group</b>	<b>Work Ext.</b>	<b>E-mail.</b>
<a href="#">Comments</a>	<a href="#">Print</a>	<a href="#">Transcript</a>	<a href="#">Resources</a>	Polly	Graf	Instructor, Space Planning	9-month BU	7654	<a href="#">pgraph</a>
<a href="#">Comments</a>	<a href="#">Print</a>	<a href="#">Transcript</a>	<a href="#">Resources</a>	Paige	Turner	Instructor, Space Design	9-month BU	9877	<a href="#">pturner</a>
<a href="#">Comments</a>	<a href="#">Print</a>	<a href="#">Transcript</a>	<a href="#">Resources</a>	Wanda	Danz	Instructor, Space Design	9-month BU	8765	<a href="#">wdanz</a>
<a href="#">Comments</a>	<a href="#">Print</a>	<a href="#">Transcript</a>	<a href="#">Resources</a>	Gene	Poole	Instructor / Facilitator, Space Planning	10-month BU	4567	<a href="#">gpoole</a>
<a href="#">Comments</a>	<a href="#">Print</a>	<a href="#">Transcript</a>	<a href="#">Resources</a>	Meg	Watt	Instructor, Space Planning	9-month BU	6543	<a href="#">mwatt</a>
<a href="#">Comments</a>	<a href="#">Print</a>	<a href="#">Transcript</a>	<a href="#">Resources</a>	Mae	Knott	Administrative Assistant II	FT- Hourly	5432	<a href="#">mknott</a>

 **Back One Page****Goal Setting Checklist**

**FileMaker Pro - [Employees]**

File Edit Mode Select Format Script Window Help

Info Close View As Form View As List Reports New Record Delete Record Find Record Your Own Button

Records: 449  
Found: 1  
Unsorted

**Employee Information**

Detail IDP Colors List

**Last Name** Body **Employee ID** 1234  
**First Name** Able  
**E-mail Address** abody@ **Hire Date**  
**Campus\_ext** 1234 **Primary\_Job** Academic Director, Space  
**Password** AB1234 **Secondary\_Job**

**Supervisor Status**  Yes  No  
**Employee Group**  
 10-month BU  9-month BU  AMT  
 12-month BU  AMS  FT-Hourly

**Department Information** **Space Technology**

**Department** 1234  
**Cost Center**  
**Department** 99 **Department Manager** 1234  
**Mail Box**

**Supervisor ID** Levitt Edward

Find Current Employees for Body Able

100 Browse

Employee Details – FileMaker Pro

**FileMaker Pro - [Employees]**

File Edit Mode Select Format Script Window Help

**Individual Development Plan**

First Name **Able** IDP\_Date **Thursday, October 2, 2003**

Last Name **Body** IDP Type  Online  Word Format  Paper

Job Title **Academic Director, Space** IDP Renewal

Department **Space Technology**

Detail IDP Courses

**Self-Assessment**

**Skills & Strengths**

Some of the skills which I currently utilize include the ability to work well with people and come up with action plans for both myself and the Space Department. My strengths are some of the best things that I bring to my job and I believe would be the ability to listen and also let my faculty members know that I have an open door policy for any concerns that they may have about teaching and their students.

**Current Interests and Values**

I enjoy working with students both here at JCCC and with my community work. I believe that all people should have the opportunity to go to school and get an education.

**Potential Growth**

I would like to continue to be a college and community leader.

**Aspects of Job to Minimize or Eliminate**

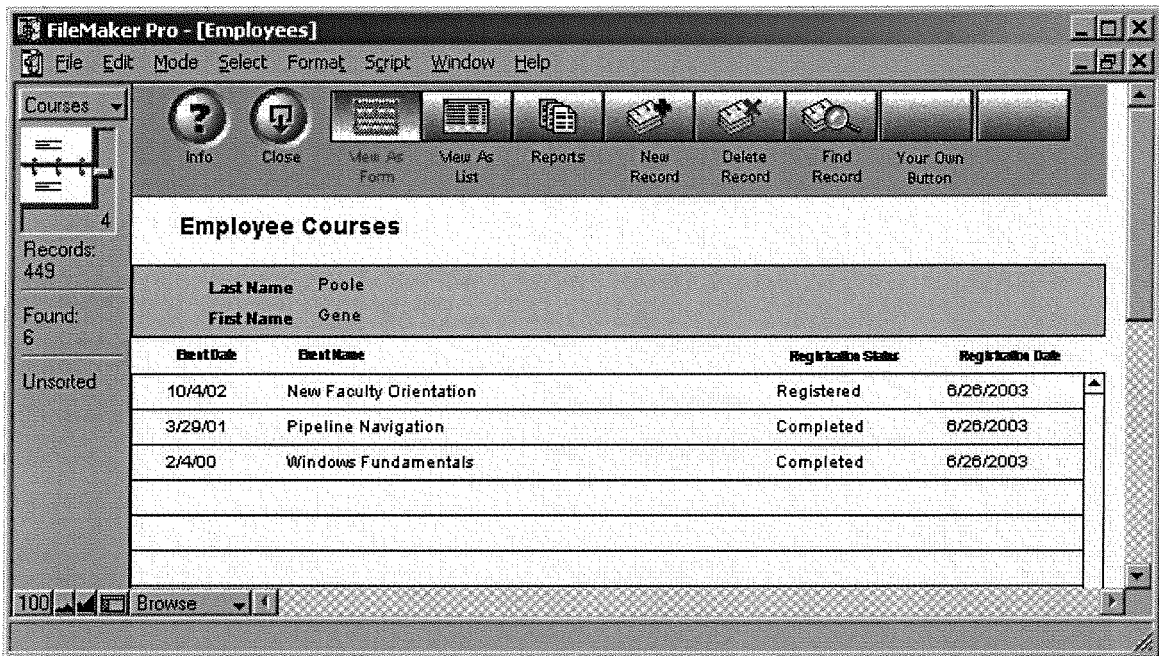
I would like to streamline some of the paperwork which is required for my job. I would also like to compile some of the materials I use for orientations for new faculty into a multimedia CD so that I can focus on more specific information on how they can be more effective in the class room rather than administrative details.

**Aspects of Job to Emphasize or Expand**

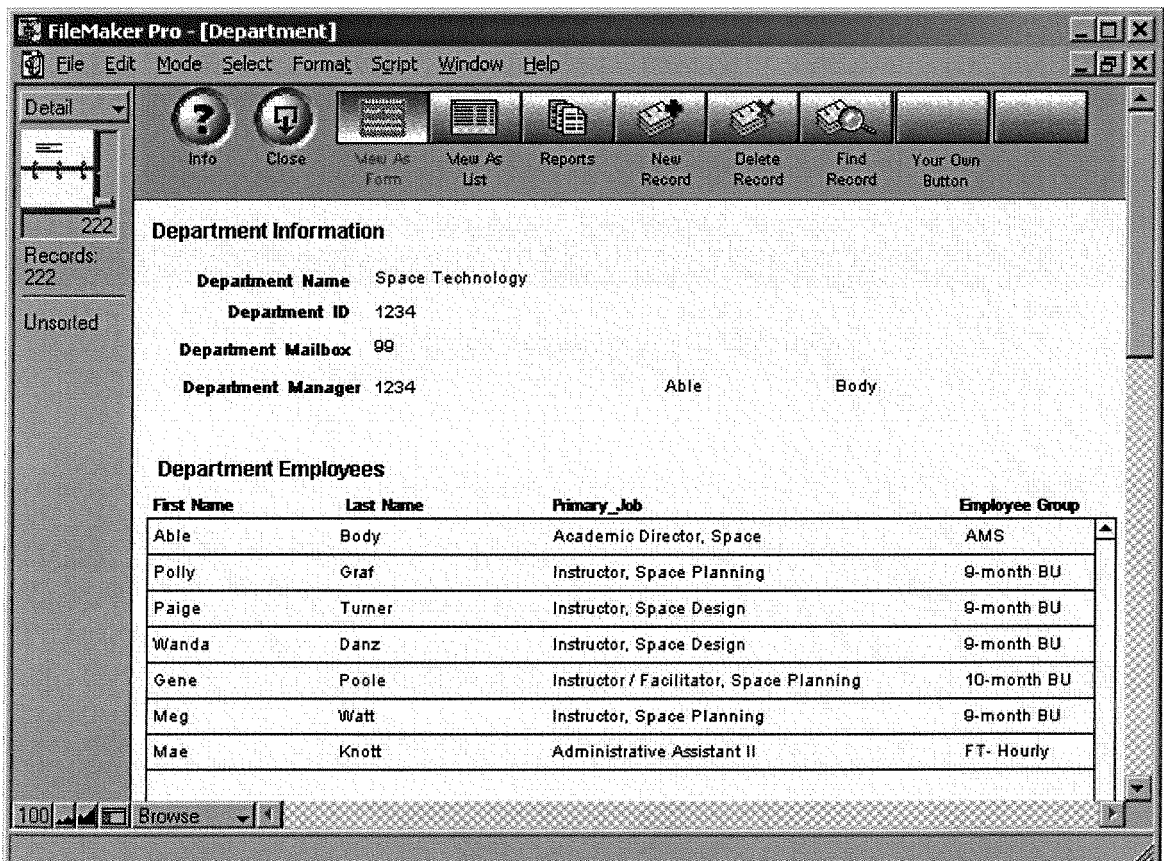
I would like to be more involved in ways to help students and faculty work together with group problem solving.

100 Browse

Employee IDP – FileMaker Pro



Employee Courses – FileMaker Pro



Department Employees – FileMaker Pro



FileMaker Pro - [Employees]

File Edit Mode Select Format Script Window Help

Resources

Info Close View As Form View As List Reports New Record Delete Record Find Record Your Own Button

Records: 449  
Found: 1  
Unsorted

### Employee Resources

Checked Out/Out	Title	Author(s)	Subject Area
	Managing Time		Planning
	Innovation In In-Service Education And Training Of Teachers		Training
	The Organizational Context For Teaching And Learning	Peterson, Marvin W., Kim S. Cameron, Lisa A. Mets, Phillip Jones, and Deborah Ettington	Research
	Illinois Central College		Computer
	Mackenzie on Time	Mackenzie, R. Alec	Planning

100 Browse

Employee Resources – FileMaker Pro

FileMaker Pro - [Employees]

File Edit Mode Select Format Script Window Help

Employ...  
1  
Records: 449  
Found: 6  
Unsorted

Employees Supervised By: Body Able

Detail	First Name	Last Name		Title	E-mail	
	Polly	Graf	PG7854	Instructor, Space Planning	pgraph@ccc.net	9-month
	Paige	Turner	PT9877	Instructor, Space Design	pturner@ccc.net	9-month
	Wanda	Danz	WD8765	Instructor, Space Design	wdanz@ccc.net	9-month
	Gene	Poole	GP4567	Instructor / Facilitator, Space	gpoole@ccc.net	10-month
	Meg	Watt	MW8543	Instructor, Space Planning	mwatt@ccc.net	9-month
	Mae	Knott	MK5432	Administrative Assistant II	mknott@ccc.net	FT- Hourly

100 Browse 1

Supervised Employees – FileMaker Pro

## Appendix P

### Round Three Delphi Focus Group Results

#### First Question:

What specific components would be necessary for the successful design of a Web-accessible professional development system using the IDP as a foundation?

<b>Developmental Instructions</b>
Instructions on goal setting
Explanation of the purpose of the IDP
<b>Developmental Categories</b>
Self-evaluation / assessment
Personal Development
Professional Development
Career Development
Organizational Development
Job Development
<b>Developmental Activities</b>
Activities that faculty will undertake for the IDP
Short-term Goal Setting
Long-term Goal Setting
Orientations
Mentoring / Coaching
Counseling / Advising
Peer Review / Evaluation
Performance feedback
Training
Internal development activities
External development activities
Job Assessment
<b>Developmental Expectations</b>
Links for each of the categories - pointing to explanations and examples of what is available for the employee to take advantage of both by the college and by outside resources.
Goal development worksheet for developing strategies to meet goals.
Resources
A concrete and specific metric for measuring performance and tasks
Values clarification
Demographic data on the faculty member
Easy accessibility and easily navigable screen design
Timeline to be covered by the IDP
Institutional Support

## Second Question:

What type of features would faculty members want to see in the design?

<b>Faculty Instructions</b>
Clear explanation of purpose.
Specific requirements and expectations in a logical and easy to reference form. (Clear directions)
<b>Faculty Features</b>
A list of the opportunities and training sources available (by hot links) to faculty at their institution, in addition to other opportunities available for them.
Link to preparation of a resume or portfolio.
Training Resource Information
Email feature with automated reminders of upcoming target dates for goals
listserv or chat room options to encourage engagement with peers on topics of shared development areas
Links to appropriate professional organizations
"comments" or "notes" area that encourages user to interact with the IDP in an informal way so that it is a living document rather than something filed away and forgotten
Quality record feedback. (Transcripts)
Related Future Employment Opportunities.
Career Planning Resources
Use of checklists and "write in"
<b>Faculty Expectations</b>
If there are calculations necessary the form perform those calculations and report the numerical values in an easy to read and interpret fashion.
Ease of completion (User friendly).
Ability to update as needed
Ability to keep a record of activities from the IDP
Flexibility
Confidentiality (password protected)
Technical Support
Program Intuitive
Major amounts of time should NOT be required.

## Third Question:

What type of features would supervisors want to see in the design?

<b>Supervisor Features</b>
All features desired by faculty.
A follow-up feature - if they were able to tie into their performance appraisal, then they could see if that particular goal had been met.
Supervisors would want cumulative reports across a department. A means to allow the supervisor to see trends and commonalities in dept. (IDPS)
Categories and functions specific to their departments. For instance a faculty IDP form would be different than a staff IDP form.
Tie to job description or workload formula used.
Ability to record recommendations/agreements
Ability to record budget expenditures for activities
Ability to print out record or report of activities and training undertaken
Comments section (Checklist and write-in)
Link to performance review forms
A supervisor "comments" section to record perspectives to be shared with supervisee to encourage and record pertinent interaction and dialogue.
A calendar to track training dates.
Training Resources Information
Options chart or checklist for advancement to the next logical type/level of training and development.
<b>Supervisor Expectations</b>
Ease of completion
Confidentiality (Password Protective)
Flexibility to revise goals and target dates.
Easily accessible.
Program Intuitive

Fourth Question:

What types of reports and checklists would be required for both the supervisor and the faculty member using this system?

<b>Report and Checklist Features</b>
The actual courses/goals in the plan. The actual participation taken. It would be nice to also see the actual plan and how it all fits together.
Cumulative reports over established assignment cycles and review calendars.
Transcript of training accomplishments.
Checklist of activities that matches the job description.
IDP (completed with action plan, target dates, etc.) This version could be printed out, signed, and filed appropriately depending on institution's process.
For planning purposes, a supervisor may want to see a report of desired development activities across all faculty/employees in order to plan appropriate opportunities.
A checklist of potential development activities from which to choose (i.e., OJT, reading, seminars, committee involvement, shadowing, etc.)
An IDP Review/Feedback form--mirrors the IDP, but provides space for feedback by supervisor and self-evaluation by faculty/employee
Report that would allow supervisors to see trends and common needs across employees.
A calendar to track training dates.
Chart/checklist indicating achievement of new educational/training levels.
Reports tracking logins and last reviewed dates.

## Appendix Q

## Established Criteria

1. Not at all important
2. Not very important:
3. Neutral:
4. Somewhat important:
5. Very important:

<b>Introduction Material</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1. How important is it to include a goal development worksheet for developing strategies to meet goals prior to completing the IDP?	18	3.67	1.138
2. How important is it to include an explanation of the purpose of the IDP?	18	4.44	.856
3. How important is it to include instructions on goal setting (i.e., using the SMARTS method)?	18	3.44	1.294
<b>Developmental Categories</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
4. Please indicate how important you feel it is to include each of the following developmental categories in an IDP process.			
a. Self-Assessment (identifying personal strengths and areas of potential growth)	18	4.56	.511
b. Job development (seeking out and creating employment opportunities)	17	3.71	.920
c. Professional development (promoting faculty growth and enabling faculty members to obtain and enhance job-related skills, knowledge, add awareness)	18	4.78	.428
d. Career development (providing tools for effective personal planning to improve the quality of work life).	18	4.56	.616
e. Organizational development (focusing on the improvement of the internal climate of an institution)	18	4.17	.707
f. Personal development (making a choice to develop personal interests)	18	4.22	.808

<b>Developmental Activities and Opportunities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
5. Please indicate how important it is to include the following developmental activities in an IDP process.			
a. Identifying personal strengths and areas of potential growth.	18	4.67	.485
b. Identifying personal values.	18	3.67	1.085
c. Setting short-term goals.	18	4.56	.511
d. Setting long-term goals.	18	4.39	.608
e. Identifying target dates for goal completion.	18	4.50	.707
f. Identifying time requirements for goal achievement	18	4.17	.857
g. Identifying institutional support required for goal achievement.	18	4.50	.707
h. Discussing available orientation sessions to attend.	18	3.61	.778
i. Establishing a mentor relationship.	18	4.06	.639
j. Discussing the results of the peer review process.	18	3.56	1.199
k. Reviewing the faculty member's performance evaluation. .	18	4.17	1.043
l. Identifying internal training and development opportunities.	18	4.44	.616
m. Identifying external training and development opportunities. .	18	4.22	.647
n. Identifying job aspects faculty members would like to expand or eliminate.	18	4.17	.924



<b>Design Requirements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
6. Please indicate how important the following issues are to the successful design of a web-accessible IDP process.			
a. Incorporating an easily accessible and navigable screen design.	18	4.83	.383
b. Providing clear, specific requirements and expectations in a logical and easy to reference format.	18	4.89	.323
c. Keeping the time required to complete the IDP process to a minimum.	18	4.72	.461
d. Incorporating customized resources for each department.	18	3.78	.808
e. Including a job description	18	3.89	.900
f. Incorporating an E-mail feature with automated reminders of upcoming target dates for goals.	18	3.56	1.294
g. Enabling the web-based IDP to be an interactive document by incorporating a "comments" or "notes" area.	18	4.11	1.023
h. Providing a record of all training and development courses attended.	18	4.39	.608
i. Providing the ability to record budget expenditures for activities.	18	3.72	1.018
j. Providing the ability to record recommendations and agreements.	18	4.06	.938
k. Providing the ability to update the IDP as needed. .	18	4.39	.778
l. Incorporating a follow-up feature to see if a particular goal was met.	18	3.94	.998
m. Providing the ability to keep a record of all activities from the IDP	18	3.94	.998
n. Incorporating a section for supervisors to share their perspectives.	18	3.89	1.132

o. Including a calendar to track training dates.	18	3.72	.752
p. Including an options chart to identify the next logical step in training/development progression.	18	3.56	.511
q. Maintaining flexibility to revise goals and target dates.	18	4.61	.608
r. Ensuring confidentiality through the use of password protection.	18	4.44	.784
<b>Developmental Web Links</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
7. How important is it to include the following links in a Web-based IDP process?			
a. A link to the internal and external training and development opportunities available to faculty.	18	4.17	.618
b. A link to a resume or portfolio creation tool.	18	3.61	.698
c. A link to appropriate professional organizations.	18	3.50	1.098
d. A link to the Human Resources Web page to view related employment opportunities.	18	3.83	1.098
e. A link to the Career Center Web page to view career planning resources.	18	3.50	1.249
f. A link to technical support if questions arise.	18	4.33	.907
g. A link to performance review forms.	18	4.00	1.029
<b>Reporting Capabilities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
8. Please indicate how important it is to incorporate each of the following reporting capabilities in a Web-accessible IDP?			
a. The ability to view cumulative reports across a department in order to see trends and commonalities.	18	3.89	1.023
b. The ability to view the entire IDP.	17	4.76	.437

c. The ability to view the specific goals to be achieved.	17	4.59	.618
d. The ability to view the plans to meet specific goals to be achieved.	17	4.59	.507
e. The ability to view cumulative reports over established assignment cycles and review calendars.	17	4.00	.866
f. The ability to view a record of all training and development accomplishments.	17	4.35	.606
g. The ability to view a listing of all the activities that a faculty member desires to be engaged in.	17	4.29	.772
h. The ability to view an IDP feedback form that provides space for supervisor feedback and self-evaluation.	17	4.12	.781
i. The ability to view a record of logins and last reviewed dates.	17	3.59	1.064

### Verbatim Comments

Please feel free to share any comments or suggestions you may have regarding the Web-accessible professional development system.

- 1) This is a good idea, but it will be self-defeating if the process is too complicated or time consuming. Many teachers don't do IDP's because they think it's too much hassle now.
- 2) I don't think it's a good idea to get supervisors more involved or include performance review information. This should be for the individual only.
- 3) **KEEP IT SIMPLE!** A lot depends on the individual and the place of employment. Lets be sure that simply getting to it from the JCCC web site is easy!  
We need a mentor program for new faculty for new faculty and AMS – some departments do this and some do not at this time. We should not assume that someone's supervisor would be a good mentor or role model.

This type of plan will help keep good staff from leaving JCCC. The system would so advantageous for all involved: the individual, the supervisor, and the college for tracking and accountability purposes. The plan provides numerous resources to aid decision-making, which is certainly a strength. I'm anxious to see this developed—whether or not JCCC actually adopts it!!!

This project, factually built, would be terribly complex but thorough. The integration of multiple tasks (evaluation, career and professional development, training opportunities, etc.) would be phenomenal. I just fear it would take enormous human resources to achieve...but worth it in the end.

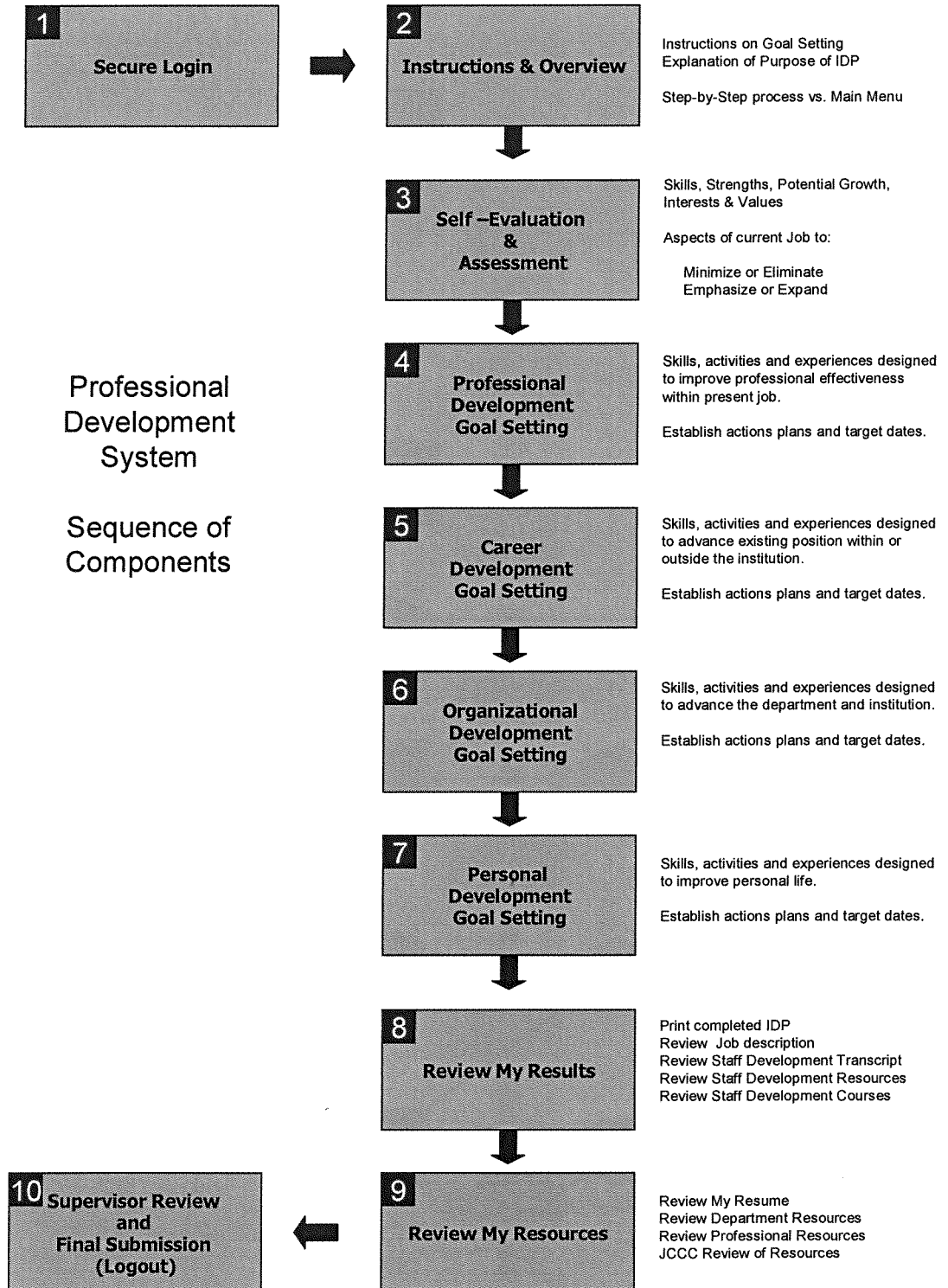
## Appendix R

### Definition of Terms

<p><b>Action Plan</b>          (The Action Plan will define and articulate the common agenda and the priorities from which the participating individuals and departments will coordinate each other.)</p>
<p><b>Career Development</b>          (Skills, activities and experiences designed to advance existing position within or outside the institution.)</p>
<p><b>Goal</b>          (The purpose toward which an endeavor is directed; a written plan for reasonable and measurable long-term and short-term objectives.)</p>
<p><b>Individual Development Plan</b>          (An Individual Development Plan or IDP is an individual's outline of his or her work, education, and career goals.)</p>
<p><b>Learning Organization</b>          (The Learning Organization is an organization which learns powerfully and collectively and is continually transforming itself to better collect, manage, and use knowledge for institution success.)</p>
<p><b>Lifelong Learning</b>          (is a span of learning that includes experiences stretching from the cradle to the grave.)</p>
<p><b>Organizational Development</b>          (Skills, activities and experiences designed to advance the department and institution.)</p>
<p><b>Personal Development</b>          (Skills, activities and experiences designed to improve your personal life.)</p>
<p><b>Professional Development</b>          (Skills, activities and experiences designed to improve professional effectiveness within present job.)</p>
<p><b>Resources</b>          (Something or someone that can be used for support or help. This can range from services provided through Staff and Organizational Development to external programs, services and training outside the institution.)</p>
<p><b>Self-Assessment</b>          (Identification of your skills, strengths, interests and values. This will help you identify your potential growth and aspects of your current job you wish to minimize / eliminate or emphasize and expand)</p>
<p><b>Staff Development</b>          (focuses on providing opportunities for personal renewal, growth, change, and continuous improvement for all individuals within the institution.)</p>
<p><b>Target Date</b>          ( A date established as a target or goal, as for the completion of a project.)</p>

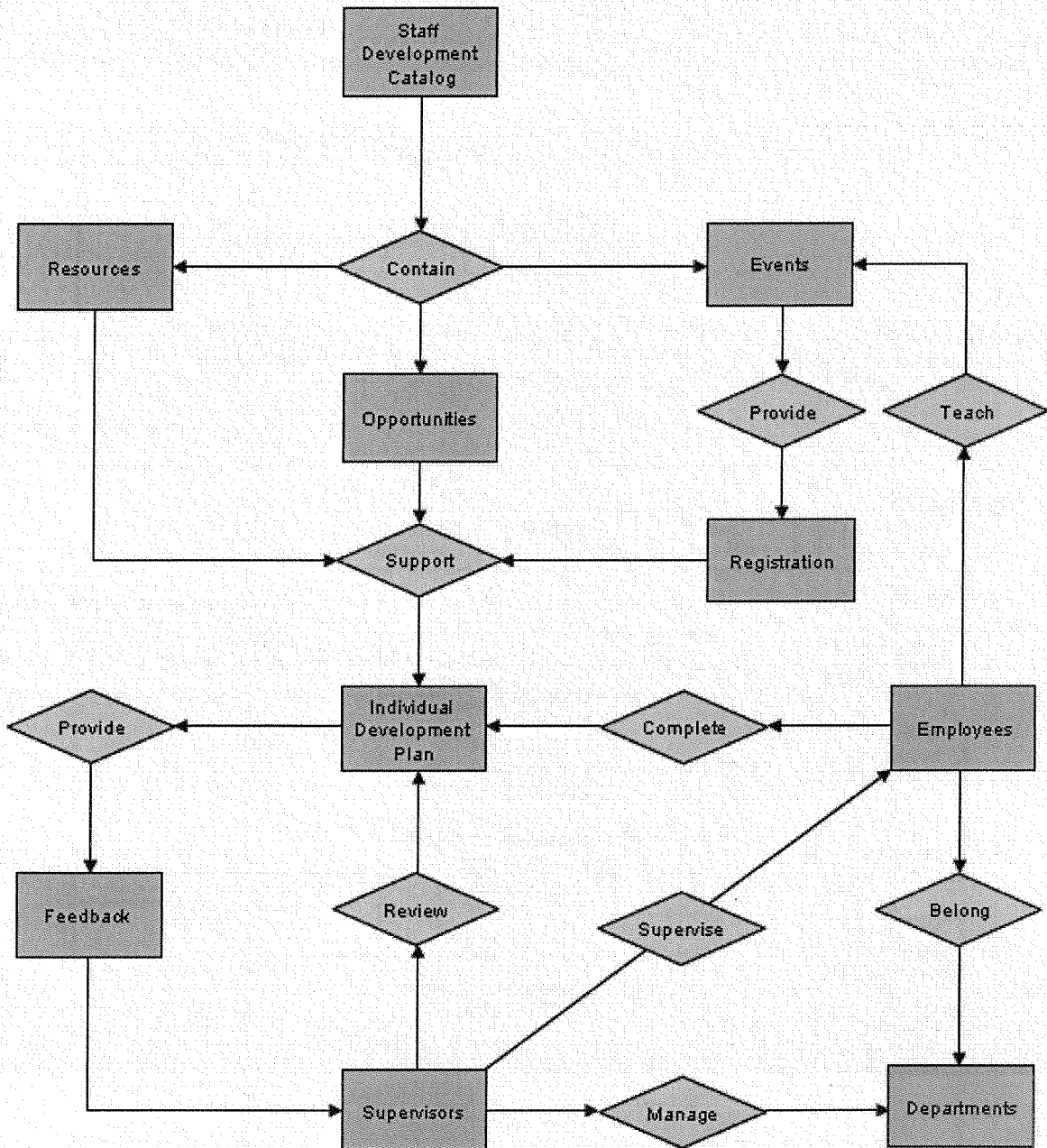
## Appendix S

### Sequence of Components



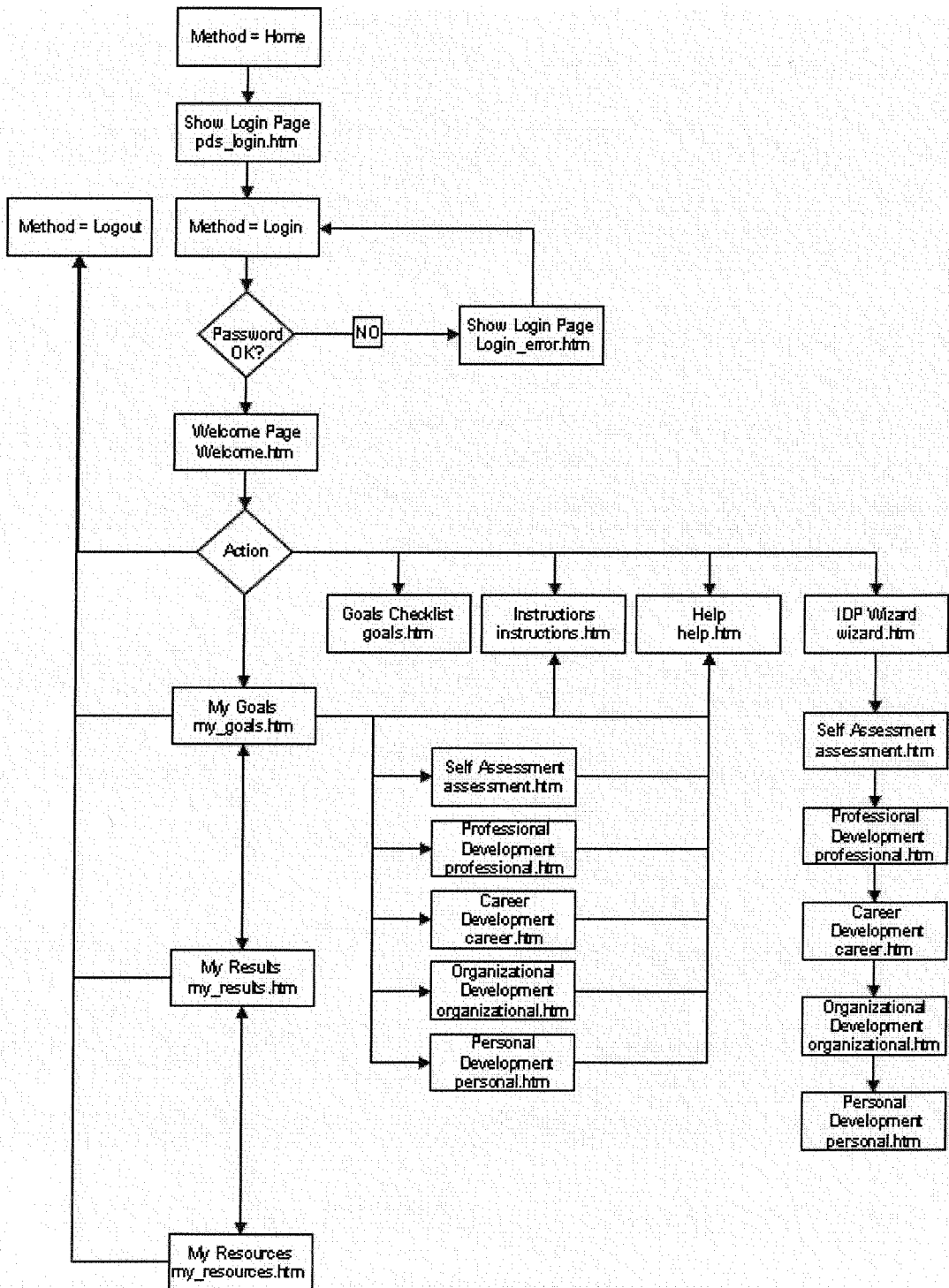
## Appendix T

## Professional Development System Flow-Chart



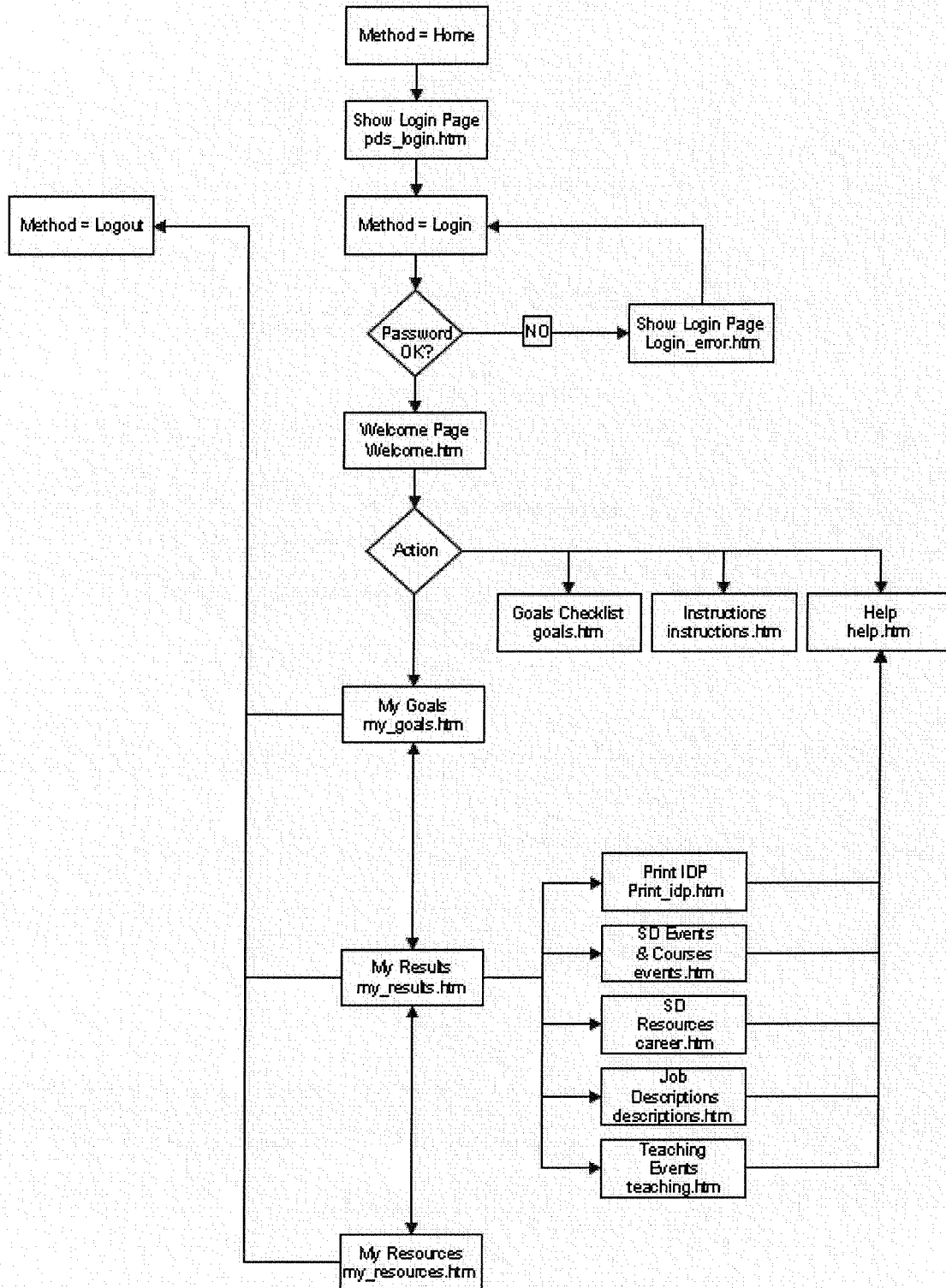
## Appendix U

## Online IDP Flow-Charts

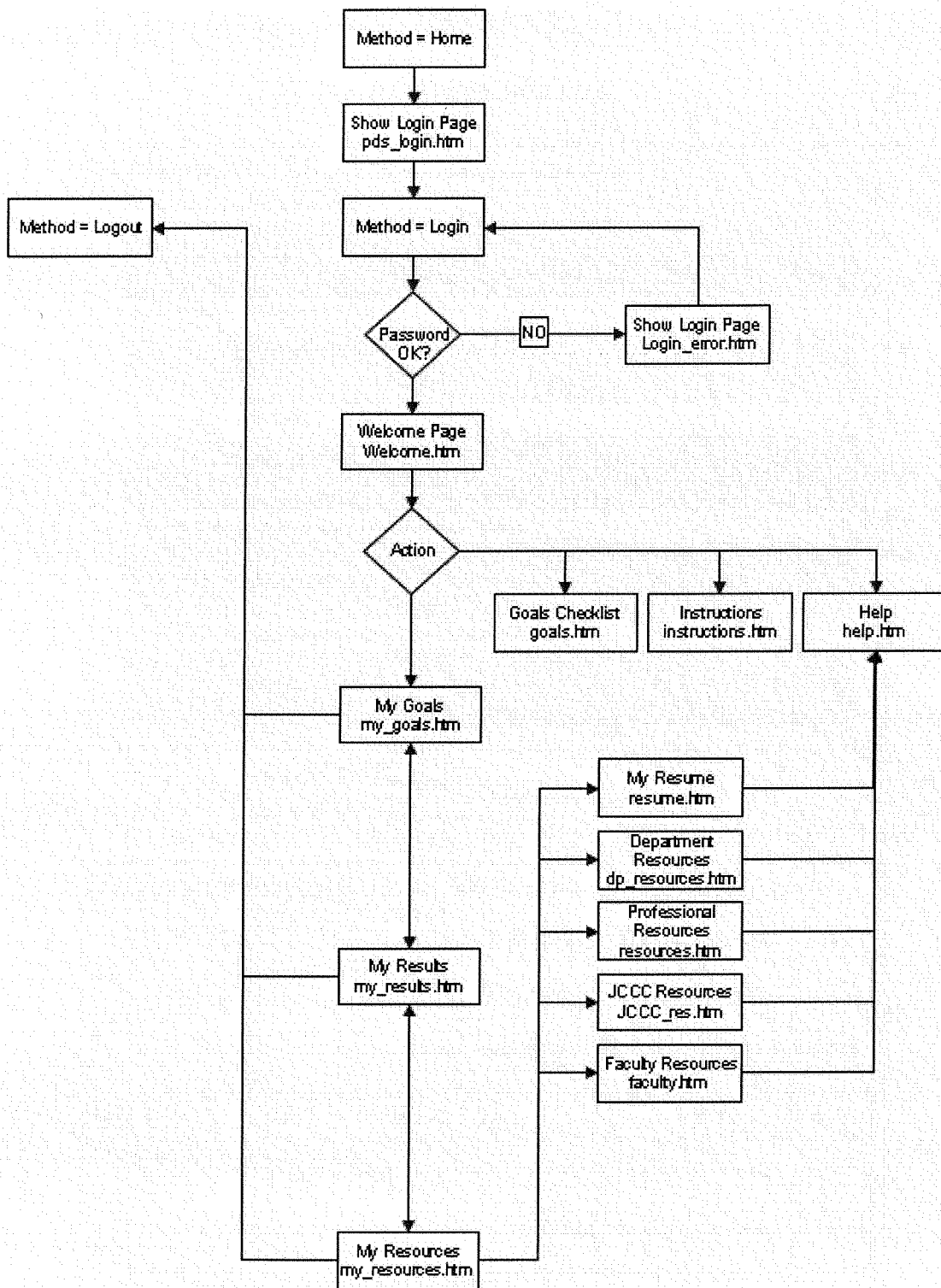


My Goals Flow-Chart





My Results Flow-Chart



My Resources Flow-Chart

# Appendix V

## Prototype Mockup

**Self-Assessment** *(These are the areas for personal strength and potential growth.)*

Please list your current Skills & Strengths:

Please list your current interests and Values:

Please list your Potential Growth:

What Aspects of your current job would you like to Minimize or Eliminate?

What Aspects of your current job would you like to Emphasize or Expand?

**Professional Development** *(These are the skills or activities which will contribute to staying current in your field)*

**Short-term Goals:** (Accomplished in 1 – 2 years)  
 Skills, activities and experiences designed to improve your effectiveness with your current job.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

**Long-term Goals:** (Accomplished in 3 – 5 years)  
 Skills, activities and experiences designed to improve your effectiveness with your current job.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

Available Training    Available Resources    Available Funding    Examples of Professional Development

### Career Development (These are the activities undertaken to advance your current career):

**Short-term Goals: (Accomplished in 1 – 2 years)**  
 Skills, activities and experiences designed to advance your existing position.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

**Long-term Goals: (Accomplished in 3 – 5 years)**  
 Skills, activities and experiences designed to advance your existing position.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

[Available Training](#)  
 [Available Resources](#)  
 [Available Funding](#)  
 [Examples of Career Development](#)

### Organizational Development (These are the activities undertaken to advance your department and institution):

**Short-term Goals: (Accomplished in 1 – 2 years)**  
 Skills, activities and experiences designed to advance the department and institution.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

**Long-term Goals: (Accomplished in 3 – 5 years)**  
 Skills, activities and experiences designed to advance the department and institution.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

[Available Training](#)  
 [Available Resources](#)  
 [Available Funding](#)  
 [Examples of Organizational Development](#)  
[Department Mission Statement](#)  
[Department Strategic Goals](#)

**Personal Development** *(These are the skills or activities you undertake to improve your personal life.)*

**Short-term Goals: (Accomplished in 1–2 years)**  
 Skills, activities and experiences designed to improve your personal life.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

**Long-term Goals: (Accomplished in 3–5 years)**  
 Skills, activities and experiences designed to improve your personal life.

	Required Training, Resources, & Funding	Target Date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

Available Training   Available Resources   Available Funding   Examples of Personal Development

**Staff Development Directory**

- Orientation
- Mentoring
- Career Development
- Goal Setting
- Institutional Support
- Training
- Organizational Development
- Personal Development
- Professional Development
- Performance Assessment
- Promotion, Succession Planning
- Awards and Recognition
- Retirement

## Appendix W

### Results of the First Pilot Test

1. Not at all clear:
2. Not very clear:
3. Neutral:
4. Somewhat clear:
5. Very clear:

	<b>Supervisor (SUP)</b>	<b>Full-time Faculty (FTF)</b>	<b>Adjunct Faculty (AF)</b>
1. Pilot Group Membership	2	4	
	<b>N</b>	<b>Mean</b>	<b>SD</b>
2. Screen layouts were:	6	4.83	0.41
3. Sequence of the screens were:	6	5.00	0.00
4. Messages which appear on the screen were:	6	4.67	0.47
5. Instructions for commands or details were:	6	4.83	0.41
6. Placement of help messages on the screen were:	6	4.67	0.75
7. Content of online help messages were:	6	4.00	1.15
8. Feedback on the completion of sequence of steps were:	6	4.83	0.41
9. Number of steps per task were:	6	4.83	0.41

10. Please indicate what you liked most about the Individual Professional Development System?

(FTF)	Prints out entire segment not just visible
(SUP)	The "Extras" such as the goal setting checklist and definitions
(SUP)	First the format itself is much more attractive, especially without the gray boxes which are used on the current form.

(SUP)	The format is great and a good improvement from what is currently on-line. I always try to stay with the KISS principle and if this isn't just a bit too involved? Just a thought.
(FTF)	Easy to follow step by steep instructions
(FTF)	All the items.
(FTF)	Convenience, being able to change and add things as needed.
(FTF)	The ability to do it all online.
(FTF)	The fact that my supervisor has a clear snapshot of my goals that cannot be changed.
(SUP)	The orderly fashion.

11. Please indicate what you liked least or requires improvement with the Individual Professional Development System?

(FTF)	Moving back and forth screen to screen would like a back/forward or prev/next option
(FTF)	Maybe it is too involved/complicated
(FTF)	Do you need to explain on the first page under purpose that the supervisor will have access to this information?
(SUP)	Fist page, Instructions, Wizard step-by-step. When I went to this page and then closed it, it took me completely out of the IDP. Is there a reason for this? Why can't I return to the original home page?
(SUP)	Goals Checklist - what is the purpose of the boxes on the right side of the page? Are they to be used and if so, what is the result of checking a box?
(SUP)	Help Menu - in general instructions you indicate this will help with past and future development. How does this tool help with past goals? I would think that a person could look up previously indicated goals to see if they were accomplished but this is an assumption on my part and I don't like assumptions.
(SUP)	Help Menu - How do I .....section should there be a link or action in this area. I didn't find any. Or is this area meant for rhetorical questions?

(SUP)	Help Menu Glossary of terms - I would think that personal development should improve both personal and professional life. Also the definition of Professional Development refers to improvement in current job. Wouldn't professional development cause improvement that would advance the individual?
(SUP)	Step 2 Self- Assessment - Could this step be linked to some assessment tools that would help the employee identify strengths and weaknesses? Maybe some type of skills inventory.
(SUP)	Step 2 Goals completion - Could there be more space to type in this area. Most people don't like to type in those boxes because they can't see everything they have written?
(SUP)	Step 3 My Resources - What is the possibility to link this to various developmental pages. I know you have linked to some but if a person in Hospitality linked to our home page, there wouldn't be anything there for their IDP use and I just wonder how many other home pages would be like mine.
(SUP)	Step 4 My Results - First I don't like the name of this step. Also, this is the area that needs to have some type of spell check capability. I know we discussed this but if it were possible it would be very useful.
(SUP)	Step 5 Completion - I think we should be able to submit electronically rather than in hard copy. And when an IDP is filed electronically, I would like to see a way of notifying the supervisor that in fact it has been filed. Right now, the hardcopy requires the supervisory signature so we know when it is filed. If this new format is allowed electronically filing maybe it should to both staff development and the supervisor, at which time the supervisor could notify both the employee and staff development they have read and agree with the information.
(SUP)	Could there be a notification to the supervisor that an employee has been working on the IDP electronically rather than the supervisor having to go into the system to check if there has been activity?
(FTF)	Supervisors being able to read at will.
(SUP)	None.
(FTF)	None.
(FTF)	On the Self-evaluation portion, there were times when I needed an example or clarification of the window/box. I had to page back instead of going to the main menu where I was.



(FTF)	Felt it was time consuming.
(FTF)	Felt like I must fill out all the sections even not relevant.
(FTF)	Having to search for answers to some of the modules.

12. If the Individual Professional Development System were made available to you, would you use it or not? Why?

(FTF)	Yes
(SUP)	Probably if I could submit electronically
(FTF)	Yes, very user friendly, fast and convenient.
(SUP)	Yes.—could replace our paper system.
(FTF)	Yes, Great resource if someone likes to use the computer and have a paperless system.
(FTF)	Yes, Convenience

13. If the Individual Professional Development System were made available to you, how much time would you spend working on your IDP?

(FTF)	Couple of hours
(SUP)	That would be dependent on the benefit I would receive. If it were mandatory I would spend more time.
(FTF)	1 hour to 2 hours – once a year
(SUP)	On an ongoing basis for improvement among employees.
(FTF)	More than I would now.
(FTF)	Probably more than I do now! I'd say I would be more though for sure!

14. What days of the week would you plan on using the system?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2	2	2	3	4	1	1

15. What times of the day would you plan on using the system?

<b>Morning</b>	<b>Noon</b>	<b>Afternoon</b>	<b>Evening</b>
6	1	2	3

16. Where would you use the system?

<b>Office</b>	<b>Home</b>
6	4

## Appendix X

### Results of the Second Pilot Test

1. Not at all clear:
2. Not very clear:
3. Neutral:
4. Somewhat clear:
5. Very clear:

	<b>Supervisor (SUP)</b>	<b>Full-time Faculty (FTF)</b>	<b>Adjunct Faculty (AF)</b>
1. Pilot Group Membership	2	4	
	<b>N</b>	<b>Mean</b>	<b>SD</b>
2. Screen layouts were:	6	5.00	0.00
3. Sequence of the screens were:	6	5.00	0.00
4. Messages which appear on the screen were:	6	5.00	0.00
5. Instructions for commands or details were:	6	5.00	0.00
6. Placement of help messages on the screen were:	6	5.00	0.00
7. Content of online help messages were:	5	5.00	0.00
8. Feedback on the completion of sequence of steps were:	5	4.40	1.34
9. Number of steps per task were:	6	4.83	0.41

10. Please indicate what you liked most about the Individual Professional Development System?

(FTF)	I like being able to complete the entire IDP online because it now makes it easier to update.
(SUP)	It provided the person with good instructions and guidelines, making process less laborious.

(SUP)	The form was very easy to fill out and the process was very clear. The instructions guide you thru easily.
(SUP)	I liked the Fisher Price Icons, very nice.
(FTF)	The online information—Help, Examples, Choices/all of the references were very handy, easily accessed, clear. I used them often and found this system much better than the paper form where I had to gather the references/resources myself.
(FTF)	Much better than hard writing it.
(FTF)	Liked all the “Instructions “, “Available”, and “Sample Goals” on each page.
(FTF)	I like the organization and I like the way that I can re-do this and add (or delete) anytime.
(FTF)	I also like the way I can do parts and come back to it later without losing any of the information.

11. Please indicate what you liked least or requires improvement with the Individual Professional Development System?

(SUP)	When I completed the form I was not sure what to do next; I had to “re-think” to find the “print” command and get a copy of the form.
(SUP)	Some of the initial concerns have been advanced as; goal setting.
(FTF)	If I’m using the Wizard feature, I can’t easily get back to the Main IDP page.
(SUP)	Whenever I tried to input data on my goal I did not have the luxury of a spell checker. I know it might not be technically possible but that would be nice feature. I had to keep open my MS Word Windows open and do a lot of copying and pasting. I don’t write books thus need help with spelling and grammar.
(SUP)	If this is going to be for a printable document how easy is it to convert to a PDF format? Or have a line to automatically do that?
(SUP)	If this is my personal IDP, could you use HTTPS: instead of HTTP, I know this would involve some working knowledge of Public Key encryption, but at least give me a feeling of thing being secure with this information.
(FTF)	I may have messed-up, but several times I left the section I was working on without updating and lost all of the information I had already input and tried to redo it. I also had a major error when I was all done because I tried to save

	the finished IDP to a folder. I ended up cutting and pasting it to a Word document.
(FTF)	Took several screens to get to training and resources from the short-term goals page.
(FTF)	Next Page button on the top page was unusual placement.
(FTF)	Suggestion – Tie to Performance Review.
(FTF)	The fields where I am typing need some sort of spell-check.
(FTF)	I also wish there was a way to have the assistant dean's input throughout the process. In other words, shouldn't the needs of the department be balanced with my personal goals? Shouldn't we at least be identifying areas where employees can make a difference in the department (or even in the college) and be somewhat directed towards those areas?

12. If the Individual Professional Development System were made available to you, would you use it or not? Why?

(FTF)	I would use it much more than I currently use with paper system because it's much easier to complete the online form on a regular basis.
(SUP)	Yes, ease of use.
(SUP)	Yes – it's easier than the current version.
(FTF)	Yes, in many ways it is easier to use than the paper version, mainly because it is so comprehensive and logical.
(FTF)	Yes, faster, and more helpful info.
(FTF)	Yes I would. I like being able to re-do this when the thought strikes me instead of when I am told to do this.

13. If the Individual Professional Development System were made available to you, how much time would you spend working on your IDP?

(SUP)	Difficult to tell—less in development but more in maintenance. It is so easy to update, I'd be more current.
(SUP)	1 – 2 hours
(FTF)	I would probably spend about 1 – 2 hours on it each semester, but I would

	work on it more often than I do the current system.
(FTF)	Several hours initially then probably I would refer to it throughout the year. I like the idea that it is easily available for references.
(FTF)	1 – 2 hours
(FTF)	I would definitely need reminders. But assuming that someone reminded me of my on-going responsibility to do this, a lot more than I am doing now!

14. What days of the week would you plan on using the system?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2	3	3	4	3		

15. What times of the day would you plan on using the system?

Morning	Noon	Afternoon	Evening
2		3	

16. Where would you use the system?

Office	Home
6	1

## Appendix Y

### Results of the Third Pilot Test

1. Not at all clear:
2. Not very clear:
3. Neutral:
4. Somewhat clear:
5. Very clear:

	Supervisor (SUP)	Full-time Faculty (FTF)	Adjunct Faculty (AF)
1. Pilot Group Membership	2		4
	<b>N</b>	<b>Mean</b>	<b>SD</b>
2. Screen layouts were:	6	4.83	0.41
3. Sequence of the screens were:	6	4.83	0.41
4. Messages which appear on the screen were:	6	5.00	0.00
5. Instructions for commands or details were:	6	4.50	0.55
6. Placement of help messages on the screen were:	6	4.50	0.55
7. Content of online help messages were:	6	4.67	0.52
8. Feedback on the completion of sequence of steps were:	6	4.17	0.98
9. Number of steps per task were:	6	4.67	0.52

10. Please indicate what you liked most about the Individual Professional Development System?

(AF)	It was very easy to complete
(SUP)	The entries were painless. Clear, logical sequence to completing the form.
(AF)	The ability to enter and maintain the IDP electronically.

(AF)	The samples are VERY nice and helpful. I like the context-sensitive approach.
(AF)	I thoroughly like the "Printed" IDP. It is very attractive and easy to read.
(AF)	I like that the JCCC Goals are easily accessible (as is a ton of other information). Very Handy.
(AF)	The formatting is very easy to read, and understand. The consistency with the current college scheme is welcome as it still provides me with a sense of "being home."
(SUP)	Ease of navigation through the steps to completion and the clarity of the directions. Availability of resources on-line is also very useful. It is easy to use.
(AF)	I like the layout of the IDP. I think it presents a clear message of what we want and doesn't limit employees to a certain length.
(AF)	I thought the wizard feature was a great addition and deserves two thumb's up...way up!
(AF)	The e-mail feature is great- and I think it should include a method to send multiple copies to anyone you want.

11. Please indicate what you liked least or requires improvement with the Individual Professional Development System?

(SUP)	Users should be cautioned that in order to do this right, it will take time.
(SUP)	Would like to be able to bookmark location so that I could return to same spot I left when I update and close.
(SUP)	Would like the IDP linked to employees performance appraisal for. Most of the appraisal would already be completed.
(SUP)	Send e-mail reminder to individual and supervisor that <time> has expired since last visiting plan.
(AF)	The problem isn't with the system or the online form. To me, the problem with adjuncts is to know what the department—the assistant dean hasn't addressed us in two years. Only the adjunct facilitator has contact with us. I don't know what you can do about that.
(AF)	There seems to me to be a lot of redundancy. The difference between



	Professional Goals, Career Goals and Organizational Goals is not clear to me.
(AF)	I found myself using an external spell-checker. While it might be outside the scope of this project, a spell-checking system would be handy. You might use the title= property of your anchor tags to give me some idea what they are about to do.
(AF)	I did loose one section (career Development) thinking that I could just click Forward-Step and just maybe Update later. While the "Best-case" may be a warning on Back or Forward if I have made changes but have not saved, an appropriate description of the Update or something would be helpful if the user missed it in the instructions.
(AF)	On the Different Developmental sections, it might be helpful to have not just an example--but what exactly are "organizational goals" or perhaps how I may learn more about goals that I might even want to adopt. I found it too tempting to just take your example and apply it as my own. I found the Glossary of Terms after I completed my IDP, but even more detail might be helpful.
(AF)	It might be necessary to be able to add/remove goal listings. At a minimum, the extra boxes on the printed IDP should either not show, or be large enough that I could hand-write changes when discussing with my supervisor.
(AF)	I'm not really sure why everything is surrounded in parenthesis on some of the table-style help and menus (my goals, help).
(AF)	Thinking long-term, a checklist system (maybe even tied in with credit/ce/staffdev enrollment) that would allow me to "track my progress." At a minimum, being able to track some kind of history (even it is just a yearly idp...copied from the previous year) so that I could see how I have progressed through the decades at the college.
(SUP)	My only concern was if faculty will have any problem with supervisors being able to download the list of what they have checked out of the Staff Development office without their permission. I may be overly cautious--but it would be worth anticipating this possibility or providing a sign off that indicates that a supervisor can see what a person has checked out.
(AF)	I felt the IDP system was missing a IDP displayer which would also you to view the IDP being created in a preview pane as you built it (refer to Monster.com's Resume Builder).
(AF)	I thought the update button should be renamed to say (next). Also, if you were in the regular view, I thought there should have been a back or next button. I found myself a little lost and uncertain when I would click the

	"update" button and it would return me to the main menu.
(AF)	A confirmation screen would also be a nice to tell the user a message was sent.
(AF)	Needs a spell check feature-- I wouldn't want to send it to my boss with a bunch of misspelled words.

12. If the Individual Professional Development System were made available to you, would you use it or not? Why?

(SUP)	Yes,. It's online. It can be completed at any location (home, office, etc) I can return to update any time; thus maintain current information.
(AF)	Definitely—I'd rather do this than fill out the paper form.
(AF)	I would use most of it. However, I doubt that I would use the personal section.
(AF)	Oh certainly. It is certainly easier to understand than the paper form-- additional information is at my fingertips as well as the integration provided between me and my supervisor. Besides, it is just certainly "more fun" than the paper form while being much easier to read my "handwriting." That added fact that this form is "globally available" -- not just something stuffed in a drawer back at the office allows me to work on it whenever.
(SUP)	Yes. It fits my style of composing at the computer.
(AF)	Definitely! Its portability, on demand, and there when you need it. Why go back to the paper system. However, with the current set-up it still requires you to print out a copy and get a signature.
(AF)	I think an electronic signature needs to be implemented.

13. If the Individual Professional Development System were made available to you, how much time would you spend working on your IDP?

(SUP)	Ideally, about one hour every month, providing updates and reviewing established plans.
(AF)	I could probably do this in 30 minutes
(AF)	I can't give you a reasonable estimate.

(AF)	After the initial phases of working back and forth with the supervisor, I could see a yearly revisit as long as I was prompted in some way to do so. Without some kind of prompting (either automatically or by supervisor), it may be difficult to remember to "fit it in." Maybe this is just a culture thing though.
(SUP)	I would spend an hour or so--it would enable me to reflect as I complete the form. Actually, the time frame could be shorter if I have in mind what I want to say, since the form is quite easy to use.
(AF)	Minimal amount of time, since I have a life. But it definitely is a means to helping you set and achieve your goals.

14. What days of the week would you plan on using the system?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3	3	3	3	4	1	2

15. What times of the day would you plan on using the system?

Morning	Noon	Afternoon	Evening
3	2	4	1

16. Where would you use the system?

Office	Home
4	3

## Appendix Z

## Final Evaluation

1. Not at all successful
2. Not very successful:
3. Neutral:
4. Somewhat successful:
5. Very successful:

<b>Introduction Material</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1. How successful was the inclusion of a goal development worksheet.	6	4.83	0.41
2. How successful was the explanation of the purpose of the IDP?	6	4.67	0.52
3. How successful was the inclusion of instructions on goal setting (i.e., using the SMARTS method)?	6	4.67	0.52
<b>Developmental Categories</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
4. Please indicate how successful each of the following developmental categories in an IDP process.			
a. Self-Assessment (identifying personal strengths and areas of potential growth)	6	4.50	0.55
b. Job development (seeking out and creating employment opportunities)	NA	NA	NA
c. Professional development (promoting faculty growth and enabling faculty members to obtain and enhance job-related skills, knowledge, add awareness)	6	4.50	0.55
d. Career development (providing tools for effective personal planning to improve the quality of work life).	6	4.17	0.41
e. Organizational development (focusing on the improvement of the internal climate of an institution)	6	4.17	0.41
f. Personal development (making a choice to develop personal interests)	6	4.50	0.55

<b>Developmental Activities and Opportunities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
5. Please indicate how successful the following developmental activities in an IDP process.			
a. Identifying personal strengths and areas of potential growth.	6	4.33	0.52
b. Identifying personal values.	6	4.33	0.52
c. Setting short-term goals.	6	4.83	0.41
d. Setting long-term goals.	6	4.83	0.41
e. Identifying target dates for goal completion.	6	4.83	0.41
f. Identifying time requirements for goal achievement	6	4.67	0.52
g. Identifying institutional support required for goal achievement.	6	4.67	0.52
h. Discussing available orientation sessions to attend.	6	4.33	0.52
i. Establishing a mentor relationship.	NA	NA	NA
j. Discussing the results of the peer review process.	6	4.33	0.52
k. Reviewing the faculty member's performance evaluation. .	6	4.17	0.75
l. Identifying internal training and development opportunities.	6	4.50	0.84
m. Identifying external training and development opportunities. .	6	4.50	0.84
n. Identifying job aspects faculty members would like to expand or eliminate.	6	4.50	0.55

Design Requirements	N	Mean	SD
6. Please indicate how successful the following issues were in the design of a web-accessible IDP process.			
a. Incorporating an easily accessible and navigable screen design.	6	5.00	0.00
b. Providing clear, specific requirements and expectations in a logical and easy to reference format.	6	5.00	0.00
c. Keeping the time required to complete the IDP process to a minimum.	6	4.83	0.41
d. Incorporating customized resources for each department.	6	4.67	0.52
e. Including a job description	6	4.33	1.03
f. Incorporating an E-mail feature with automated reminders of upcoming target dates for goals.	6	4.17	0.98
g. Enabling the web-based IDP to be an interactive document by incorporating a "comments" or "notes" area.	6	4.67	0.52
h. Providing a record of all training and development courses attended.	6	5.00	0.00
i. Providing the ability to record budget expenditures for activities.	5	4.40	0.89
j. Providing the ability to record recommendations and agreements.	6	4.67	0.82
k. Providing the ability to update the IDP as needed. .	6	5.00	0.00
l. Incorporating a follow-up feature to see if a particular goal was met.	6	4.83	0.41
m. Providing the ability to keep a record of all activities from the IDP	6	4.83	0.41
n. Incorporating a section for supervisors to share their perspectives.	5	5.00	0.00

o. Including a calendar to track training dates.	6	4.17	0.98
p. Including an options chart to identify the next logical step in training/development progression.	6	4.50	0.84
q. Maintaining flexibility to revise goals and target dates.	6	5.00	0.00
r. Ensuring confidentiality through the use of password protection.	6	4.83	0.41
<b>Developmental Web Links</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
7. How successful were the inclusion of the following links in a Web-based IDP process?			
a. A link to the internal and external training and development opportunities available to faculty.	6	5.00	0.00
b. A link to a resume or portfolio creation tool.	6	4.17	1.17
c. A link to appropriate professional organizations.	6	4.67	0.52
d. A link to the Human Resources Web page to view related employment opportunities.	6	4.67	0.82
e. A link to the Career Center Web page to view career planning resources.	6	4.67	0.82
f. A link to technical support if questions arise.	6	4.83	0.41
g. A link to performance review forms.	6	4.17	0.98
<b>Reporting Capabilities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
8. Please indicate how important it is to incorporate each of the following reporting capabilities in a Web-accessible IDP?			
a. The ability to view cumulative reports across a department in order to see trends and commonalities.	6	4.17	0.75
b. The ability to view the entire IDP.	6	4.83	0.41

c. The ability to view the specific goals to be achieved.	6	5.00	0.00
d. The ability to view the plans to meet specific goals to be achieved.	6	4.33	0.52
e. The ability to view cumulative reports over established assignment cycles and review calendars.	6	5.00	0.00
f. The ability to view a record of all training and development accomplishments.	6	4.67	0.52
g. The ability to view a listing of all the activities that a faculty member desires to be engaged in.	6	4.67	0.82
h. The ability to view an IDP feedback form that provides space for supervisor feedback and self-evaluation.	6	4.67	0.52
i. The ability to view a record of logins and last reviewed dates.	6	4.17	0.75

### Verbatim Comments

Please feel free to share any comments or suggestions you may have regarding the Web-accessible professional development system.

Maybe I missed it, but I expected to see links to internal (JCCC) development offerings. What I saw was a place to record the chosen options. I realize JCCC employees probably know how to find those options without having the link in this context.



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