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An Investigation into the Use of Provisional Analysis as a Means to Increase the Use of Program Evaluation Data

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Quade,
Jeffrey J.
1981

AN INVESTIGATION INTO THE USE OF PROVISIONAL ANALYSIS
AS A MEANS TO INCREASE THE USE OF PROGRAM EVALUATION DATA

A Thesis

Presented to

the Faculty of the Department of Psychology

Western Kentucky University

Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Jeffrey J. Quade

June 1981

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AN INVESTIGATION INTO THE USE OF PROVISIONAL ANALYSIS AS A
MEANS TO INCREASE THE USE OF PROGRAM EVALUATION DATA

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AN INVESTIGATION INTO THE USE OF PROVISIONAL ANALYSIS AS A
MEANS TO INCREASE THE USE OF PROGRAM EVALUATION DATA

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84 pages

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In recent years there has been an upsurge in the demand for program accountability. Program evaluation is often the prescribed procedure used to determine a program's effectiveness. During a program's evaluation, data on the program are gathered by program evaluators. However, in general, the evaluation data gathered are not used by program administrators. The purpose of the present investigation was to assess the impact of a procedure termed provisional analysis on increasing the use of evaluation data by program officials. Sixty-five volunteers from graduate courses in education and fifty-two volunteers from undergraduate educational psychology classes were randomly assigned to two groups: one experienced the provisional analysis procedure, the second was exposed to placebo data. All groups then took part in a simulation of an educational setting in which each participant was placed in the role of a newly appointed high school principal. The participants were given a letter from their superintendent which directed them to dismiss four of seven teachers at their school due to a decline in enrollment. Participants were then provided with personal and evaluation data about each teacher. The results in general reflected no differences in the degree to which those who had experienced provisional analysis and those who had not used and valued personal and evaluation data.

The immediate implication was that provisional analysis, as administered, did not increase the use of evaluation data or the value placed upon it. Limitations of the present study and recommendations for future research were discussed. Several suggestions for altering the provisional analysis procedure have been advanced.

CHAPTER I

Review of the Literature

Introduction

Program evaluation may be defined as the systematic collection of information about the activities and outcomes of programs in order to assess the adequacy of the program and to determine the modifications, if any, necessary to achieve stated program goals. The emphasis in program evaluation is on providing feedback to program officials to make programs more adaptive, effective and efficient.

The growing trend in America for program accountability is a driving force in the heightened interest in program evaluation (Posavac & Carey, 1980). Given the increased emphasis on program evaluation, the primary question is whether or not the information gathered through an evaluation will be used in making program decisions. In point of fact, Patton (1978) found in many cases that evaluation data were not being used and that, when program evaluation data were used, it was generally to a slight degree. This is consistent with an earlier finding reported by Weiss (1972) that the impact of evaluation data on most programs was minimal regardless of the findings of the evaluation.

Use of Program Evaluation Data

Definition of Use

The degree of the use of program evaluation data in program decision making is a concern of many program evaluators. If

program evaluations are conducted and the data not used in program decision making, the evaluation is generally considered to have served no purpose (Patton, 1978). The importance of understanding why program evaluation data are not used is self-evident. If a program is not attaining its stated goals, then changes must be made in the structure of the program to aid in better achieving those goals (i.e., renovation must occur). The key to change lies in collecting and using evaluation data in program decision making.

Use of evaluation data may be defined in several ways. Utilization of evaluation data, according to Patton (1978), occurs when there is an immediate concrete and observable effect upon specific decisions and program activities resulting directly from evaluation findings. Weiss (1972) proposed that the purpose for conducting program evaluations is for immediate and direct use of the data generated by the evaluation in improving the quality of planning.

There are essentially four types of use of evaluation data; the first three have been identified by Weiss (1972). The first type is the use of the data within an ongoing program to improve the operation of that program. The second use occurs at the close of a set of program activities to determine the life or death of a program. The third type occurs in settings outside of the program undergoing evaluation where administrators of a similar program may learn how to improve their program by using the evaluation data from the program undergoing evaluation. A

fourth "use" that is available to program officials is to not use the evaluation data at all.

Factors Affecting the Use of Program Evaluation Data

Non-use of evaluation data may have several causes. For example, an important consideration is the value system of the host organization. In performing an evaluation of any program there is a value system operating implicitly or explicitly. In addition, some organizations may "defend" their values more strongly than others. In fact, it has been suggested that service organizations not driven by a profit motive are the most protective of their values and the most resistant to change (Weiss, 1972). Weiss also found that the values of an active organization are often a reflection of the values held by the organization's chief decision maker. And, within this context, it is important to understand how values affect the decision making process.

How decision makers reach decisions in a value laden system has been studied by Janis and Mann (1977). These researchers found changing previously derived decisions (values) to be much more difficult for decision makers than reaching the initial decision (value). The Janis and Mann finding pertains to the use of evaluation data in that program evaluation efforts often result in a call for change within an organization. And, these changes may mean that a new value system must be put into operation. If program officials see this new value system as a radical departure from the old one, they may resist the needed changes by not using the evaluation data in making program decisions

(Rochleau, 1976). Therefore, the value system must be identified and understood in order to maximize the use of evaluation data in program decision making. By identifying decision maker preferences and taking them into account, latter presentation of evaluation data may be staggered to allow program officials more time to adapt to the changes their program requires (Ein Dor & Segev, 1976; Wortman, 1975).

Another factor affecting the use of evaluation data is the degree to which an evaluation effort threatens program administrators. It is often difficult to separate program evaluation from personnel evaluation. Therefore, the feelings of threat experienced by program officials faced with an evaluation of their programs are easily understood. In addition, several studies (e.g., Page & Yates, 1974) have found that if an evaluator is an outsider, program administrators tend to feel even more threatened than if the evaluator is from within the organization. Five factors seem to be relevant to the refusal of administrators to participate in evaluation efforts (Page & Yates, 1974): inconvenience or lack of time, threat of personal evaluation, harm to clients, triviality of the "problem," and a possible loss of the administrator's felt autonomy. A number of researchers have proposed methodologies for the reduction of threat posed by a program evaluation (Davis & Salasin, 1975; Patton, 1978; Weiss, 1972) in order to increase the use of evaluation data.

Increasing the Use of Evaluation Data by Increasing Rapport

A good working relationship (rapport) between program officials and program evaluators seems to be a key factor in increasing the likelihood that evaluation data will be used by program officials in making program decisions (Maher, 1978; Matuszak, 1978; Weiss, 1972). Specific procedures have been proposed to increase rapport between program administrators and program evaluators.

Procedures Which Focus on the Role of Program Administrator

One method that has been suggested as a means to strengthen rapport is to bring program administrators into the planning and conduct of the program evaluation (Matuszak, 1978; Patton, 1978; Thompson, 1975; Weiss, 1972). Such operational involvement results in program officials having more ownership in the evaluation process, being more likely to actively support the evaluation effort (Ein Dor & Segev, 1976; Gorry & Goodrich, 1978; Mason & Mitroff, 1976; Nicholas, 1979; Sechrest, 1972), and being less threatened by the evaluation process (Weiss, 1972). Thus, it has been found that when program administrators participate in identifying areas of importance and potential data sources, the value they attach to evaluation data increases (Cohen, 1977; Nicholas, 1979; Patton, 1976). Furthermore, the available evidence indicates that the higher the value associated with the evaluation data, the greater the likelihood that program administrators will use the evaluation data in making program decisions (Gorry & Goodrich, 1978; Patton, 1976).

Procedures Which Focus on the Role of Program Evaluator

Traditionally, program evaluators have been seen as individuals who are outside the program's organization, who are brought in solely to collect evaluation data, who render decisions based on those data regarding program effectiveness, efficiency and so on, and who then leave (Patton, 1978; Weiss, 1972, 1975). Some evaluators (e.g., Havelock & Lindquist, 1980; Weiss, 1972) feel such a role is a source of threat to program officials and one of the major contributors to the lack of rapport between administrators and evaluators and, thereby, the non-use of evaluation data. Therefore, several researchers have suggested that the role of the program evaluator be reconceptualized and restructured to enhance administrator/evaluator rapport. By doing so, the use of evaluation data in program decision making would be increased.

One way that program evaluators can improve their rapport with program administrators is by adopting a "positive" orientation (Argorwala-Rogers, 1977). This can be accomplished through the evaluator presenting evaluation findings in terms of possible program alternatives and not only negative findings indicating poor program performance. By focusing on alternative approaches to attain program goals rather than simply rating the program on a pass-fail basis, staff participation in the evaluation effort may be increased and the staff's feeling of ownership of the evaluation effort enhanced (Sechrest, 1972; Suchman, 1972). The focus on program alternatives is an attempt to reduce the threat felt by program administrators when their programs are rated on a pass-fail summative basis. Argorwala-Rogers suggested

that this strategy will engender a good working relationship (rapport) between program officials and evaluators.

A second "positive" approach evaluators might use to strengthen their rapport with program administrators is to assume the adoption-facilitator role proposed by Havelock and Lindquist (1978). They suggest that the evaluator be audience oriented and allow program officials to assess their own needs and possible sources of data for the evaluation. Thus, as an adoption-facilitator, the evaluator aids the program administrators and does not direct them. When an evaluator assumes the role of an adoption-facilitator, Havelock and Lindquist feel that the evaluator will be less threatening to program administrators and, thereby, reduce the threat a needed change may engender. Through this process, the program administrators will gain an increased feeling of ownership of the evaluation data and may then be more prone to use those data in program decision making (Harper & Babigan, 1971).

Procedures Which Focus on Situational Factors

The situational circumstances associated with a program evaluation often influence the rapport between program administrators and evaluators (Weiss, 1972). These factors can often be manipulated to improve rapport. Two means have been suggested: punctual feedback of evaluation data and cooperative assessment of evaluation strategies prior to their use.

Punctual feedback of evaluation data increases the administrator/evaluator rapport by assuming that necessary information

is available to program decision makers prior to decision making (Janis & Mann, 1977). To be "valuable" to decision makers, evaluation data must be presented prior to decision rendering (Argorwala-Rogers, 1977). Clearly, if evaluation data are not available when a decision must be made, the data will not (cannot) be "used."

Another means by which situational factors can be manipulated to increase program administrator/evaluator rapport is through establishing an "atmosphere" of cooperative assessment of evaluation strategies prior to their use. One such procedure is termed meta-evaluation and is a process which assesses "the extent to which an evaluation is technically adequate, useful in guiding decisions, ethical in dealing with people in organizations, and practical in the use of resources" (Posavac & Carey, 1980, p. 316). The joint use of meta-evaluation by program officials and evaluators may provide valuable information about how effective the evaluation strategy in its initial form will be in analyzing the target program and may lead to a greater use of the data attained at the conclusion of the evaluation effort. In the meta-evaluation framework program officials and evaluators review the literature on evaluations completed on other similar programs. Then the team might put together an evaluation strategy built of pieces of other strategies proven effective to analyze their program (Posavac & Carey, 1980). In using this technique, the decision makers and evaluators explore the possibilities of using several approaches or strategies in analyzing the target program. Through the meta-evaluation process, situational factors and limitations

may be discussed, taken into consideration, and be made a part of the overall evaluation strategy. Again by working together in this pre-planning effort, it is suggested (Patton, 1978) that rapport between evaluators and program administrators will be strengthened.

An evaluation procedure that purportedly provides the means by which to increase rapport by simultaneously focusing on the role of the program administrator, the role of the program evaluator, and situational factors is provisional analysis (Harper & Babigan, 1971).

Provisional Analysis

Harper and Babigan propose a preliminary review of the events surrounding an evaluation between the program administrators and the program evaluator. The evaluator and program administrators work together from the beginning of the evaluation strategy planning through data collection; thus, their mutual understanding of one-another (rapport) is increased.

Working together the evaluator and program administrators list all the possible decisions open to them. Secondly, the types of data necessary to render decisions about program achievement and possible sources of data are identified by program officials. Artificial data are generated by the program evaluator. The data are then treated as factual, the data are analyzed, and the decision maker renders decisions based on them. The evaluator-decision maker team may repeat this process several times in order to gain experience and knowledge regarding possible data sources,

analysis procedures and options, and decision outcomes. Thus, provisional analysis is comprised of the following three steps:

1. Evaluators meet with decision makers and specify with them beforehand all possible consequences and recommendations which might evolve from the evaluation:
 - a. termination of the current program
 - b. termination of some elements of the program
 - c. introduction of some changes in the program
 - d. no changes in program status
2. Evaluators in consultation with decision makers list the types and sources of data necessary to choose from among the alternatives listed in step 1.
3. The evaluators generate a set of artificial data to simulate the results of an evaluation to engage the decision makers so they may experience and practice acting upon the evaluation results.

Through this process, the decision maker is guiding the evaluator as to where appropriate data may be found and which decisions are possible. In addition, the program officials are demonstrating what they believe to be the important aspects of the program. Therefore, provisional analysis is an attempt to tie several strategies together to increase the utilization of program evaluation data.

Testing procedures to increase the use of evaluation data (such as provisional analysis) are difficult for at least two reasons. First, it is almost impossible to control all relevant extraneous variables associated with the field settings of program operations. Often, extraneous variables directly affect the usage of evaluation data (e.g., changes in program operation due

to legislative mandate). Secondly, program evaluations typically require sizeable budgets and periods of time to conduct. An alternative approach to testing procedures for increasing the use of evaluation data is to use laboratory or field simulations to "pre-test" procedures before attempting program based field studies.

Simulation

Simulation can be defined as, "... the use of a model to carry out experiments designed to reveal certain characteristics of the model and by implication of the idea system, or situations modeled" (McLeod, 1974, p. 59). The use of simulation to investigate research problems has a long history in science and allows investigators to not only guess at "what if" but also to take a look at "what if" (Schultz, 1974). The procedure places at the researcher's disposal a means by which to proceed from vague ideas to problem solutions in an orderly, logical manner (McLeod, 1974; Schulberg, 1968; Schultz, 1974).

Several purposes have been proposed for the use of simulation in conducting research. McLeod (1974) pointed out that simulations can serve as focal points for ideas, the beginning of all scientific inquiry. Furthermore, simulations are dependable research planning tools. The fact that the results of decisions rendered in a simulation may be seen almost immediately is a positive aspect of it as a research methodology. In the "real world" there may be a larger time-lag between decision rendering and observing the effects of the decision.

Simulations have been used to research alternate teaching techniques. For example, Chartin (1972) found through classroom simulation research that the use of games in the classroom generated a greater student interest in the subject matter than conventional classroom instruction techniques. As another example, Clark (1970) found in his research work using simulations that students who participated in a political convention simulation later retained a higher level of interest in actual conventions than did students who had not participated in the simulation.

Simulations have also been used successfully in researching and conducting job training. This is especially true for job training in highly technical positions where a mistake in the "real world" would be very costly. For example, pilots and air traffic controllers must often make life and death decisions, and it is in the training of how to make these decisions that simulation research has been effective in producing effective training via simulators (Clark, 1970). Such decision making situations provide an opportunity for participants to develop alternative plans or courses of action without costly errors.

One of the most frequently used types of research and training simulations in decision making is the in-basket procedure (Andes, 1977). Briefly, the in-basket technique places a participant in the situation of having received information and of needing to respond to it. Then, the participant takes information from an in-basket, formulates a response, and places that response into the out-basket. In-basket exercises are often designed to prepare participants to respond to the many types

of problems they will face on the job (Andes, 1977). In most uses of the in-basket technique, the participants assume an administrative role. They then perform the following actions based upon information given them in the simulation. First, they must gain a clear perception of the incident (i.e., the simulation situation). Secondly, they usually must decide upon a time frame or how soon the decision must be rendered. Finally, they must specify what actions they would take and then record them.

Thus in summary, simulations have been used successfully as a research methodology in a number of areas. Specifically, the in-basket technique when used in decision making settings (Andes, 1977), has proven to be effective in sensitizing administrator participants to possible problems they may have to contend with and to possible means by which their problems may be solved.

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CHAPTER II

Statement of the Problem

The use of evaluation data in program decision making is not extensive (Patton, 1976; Rochleau, 1976). Several strategies have been developed to increase the utilization of evaluation data by decision makers (Davis & Salasin, 1975; Weiss, 1972). One such procedure has been proposed by Harper and Babigan (1971) and is termed provisional analysis. Provisional analysis is designed to increase a decision maker's involvement in an evaluation effort by bringing a decision maker into the planning and design of the evaluation.

It is proposed by Harper and Babigan (1971) that decision makers experiencing provisional analysis in a simulation of a program evaluation situation will later, in the actual evaluation effort, value the evaluation more highly and, therefore, be more likely to use evaluation data in decision making. The purpose of this study was to assess the degree to which the use of provisional analysis prior to receiving program evaluation data will heighten the value of program evaluation data in the eyes of the decision makers. Further, it is proposed that if decision makers do value evaluation data, they will use it to a greater extent in decision making. The specific hypotheses investigated were:

- a. H_1 : Participants experiencing provisional analysis will use evaluation data to a greater extent than participants not experiencing provisional analysis.

- b. H₂: Participants experiencing provisional analysis will value the evaluation data to a higher degree than participants not experiencing provisional analysis.

CHAPTER III

Method

Participants

The 117 participants in this study were volunteers from graduate educational leadership classes and undergraduate educational psychology classes at Western Kentucky University.

The individuals enrolled in the educational leadership classes were receiving training leading to the attainment of supervisory certification and later employment as principals. The mean age of this sample was 30.95 years with an average number of years of teaching experience equal to 6.14 years. The graduate sample consisted of 23 males and 40 females (n=65) with two participants not reporting their sex.

The volunteers from the educational psychology classes had a mean age of 19.93 years. There were 10 males and 31 females (n=52) with 11 participants not reporting their sex.

Instruments

An in-basket decision making simulation technique was used. The participants were asked to play the role of an individual who had been recently promoted to the position of principal at Everyday High School. The simulation consisted of a letter from the participants' school superintendent congratulating the participant upon being promoted to principal at Everyday High School. In the letter the superintendent asked the person to dismiss four of seven teachers at Everyday. The seven

teachers were being considered for dismissal because their educational instruction areas had shown the sharpest declines in enrollment. Personnel files on each of the teachers were given to each participant in conjunction with other evaluation materials in the letter from the superintendent (see Appendix C).

The personnel files consisted of both personal and objective data (evaluation data). The personnel files listed the characteristics of each teacher.

Characteristics of the Teachers in the Simulation

The first sheet of each teacher's personnel file contained the personal information about the teacher and the second page contained the evaluation credentials of that teacher. Each teacher was described using a differing blend of two types of characteristics which resulted in the hypothetical teachers being arranged along a continuum. The arrangement is shown in Figure 1.

High Evaluation
Low Personal

High Personal
Low Evaluation

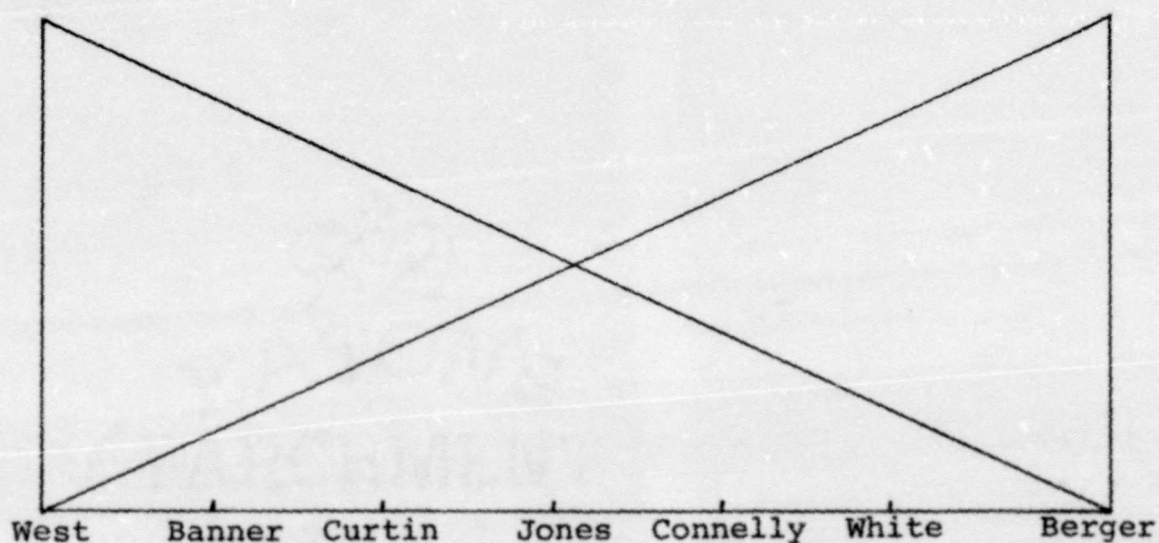


Figure 1. Arrangement of the teachers along the continuum.

The anchors at each end of the continuum were designated as follows: at the left end of the continuum the teachers' characteristics were high evaluation credentials and low personal information. An example of a high evaluation credential for a teacher was a peer rating of nine on a scale from one to ten with ten being the best rating possible. An example of a low personal rating was a possible disagreement in the past between the teacher and the new principal. This was the position of James West on the continuum. At the other end of the continuum the teachers' characteristics were low evaluation credentials and high personal information. An example of a teacher possessing a characteristic rating high in personal information importance was a long time friendship between a teacher and the new principal. An example of a low evaluation credential for a teacher was a peer rating of three. This was the position of Fred Berger on the continuum.

The participants recorded their decisions on specially designed recording sheets (see Appendix C). Flip charts were used in working with both the experimental and control groups (see Appendices A and B).

Procedure

The participants were randomly assigned to either a control or experimental group ranging in size from nine to fifteen individuals. The groups were moved into different rooms and were administered instructions orally by the experimenters (see Appendices A and B). The experimenters were counterbalanced across

the experimental and control groups. Flip charts were used to aid in giving instructions to each group. The flip charts were different for control and experimental groups (see Appendices A and B).

Participants in the experimental groups experienced provisional analysis (See Appendix A). In the provisional analysis participants and experimenters conducted an overview of a hypothetical evaluation setting that was similar to the simulation the participants later received. The experimenters acting as evaluators led the overview procedure. Guided by the experimenters, participants in the experimental groups focused on certain types of information which were present in the personnel files and other evaluation data. After a discussion of possible outcomes in the hypothetical situation (see Appendix A), the participants were given the simulation materials (see Appendix C).

The participants in the control groups received "placebo data." These data were general in nature, designed to give only a very limited understanding to the participants of several possible problem areas in a school system. For example, a lack of funding may affect the quality of the meal services in the school system (see Appendix B). After the general overview, the control groups received the simulation materials (see Appendix C).

All participants were asked to record their teacher dismissal decisions on the recording sheets provided (see Appendix C). They were also asked to use the blank sheet of paper provided for all computational work.

Data Analysis

A level of significance of .05 was used for all statistical tests of significance. The data obtained from each participant were the dismissal/retain choices; the frequency of use of personal and evaluation data in making decisions; and, the ratings of importance given the personal and evaluation data by the experimental groups.

Dismiss-Retain Decisions

The number of times each teacher was dismissed was counted. Chi-square analyses of the frequency counts were used to determine if a significant difference existed between experimental and control groups in their dismissal/retention decisions. Possible differences between the graduate sample and the undergraduate sample in dismissal/retain decisions were analyzed using chi-square analyses.

Ratings of Importance

For each teacher the average rating of importance given the personal and evaluation data was analyzed using a repeated measures analysis of variance.

Frequency of Data Use

In comparing graduate and undergraduate samples on their use of personal and evaluation data a count was made of how often each group used personal and evaluation data in reaching their decisions about teacher dismissal. A chi-square analysis of the frequency of use of personal or evaluation data by graduate and undergraduate samples and later by experimental and control groups was conducted.

CHAPTER IV

Results

Chi-square analyses of the decision to retain or dismiss each teacher revealed no significant differences between control and experimental groups or between graduate student and undergraduate student samples. The results of these chi-square analyses are summarized in Table 1.

For both the graduate and undergraduate samples, chi-square analyses of possible differences in the frequency that the control and experimental groups used evaluation or personal data in reaching their decisions about each teachers' dismissal revealed only one significant difference. Specifically, graduate and undergraduate samples differed in their use of evaluation and personal data for Fred Berger, $\chi^2(3) = 10.65$, $p < .05$. In the graduate sample, the controls used more personal data than the experimentals, $\chi^2(3) = 11.04$, $p < .05$. However, for undergraduates, there was no significant difference between experimental and control groups in their frequency of use of personal and evaluation data, $\chi^2(3) = 3.63$, $p > .05$. The results of the chi-square analyses are summarized in Table 2.

When undergraduate and graduate samples were combined, only one significant difference between the control and experimental groups in their use of personal and evaluation data was found. In that instance, experimental and control groups differed on the amount of personal vs evaluation data used to make decisions

TABLE 1

CHI-SQUARE RESULTS ON DECISIONS BY CONTROLS VS EXPERIMENTALS
TO DISMISS OR RETAIN TEACHERS FOR BOTH
GRADUATE AND UNDERGRADUATE SAMPLES

Teacher	Graduate χ^2	Undergraduate χ^2
Jack White	$\chi^2(1) = .159, p > .05$	$\chi^2(1) = 1.46, p > .05$
Fred Berger	$\chi^2(1) = 1.18, p > .05$	$\chi^2(1) = .455, p > .05$
Tom Banner	$\chi^2(1) = 1.47, p > .05$	$\chi^2(1) = 2.58, p > .05$
Charles Connelly	$\chi^2(1) = .410, p > .05$	$\chi^2(1) = .886, p > .05$
Tom Curtin	$\chi^2(1) = .381, p > .05$	$\chi^2(1) = 1.72, p > .05$
Curtis Jones	$\chi^2(1) = 2.06, p > .05$	$\chi^2(1) = 2.70, p > .05$
Jim West	$\chi^2(1) = .139, p > .05$	$\chi^2(1) = 2.44, p > .05$

TABLE 2

CHI-SQUARE ANALYSES OF DIFFERENCES IN
UNDERGRADUATE AND GRADUATE SAMPLES' USE
OF PERSONAL AND EVALUATION DATA

Teacher	χ^2
Jack White	$\chi^2(3) = 1.467, p > .05$
Fred Berger	$\chi^2(3) = 10.65, p < .05$
Tom Banner	$\chi^2(3) = 2.31, p > .05$
Charles Connelly	$\chi^2(3) = 4.43, p > .05$
Tom Curtin	$\chi^2(3) = 4.54, p > .05$
Curtis Jones	$\chi^2(3) = 1.30, p > .05$
Jim West	$\chi^2(3) = 2.02, p > .05$

about Curtis Jones' dismissal or retention. Specifically, the experimental groups used a significantly greater amount of evaluation data than the control groups, $\chi^2(3) = 9.09$, $p < .05$. The results of these chi-square analyses are summarized in Table 3.

A repeated measures analysis of variance was conducted to assess any differences in how highly the evaluation and personal data were valued by the experimental and control groups. Separate analyses were conducted for the graduate and undergraduate samples in the case of Fred Berger. From each participant's decisions, an average rating on the evaluation and personal reasons given was calculated.¹ These analyses are summarized in Tables 4-11.

In every instance, the repeated measures analysis of variance indicated there was a main effect regarding the ratings given the personal and evaluation data. The evaluation data were consistently given higher average ratings than the personal data. There was no main effect due to provisional analysis in any of the analyses, and in only one instance was there a significant interaction $F(1,100) = 5.81$, $p < .05$. The means for the ratings by experimental and control groups (refer to Figure 2) indicate that there was a higher value placed upon evaluation data by the experimental groups and a higher value placed upon personal data by the control groups. These results, however, must be interpreted in light of the fact that almost none ($n=9$) of the experimental group reported using (and, therefore, rating) personal data.

¹In some cases only one reason was given by a participant. In those instances the "average" was based upon only that one rating. Where no rating was given, the "average" was recorded as a zero.

TABLE 3

CHI-SQUARE RESULTS OF COMBINED SAMPLES IN
THEIR USE OF EVALUATION VS PERSONAL DATA

Teacher	χ^2
Jack White	$\chi^2(3) = 6.89, p > .05$
Tom Banner	$\chi^2(3) = 4.26, p > .05$
Charles Connelly	$\chi^2(3) = 4.06, p > .05$
Tom Curtin	$\chi^2(3) = 1.13, p > .05$
Curtis Jones	$\chi^2(3) = 9.09, p < .05$
Jim West	$\chi^2(3) = .985, p > .05$

TABLE 4

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
PERSONAL VS EVALUATION RATINGS FOR
JACK WHITE

Source	df	MS	F
Personal Data (A)	1	.08	.05
within	115	1.57	
Evaluation Data (B)	1	512.23	257.40*
A x B	1	1.99	.90
<u>Ss</u> within	115	2.201	
Total	233		

*p < .05

TABLE 5

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
PERSONAL VS EVALUATION RATINGS FOR
TOM BANNER

Source	df	MS	F
Personal Data (A)	1	3.82	1.41
within	115	2.68	
Evaluation Data (B)	1	33.26	7.19*
A x B	1	4.92	1.07
<u>Ss</u> within	115	4.59	
Total	233		

*p < .05

TABLE 6

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
 PERSONAL VS EVALUATION RATINGS FOR
 CHARLES CONNELLY

Source	df	MS	F
Personal Data (A)	1	.06	.05
within	115	1.16	
Evaluation Data (B)	1	456.68	815.5*
A x B	1	.56	.31
<u>Ss</u> within	115	1.78	
Total	233		

*p < .05

TABLE 7

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
 PERSONAL VS EVALUATION RATINGS FOR
 TOM CURTIN

Source	df	MS	F
Personal Data (A)	1	1.23	.585
within	115	2.10	
Evaluation Data (B)	1	3.19	22.78*
A x B	1	.14	.02
<u>Ss</u> within	115	5.41	
Total	233		

*p < .05

TABLE 8

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
 PERSONAL VS EVALUATION RATINGS FOR
 CURTIS JONES

Source	df	MS	F
Personal Data (A)	1	6.88	3.23
within	115	2.13	
Evaluation Data (B)	1	165.58	16.87*
A x B	1	9.82	2.56
<u>Ss</u> within	115	3.83	
Total	233		

*p < .05

TABLE 9

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
 PERSONAL VS EVALUATION RATINGS FOR
 JIM WEST

Source	df	MS	F
Personal Data (A)	1	1.4	.68
within	115	2.03	
Evaluation Data (B)	1	65.51	198.51*
A x B	1	.33	.07
<u>Ss</u> within	115	4.23	
Total	233		

*p < .05

TABLE 10

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
PERSONAL VS EVALUATION RATINGS FOR
THE UNDERGRADUATE SAMPLE FOR FRED BERGER

Source	df	MS	F
Personal Data (A)	1	.61	.91
within	50	.67	
Evaluation Data (B)	1	299.92	29992.0*
A x B	1	.01	.016
<u>Ss</u> within	50	.60	
Total	233		

* $p < .05$

TABLE 11

SUMMARY OF THE ANALYSIS OF VARIANCE FOR
PERSONAL VS EVALUATION RATINGS FOR
THE GRADUATE SAMPLE FOR FRED BERGER

Source	df	MS	F
Personal Data (A)	1	4.65	2.91
within	63	1.59	
Evaluation Data (B)	1	291.66	145.32*
A x B	1	11.66	5.81*
<u>Ss</u> within	63	2.01	
Total	233		

* $p < .05$

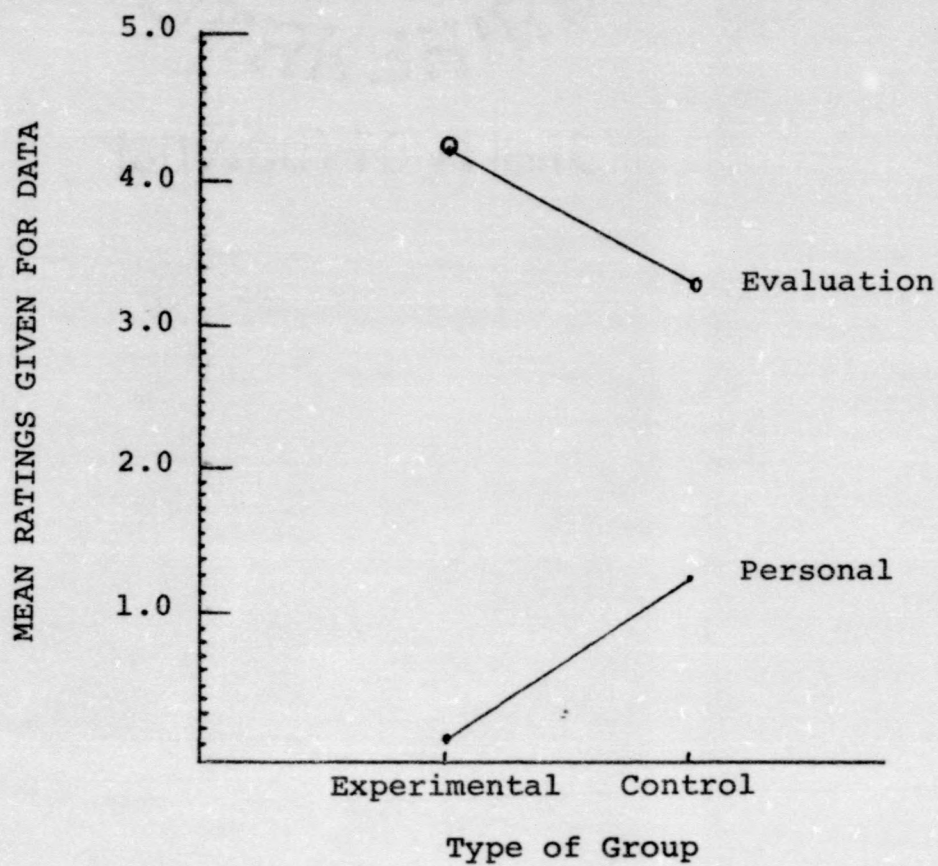


Figure 2. Display of the interaction between personal and evaluation data in the case of Fred Berger.

The results of the repeated measures analysis of variance are summarized in Tables 6 through 13.

CHAPTER V

Discussion

The first hypothesis was not upheld. Participants experiencing provisional analysis did not use the evaluation data to a significantly greater degree than participants not receiving provisional analysis. Only in the case of Curtis Jones was there a significant difference in how frequently control and experimental groups used evaluation and personal data. Specifically, the people in the experimental groups tended to use evaluation data more frequently than did those in the control groups. A possible reason for this outcome was that Curtis Jones was at the center of the evaluation/personal data continuum (refer to Figure 1). Because of Jones' location on the continuum, there was almost no personal data concerning him available to the participants. Therefore, the lack of personal data may have "forced" the greater use of evaluation data by the participants. Only in the case of Fred Berger did graduate and undergraduate samples differ in the frequency of their use of evaluation and personal data. The reason for this difference is not clear at this point. It could be a chance difference or it could reflect a different use of the evaluation and personal data by the graduate and undergraduate samples. In all other cases, the two samples were not different in their use of the data and were combined for analyses purposes.

The second hypothesis was not supported. Participants receiving provisional analysis (the experimental groups) did not esteem or value evaluation data more highly than participants not receiving provisional analysis (the control groups). It was found that the participants in both the groups valued evaluation data more highly than personal data. In only the case of Fred Berger and in the graduate sample was there a significant interaction between the value placed upon evaluation and personal data and whether or not the participants had experienced provisional analysis. In this case, as was expected, those participants who had experienced provisional analysis rated evaluation data significantly higher than those who had not. In addition, the people in the control groups rated the personal data significantly higher than did those in the experimental groups. However, the participants in the experimental group of the graduate sample gave very few personal reasons, and those that were given received low value ratings. Therefore, the significant interaction may be an artifact of the small number of personal reasons given.

The immediate implication is that provisional analysis did not produce the results that it was expected to produce. This may have been in part due to the manner in which the provisional analysis was conducted. Future research regarding the effectiveness of provisional analysis should institute several improvements in the research methodology. First, those participants who had and those who had not experienced provisional analysis all rated evaluation data more highly than personal data. This may be the reason

that the majority of the teachers retained by both experimental and control groups had highly positive evaluation credentials. The high rating given to evaluation data by both groups may be due to the lack of or lack of strength in the personal data given about the teachers. Therefore, in replicating the present investigation the personal data should be significantly altered. The absolute amount of personal data may be increased and/or the strength of the personal data may be increased (i.e., a teacher may be a blood relative of the principal) and/or the medium in which the personal data is given to the participants may be altered (i.e., the use of video-vignettes in which the teacher speaks to other teachers, students and so on). A complete physical separation of the personal and evaluation data may also be advantageous and faster with the data sources being perceived as being essentially "equal" initially.

Secondly, the provisional analysis procedure should be lengthened when used in future simulations. More time and attention to detail should be devoted to the provisional analysis procedure. For example, repeating the provisional analysis procedure several times may serve to make the participants more comfortable with the evaluation process and to produce a better understanding as to how evaluation data might be used in program decision making.

A third suggestion for future research is to conduct a provisional analysis simulation with practicing administrators in non-academic settings. Academic course work generally stresses the use of objective, empirical data and students who

participate in these studies based on contacts through a class may tend to use empirical data in decision making to a higher degree than they normally would or individuals participating in studies conducted in non-academic settings. By using practicing administrators in non-academic settings, the possible, overpowering influence of academia's stress on empiricism might be removed from the simulation setting.

A fourth consideration for future research might be to examine the ratings given the personal and evaluation data even if they are not used in the decision making. It would be expected that the type of data used least by a participant would receive a general rating lower than the overall rating given to the type of data that the participant chose to use. This might even be done outside of an evaluation setting. For example, a group of participants might be asked to state which type of data they would use in a decision situation and then to rate each type of data available. Such a procedure would allow direct comparisons of the values associated with the personal and evaluation data.

Although the results of this study do not directly verify that provisional analysis will increase the use of evaluation data by program administrators, the data do support the idea that provisional analysis can be empirically studied using a simulation technique. If the personal data are altered, the provisional analysis procedure made more thorough, and practicing administrators in non-academic settings are utilized, future research may yet verify provisional analysis as a means to increase the use of evaluation data by program administrators in program

decision making. Future research may better delineate the applicability of provisional analysis as a tool for increasing the use of evaluation data and as a method of training for future leaders.

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APPENDICES

APPENDIX A

ORAL INTRODUCTION FOR
THE EXPERIMENTAL GROUPS

Good evening. I appreciate your cooperation in this research work. This is a study concerning decision making. In this study you will listen to and read information. You will then use that information to reach decisions.

This study centers around a simulation of a possible situation. For the purposes of this study, you are all new principals and I am an assistant to the superintendent of your school district. The superintendent requires that all new principals attend orientation meetings before assuming their duties at their new schools.

This particular orientation meeting deals with the topic of staff reduction in the secondary school. The superintendent has asked me to conduct these meetings and he asks your full cooperation. The specific example we will deal with has to do with a drop in the average daily attendance (A. D. A.) at your school. The A. D. A. has dropped 200 students (Flip chart open to page 1, see Figure A). Therefore, your school will lose a good deal of state foundation program funding. This loss of funding will be reflected in a compulsory teaching staff reduction.

(Provisional Analysis Followed)

(Flip chart open to page 2; see Figure B) In considering the dismissal of teachers, we might first consider if we have any

FIGURE A

STAFF REDUCTION

Drop in A. D. A.

loss of 200 students

Result

loss of funding, dismissal of x
instructors in areas showing
largest drop in A. D. A.

(First page of flip chart for experimental groups)

FIGURE B

1. Options?
2. Types of information wanted?
3. Sources of that information?
4. Is that information attainable?
5. Discussion

(Page 2 of flip chart for experimental groups)

options to that decision. According to the previous information I've given you, there are no options. You must dismiss some teachers.

Next, what types of information might you want to aid you in deciding upon which teachers to release? (Possible types of data were suggested by participants and briefly discussed.)

Now, where might you attain these types of information? (Possible data sources were suggested by participants and briefly discussed.)

Are there types of data indeed attainable? (Experimenter delineated the types of data available.)

Now, with these types of data available what types of decisions are possible? (Participants discussed how teachers should rate on information the participants wanted about each teacher.)

With these considerations in mind, please open the envelopes I'm now handing out. This is a letter from your superintendent which you received on your first day at work. Please read through the packet until you come to the sheet marked "Ranking of Teachers". (When all participants had reached the ranking of teachers page, the following recording instructions were orally given.)

Recording Instructions

As your superintendent has requested, you must select four of the possible seven teachers for dismissal.

On the sheet "Ranking of Teachers" you must rank order the seven teachers from one to seven. (Flip chart open to page 3; see Figure C) The teacher you rank order first (as number one) will be dismissed first and the teacher you rank order seventh will be dismissed last or retained the longest. Remember, the teachers you rank order one, two, three and four will be dismissed.

On the sheet titled "Rating of the Information" you must give your reasons for the decisions that you rendered. (Flip chart open to page 4; see Figure D) Please read the instruction sheet and example provided. Then record each teacher as ranked and also give your reasons on the response sheet. Also, be sure to rate each reason for your placement of that teacher on the one to five scale of importance on the instruction sheet.

FIGURE C

RANKING OF TEACHERS

1. _____ most likely for dismissal
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____ least likely for dismissal

(Page 3 of flip chart for experimental groups)

FIGURE D

RATING OF THE INFORMATION

RANKING	NAME	REASONS :	RATING :
1.	_____	_____ _____ _____ _____	_____ _____ _____ _____
2.	_____	_____ _____ _____ _____	_____ _____ _____ _____
3.	_____	_____ _____ _____ _____	_____ _____ _____ _____
4.	_____	_____ _____ _____ _____	_____ _____ _____ _____
5.	_____	_____ _____ _____ _____	_____ _____ _____ _____

RANKING

NAME

REASONS :

RATING :

6.

7.

Are there any questions? (If so, they were answered) Please use the personnel file data enclosed and any other materials you feel pertinent to make your decisions. Each personnel file is comprised of two sheets, a personal sheet and a file sheet.

Also, please fill out the demographic sheet enclosed. This data is, of course, entirely anonymous. You may now read through the material and render your decisions.

APPENDIX B

ORAL INTRODUCTION FOR THE CONTROL GROUPS

Good evening. I appreciate your cooperation in this research work. This is a study concerning decision making. In this study you will listen to and read information. You will then use that information to reach decisions.

This study centers around a simulation of a possible situation. For the purposes of this study, you are all new principals and I am an assistant to the superintendent of your school district. The superintendent requires that all new principals attend orientation meetings before assuming their duties at their schools.

This particular orientation meeting deals with the topic of budget cuts. (Flip chart open to page 1; see Figure E) Due to a loss of 200 students at your school your state foundation program funding has been cut back. This cutback of funds will mean that a number of areas of funding within your school will be reduced.

(Placebo data followed)

Placebo Data

(Flip chart open to page 2; see Figure F) As you can see from the flip chart, a number of areas in your school will be affected by the funding you will lose. The following is a breakdown on the areas that will be affected by the budget cuts. As you can see transportation will lose 15% of its budget, meal

FIGURE E

BUDGET

Cuts: Due to loss of 200 students.

(Page 1 of flip chart for control groups)

FIGURE F

BREAKDOWN ON BUDGET CUTS

1. Transportation	15%
2. Meal Services	20%
3. Teacher Funding	15%
4. Maintenance	20%
5. Building Expansion	Halted

(Page 2 of flip chart for control groups)

services 20%, teacher funding 15%, maintenance 20% and all planned building expansion will be halted.

Now, within each of these areas certain specific changes may take place as a result of these budget cuts. (Flip chart open to page 3; see Figure G) Within transportation there may be a loss of buses, a loss of drivers and a consolidation of routes. Within meal services there may be a staff reduction, menu reduction or both. Within maintenance there may be a reduction in personnel or services. Within the teaching staff there may be a reduction in courses offered or a staff reduction. These then are only a few of the ways that the budget cuts may affect your school.

With these considerations in mind please open the envelopes I'm now handing out. This is a letter from your superintendent which you have received on your first day of work. Please read through the packet until you come to the sheet marked "Ranking of Teachers". Then, wait for my instructions. (When all participants had reached the ranking of teachers page, the following recording instructions were orally given)

Recording Instructions

As your superintendent has requested, you must select four of the possible seven teachers for dismissal. On the sheet "Ranking of Teachers" you must rank order the seven teachers from one to seven. (Flip chart open to page 4; see Figure H) The teacher you rank order first (as number one) will be dismissed first and the teacher you rank order seventh will be dismissed

FIGURE G

<u>Transportation:</u>	Loss of buses Loss of drivers Route Consolidation
<u>Meal Services:</u>	Reduce staff Reduce menu
<u>Maintenance:</u>	Reduce services Reduce staff
<u>Teaching Staff:</u>	Reduce classes offered Reduce staff
<u>Building Expansion:</u>	Halted

(Page 3 of flip chart for control groups)

FIGURE H

RANKING OF TEACHERS

1. _____most likely for dismissal
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____least likely for dismissal

(Page 4 of flip chart for control groups)

last or retained the longest. Remember, the teachers you rank order one, two, three and four will be dismissed.

(Flip chart open to page 5; see Figure I) On the sheet marked "Rating of the Information" you must give your reasons for the decisions that you rendered. Please read the instruction sheet and example provided. Then record each teacher as ranked and also give your reasons on the response sheet. Also, be sure to rate each reason for your placement of that teacher on the one to five scale of importance on the instruction sheet.

Are there any questions? (If so, they were answered) Please use the personnel file data enclosed and any other materials you feel pertinent to make your decisions. Each personnel file is comprised of two sheets, a personal sheet and a file sheet.

FIGURE I

RATING OF THE INFORMATION

RANKING	NAME	REASONS :	RATING :
1.	_____	_____	_____
		_____	_____
		_____	_____
		_____	_____
2.	_____	_____	_____
		_____	_____
		_____	_____
		_____	_____
3.	_____	_____	_____
		_____	_____
		_____	_____
		_____	_____
4.	_____	_____	_____
		_____	_____
		_____	_____
		_____	_____
5.	_____	_____	_____
		_____	_____
		_____	_____
		_____	_____

RANKING

NAME

REASONS:

RATING:

6.

7.

Also, please fill out the demographic sheet enclosed. This data is, of course, entirely anonymous. You may now read through the material and render your decisions.

APPENDIX C

SIMULATION MATERIALS

Office of the Superintendent
Your School System

Dear New Principal:

Congratulations upon your promotion to the position of principal of Everyday High School. It is my hope you will find your new position both challenging and satisfying.

Unfortunately, the first task I must bring to your attention is a compulsory staff reduction. This staff reduction is necessary due to a decrease in state foundation program funding because of a decline in the system's A. D. A. At Everyday, it is expected you will lose 90 students and thus the equivalent of four units.

Currently our figures show 40 teachers on staff at Everyday. It is our expectation that Everyday will receive funding for only 36 teachers; therefore, four teachers will not be funded. In addition, upon my recommendation as superintendent, the school board has determined that the current cash surplus funds of the budget not be used to replace the state foundation funds lost. The school board did not reach a decision regarding whether or not to exercise the 4 percent increase in taxation allowed by House Bill 44. With the increase in your remaining teacher's salaries of \$1,200.00 this funding source of a 4 percent increase in taxation would not be sufficient to support the positions of the four teachers no longer funded by the foundation program. As you know, certain programs are mandated by law (PL-95-142). For example: special education programs cannot be cut nor their teachers dismissed.

Our information also shows that all of your teachers are tenured and thus protected by the tenure act. Regarding tenure, a school board meeting of April 9, 1981 determined that all teachers with between five and ten years tenure be treated identically when considered for dismissal.

New Principal
Page 2

The accompanying enrollment figures show the instructional areas of drafting, trade and industrial education and practical arts have experienced the sharpest decline in enrollment at Everyday. Therefore, teachers in these areas are those being considered for dismissal.

Since I will be out of town for the next two weeks, I am taking the liberty of including the personnel files on the seven teachers being considered for dismissal at Everyday. In these files you will find references to class academic achievement and peer grade. Both of these are measures of teacher proficiency; please refer to the attached sheet for an explanation of these measures.

In rendering your decisions please use the attached standard forms involving a ranking of the seven teachers and a listing of your rationale in making those decisions (see attached sheets).

I know the task is a difficult one; but, the reduction of staff is necessary. I will meet with you upon my return in two weeks to go over your recommendations with you.

Once again, congratulations on your appointment.

Sincerely,

Your Superintendent

Academic Achievement and Peer Rating

Academic Achievement:

In the past, students at Everyday High School have been required to complete the California Academic Standing Exam prior to graduation. This examination was given in order to determine the student's level of performance in certain academic areas on a national scale.

Peer Rating:

Each personnel file contains a peer rating score. This score can range from 1 to 10 with 10 being the highest possible rating. The score is the mean rating given each teacher by their peers. The rating reflects the teacher's:

1. Willingness to work with others
2. Professionalism
3. Extracurricular activity involvement.

Evaluation Data

Subject: Loss of foundation units for the 1981-82 school year.
Based upon average daily attendance.

<u>Area</u>	<u>Actual A. D. A.</u> <u>1979-80</u>	<u>A. D. A. 5 Months</u> <u>1981-82</u>	<u>Decrease</u>
Drafting	66.3	51.3	15
Trade and Ind. Ed.	88.4	60.4	28
Practical Arts	105.2	80.3	24.9

<u>Area</u>	Units Calculated for 80-81 based on 79-80 A. D. A.	Units calculated for 81-82 based on first 5 months A. D. A. 80-81	Decrease
Drafting	3	2	1
Trade and Ind. Ed.	4	2	2
Practical Arts	5	3	2
Total Units	<u>12</u>	<u>7</u>	<u>5</u>

Largest loss in A. D. A. in Practical Arts and Trade and Industrial Education.

RANKING OF THE TEACHERS

1. You must select four of the seven teachers for dismissal. Rank order the seven teachers from one, or most likely for dismissal, to seven or least likely for dismissal.

*****Remember the first four teachers that you list will be those that you are recommending for dismissal.

1. _____most likely for dismissal.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____least likely for dismissal.

RATING OF THE INFORMATION

II. You must also give your rationale for the decisions that you made. On a scale of one to five, with five being most valuable and one being least valuable, rate each piece of information that you used to rank each of the teachers. Remember, you rate each piece of information on how influential it was in determining the ranking you arrived at for each teacher. For example:

1. Joe Doakes Reasons: losing season Rating 5

You rated Joe Doakes as most likely for dismissal. One of the reasons for that decision was his losing season. You rated it an importance of 5, which means that his losing season was the most important consideration in your reaching that decision.

PLEASE DO THE SAME FOR EACH OF THE TEACHERS.

Remember the scale of importance is:

5. Most importance
4. More importance
3. Medium importance
2. Lesser importance
1. Least importance

RANKING	NAME		
1.	_____	REASONS :	RATING
		_____	_____
		_____	_____
		_____	_____

RANKING	NAME		
2.	_____	REASONS :	RATING
		_____	_____
		_____	_____
		_____	_____

RANKING	NAME		
3.	_____	REASONS :	RATING
		_____	_____
		_____	_____
		_____	_____

RANKING	NAME		
4.	_____	REASONS :	RATING
		_____	_____
		_____	_____
		_____	_____

RANKING	NAME		
5.	_____	REASONS :	RATING
		_____	_____
		_____	_____
		_____	_____

RANKING

NAME

6.

REASONS :

RATING

RANKING

NAME

7.

REASONS :

RATING

DEMOGRAPHIC INFORMATION

1. Age _____

2. Sex _____

3. Years Teaching Experience _____

4. Current Academic Position _____ Teacher _____ : Area _____

Counselor _____

Principal _____

Vice Principal _____

Other _____

(If it is another, please state)

PERSONNEL FILE

PERSONAL SHEET

Tom Banner is an acquaintance of yours. Tom has a professional and somewhat cold attitude toward his students and staff relationships. It is known within the system that Tom and the former principal of Everyday had heated arguments over program funding.

THOMAS BANNER

TENURE: 5 years

SALARY: \$15,000.00

RANK: 2

FAMILY: Single

CLASS ACHIEVEMENT DATA: 91st percentile

PEER REVIEW GRADE: 8

Bachelor of Arts received in 1973 at the University of Kentucky, Lexington. Master of Arts received in 1975 at Western Kentucky University.

MAJOR AREA: Drafting

MINOR AREA: Science

OTHER: Tom has received community recognition for his work with local industry in an industrial drafting capacity. Tom has acquired funding from local businesses for school activities.

PERSONAL SHEET

Curtis Jones is not known by you.

CURTIS JONES

TENURE: 6 years

SALARY: \$14,000.00

RANK: 3

FAMILY: Married; 3 children

CLASS ACADEMIC ACHIEVEMENT: 75th percentile

PEER REVIEW GRADE: 6

Bachelor of Arts received in 1972 at the University of Kentucky at Lexington.

MAJOR AREA: Physical Education

MINOR AREA: Drafting

OTHER:

PERSONAL SHEET

Fred is a long time friend and you and he have been golfing buddies for some time. Fred is a leader of church activities at the church you both attend. Fred is very active in community activities and is a boy scout leader. Fred is the assistant coach of your son's little league team.

FREDERICK BERGER

TENURE: 9 years

SALARY: \$18,000.00

RANK: 3

FAMILY: Married; two children

CLASS ACHIEVEMENT TEST DATA: 65th percentile

PEER REVIEW GRADE: 3

Bachelor of Arts received in 1970 at the University of Kentucky,
Lexington.

MAJOR AREA: Trade and Industrial Education

MINOR AREA: Mathematics

OTHER: Fred has secured donations from local businesses to
support past school activities.

PERSONAL SHEET

Tom Curtin is professional in appearance and quiet in demeanor. Tom lets it be known that he is often out of town and not active in the community. In your past experiences with attempts by teachers to unionize teachers in the system you know Tom has been a leader in these attempts.

TOM CURTIN

TENURE: 8 years

SALARY: \$16,000.00

RANK: 3

FAMILY: Married; 2 children

CLASS ACHIEVEMENT DATA: 85th percentile

PEER REVIEW GRADE: 7

Bachelor of Arts received in 1971 at the University of Kentucky,
Lexington.

MAJOR AREA: Social Science

MINOR AREA: Practical Arts

OTHER: Tom is currently working on a degree in educational
administration as well as teaching at Everyday.

PERSONAL SHEET

Jack White is the city councilman for your area of town. He lives down the block and his children play with yours. Jack has been instrumental in cleaning up your neighborhood and school district. Jack attends the same church as yourself and his wife is a part-time counselor at Everyday.

JACK WHITE

TENURE: 9 years

SALARY: \$18,000.00

RANK: 3

FAMILY: Married; 3 children

CLASS ACHIEVEMENT DATA: 55th percentile

PEER REVIEW GRADE: 4

Bachelor of Arts degree received in 1970 at Western Kentucky University.

MAJOR AREA: Practical Arts

MINOR AREA: Science

OTHER: Jack is active in school board affairs. Jack is the assistant basketball coach at Everyday.

PERSONAL SHEET

Charles Connelly coaches your oldest son on the football team. Charles is cordial to you but you don't really know him very well. Charles is liked in general by the staff at Everyday.

CHARLES CONNELLY

TENURE: 5 years

SALARY: \$15,000.00

RANK: 3

FAMILY: Single

CLASS ACHIEVEMENT DATA: 75th percentile

PEER REVIEW GRADE: 5

Bachelor or Afts received in 1975 at the University of Kentucky, Lexington.

MAJOR AREA: Language Arts

MINOR AREA: Practical Arts

OTHER: Assistant coach of Everyday's football team.

PERSONAL SHEET

Jim West is personally not known to you. It is known within the system that Jim has openly disputed with the former principal and other teachers about teacher salaries and benefits.

JAMES WEST

TENURE: 5 years

SALARY: \$15,000.00

RANK: 2

FAMILY: Married; 1 child

CLASS ACHIEVEMENT DATA: 95th percentile

PEER REVIEW GRADE: 8

Bachelor of Arts received in 1973 at the University of Louisville.
Master of Arts received in 1975 at the University of Kentucky,
Lexington.

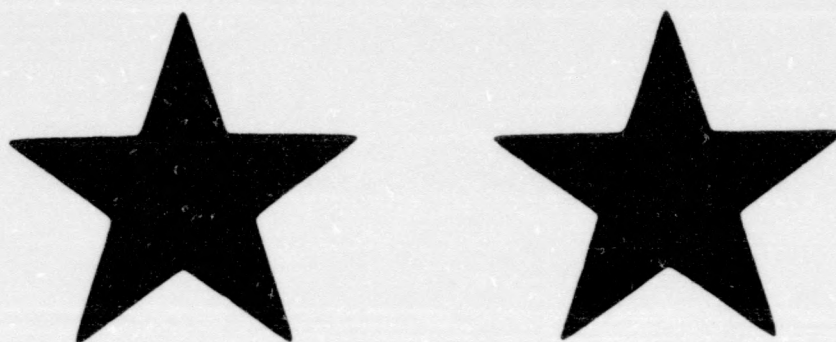
MAJOR AREA: Science

MINOR AREA: Trade and Industrial Education

OTHER: Jim has received national recognition in the field of science instruction in secondary education. A high percentage of his students receive college scholarships in the areas of math and science.

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CORRECTION



***PRECEDING IMAGE HAS BEEN
REFILMED
TO ASSURE LEGIBILITY OR TO
CORRECT A POSSIBLE ERROR***

Ba, FII