

Readiness for Change Questionnaire Program (Re)Design

The Readiness for Change Questionnaire

The curriculum redesign process begins by assembling the team that will be involved in the redesign for a consistent, non-trivial amount of time, often ranging from eighteen months to two years (Fowler, Macik, Turner, & Hohenstein, 2015). The process involves sustained effort by a core group of educators including instructors teaching the courses, advisors directing students entering and progressing through the program, students having recently completed the program or currently near the end of the program, a department administrator, an academic developer, and administrative support throughout the process. Given the time commitment and the multiple players involved in this effort, the Readiness for Change Questionnaire should be completed to determine how ready the department/program is for engaging in a curriculum redesign. Once completed, the questionnaire will also provide information about which areas might need attention in order to better prepare the department for this effort. This questionnaire does not collect personal identifying information.

Motivation

Pressure for change

1. Current pressure to change the curriculum comes from...
(Check all that apply)
 - Students in the program
 - Faculty
 - Advising staff
 - Curriculum committee
 - Dean/Provost
 - External: Accreditation authorities
 - External: Department of Education (Federal, State, THECB)
 - Other (Text entry)

Need for change (5-Point Likert Scale)

How do these statements best fit your attitude towards the program's need for change?

2. There is a significant difference between the current and the desired state of our curriculum
3. No one has explained why this change must be made
4. It doesn't make much sense for us to initiate this change
5. This change is clearly needed
6. The time we are spending on this change should be spent on something else
7. I think there are real stakeholder needs that make change necessary
8. I think the program will benefit from this change
9. Our program is going to be more productive when we implement this change
10. This change will help us be better equipped to meet our students' needs
11. This change matches the priorities of our program
12. This change replaces outdated aspects of the curriculum while building on the positive attributes of the curriculum
13. This change will be an improvement over our current practices

Appropriateness (5-Point Likert Scale)

How appropriate is this change project?

14. There is a high priority for the success of this change project
15. The potential benefits of this change are not worth the costs in time and resources required to implement it
16. This change serves an important purpose
17. This change will improve the knowledge and skills of our graduates
18. When we implement this change, I can envision financial benefits coming our way
19. In the long run, I feel it will be worthwhile if the program adopts this change
20. The effort required to implement this change is rather small when compared to the benefits we will see from it

Readiness for Change Questionnaire Program (Re)Design

Capability

Efficacy (5-Point Likert Scale)

How capable do you feel in making these changes?

21. We have the skills in our program that are needed to implement this change
22. Considering the trouble we have had in previous change efforts, we will have difficulty implementing this change successfully
23. We have been through well-executed changes in the past, and we are confident of our capacity to implement this change
24. I have the skills that are needed to make this change work
25. My past experiences make me confident I will be able to perform successfully after this change is made
26. I am overwhelmed by all the tasks I will have to learn because of this change
27. I do not anticipate any problems adjusting to the work I will have when this change is adopted
28. After this change is implemented, I am confident I will be able to do my job

Project Leaders (5-Point Likert Scale)

The leaders of this change project...

29. Are committed to this change
30. Have the authority to carry out the implementation
31. Work well with the implementation team
32. Share responsibility for this project
33. Leadership has sent a clear signal this program is going to change
34. The senior leaders have served as role models for this change
35. Our program's top decision makers have put all their support behind this change effort
36. Our senior leaders have encouraged all of us to embrace this change
37. The program's senior leader has not been personally involved with the implementation of this change
38. I think we are spending a lot of time on this change when the leaders don't even want it implemented

Curriculum (re)design team (5-Point Likert Scale)

The members of the curriculum (re)design team...

39. Have clearly defined roles and responsibilities
40. Have release (protected) time for this change project or can combine the tasks with their regular work
41. Have staff support and other resources required for the project
42. Have an incentive to participate in this change project

Instructor innovativeness (5-Point Likert Scale)

The majority of faculty members involved with teaching...

43. Have a sense of personal responsibility for improving education
44. Are willing to innovate and/or experiment to improve teaching

Communication (5-Point Likert Scale)

What is the quality of the communication on this project?

45. There is good communication between project leaders and faculty members about the program's policy towards the change
46. The information provided about the change is clear
47. In this program, we are sufficiently informed about the progress of the change
48. Our program has a clear vision regarding this change project
49. Our vision of this change project is widely communicated and understood throughout our program

Project resources

50. The following resources are available to make this change project work: (*Check all that apply*)
 - Financial resources
 - Professional development (such as courses/workshops regarding the change project)
 - Facilities (such as teaching rooms, books, computers, etc.)
 - Sufficient instructors
 - Incentives for committee members that support the change project (either financial, material, or promotional)

Readiness for Change Questionnaire Program (Re)Design

- Student awareness/needs
- Evaluation protocol
- Other (Text entry)

Process (5-Point Likert Scale)

The process for this change project ...

51. Identifies specific roles and responsibilities for each (re)design team member
52. Clearly describes tasks and long term timelines
53. Includes appropriate (re)design member training
54. Acknowledges curriculum committee member input and opinions

External pressure

Barriers to innovation (5-Point Likert Scale)

The majority of faculty members involved with teaching ...

55. Feel that many faculty members are afraid to lose power in controlling the teaching of their discipline
56. Feel that this change will increase their workload
57. Feel restricted by strong hierarchy to express their views

Extrinsic motivation to change (5-Point Likert Scale)

Why do you feel changes need to be made?

58. We need to change because our leadership wants us to change
59. In our program, we feel pressure to go along with this change
60. Our accreditation body and/or industry are motivating us to change
61. Other (Text entry)

References

- Fowler, D., Macik, M., Turner, J., & Hohenstein, J. (2015). Facilitating program, faculty, and student transformation: A framework for curriculum redesign. *Journal of Transformative Learning*, 3(1), 59-73.
- Holt, D. T., Armenakis, A. A., Field, H. S., & Harris, S. G. (2007). Readiness for organizational change: The systematic development of a scale. *Journal of Applied Behavioral Science*, 43(2), 232-255.
- Jippes, M., Driessen, E. W., Broers, N. J., Majoor, G. D., Gijsselaers, W. H., & van der Vleuten, C. P. M. (2013). A medical school's organizational readiness for curriculum change (MORC): Development and validation of a questionnaire. *Academic Medicine*, 88(9), 1346-1356.