

Performance Needs Assessment

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ETEC 651: Fundamentals of Human Performance Technology

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February 11, 2020

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Part A – INTRODUCTORY MATERIAL

SUMMARY OF THE PROJECT:

Newly hired non-tenure track seem to be grasping how to prepare a course outline for students prior to a first class session. After the Director of the Centre for Faculty at LaFortune University devised a year-long orientation program to support full-time time, non-tenure track in this task, faculty have performed adequately enough to meet expectations. While some barriers have been presented, this performance improvement campaign addresses this matter to further reduce turnover rate within the university. The goal is to work towards improving performance that renders newly hired faculty further informed of university standards and proper academic integrity. Moreover, an integral part of a course outline is communicating objectives, defining course goals and providing a course calendar to inform students about what is expected during the term (Parkes & Harris, 2002).

DATA COLLECTION:

With research conducted, findings regarding constructing course outlines provided insight as to how imperative a syllabus is. Gathering information from reviewing literature, third-party sources and observing formats of various course syllabi helped to view elements of a course.

Data source #1: Literature

Research involving scholarly sources helped identify how both professor and student parties view the course outline. Consulting three reports enabled to view observational studies where articles specified the purpose of a course outline through general discussion. Additionally, the research provided overview of best practices and what course outlines are intended for.

Data source #2: Third-party sources

Examples of data collected from one undergraduate professor included syllabus documents disclosing course description, methodology, assessments, grading and university policies which aided in viewing how lecturers create and organize information. This also helped to view the breakdown of an outline that is transmitted to undergraduate students in the Department of Education at Concordia University.

Data source #3: Personal observations

Having been an undergraduate student, my own experience in examining course outlines written by non-tenure track lecturers in previous courses served a useful purpose. Reflecting on how course material and structure was relayed to learners like myself helped assess suitable and unsuitable performance levels on professors' part.

Part B – ABOUT THE PROBLEM

THE REQUEST:

To support non-tenure track faculty members, the Director of the Centre at LaFortune University has requested a performance campaign directed at faculty developing a clear course outline containing key information to inform students of course design plans and learning outcomes. Based on the learning needs assessment, new faculty members are now aware of methodology the higher educational experience entails and how to prepare a course outline that serves as a guide for students.

BUSINESS NEED:

LaFortune University has experienced a high turnover rate for non-tenure track positions due to faculty members feeling inadequate for the job. As a result, the business need is to contain expenses so new lecturers can be at ease with the transition to university teaching thus reducing turnover. With a variety of training, teaching and research backgrounds, the Director of the Centre would like for new lecturers to be inclined to remain within the university. In turn, the university will spend less time trying to recruit and monitor their budgets while establishing a repertoire of recognized non-tenure track faculty.

GAP BETWEEN CURRENT & IDEAL PERFORMANCE:

Job 1: Newly hired non-tenure track lecturers prepare a course outline that includes all main elements and components.

Current performance narrative:

Charlotte is a new lecturer on the non-tenure track at LaFortune University with three years of teaching experience at another institution in higher education. She has just completed her first semester of teaching and has been informed by faculty development specialists that she not met expectations in preparing a solid course outline. She believes she had narrowed down all the information to include which consists of the description and purpose of a course, course materials, assessment tasks, classroom philosophy, deadlines and services to cater to specific needs. Considering this was all disclosed in her document and with previous experience in university teaching, she believes she is familiar with university policies and assumes practice closely resemble what she is accustomed to. However, she is recalling some students in her class were slightly muddled when inquiring about the overall course description this semester.

The training provided the university included resources and individuals to consult should she need any additional aid or information. It has also helped her for organizational purposes in preparing the course outline, but she expresses to faculty development specialists time is limited in accessing material to improve the outline. As a result, Charlotte provides all the details recommended or details she thinks students are interested in. Despite the tight time frame and no additional resources, she crafted an outline with necessary components and included a disclaimer note on each page that entails addressing changes and modifications throughout the semester as

each session approaches.

Tasks in current performance:

- Main task: Newly hired non-tenure track faculty member include relevant information surrounding a course as they see fit
 - Non-tenure track faculty member narrows down information and content to enrich students' learning
 - Non-tenure track faculty member is familiar with university policies, procedures and services to inform students about
 - Non-tenure track faculty member indicates that changes can be made regarding the course's tentative schedule
- Main task: Newly hired non-tenure track faculty member is informed by faculty development specialists that expectations for preparing a course outline must be met
 - Non-tenure track faculty member omits specifics when describing course content and requirements
 - Non-tenure track faculty member uses an informal approach in communicating the fundamentals of the course and institution
 - Non-tenure track faculty member devotes minimal amount of time in structuring the layout of the syllabus
- Main task: Newly hired non-tenure track faculty member assumes students use alternative methods in determining information
 - Non-tenure track faculty member describes implicit information regarding evaluation methods
 - Non-tenure track faculty member omits to include a course calendar describing what is occurring each week in the course
 - Non-tenure track faculty member notes additional resources are necessary from the university to be well-versed in preparing an outline

Ideal performance narrative:

Charlotte is a new lecturer on the non-tenure track at LaFortune University with three years of teaching experience at another institution in higher education. She has just completed her first semester of teaching and received exceptional feedback from both faculty development specialists and her students. The evaluation centered around preparing a course outline and feedback indicated she has exceeded expectations. Given a tight time frame, she began to familiarize herself with the resources offered through the university which she has learned about through the training. In her outline, Charlotte ensures to disclose contact information, course overview, course objectives, designs a course calendar and chooses one appropriate course text she believes encompasses the overall theme of the class. Additionally, she obtains the grading scheme for the department and enlists this in accompaniment of the assignment type and assessment tasks. Prior to commencement of the semester, she compiled student e-mail addresses to compose a welcome note and took the opportunity to assure them a course syllabus will be made to view as soon as possible. When finalizing the course outline, she included services and advising to meet students' needs beyond the classroom, defines plagiarism and ethical behavior,

and describe students' responsibility to reach their full potential in the course.

The training has included resources and individuals to consult at the university should she need any additional aid or information. Despite the tight time frame, she has done her best in providing sufficient detail regarding the course components. Charlotte believes the outline contains key information to help students understand course requirements, objectives, and assessment tasks prior to the commencement of the semester.

Tasks in ideal performance:

- Main task: Newly hired non-tenure track faculty member accesses available resources
 - Non-tenure track faculty member collects information from training and translates it to students in a clear manner
 - Non-tenure track faculty member uses appropriate means to communicate to students
 - Non-tenure track faculty member draws inspiration from content produced from another educational institution
- Main task: Newly hired non-tenure track faculty member is informed by faculty development specialists and students that she has exceeded expectations in preparing a course outline
 - Non-tenure track faculty member thinks of the central theme of the course to derive material from
 - Non-tenure track faculty member encourages students to correspond by being accessible
 - Non-tenure track faculty member indicates academic code of conduct and special needs/aid
- Main task: Newly hired non-tenure track faculty member remains productive with effective time management
 - Non-tenure track faculty member desires to communicate course outline as swiftly as possible and familiarizes with the class list of names
 - Non-tenure track faculty member works hard to organize oneself
 - Non-tenure track faculty member consults with department to ensure accuracy of information

PERFORMERS:

General Demographic:

Main performers are newly hired non-tenure track lecturers at LaFortune University. All faculty members have obtained their postgraduate doctoral degree (PhD) and possess different skillsets, educational backgrounds and professional experience to bring forth in the transition to university teaching.

Data:

- Age: 30-55 years of age
- Employment duration: Limited-term, contract
- Some new faculty members have a background in teaching in continuing education
- Some new faculty members have a background in corporate training settings
- Only few new faculty members have previous experience teaching in higher education settings

PERFORMER SKETCHES**Primary performers: Newly hired non-tenure track faculty***Least adept performer:*

John has been teaching in the continuing education sector for five years and was delighted upon finding out he was hired at LaFortune University on the non-tenure track. He is experienced in administering educational practices but has never been exposed to higher education settings. Ever since the start of the new semester, John has been putting in a lot of time and effort into preparing his course outline for the first day of class. Lately, he is remarking how students approach him asking to clarify certain details about assignments. Students also ask about the discrepancies between what is going to be covered in class as opposed to what actually transpires. As much as he tries to reassure his students to bear with him, he is realizing he has not really addressed proper course requirements straightaway in the outline. He considers his efforts insufficient and is beginning to lack the motivation to improve his craft. John believes he has created the course syllabus as concise as possible but is now more concerned he did not perform this crucial task adequately. He is beginning to think he should have not accepted this new role and did not expect to face the concerns he is encountering with his students.

Indifferent performer:

Anastasia is a middle-aged professor who possesses considerable expertise in higher education settings since she has continuously been on the non-tenure track at several universities across the province of Québec. She has never been promoted to being a permanent, tenured professor and has always been a part-time instructor at various institutions throughout her career. However, she has obviously established herself. She is well versed with teaching practices and caters to students in a particular way which renders her to be opposed to any changes in an academic environment. Anastasia tends to overlook any performance gaps and does not communicate clearly with students when detailing information in her course outline prior to distribution. She does not put much effort into structuring the outline and students often do not know who else to consult for support beyond the classroom. She believes students do not need to be stimulated or interested in course material and repurposes old content that may be outdated. Anastasia does the bare minimum in trying to relay information and is not motivated to provide clear expectations for students.

Most adept performer:

Jacob has recently been hired at LaFortune University as a limited term, non-tenure track professor after obtaining his doctoral (PhD) degree from McGill University last summer. He is a highly-motivated individual who tends to grasp new things quickly and breaks down difficult concept easily. Although he has no previous experience, he is used to being in a formal school setting and understands how to navigate the student learning experience since he has been exposed to practices for a considerable amount of time. He believes he will be able to connect with students and appreciates the guidance he has received to construct a course outline. He devotes a lot of time in ensuring material is conducive to learning and ponders how to present information in his outline. Jacob is clear about expectations while also remaining informed of student services to redirect individuals for any specific issues or special needs. He uses the course outline as the document that binds student and professor together. He realizes the importance of setting the foundation early on so students are made aware of the components of a course.

Secondary Performers: Undergraduate students

Low motivated performer:

Peter has always slacked off in class and does not really see the value of being in school. At this point in his academic career, he is only looking to please his parents in obtaining a Bachelor's degree. While he believes he can excel in his studies if he puts in effort and devotes time to tasks, he seems to have other priorities. His interests lie in other activities and he does not perceive the classroom climate as one that is engaging and beneficial towards his future aspirations. Peter is unsure of what he would like to pursue or what kind of professional endeavors interest him but he is fairly certain that completing academic tasks are not his strong suit. Upon reading the course outline distributed to him in the first class session of his Introduction to Psychology course at LaFortune University, he barely skims through it and sees little value in the course material. He also thinks there is too much information included in the document.

Average motivated performer:

Nina has never been a straight A student but works hard to achieve the best grades possible. Upon recently being admitted into LaFortune University's renowned business school, she is eager to learn and to delve into class material for the courses she has registered for. Lisa continuously tries to remain organized and wishes to attend every class session during the semester but knows very well these resolutions are unsuccessful each school year. She tends to become lazy at times and procrastinates assignments while enjoying taking personal days off from school. However, she is convinced that she manages her time accordingly and possesses enough intrinsic motivation to do well. When receiving the course outline from her Introduction to Finance class, she makes sure to read it through and appreciates how it is accessible online. She immediately scrolls to the section of the outline that displays course assignments and the weight of these assessment types to plan her social gatherings around her course schedule. She is

determined to do well but believes the course outline's main purpose is to learn about what contributes to her overall grade and what the department's policies and standards are for potential failure of the course.

High motivated performer:

Matthew is an honors student who is used to obtaining a high average throughout this whole academic career thus far. He is disciplined when tackling course assignments and setting aside study time for exams. He maintains a positive attitude towards school and believes it is essential in succeeding professionally and personally. With his perseverance, it is no wonder he was accepted into the civil engineering program at LaFortune University. Matthew was awarded a grant upon commencing his first year as an undergraduate student as a result of his stellar grade point average. He is determined to carry forward his strong work ethic and has remarked that his Introduction to Design course lecturer has communicated with students via the class portal. While no course outline is visible to students yet, Matthew takes the initiative in messaging his professor. He asks if he can view the course outline as soon as possible and/or when it will be made available for students to consult. Typically, Matthew likes to print a hard copy of the outline and reads it carefully to plan a schedule of his own in his planner. He also looks into purchasing the course text right away to read ahead, notes the professor's contact information and ensures to be informed of academic services. Lastly, he familiarizes himself with the code of conduct and identifies personal goals in alignment with course objectives.

Secondary Performers (2): Faculty Development Specialists

Least experienced performer:

Simon is a newly hired learning specialist at LaFortune University's Centre for Faculty Development. With two years of experience in a similar role, the scope of his job description entails of devising how to enhance individuals' learning with a straightforward approach. He has expressed concerns with the director for this new employment opportunity. Simon is mostly accustomed to developing instructional programs for teachers and educators in the K-12 sector but has never prepared instruction for higher education faculty, particularly a guide in creating course outlines. He is quite nervous and always feel as though he is too dependent on his other colleagues with inquiries. Upon request, he has been asked to submit a draft of 30-minute training program regarding preparing a course outline and failed to comply with basic demands. His draft was not of quality and he was embarrassed about not having met requirements before the deadline. Simon is understanding this will take a lot more effort and research on his part.

Intermediate experienced performer:

Melina has been employed at LaFortune University's Centre for Faculty Development for close to 15 years. She is quite proficient in this department and skilled in the field of instructional design. Her job involves developing pedagogical activities and providing training for staff at the university to be well informed of practices that need to be administered. She collaborates with fellow staff and is in constant communication with all members assigned to the same task, including the director. Melina creates strategies that will help establish the university's reputation and is considered an asset in ensuring that all goes according to plan. She often

consults other people before handing something in but thinks she should start being more confident in terms of her ability considering she is familiar with course units. Her strengths include disclosing the scope of projects and developing interactive mediums that transmit information effectively. Her weaknesses include writing content for planning purposes and she often spends a lot of time trying to take a step back before delving into the production phase of projects. Nevertheless, she is skilled in preparing and crafting instructional activities and is used to the environment she works in.

Most experienced performer:

Michael works closely with the director of the Centre for Faculty Development at LaFortune University. He is considered quite experienced due to the fact that he has been immersed in training settings for about ten years now. He is used to facilitating educators' understanding across primary, secondary and higher education levels with essential instructional practices. Right now, he is given the task of following up with the director about any issues that impede the development process or any new findings that might help in constructing course outlines. Michael is put in charge of scheduling deadlines, consulting with various departments across the university, and assisting with necessary insight to be given to the learning specialists who work under him. He has helped create a needs assessment and a design document with other learning specialists and is now handing over the responsibility to others in completing these tasks along with developing the program. Michael is pleased to have been given the role of assistant considering he possesses the expertise to oversee the final product before deliverance. He is certain that his time as a student and his exposure to syllabi will be advantageous.

CONTEXT:

This performance improvement campaign focuses on the high turnover rate occurring with non-tenure track faculty at LaFortune University. Lecturers have begun to perform adequately enough when communicating expectations with students with a course outline. However, a lack of necessary feedback in order to improve and often feeling the pressure of time constraints is what faculty is currently experiencing. After the training program was implemented, the turnover rate has diminished slightly but the university is looking for ways to further reduce the turnover rate. The main goal was to overcome the poor performance new faculty members were presenting with constructing a syllabus. While this has been somewhat achieved, this performance campaign determines how the transfer of training is transpiring and what performance gaps are currently being observed. With this, newly hired non-tenure track will feel more inclined to remain in their current employment position(s).

To view a detailed context analysis, please consult Appendix A for Chevalier's Behavior Engineering Model (Davidson, 2020).

CONSTRAINTS (Newly hired non-tenure track faculty):

Project constraints:

- **Time:** Professors have to balance planning course content and establishing guidelines prior to the beginning of the semester. Scheduling can be limited and professors may find

it challenging to plan how they will complete all tasks assigned to them in a timely manner.

- **Deadlines:** Professors need to ensure that students receive advanced notice despite no specific deadline. Performing promptly demonstrates efficiency in performance.
- **Quality guidelines:** The quality of resources recommended and offered must reflect learning outcomes and demonstrate professional knowledge in the subject matter.
- **Performer limitations:** Not every performer will respond positively to material relayed and may have different preferences or less interest.
- **Budget:** There are costs and expenses needed to fund the project. Although the budget is not specified and assuming it is unlimited, any intervention or money allocated must abide by the business need.

Product constraints:

- **Design guidelines:** Every educational institution has a different idea of what a course outline should contain. Different guidelines made it a challenge when observing a few outlines during the research phase.

Part C – REQUIREMENTS

OBJECTIVES

Business Objective:

Newly hired non-tenure track faculty members prepare a course outline accordingly to decrease LaFortune University's high turnover rate and contain expenses by 20% associated with the recruitment process.

Performance Objectives (Newly hired non-tenure track faculty):

- 1) Given a course outline template, new lecturers will plan course activities to convey the general idea and subject matter of the course
- 2) Given instructional training resources, new lecturers determine how to divide sections of the course outline to enhance the course syllabus design
- 3) Given written communication, new lecturers develop a weekly course schedule for the duration of the semester for students to consult
- 4) Given a course unit, new lecturers determine evaluation criteria consistent with learning objectives
- 5) Given time constraints, new lecturers devise effective time management strategies to increase productivity to maximize efforts when creating a course outline

Performance Objectives (Undergraduate students):

- 1) Given the detailed description of components for a course in the outline, undergraduate students will be able to identify the overarching theme of a course
- 2) Given the course outline learning objectives enlisted, undergraduate students will be able to apply foundational knowledge to their real-life experiences

Performance Objectives (Faculty Development Specialists):

- 1) Given a typed, completed learning needs assessment, faculty development specialists will be able to transmit this information to a course outline instructional program design
- 2) Given the support needed for non-tenure track faculty members at the university, faculty development specialists will generate reminder emails to be sent to faculty regarding reviewing material monthly to refresh performance levels

Environmental Issues:

Some environmental issues surrounding the construction of a course outline involve the resources and training offered. Information can be accessible within the university or through online mediums but newly hired non-tenure track faculty members may have never discovered these resources and may not be aware of what information is valuable. While material is widely available, it can be challenging to determine how to tailor an outline to provide to students.

CAUSE ANALYSIS

To analyze performance and issues that hinder performers' ability, Chevalier's Behavior Engineering Model was adapted (Davidson, 2020). Please consult Appendix B for further demonstration of this model and Appendix C for a bottleneck analysis following the description of the below.

Environmental aspects:

- 1) Information:
New non-tenure track faculty members may not receive feedback on their progress. While most are somewhat experienced in administering teaching methods, they may still not be performing adequately and feedback is important in measuring this. If they receive valuable feedback, this reflects what they will relay to students and guidance helps in establishing clear expectations at the start of the semester.
- 2) Incentives:
With no financial gain in executing a course outline, this affects motivation for new non-tenure track faculty. It is also time consuming to complete outside of working hours and this responsibility requires thought into how students will respond to course material.

Resources and capacity aspects detailed in the bottleneck analysis

Individual aspects:

1) Knowledge/Skills:

Given that the training program conducted was only 30 minutes in length, this may not have allowed for more comprehensive learning to transpire for new non-tenure track faculty members. They may be more inclined to bring in previous knowledge or approaches from past work experiences.

2) Motives:

New non-tenure track faculty members might not be communicative in setting clear expectations and perform the task of constructing the course outline in simple terms. They may also use outdated material and do not feel the need to keep up with latest developments in the field or subject matter.

Resources and capacity aspects detailed in the bottleneck analysis

Bottleneck Analysis:

After conducting this cause analysis, two major areas coincide with one another in the performance improvement campaign. Resources and capacity areas present inconsistencies and the focus is to be placed on the pressure new non-tenured track faculty members feel when attempting to ease their way into new employment opportunities. Lecturers can feel as though they are not well-equipped, overwhelmed due to time constraints, and can feel inferior to their tenured colleagues and this presents a performance gap. The goal to be achieved is to render newly hired non-tenure track faculty to be confident in their ability to perform the task of preparing a course outline and provide a clear framework for them to consult.

EVALUATION INSTRUMENTS

Summative Evaluation:

The following evaluation instruments are taken into account to assess this performance improvement campaign. A summative evaluation includes performers engagement, individual performance/results, and the organizational benefits of containing expenses for newly hired non-tenure track faculty members at LaFortune University.

Engagement

To record the engagement of the undergraduate student body in the Department of Education, a survey will be designed to establish if students view the course outline as an important document. Student evaluations are becoming increasingly useful in higher education settings and can be used to influence decisions regarding tenure promotions when taking into account lecturers' performance (Smith & Razzouk, 1993). Ideally, the survey will be distributed in the first few weeks of a new semester through email with a link included that explains the purpose of the survey, encouraging participation and how anonymity is of utmost importance. The survey will be display in Appendix D and will consist of yes/no questions.

Individual Performance

To assess individual performance of newly hired non-tenure track faculty members, an observation of a performer's course outline should be conducted during the first two weeks of a semester. During this time, the course outline is evidently introduced to students and lecturers get a general sense as to how students have acknowledged it since they have had ample time to familiarize themselves with it. To evaluate how lecturers are applying newly acquired knowledge, an observation form will be provided through the course portal website to record if information on the course outline was conveyed thoroughly to the class population. It is obligatory that non-tenure track faculty members fill out the individual assessment sheet, please see Appendix E. The answers will be analyzed to view if performers are benefitting from the training and putting their best effort forth to achieve results.

Organizational benefits

To measure how LaFortune University is containing expenses, the performance improvement campaign aims to evaluate how the organization is performing after a longer period of time. This evaluation instrument is used to assess the business need and allows to view if expenses are being contained. Additionally, this instrument is used to monitor and oversee the turnover rate at the university. If decrease of turnover is occurring, this essentially aligns with the business objective in that new faculty members feel confident in their ability to perform the task of creating a course outline. The Director of the Centre for Faculty Development at the university will gather data revolving around non-tenure track performance and will follow up during a scheduled meeting with newly hired faculty. Ideally, this will take place after one full academic year following two consecutive semesters and this meeting will be used to review lecturers' effectiveness in relaying a course structure to student populations. Reconvening is also beneficial to examine how course expectations differ across several disciplines and will allow for input from non-tenure track regarding support being given to them.

While this evaluation instrument is beneficial for the future, individual performance assessment and survey evaluations help to analyze performance until this is possible. The organizational evaluation will be used to evaluate developments or issues that arise over time. Since constructing a course outline is a fundamental task that precedes other responsibilities for lecturers, it is the first practice that connects teachers and students (Smith & Razzouk, 1993). Additional aid can be implemented if non-tenure track performers have not shown any improvements in their performance and course outlines are not being consulted as intended. Moreover, a comparison of turnover rates (%) from the previous year will be analyzed at the end of the next academic career with new non-tenure track faculty.

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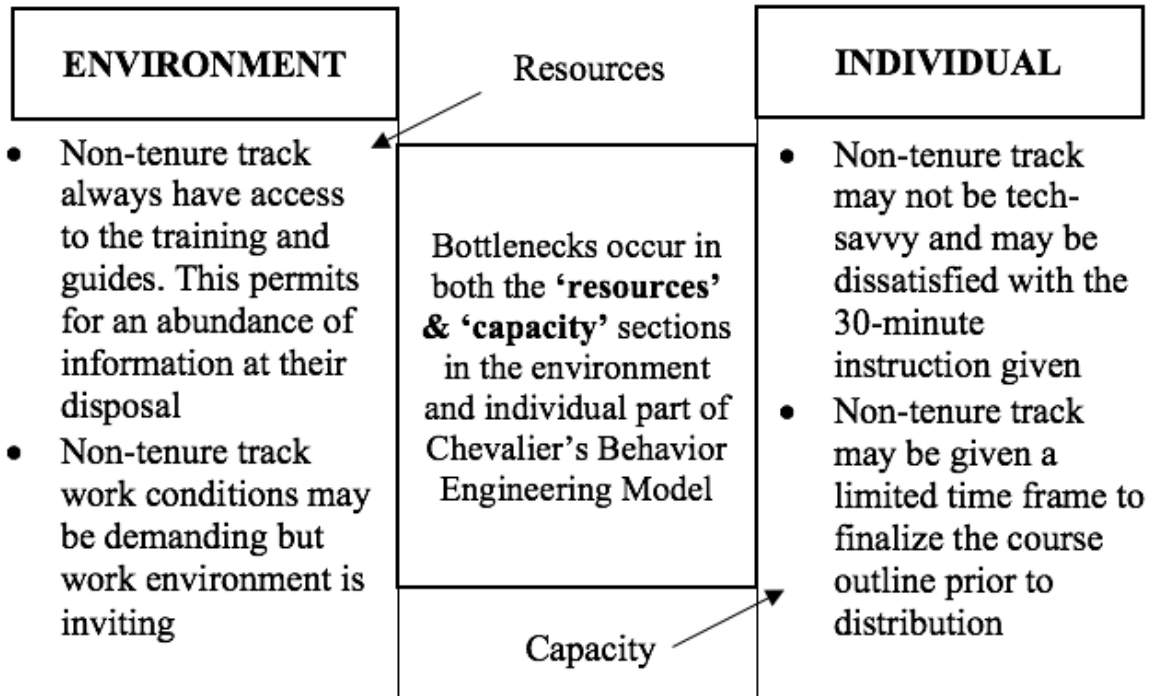
APPENDIX A: CONTEXT

ENVIRONMENT	<u>Information</u> <ul style="list-style-type: none"> • Lack of guidance for non-tenure track faculty • Lack of professionalism • Poor performance in crafting a course outline 	<u>Resources</u> <ul style="list-style-type: none"> • Online training module • Access to internet connection • Additional guides • Individuals/administrators for inquiries 	<u>Incentives</u> <ul style="list-style-type: none"> • Continuous professional development • Contributing to overall student success
INDIVIDUAL	<u>Knowledge/Skills</u> <ul style="list-style-type: none"> • Hone ability to better understand components of a course • Become familiar with university policies and procedures • Recognize importance of organizing a course outline to communicate expectations 	<u>Capacity</u> <ul style="list-style-type: none"> • Lack of productivity • Poor time management • Disposition 	<u>Motives</u> <ul style="list-style-type: none"> • Feeling at ease • Credibility

APPENDIX B: CAUSE ANALYSIS

ENVIRONMENT	<u>Information</u>	<u>Incentives</u>	INDIVIDUAL	<u>Knowledge/Skills</u>	<u>Motives</u>
	<ul style="list-style-type: none"> Non-tenure track does not receive adequate feedback regarding their attempts in constructing a course outline Non-tenure track <u>are</u> not informed of how to clearly communicate course expectations verbally with students 	<ul style="list-style-type: none"> Non-tenure track <u>are</u> not awarded any financial incentives/gain Non-tenure track <u>are</u> not guaranteed that efforts will resonate with students (Yalden, 1988) 		<ul style="list-style-type: none"> Non-tenure track has consulted training for constructing a course outline but training duration was limited to 30 minutes (asynchronous) Non-tenure track <u>possess</u> different expertise and professional backgrounds in education sectors thus bringing forth various skillsets 	<ul style="list-style-type: none"> Non-tenure track may not possess intrinsic motivation that aligns with the work Non-tenure track may not have any desire to perform

APPENDIX C: BOTTLENECK ANALYSIS



APPENDIX D: SURVEY

	YES	NO
Does a course outline help in organizing a personal calendar of events when a tentative schedule describes assignments and course of action for the week?		
Should there be an increased use of headings, tables and charts to depict course requirements?		
Is an electronic copy of a course outline preferred over a hard copy version?		
Should a course outline describe the type of learning environment and classroom philosophy to match learning objectives?		
Is it important for every type of university support service(s) to be listed on a course outline should any need arise/must be addressed?		

APPENDIX E: INDIVIDUAL ASSESSMENT

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The course outline states goals to be accomplished and objectives to be achieved by the end of the course					
The course outline conveys the course structure					
The course outline describes activities and assignments in sufficient detail					
The course outline describes course policies alignment with university protocol					
The course outline enforces academic integrity and what contributes to overall success					