

## Appendix B

### Draft of the External Evaluator's Interview Protocol for Year Two

Signed and Dated Consent Form (attached) Yes \_\_\_

**Section I: Demographic Data**

Subject \_\_\_\_\_; Gender Male\_\_\_ Female \_\_\_ Ethnicity \_\_\_\_\_  
 Discipline \_\_\_\_\_ Rank \_\_\_\_\_

#### Section II: Post-Workshop Follow Up I

1. Prior to the workshop, were any of these courses utilizing any of the instructional technologies discussed in the workshop? Which? Was any implementing the curriculum standards? Which?

Undergraduate courses usually offered	Instructional technologies?			Curriculum Standards?	
	Core	Pre-Post	Post	Pre	Post
a.	[ ]	[ ]	[ ]	[ ]	[ ]
b.	[ ]	[ ]	[ ]	[ ]	[ ]
c.	[ ]	[ ]	[ ]	[ ]	[ ]
d.	[ ]	[ ]	[ ]	[ ]	[ ]
e.	[ ]	[ ]	[ ]	[ ]	[ ]
f.	[ ]	[ ]	[ ]	[ ]	[ ]
Graduate courses Usually offered					
a.	[ ]	[ ]	[ ]	[ ]	[ ]
b.	[ ]	[ ]	[ ]	[ ]	[ ]
c.	[ ]	[ ]	[ ]	[ ]	[ ]
d.	[ ]	[ ]	[ ]	[ ]	[ ]

2. On a scale of 1 to 5—with 5 being the most important--how important were the following in your decision to complete the PT3 project:

	Not Important	Somewhat Important	Important	Very Important	Most Important
a. stipend	1	2	3	4	5
b. skill development	1	2	3	4	5
b. knowledge acquisition	1	2	3	4	5

3. Now that you have had an opportunity to implement your course(s) on the web or on-line, how satisfied are you with the following instruction:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	NA
a. technical workshop on multimedia?	1	2	3	4	5	6
b. course realignment workshop?	1	2	3	4	5	6

4. Did you collaborate with a colleague in the implementation of your course(s) on the web or on-line??  
 Yes \_\_\_ No \_\_\_ [Explain]

5. Of the following, which could you do:

	Before the Workshop?			After the workshop?		
	Yes	No	NA	Yes	No	NA
Create multimedia presentation using PowerPoint	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Produce video/audio clips using a digital camera	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Create a personal web page on WSSU's server ("X") using FrontPage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place a completed multimedia presentation on the web where accessible by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scan an object (picture or text) using a scanner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edit a scanned image using Photoshop, PhotoDraw or similar software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert a scanned image in a PowerPoint presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write instructional or performance objectives according to Bloom's taxonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the relevant sources for determining the appropriateness of instructional objectives for your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align course syllabi to any professional or disciplinary standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a rubric, which clearly spells out expectations or a culminating product, the different levels of performance, and the criteria assessing the product at each level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop appropriate content or course activities and align them with instructional objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate technology-related activities into your course objectives and into students' assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How satisfied are you with the quality of your performance:

Instructional Technology

Very Dissatisfied    Dissatisfied    Neutral    Satisfied    Very Satisfied  
1                      2                      3                      4                      5

Aligning Courses

Very Dissatisfied    Dissatisfied    Neutral    Satisfied    Very Satisfied  
1                      2                      3                      4                      5

7. What courses are **partly** on-line or on the web?

Name of Course	<b>Before Workshop</b>	<b>After Workshop</b>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____
f. _____	_____	_____

8. Please indicate the extent to which you agree to the following statements:

Without a stipend, I would not have completed all PT3 requirements?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

9. Given your experiences to date, would you recommend the continuation of the PT3 project? No \_\_\_ [Explain] Yes \_\_\_

- By the same PD? No \_\_\_ Yes \_\_\_
- By the same PI? No \_\_\_ Yes \_\_\_
- Other PD? No \_\_\_ Yes \_\_\_, Explain
- Other PI? No \_\_\_ Yes \_\_\_, Explain

10. On a scale of 1-5—with 5 being the highest, how would you rate the efficiency of the following in the implementation of your course(s) on the web or on-line?

	Very Inefficient	Inefficient	Neutral	Efficient	Very Efficient
computer equipment?	1	2	3	4	5
Software?	1	2	3	4	5

11. Were there any personal barriers (e.g., family emergency) that limited the effectiveness of your performance in the PT3 project?

\_\_\_ No \_\_\_ Yes [Explain]

12. Did you complete all of the requirements for the program? Yes \_\_\_ No \_\_\_ If no, explain.

13. On a scale from 1 to 5, 5 being the highest, how well did the workshop on multimedia prepare you to implement instructional technology in the classroom?

Not	Somewhat	Neutral	Well	Very
1	2	3	4	5

14. On a scale from 1 to 5, 5 being the highest, how well did the workshop on course realignment prepare you to implement changes in your course syllabus?

Not	Somewhat	Neutral	Well	Very
1	2	3	4	5

Course Content?

Not	Somewhat	Neutral	Well	Very
1	2	3	4	5

15. Have the project leaders asked you for recommendations to improve the program? No \_\_\_ Yes \_\_\_ (What were your recommendations?)

16. Have the project leaders informed you of the results of first formative evaluation report? No \_\_\_ Yes \_\_\_ (What were the major findings?)

17. Now that you have had some time to reflect on your experiences with the PT3 project, what are the lessons learned:

- A. About yourself?
- B. About the institutional infrastructure?
- C. Networking?
- D. Collaboration?

17. Is there anything that I have not asked you that you would like to mention?