

Abstract

Accountability, effectiveness, and efficiency are three major concerns of the University's stakeholders, accrediting agencies, and governmental agencies. These concerns have broadened the scope of the assessment process since the 1990's. To adequately respond to these concerns, it is important for institutions of higher learning to link assessment processes with strategic planning and budget planning. A study was made to determine if it is a common practice in public or private institutions of higher learning to link a comprehensive ongoing assessment process with the development of on-going strategic and budget planning processes. A questionnaire distributed to 178 institutions determined that 19 of the 53 respondents reported a consistent link and 16 of the 53 respondents reported a comprehensive link. The study also showed that accrediting associations and governmental agencies, to a greater extent than in the past, are requiring accountability through documentation of institutional effectiveness and efficiency. Therefore, it is essential that institutions develop consistent and comprehensive processes that will produce the information requested.

Running head: LINKING ASSESSMENT, PLAN, AND BUDGET

Linking Assessment, Strategic Planning,
and Budget Planning
Barbara Boothe
Liberty University

Submitted by Barbara Boothe in partial fulfillment of
the requirements for the degree of Doctor of Education
specializing in Educational Leadership

Dr. Pauline Donaldson

Dr. Larry Nelson

Dr. John Pantana

Dr. Rebecca Carwile, Chairman

Date _____

ACKNOWLEDGEMENTS

The process was both demanding and tedious in the development, creation, and compilation of the information for this document. In addition to the technical aspects inherent in this task, the determination and emotional stamina needed to complete it was ever present.

It is with gratitude that I wish to thank all of those who have been a part of this process. Dr. Rebecca Carwile, the chairman of the committee, gave professional guidance with utmost patience from the beginning of the prospectus to the final edits of the paper. The three other committee members, Dr. Pauline Donaldson, Dr. Larry Nelson, and Dr. John Pantana gave additional assistance and encouragement.

The author is also grateful to the 53 institutions that responded to the questionnaire, many of whom provided copies of their strategic planning documents and other materials thought to be helpful in the collection of data. Dr. Russell Fitzgerald was a helpful resource in the area of accreditation and the trends for the future and consistently provided encouragement in the project.

Mrs. Bethany Lay and Mrs. Sue Misjuns supported the author with technical support and Mrs. Jean Iovine and Miss

Nicole Iovine assisted with mailings and data entry. These four, along with Mr. David Charles Campbell and Mr. Charles Richards were the unceasing emotional support and encouragement that continued to boost the author toward completion of the document.

CONTENTS

ABSTRACT.....1

APPROVAL PAGE.....3

ACKNOWLEDGEMENTS.....4

LIST OF TABLES.....10

LIST OF FIGURES.....15

Chapter

1 STATEMENT OF THE PROBLEM.....16

 General Background of the Study.....16

 Problem Statement.....19

 Overview of the Methodology.....19

 Brief Overview of Assessment, Strategic Planning
 and Budget Planning.....20

 Assessment.....20

 Strategic Planning.....21

 Budget Planning.....23

2 A LITERATURE REVIEW OF ASSESSMENT, STRATEGIC
PLANNING, AND BUDGET PLANNING.....24

 Assessment.....24

 History of Assessment.....24

 Definitions of Assessment.....31

 Assessment and Accountability.....34

 Assessment and Accreditation.....37

 Assessment and Quality.....41

	Organizing for Assessment.....	45
	Strategic Planning.....	46
	History of Strategic Planning.....	46
	Prerequisites to Strategic Planning.....	56
	Strategic Planning Process.....	58
	Budget Planning.....	60
	History of Budget Planning.....	60
	Budget Planning and Quality.....	66
	Performance Based Budgeting.....	68
	Program Based Budgeting.....	69
	Linking Assessment, Strategic Planning, and Budget Planning.....	71
	Overview.....	71
	Examples of Linking.....	82
3	METHODOLOGY	91
	Introduction	91
	Quantitative Perspective.....	91
	Qualitative Perspective.....	101
4	ANALYSIS OF DATA.....	105
	Introduction.....	105
	Analysis of the Questionnaire.....	105
	Analysis of the Internet Institutions.....	109

	Comparability Analysis of the Accreditation	
	Associations.....	114
	Additional Documentation Received.....	120
5	CONCLUSION.....	122
	Introduction.....	122
	Statement of the Problem.....	122
	Review of the Methodology.....	123
	Summary of the Results.....	123
	Discussion of the Results.....	124
	Limitations of the Findings.....	124
	Interpretation of the Findings.....	126
	Implications for Educators.....	129
	Suggestions for Additional Research.....	131
	REFERENCES.....	133
	APPENDIX A Sample Action Plan Form.....	153
	APPENDIX B Questionnaire, Invoice, and Letters.....	154
	Example B1 Linking Assessment, Planning and Budget	
	Questionnaire	154
	Example B2 Invoice.....	156
	Example B3 Letter Sent to Randomly Selected	
	Institutions	157

Example B4 Letter Sent by U.S. Postal Service as a Follow-up Request	158
Example B5 Letter Sent by E-mail as a Follow-up Request	159
APPENDIX C Demographic Information on Schools Receiving the Questionnaire.....	160
APPENDIX D Raw Data and Percentage Calculations for Questionnaires Received from All Responding Institutions.....	170
APPENDIX E Demographic Information on Schools Researched on the Internet.....	200
APPENDIX F Comparability Analysis of Accrediting Associations.....	203
APPENDIX G Document Received from Responding Institutions.....	206

LIST OF TABLES

Table 1	Critical Elements of Effective Planning and Budgeting Processes.....	78
Table 2	Key Financial Indicators for Financial Planning and Decision Making.....	79
Table 3	Key to Institutional Codes.....	96
Table 4	Key to Accreditation Codes.....	97
Table 5	Institutions Submitting Responses by Type..	99
Table 6	Institutions Submitting Responses by Accrediting Association.....	100
Table 7	Institutions Researched on the Internet by Type.....	102
Table 8	Institutions Researched on the Internet by Accrediting Association.....	103
Table 9	Summary of Questionnaire Analysis-Questions 1-16-Assessment.....	107
Table 10	Summary of Questionnaire Analysis-Questions 17-19-Documentaton.....	108
Table 11	Summary of Questionnaire Analysis-Questions 20-26-Strategic Planning.....	110
Table 12	Summary of Questionnaire Analysis-Questions 27-29-Budget Planning.....	112

Table 13	Summary of Questionnaire Analysis—Questions 30-31-Linking Assessment, Strategic Planning, and Budget Planning.....	113
Table 14	Findings on the Institutions' Public Websites.....	115
Table 15	Summary of Comparability Analysis of the Accrediting Associations.....	117
Table D1	Raw Data and Percentage Calculations for Questionnaires Received.....	170
Table D2	Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Accrediting Council for Independent Colleges and Schools.....	172
Table D3	Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by New England Association of Schools and Colleges, Commission on Institutions of Higher Education.....	174
Table D4	Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Middle States Association of	

Colleges and Schools, Commission on Higher Education.....176

Table D5 Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by North Central Association of Colleges and Schools, Commission on Higher Education.....178

Table D6 Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Northwest Association of Colleges and Schools, Commission on Colleges.180

Table D7 Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Southern Association of Colleges and Schools, Commission on Colleges182

Table D8 Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Transnational Association of Christian Colleges and Schools.....184

Table D9	Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.....	186
Table D10	Raw Data and Percentage Calculations for Questionnaires Received from Two-Year Public Institutions.....	188
Table D11	Raw Data and Percentage Calculations for Questionnaires Received from Two-Year Private Institutions.....	190
Table D12	Raw Data and Percentage Calculations for Questionnaires Received from Four-Year Public Institutions.....	192
Table D13	Raw Data and Percentage Calculations for Questionnaires Received from Four-Year Private Institutions.....	194
Table D14	Raw Data and Percentage Calculations for Questionnaires Received from Community Colleges.....	196

Table D15 Raw Data and Percentage Calculations for
Questionnaires Received from Technical
Institutes and Colleges.....198

LIST OF FIGURES

Figure 1	The movement of action plans from the strategic plan to the budget plan.....	61
Figure 2	Black's budget planning model.....	70
Figure 3	Linking strategic planning and budget planning at Paradise Valley Community College.....	84
Figure 4	Integrated planning and budgeting process..	85
Figure 5	Achieving campus "buy-in" at Charleston Southern University.....	88
Figure 6	Western Carolina University's strategic planning system.....	89

Linking Assessment, Strategic Planning,
and Budget Planning

CHAPTER 1

STATEMENT OF THE PROBLEM

General Background of Study

One of the greatest challenges facing higher education today is the ability to demonstrate the quality of education provided. Analyzing institutional effectiveness, in all areas—curricular and co-curricular, is vital to the success of every university. In 1998, The Higher Education Act was re-authorized, which served as a mechanism of the Department of Education to strongly encourage accrediting agencies to require institutions to link student achievement to the institution's mission and goals (Higher Education Act-Reauthorization, 2002). The pressing challenge for accountability, effectiveness, and meaningful change has brought assessment, strategic planning, and budget planning to the forefront of both the curricular and co-curricular areas of higher education. To bring about effective change and growth in an institution, there must be a linkage between strategic planning and budget planning

based on assessment of all areas of the institution, curricular and co-curricular. For the purposes of this paper, curricular refers to the academic programs and co-curricular refers to all of the other entities of the university, including, but not exclusive of the board, administration, service areas, and physical plant.

Meaningful assessment aids an institution in maintaining the focus of its mission and goals. The assessment of institutional effectiveness must include academic services, administrative services, facilities management services and student services since co-curricular services affect the quality of education. Thus, it is essential that assessment of curricular and co-curricular units of the institution take place on a regular basis (Alexander, 1999). The assessment of institutional effectiveness is one means of fostering accountability of the educational and service areas with their purposes and objectives. On-going assessment serves as a feedback to the teachers and learners as well as accountability for the administrator (Magolda, Terenzini, & Hutchings, 2000). A successful institutional effectiveness model includes a

continuous planning-assessment-change cycle that is applied to each area of the institution.

As institutions have developed assessment processes and sought to establish broad based strategic planning procedures, the need to integrate assessment and strategic planning processes with the budget planning process has become apparent. However, creating the links between assessment, strategic planning, and budget planning has proven to be a challenge for many institutions. The process of planning, assessment, and then change as a result of assessment creates the "closing of the loop", jargon in the field of institutional effectiveness that shows change has been instituted based on assessment.

Chapter two of this paper presents a literature review that provides a general overview of the three entities—assessment, strategic planning, and budget planning. Expectations of accrediting agencies are shown in the areas of assessment, planning, and budget. Chapter three provides a detailed account of the methodology of the study and chapter four provides an analysis of the sampled institutions in order to determine if they have a continuous and comprehensive assessment process that links

to strategic planning and budget planning cycles. Also, included in chapter four is a comparability study of seven national or regional accrediting associations. Chapter five provides a conclusion of this study.

Problem Statement

The literature review indicates that there are many practical aids available to assist institutions with the processes of assessment, strategic planning, and budget planning. However, there is very little practical aid for the process of linking them together. The purpose of this study is to determine if it is a common practice in public or private institutions of higher education to link a comprehensive, ongoing assessment process with the development of on-going strategic and budget planning processes.

Overview of the Methodology

The study is qualitative in its design with qualitative and quantitative components. The qualitative component includes a comparability analysis of the institutional effectiveness criteria of seven accrediting associations. One quantitative component includes a stratified random sample of 178 institutions. Participants

received the study results if requested. A second quantitative component of the study includes a random sample of fifty additional institutions, which are analyzed based on the information gathered from their public web sites.

Brief Overview of Assessment, Strategic Planning, and
Budget Planning

Assessment

Before a continuous, comprehensive, and linking process can be instituted, there must be an understanding of assessment, strategic planning, and budget planning. A review of the literature on assessment indicates that it was in the mid-80s when the assessment of institutional effectiveness was beginning to be seriously addressed and focused primarily on learning outcomes. However, in recent years, assessment of all areas of the institution, curricular and co-curricular, has become the means of determining quality and is used as a basis for improvement. The assessment process provides information that gives incentive for setting realistic goals in the strategic planning process. Assessment is the tool that provides input for the strategic plan and budget plan and the

results usually indicate the effectiveness of the institution. Assessment clarifies whether the institution is prepared internally and positioned externally to fulfill its mission and objectives (Hundley, 2000). Assessment should bring change.

As the emphasis on assessment has continued to grow, the demand to provide assessment information has at times seemed very threatening, especially when the demand for accountability and performance has come from outside the institution (Jacob, 2002). Federal and state governmental agencies, as well as accreditation and licensing associations, rely on assessment data to determine funding and accreditation status. Governing boards, presidents and chief academic officers are experiencing increased demands from external entities that are seeking proof of institutional effectiveness.

Strategic Planning

Besides reviewing the area of assessment, this paper will also review the area of strategic planning. According to Sally Horner (1997) strategic planning is a self-analysis that asks:

Where are we now?

Where do we want to be?

How do we get there?

Is our vision realistically achievable?

How will we know if we are achieving our goals?

What changes should we make to improve our effectiveness? (p. 2)

Strategic planning is an ongoing process that should be structured and deliberate. This is different from long range planning that focuses on goals for the future but does not seek to determine how the goals will be implemented. Strategic planning requires disciplined effort, which involves the exploration of feasible alternatives that allow decisions to be made in the present while anticipating the future (Alliance On Line, 2001; Leontiades, 1982). This definition, strategic planning as an on-going process that responds to a changing environment, will be used throughout this paper. Strategic planning is simply good management that gives an institution the opportunity to unify management, employees, benefactors, boards, and students. Establishing and maintaining a continuous strategic planning process, that uses assessment results as a guide with links to the

budget, will enable an institution of higher education to expand its effectiveness.

Strategic planning is essential to effective management but there is an element that is vital to the success of strategic planning. Continuous and effective operation of an institution depends on the availability of funding. Managing funds that are received from tuition and fees or benefactors must be done through a carefully developed budget plan. John Mariotti(1998) states that "the way to create budgets intelligently is to work from the strategic plan down through the operating plans and link budget amounts to the goals and results to be achieved" (p. 150).

Budget Planning

Budget planning is vitally linked to implementing changes that are needed based on assessment. To push ahead toward its long-range goals, an institution must know if the budget can realistically support itself. Sally Horner (1997) states that in order to do this "financial resources and the budgeting process must be considered before, during, and after the initiation of the planning process" (p. 6).

CHAPTER 2

A LITERATURE REVIEW OF ASSESSMENT, STRATEGIC PLANNING, AND
BUDGET PLANNING

Assessment

History of Assessment

Assessment has grown out of an accountability movement that began in the 1970's (Pickering & Bowers, 1990; Quehl, Bergquist, & Subbrondo, 1999). The idea of accountability is quite simple. It means that colleges and universities are responsible for conducting their affairs so that the outcomes are worth the cost (Bowen, 1974). Both state initiatives and accreditation criteria have been significant forces in the growing demand for more data. Though there are differences in terminology between accrediting agencies and state accountability initiatives, the requirements of both are part of an institutional effectiveness paradigm.

The Western Interstate Commission for Higher Education (WICHE), the American Council on Education (ACE), and the Center for Research and Development in Higher Education (CRDHE) at the University of

California, Berkeley conducted a seminar in 1970 regarding the issues of accountability. From that seminar, a report entitled *The Outputs of Higher Education: Their Identification, Measurement and Evaluation*, was compiled. The conclusion gleaned from the seminar is stated in the first paragraph of the report, "Our mandate is clear. . . . We are going to have to prove that we deserve the dollars spent on higher education and justify our asking for each additional dollar" (Western Interstate Commission for Higher Education, 1970, p. 1; Bordon & Bottrill, 1994, p. 5). The movement for accountability was now understood and for over a quarter of a century institutions of higher education have been responding in various ways to those demands.

From 1973-1983 there was wide spread dissatisfaction with the perceived skills of high school graduates. Assessment and learning outcomes became central in the call to reform. During that decade, thirty-four states adopted Minimum Competency Testing for their high school graduates. It became known as the MCT Movement (Linn & Gronlund, 2000). By

the mid-80's, employers began to complain that college graduates could not write coherently or even spell. This led to demands for accountability in the area of curricular change and program review. During that same period of time, state and federal government agencies demanded an accountability of how taxes were being spent (Pickering & Bowers, 1990; Ewell & Lisensky, 1988).

The early 80's showed a growing concern and call for improvement in education. The National Commission on Excellence in Education, in 1983, produced a report entitled "A Nation At Risk: The Imperative for Educational Reform." It was followed in 1984 by "Involvement in Learning: Realizing the Potential in American Higher Education," a report released by the National Institute for Education. These two documents were catalysts for initiating some type of educational reform in all 50 states. The Association of American Colleges produced their report in 1985. It was the first product that was written entirely by academicians and it, too, called for improved evaluation in education.

As the movement for reform entered the last half of the decade, the National Governors' Association produced a report in 1986, entitled "Time for Results", which was a request for more and better information on results and the assessment of outcomes. Dr. William Bennett, Secretary of Education, issued regulations to the accrediting bodies that made it necessary for the assessment of outcomes to become a significant part of the criteria for accreditation. Accrediting agencies were required to measure institutional effectiveness in terms of the following:

1. Existence of an institutional purpose appropriate for higher education
2. Determination that the institution has educational objectives consistent with its mission and purpose
3. Documentation of the achievement of students in relationship to the intended educational outcomes identified
4. Determination of the extent to which institutions regularly evaluate student academic achievement and use the results for improvement

of educational programs (Nichols & Nichols, 2000, p. 12).

With the accreditation criteria initiating accountability of student outcome evaluation and institutional effectiveness, the need for instruments and methods of evaluation grew. Although institutions struggled with the methods, the demands did not lessen. It may be difficult to develop appropriate methods of evaluation and assessment, but an institution that fails to refine its instruments of program evaluation and rigorous assessment of student learning outcomes contributes to the question of quality in baccalaureate education (Folger & Harris, 1989). Hence, there is a need for each institution to continually find improved methods of evaluation.

Since accrediting associations are the gatekeepers for determining whether or not a school can be recognized for federal financial aid, these groups continue to leverage the desired information from the institutions and encourage change as needed. Since the late 80's, accrediting associations have

been making significant reforms in their criteria for accreditation in order to meet the regulations established by the U.S. Department of Education.

The institution must

1. have appropriate purposes
2. have the resources needed to accomplish its purposes
3. be able to demonstrate that it is accomplishing its purposes
4. be able to give reason to believe that it will continue to accomplish its purposes (Nichols & Nichols, 2000, p. 12)

To complicate the measuring of learning outcomes and institutional effectiveness, the 90's brought significant growth to alternative delivery systems for education. Education delivered at a distance through non-traditional means began to grow at astronomical rates, which intensified the demands for accountability (Lopez, 1999).

Another historical phenomenon that led to the greater demand for valid information came from the parents of second-generation college students who were

helping their children choose a college. Since these parents were more knowledgeable of higher education, their expectations and demands for accountability were greater. The demand for more accountability led to the Student Right to Know Act and the required publication of graduation rates (Pickering & Bowers, 1990; Davis, 1994).

The U.S. Department of Education continued to become more forceful with its accountability measures to the accrediting agencies. The Higher Education Act of 1965 was re-authorized in 1998, putting pressure on the accrediting agencies to link student achievement with the institution's mission. As a result, outcomes assessment was given a higher priority (CNNFYI.com, 2001; Pickering & Bowers, 1990). President Bill Clinton, in his "Goals 2000: Educate Americans Act", called for national content standardization and a voluntary system of assessment for the primary and secondary schools (Nichols & Nichols, 2000; Pearson, Vyes, Sensale, & Kim, 2001). Although there were no specific mandates for higher education in this report,

the continued movement toward accountability in education is clearly reiterated.

Definitions of Assessment

Whereas assessment initially focused on learning outcomes, now assessment of all areas of the institution has become necessary because of the demand for accountability and effectiveness from the federal and state governments and accrediting agencies. Because of the transition from a learning outcomes focus on assessment to an institution-wide focus, the definition of assessment has changed over time. In the 80's, institutional researchers, such as Boyer and Ewell (1988), Resnick (1987), and Eison and Palladino (1988) viewed assessment as the general activities of testing, evaluation, and documentation. At the same time, Marchese (1987) and Jacobi, Astin and Ayala (1987) tied assessment to student learning, knowledge, skill, and outcomes. Rassman and El-Khawas (1987) viewed it as a natural and ongoing component of the instructional process; while Light, Singer and Willett (1990), Menand (1991), and Botstein (1991) defined assessment as an attempt to determine what students actually achieve in college study, a means of obtaining information for

academic improvement within the institution, and a way of determining short and long term effects of a program or process.

One way to summarize assessment is by asking two questions: "Is college helping students?" and "Is it increasing what they know and can do?" Susan Bosworth, Assessment Director at William and Mary, in May 2001 affirmed that outcomes assessment is not to appraise teachers or students but to determine "whether general education is doing what it is intended to do" (CNNFYI.com, 2001, paragraph 11). By 1996, assessment of learning had expanded to include the outcomes in critical thinking, diversity, citizenship, and social responsibility (Astin, 1996).

As a result of the changes in education and governmental mandates, there is no clear definition of assessemnt that is widely accepted. The National Academy for Academic Leadership (2000) attempted to clarify the term assessment by defining a differentiation between assessment and evaluation. According to their report, assessment is a process of determining "what is" and evaluation uses the information gathered from assessment to

make judgments. They further qualified the definition by suggesting that there are three types of assessment: assessment of outcome goals and objectives, process goals and objectives, and input goals and objectives.

Barbara Wright (2001, power-point presentation), in attempting to show the broad scope of assessment, describes the following levels of assessment within the institution:

Institution

Program/Services

Multiple Section Courses

Individual Student

She summarizes assessment as "a systematic process of setting goals or asking questions, gathering information, interpreting it, and using it to improve the effects of college on student learning and development." It is this broader definition of assessment, which is inclusive of curricular and co-curricular entities, that is used throughout this paper.

Not only must an institution assess learning, but also assessment of institutional effectiveness must take place. While most institutions have become more efficient and proficient in their assessment of academics, the assessment

of service areas has been neglected. The development of integrated models showing assessment of academic, service, and administrative areas is becoming more apparent (Brown, 1994; Ruben, 2001). Since the co-curricular areas of the institution are being asked to increase their productivity and effectiveness with little, if any, increase in resources, the administrative units are being forced to assess carefully their priorities and processes (Ruben; Thomas, 1991).

Assessment and Accountability

The pressure placed on accrediting agencies by the U.S. Department of Education is not the only accountability pressure that filters down to the individual institutions. State legislators and governors, while determining how to best appropriate funds, are always looking for data that will help in decision-making. The first attempt to analyze and compare states in relation to higher education was initiated in 2000 by the National Center for Public Policy and Higher Education. The report entitled, *Measuring Up 2000: The State-by-State Report Card for Higher Education*, released in November, graded all 50 states on how well high school students are prepared for higher education, how

accessible and affordable higher education is, and graduation rates. The purpose of the report was to help governors and legislators determine how the state's institutions compared with those in other states, keeping in mind that the state governors and legislators are the policymakers for public higher education (Callan, Doyle, & Finney, 2001).

Although this comparison data may help legislators identify the strengths and weaknesses of their competitors, statewide accountability systems are designed to focus on the performance of individual institutions, not on the state as a whole (as seen in the State-by-State Report Card). Some states require performance reports similar to a report card, while others are using accountability reports to determine if statewide goals are being met. A few states have initiated performance funding, connecting the performance to incentive funding. In 1998, Tennessee, Colorado, Missouri, Florida, Arkansas, Ohio, South Carolina, and Virginia reported connecting performance reports to budgeting. New York, Kansas, West Virginia, and Wisconsin are moving toward this connection, while Arkansas

and South Carolina have since pulled away and are rethinking this issue. Therefore, even though there are many different ways that the states may collect and use data to determine performance or effectiveness, nearly all of the state accountability systems link assessment of performance with the allocation of resources (Wellman, 2001).

The accountability movement has added new pressures to the institution's administration, faculty, and students. Presidents of universities and colleges are anxious to maintain accreditation status, to receive funding, and to be able to recruit competitively (Jacob, 2002). Leadership skills that include passion, integrity, innovation, fundraising, marketing, budget oversight, understanding of government relations and legal liabilities have become necessary for the success of every chief academic officer (Martin, Samuels, & Associates, 1997; Moore, 2001). Governing boards must know more about their institutions than ever before; for they, too, are feeling the pressure of accountability (Graham, Lyman, & Trow, 1995). Gordon Davies (1997), former Director of the State Council for Higher Education, in his report to the Commonwealth of

Virginia Institutions said, "What we need now are governing boards that exemplify the defining values we are trying to protect as higher education changes to meet the needs of an advanced technology based economy" (p. 8).

Assessment and Accreditation

Accreditation commissions are voluntary, non-governmental, self-regulatory organizations. The institutions seek to receive certification that the programs offered are of acceptable quality and maintain institutional integrity. The institutions also seek encouragement and advice in their efforts to accomplish institutional improvement. The accreditation criteria is a means of helping the institution identify strengths and weaknesses, consistency of its application of the institutional mission and goals, and stability of resources (Baker & Smith, 1998; Kimmell, Marquette, & Olson, 1998; Thrash, 1987).

Accrediting associations are assessed and monitored by the U.S. Department of Education (DOE). Accrediting associations may also seek membership with the Council of Higher Education Accreditation (CHEA), an organization that

serves as an accrediting association for the accreditation of accrediting agencies.

The DOE and the CHEA have approved the seven national or regional accrediting commissions listed below:

1. Middle States Association of Colleges and Schools
Commission on Higher Education
2. New England Association of Schools and Colleges
Commission on Institutions of Higher Education
3. North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
4. Northwest Association of Schools and Commission on
Colleges
5. Southern Association of Colleges and Schools
6. Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and
Universities
7. Transnational Association of Christian Colleges and
Schools

Whenever the quality of higher education is questioned, accreditation is looked to for help in changing the situation and, at the same time, is suspect for not having adequately performed its function (O'Neil, 1997).

As early as 1952, with the Servicemen's Readjustment Act, accreditation became tied to federal funds (Lenn, 1989). As stated earlier, state and federal governments are demanding accountability for the dollars being spent. This was the initial move to include accrediting associations in the accountability process. Until the late 1980's, accrediting agencies assumed that if an institution had clear purpose statements and adequate resources, then they must be performing their purpose. As the outcry of government, parents, and employers shifted, the focus began to shift toward educational outcomes and a growing need developed for institutions to evidence that their purpose statements were being fulfilled. This brought institutional effectiveness into the vernacular of the accrediting associations (Thrash, 1987; Thrash, 1988).

As stated earlier, the U.S. Department of Education reauthorized the Higher Education Act of 1965 and sought the aid of the accrediting agencies in assessing learning and institutional effectiveness in higher education. This increased demand on the accrediting agencies has brought about the current development and establishment of criteria reforms in all of the regional accrediting agencies (Wolff,

1994). Accreditation reform includes the following (Eaton, 2001):

1. Revising accreditation standards to focus on quality improvement
2. Using regional accreditation to address national quality review needs
3. Attending to quality review of distance learning
4. Expanding international quality review activity
5. Expanding attention to teaching and learning
6. Achieving greater efficiency through coordination across accrediting organizations

These reforms are having a direct impact upon all institutions of higher education. Quality review in higher education is primarily done through the accreditation process (Thompson, Johnson, Warren, & Williams, 1990). Institutions begin with a self-study that uses as its base the criteria that have been established by the accrediting association. Administrators, faculty, and staff at all levels within the institution participate in the self-study. Upon completion of the report, a team of colleagues from outside the institution reviews the results of the self-study using the accreditation criteria as standards.

The culmination of this process results in conferral, reaffirmation, or denial of accreditation. Therefore, the issue of accountability and quality must be addressed thoroughly by the administration if an institution wishes to receive accreditation for the first time or maintain its accreditation status. Assessment data becomes a crucial element in the institution's self study. Many of the standards of accreditation criteria are being rewritten to assist the institution in its focus of accountability and, ultimately, quality.

Assessment and Quality

Not only is accountability an issue for today's institutions, but also is quality or academic excellence. A quality improvement initiative must become an integral part of the institution's culture, but how one measures quality in an institution is a task that is difficult to accomplish with validity (Leslie & Fretwell, 1996; Bollinger, 1990; Kaufman, 1993; Shirley, 1988). The three most common ways to identify quality in education are the assessment of reputation and resources, student and alumni learning outcomes, and effective educational practices and processes (Pascarella, 2001). Benchmarking is one strategy

that assists an institution in assessing the quality of its programs and its administrative functions by providing comparisons with other colleges and universities (American Productivity and Quality Center, 2001). Although benchmarking was historically used in the business world in the early 90's, it has become a common strategy in higher education in the latter part of the decade. Benchmarking serves as a guide in helping institutions decide how to make changes that will enhance the efficiency and effectiveness of the institution (Alstete, 1995). It provides an external standard of measuring quality and costs and helps identify opportunities that exist that may not be easily recognized.

The American Productivity and Quality Center (2001) offers these reasons for using benchmarking as a strategy in higher education:

1. Improve profits and effectiveness
2. Accelerate and manage change
3. Set stretch goals
4. Achieve breakthroughs and innovations
5. Create a sense of urgency
6. Overcome complacency or arrogance

7. See "outside the box"
8. Understand world-class performance
9. Make better-informed decisions (para 2)

Program review or evaluation is another strategy that gives the institution an opportunity to assess the quality of the education provided. Program evaluations give on-going feedback regarding services and processes of the institution, aid in the decision making process for the allocation of funds, and provide information for staff and/or faculty evaluation (Clark & Mason, 2001; Barak & Breier, 1994). However, program reviews often are done as a resource allocation endeavor, rather than for improvement. Therefore, assessment for quality takes place largely for financial reasons causing strong programs to be rewarded and weak programs to be eliminated. This kind of decision-making based on efficiency of resources rather than effectiveness causes many faculty and staff to feel threatened about their programs or employment. They develop the perception that administration does not care about the programs or quality of education unless they make money (Conrad & Pratt, 1985). Because of this, it is

important that the institution avoid the temptation to use the assessment of efficiency as its primary decision-maker.

As stated earlier, the public basically wants to know: Is the college experience helping students? and Is it increasing what they know and can do? It is important in the process of assessing the learning outcomes of the students or in determining if the students are receiving a quality education that the assessment process is fair.

Linda Suskie (2000) offers seven steps to fair assessment.

1. Have clearly stated learning outcomes.
2. Match your assessment to what you teach and vice versa.
3. Use many different measures and many different kinds of measures.
4. Help students learn how to do the assessment task.
5. Engage and encourage your students.
6. Interpret assessment results appropriately.
7. Evaluate the outcomes of your assessments (para 4).

The effectiveness of our education of students is measured by evaluating competencies such as critical thinking, problem solving, respect, ethical behavior, lifelong learning, and interpersonal interaction and

teamwork. Faculty aspire to develop thinking, but the practice aims at teaching facts and concepts. Lion Gardiner (n.d.), professor at Rutgers University summarizes in his monologue, *Redesigning Higher Education*, that improvement of quality in student outcomes is a result of:

1. Clear missions and goals
2. Knowledge of results
3. Coherent curricula
4. Research-based methods of instruction
5. Campus climate
6. Learning to learn
7. Developmental academic advising

While this paper is not intended to inform or review how to improve the quality of an institution, a review of the literature clearly indicates that assessment for quality in all three areas—academics, processes, and resources is essential.

Organizing for Assessment

As a result of the increased demand for validation of learning outcomes and the analysis of productivity and verification of institutional effectiveness, institutions are organizing the faculty and administration to meet these

expectations. The responsibility of assessment rests with faculty and administration. Early assessment literature stressed the importance of faculty opinion (Ewell, 1988; Miller, 1988); but Bardes and Denton (2001) point out that today faculty are accountable for the process of assessing learning, while administration is accountable for support and resources. Terenzini (1994) suggests that institutions should include those influential individuals who willingly share their opinions concerning issues of institutional effectiveness in the assessment process. As the demand for assessment data continues to increase, it is becoming more advantageous for an institution to develop a separate office of assessment (Ewell, 1994). This need is further increased by the desired link of assessment to strategic planning.

Strategic Planning

History of Strategic Planning

Churches or religious entities established the first American institutions of higher education in the colonial days. In 1862, under the Merrill Act, the federal government gave land to the states in order to establish public universities for the purpose of promoting a

practical and liberal arts education for all (Eddy, 1963). World War II and the launching of Sputnik were two historical events that served as catalysts in the growth of the large research universities of today. The GI Bill that resulted from World War II allowed many individuals to attend college who would not have had the opportunity before the initiative. The space race that began with the launching of Sputnik catapulted the United States into a scientific and technological race that relied on higher education for the training of skilled personnel. The Vietnam War, with its struggle for political and minority rights, produced significant changes in values and gave rise to the egalitarian reforms of today.

However, a review of the literature shows that even with these powerful catalysts, change comes slowly in higher education. There is a tendency to turn inward and function independently from the external environment (Rowley, Lujan, & Dolence, 2001). This is most likely due to higher education's roots in private, religious or church related endeavors. This private classification protected the institutions of higher education from many forms of random change as world culture changed. Unless the leaders

of those institutions chose, after careful thought and discussion, to initiate changes, change did not take place. The earlier educators used the first amendment as leverage to protect themselves from any censure of academic thought processes, publication or proclamation. This helped to maintain their sense of insulation from external change.

Tenure, which spawned from the first amendment, protected faculty in public institutions in the same way that faculty in private institutions were protected by their church affiliation. Faculty were allowed to think, deliberate, and make changes through slow and methodical logic and debate.

Today, that bond of trust, the belief that educated minds produce the best solutions, is being challenged. With the restructuring of the economy and growing resistance to increased taxes for education, institutions of higher education are seeing the need to change strategically and to shift from short-term thinking and operational decision making to strategic thinking (Rowley, Lujan, & Dolence, 2001). Today, change within the institution is not a choice; it is a necessity. Students and their needs have changed. The needs of society along

with the government and international life have changed as well.

Usually, when one thinks of strategic planning, the corporate world comes to mind. In the 1960's and 1970's, businesses reorganized to give more importance to strategic management and the concept of strategic planning (Harrison & St. John, 1994; Birnbaum, W. S., 1992; Mintzberg, 1994). In the 70's, with the growing doubts about the effectiveness of higher education and the many accountability reports written in the 80's, serious reflection on the issue of strategic planning within higher education developed. Adrienna J. Kezar (2001) states that "performance assessment, planning, and legal issues reflect the rise of corporate values" in higher education (para 3). Rowley, Lujan, and Dolence (2001) point out the difference between a business model and a higher education model for strategic planning. Businesses, started by entrepreneurs, proactively develop and find a niche as they grow. Education, on the other hand, is usually under legislative mandate or under some tradition of service. Robert Newton (1999), an academic officer at Boston University, asserts that there are two cultures within the university--a

corporation and a community of teachers and learners. The tension between these two cultures at times requires an unusual amount of mutual understanding, respect, and diplomacy. He also believes that because of these two cultures, strategic planning will always be different in education than strategic planning in a business.

Newton (1999) differentiates the two cultures in the following way.

The corporate community is involved with market research and publicity, government aid programs, classroom design and furniture, competitive strategies and comparative advantages, serving the customer, and cost efficiency ratios. They are responsive to outside publics. . . .They experiment with total quality management to improve their services; they accept measurable performance targets and administrative hierarchies; they use outside experts, from architects to auditors. In this culture, central planning, and continuous change and adaptation are necessary, supervision is normal, the

financial condition of the institution is of vital interest, and the physical appearance and working condition of the facilities are important.

On the other hand, the community of scholars views the college as a near-sacred institution with a special and indispensable mission, a mission that is more similar to that of medicine and religion than to that of industry and commercial services. . . . Members of this culture believe that they are the central driving force of the college's vitality, reputation, and success. The university changes and moves forward through the work of individual scholars; changes should emerge from the bottom up rather than from the top down.

Planning in the corporate community is viewed as an activity that is necessary, rational, comprehensive, and fairly centralized. . . . In contrast, the scholarly

community views planning as mostly intuitive, piecemeal, and decentralized (p. 9).

Newton suggests that even with this cultural tension, effective planning can take place as each realizes that one cannot exist without the other and when the decision-making responsibilities of each group are clearly defined. When the university assesses its strengths, weaknesses, opportunities, and threats, key individuals from both cultures can begin to dialogue and strategize for the future.

As higher education moved into the 90's, accountability meant much more than producing educational outcomes that were commensurate with costs. By then, the public was demanding such things as cost containment, clarity and differentiation of purposes, educational quality that served as preparation for careers, technological updating, critical thinking skills, and continuous life long learning (Linn & Gronlund, 2000; Quehl et al., 1999).

How to effectively manage to meet these demands required careful strategic planning. Strategic planning

was no longer an option. It was becoming a necessary tool of management.

At the same time, the distinction between strategic planning and long range planning became clear in that long range planning is the development of a plan to accomplish a set of goals over a period of several years. Strategic planning is an organization's response to the changing environment; however, it does not attempt to make future decisions (Birnbaum, 1992).

Strategic planning is a management tool that is used to help focus energy, to enable individuals to work toward the same goals, and to assess the institution's direction. It is strategic because it determines strategies to respond to the environment (Alliance on Line, 2001; Steeples, 1988). Strategic planning is designed to help an institution maintain its mission and goals (Bollinger, 1990). It is an ongoing process, not just an event to produce a plan for the governing board (Birnbaum, 1992).

What is often lacking in institutions of higher education is strategic planning coupled with the assessment of progress. Colleges and universities are constantly striving to respond to changing environmental forces

(Shapiro & Nunez, 2001). Today's environment has given planning a different character. Rather than the strong, inflexible systems of the past, systems that are deeply rooted in common values and objectives are needed today. Higher education strategic planning and coordination is no longer based on statutes and regulations. It now focuses on ideas and brainstorming that is sometimes filled with tension as it seeks to find common values and objectives (Davies, 1997). A study undertaken by Ann Korschgen, Rex Fuller, and Leo Lambert (2000) indicates that the most effective planning processes are tailor made to the campus. They also discovered that the more simple and focused the process, the better.

Strategic planning is vital to the success of an institution. The *Guide to Virginia's Performance Budgeting Process* (1998) lists thirteen benefits to be gained from strategic planning.

1. The ability to move from crisis-driven to anticipatory decision-making with a clearly established direction for key issues
2. Emphasis on results and benefits rather than levels of service and workloads

3. Sharply focused issues for review and debate by policy makers
4. Frameworks to link budget allocations to priority issues and improve accountability
5. Improved communication between service providers and their various constituencies
6. An enhanced ability to respond quickly to changing conditions because of lessons learned while analyzing its current situation
7. Improved capacity to structure and direct resources to achieve excellence, profit from opportunities, and generate desired results
8. Better information for decision-making and resource allocation
9. A comprehensive understanding of constituent expectations
10. A foundation for building teamwork
11. Improved organizational performance
12. An emphasis on measurable objectives which promotes greater accountability for performance
13. An increased possibility of equal or better results using fewer resources (p.22)

Strategic planning is unique at each institution because of several variables—size, type of institution, strength of administrative leadership, internal planning processes, and the involvement of key groups. Also, accountability mandates from accrediting agencies, state and federal government agencies and boards, and other external stakeholders influence the planning process. Since each of these variables has its demands and goals, the strategic planning process can become fragmented and disjointed. Hence, it is essential that representatives from the entire organization be brought together in the planning process (Shapiro & Nunez, 2001).

Prerequisites to Strategic Planning

Strategic planning does not just happen. There must be certain organizational elements in place for the process to be effective. The following must be addressed before beginning the planning process:

1. A commitment of active and involved leadership, with continuous leadership engaged throughout the planning process
2. A resolution of major crises that may interfere with the long range thinking during, commitment to,

and participation in the planning process (e.g., insufficient funds for the next payroll, the organization is not operating legally, etc.)

3. A board and staff that are not embroiled in extreme, destructive conflict
4. A board and staff who understand the purpose of planning and what it can and cannot accomplish, as well as consensus about expectations
5. A commitment of resources to adequately assess current programs and the ability to meet current and future client needs
6. A willingness to question the status quo and to look at new approaches to performing and evaluating the "business" of the organization (Alliance On Line, 2001, para 5).

Strategic planning needs to involve as many individuals as possible. It should include board members, administrators, faculty, staff, students, and external stakeholders. By including all of these individuals, the informational base will reflect the real needs and perceptions of the institution. It also serves to establish communication links with the different areas and

levels of the institution (Alliance On Line, 2001; Rowley et al., 2001).

Strategic Planning Process

Sally Horner (1997) suggests that the process of strategic planning can be facilitated best if the planning committee will answer the following questions:

Where are we today?

Where do we want to be and when do we want to be there?

How do we get there?

Is our vision realistically achievable?

How will we know if we are achieving our goals?

What changes should we make to improve our effectiveness? (p. 2)

Because the mission statement leads strategic planning, a review of the mission statement should take place after the planning committee is in place. A clear mission statement with objectives is the key ingredient to success. Before any resource allocations are made or considered, integration of programs with the mission statement must be established (Berge & Schrum, 2001).

After the review of the mission statement, the committee is then ready to move to an assessment of the institution. The University of Wisconsin-Madison uses situation analysis for this step in the process. Bollinger (1990) says, "The objective is to evaluate every facet of one's activity to discover and assess the positive and negative aspects" (p.19). Another way to help the committee in studying every facet is to use the SWOT analysis. This allows the committee to view the institution through the eyes of others. The SWOT technique is a simple means of collecting and organizing information that will be used in the report. SWOT breaks the information into these categories:

S-Internal strengths

W-Internal weaknesses

O-External opportunities

T-External threats

After the SWOT analysis or similar kind of assessment is completed, the committee is then ready to strategize. This will involve group discussion, formal decision-making techniques, and flexibility. After determining the general strategies and goals, the committee is then ready to write

the report for presentation to the administration (Alliance on Line, 2001).

Once the report is written, the chief executive officer must lead the process of weaving the employees together to implement change (Overholt & Koegen, 1992; Moore, 2001; Martin, Samuels, & Associates, 1997). This can be accomplished through the development of action plans for each of the strategies and goals presented in the plan. William Birnbaum developed a form that can be used in the development of action plans (see Appendix A). Figure 1. is a graphic illustration of the movement of action plans generated from the strategic plan and integrated into the budget plan. In most instances, the president initiates this process after the governing board approves the plan.

Budget Planning

History of Budget Planning

Accounting systems and budget planning processes are continuously impacted and changed by economic, political, and environmental shifts. A review of the literature on budget planning shows that from the end of World War II in

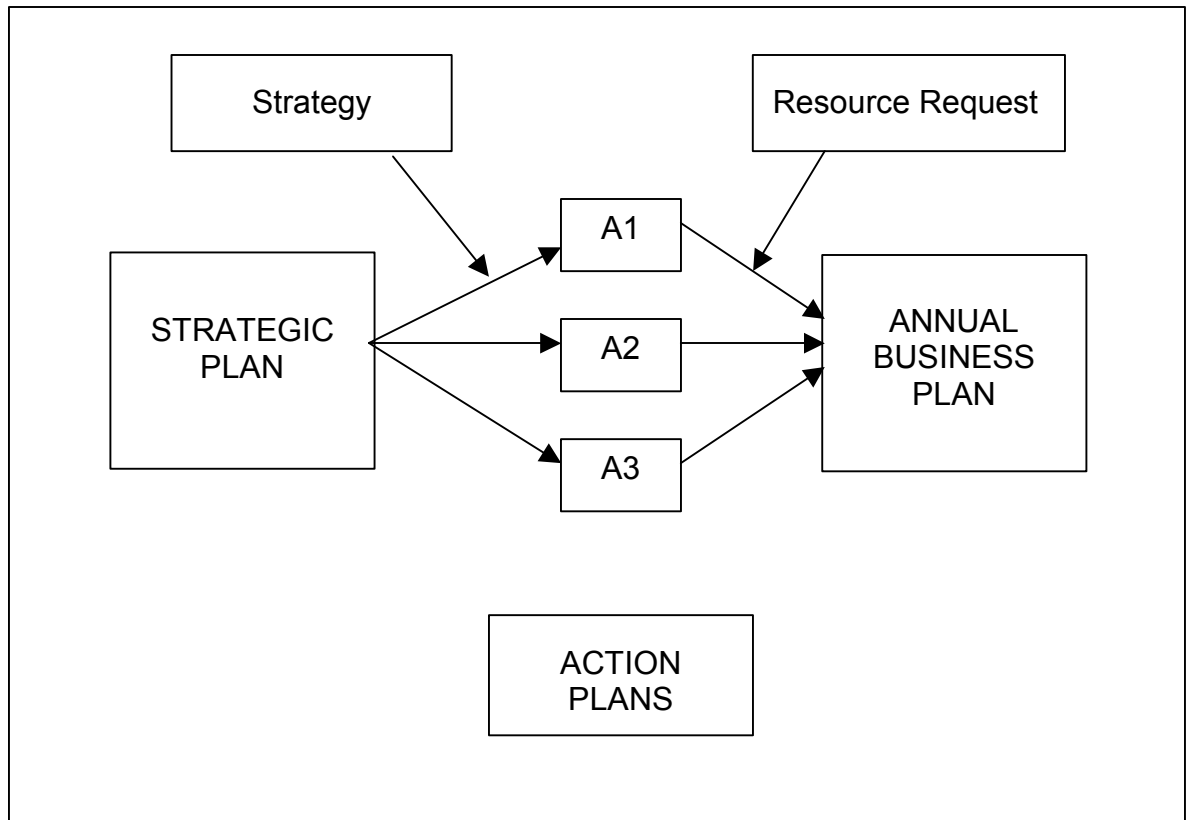


Figure 1. The movement of action plans from the strategic plan to the budget plan

From *A Survival Manual for Strategic Planners*, by William Birnbaum, 1992, p. 27.

1946 until 1973, there was a 23-year trend of income growth, followed by 13 years (1973-1986) of income stagnation (Levy & Michael, 1991). From 1986 to the present, Americans have been financing their consumption by reduced savings and borrowing. The federal government has saved less and has developed a huge budget deficit (Wildavsky, 1992). The same economic and political pressures that have affected other major social programs have affected higher education (Meisinger, Jr., 1994). Besides the general economic and political pressures, costs of products and services are variables that affect higher education. From the early 80's to the early 90's, the costs of education rose 2.8% per year, faster than the Cost Productivity Index (CPI).

However, understanding budget trends and political pressures is not sufficient for budget planning in an institution. A carefully developed and comprehensive accounting system, a way to keep track of cash flow through time in order to communicate financial information that is helpful to the process of budget planning, is an essential element. Although accounting dates back to ancient civilization, recording, classifying, and summarizing financial events are not enough. Policies and employee morale cannot be measured in terms of money and those things that can be quantified may not necessarily be

quantified with accuracy (AT&T, 1977). Since the Industrial Revolution when Americans became decentralized from the home, the demand for management accounting, which supplies information about the transactions that occur has grown (Johnson & Kaplan, 1987).

Most product costing and management accounting procedures used today were developed between 1880 and 1925. By 1925, the emphasis was on inventory costing. Financial reporting was the driving force for cost accounting systems.

In the 50's and 60's, efforts were made to make financial accounting information more useful to users. By the 80's and 90's, it was noted that traditional management accounting practices no longer met managerial needs. Upper management sought more accurate product costing and more useful and detailed inputs to improve quality and productivity and to reduce costs.

Today, activity based management, which is a system-wide integrated approach that focuses management's attention on activities with the objective of improving customer value and the resulting profit, has become most common. Activity based management emphasizes activity

based costing and process value analysis. Activity based costing improves accuracy of assigning costs by first tracing costs to activities then to products or customers that consume these activities.

Process value analysis emphasizes activity analysis and tries to determine why activities are performed and how well they are performed. The objective is to find ways to perform necessary activities more efficiently and to eliminate those that do not create customer satisfaction (Johnson & Kaplan, 1987; Hansen & Mowen, 2000).

As management accounting has evolved into a vital component of the budget planning process, so also budget planning has experienced an evolution from simple to more complex. Historically, budget planning in higher education was simply forecasting expenses and income. Budget planning grew into an expenditure plan as life grew more complex and it became necessary to anticipate the future of operational costs compared with expected revenue. In the 1960's and 1970's, innovations without rigorous regard for financial costs were routine. Emphasis was placed on the educational benefits or effectiveness side of the equation. During the 60's, planning, programming and budgeting systems (PPBS)

evolved. The PPBS model systematically links the planning process to the allocation of resources. This process calls for strong central management and requires agreement on goals and objectives, focusing on macroeconomics. Institutions found it difficult to get support and agreement using this model.

As a result, in the 80's, most colleges retreated to cost-cutting measures and conservative educational practices. The focus shifted from educational benefits to education costs. The accountability reports and subsequent requirements caused cost-benefit analysis to be scrutinized even more closely (Quehl et al., 1999). During that same decade, there was a growing competition for the allocation of government funds from education, corrections, health, welfare, and environmental oversight agencies.

Today, the budget planning process has evolved from simply forecasting expenses and income into a more complex system of planning and tracking revenues and expenditures so that resources can be used most effectively to meet the institution's educational goals (Meisinger, Jr., 1994; Black, 1993; Henderson, 1997). Careful financial planning includes "an objective analysis of the institution's

financial position and an exploration of all three of the goals of enhancing resources, improving cost effectiveness, and reducing expenditures" (Horner, 1997, p. 21). To effectively implement changes that are needed based on assessment, there must be active involvement in the budget planning process. Knowledge of the budget allows for realistic planning.

Effective budget planning serves as an aid to upper level administrators. These officers must use discretion as they interpret, negotiate, and anticipate the objectives that guide decisions. Budgeting administrators need the guidance of an internalized plan that defines role responsibilities and definitions within the mission of the institution for the effective allocation of funds (Alexander, 2000).

Budget Planning and Quality

As previously indicated, the issues of accountability and quality are at the forefront in today's post-secondary education culture. The issues of accountability and quality, likewise, play a significant role in budget planning. Gordon Davies (1997), former Director of the State Council for Higher Education of Virginia, observes,

“money cannot ensure quality, but quality costs money” (p. 29). Sadly, quality is often seen as an isolated characteristic rather than part of the institution’s budget planning strategies. When budget planning is based on the desire to increase customer satisfaction rather than basing the plan on the premise that increased revenue is a result of better customer satisfaction, then the priorities for budget allocations become more politically and emotionally driven. Therefore, department heads must learn to submit budget proposals that indicate how additional revenue will be generated as the quality improves rather than budget proposals that seek funding to provide quality. This may appear to be a case of semantics, but it is a common problem among department heads to experience resistance to budget proposals that focus on quality. Department heads then become frustrated when their proposals are denied or delayed. Department heads need to be assured that continuing to develop a proposal that is based on internal and external research and carefully documenting the benefits of the proposal, enhances the likelihood of it being accepted upon readmission (Franco, 2001).

The accountability for the management of funds that are received from tuition and fees or benefactors must be done through a carefully developed budget plan. For example, most institutions operate on a cash flow basis and may experience financial shortages because they do not offer summer school sessions or have summer sessions with low enrollment. Budget planning helps the school to avoid this premature exhaustion of funds (Hartman, 1999).

Performance Based Budgeting

There are several budget planning models for public institutions that have been initiated by state departments of education. In the last decade, there has been an active movement within education reform to implement performance-based budgeting. Performance-based budgeting was developed in the 1940's and focused on programs and activities as ends in themselves. This kind of budgeting moved to the forefront when the federal government mandated, in the Government Performance and Results Act of 1993 (GPRA), that government agencies institute performance-based budgeting. The message to government employees was that budgets would continue to shrink even though demands and requirements continued to grow. However, if performance by the

employees was increased which resulted in an increase in confidence by the constituents, then ultimately there would be an increase in budget allocations. State departments of higher education observed that this concept could be applied to post-secondary institutions, as well.

The GPRA provided a process for its constituents to follow in developing a performance-based budgeting plan. There were four basic steps: set strategic goals, measure performance, link performance measures with budget, and monitor and report on goal achievement. There is, however, an inherent weakness in this model in that the performance measures are developed by state or administrative initiatives, thus producing a top-down effect.

Program Based Budgeting

Another model of budget planning is called program based budgeting. William Black (1993, p. 174), associate professor of Library Development and Project Management at Iowa State, demonstrates his model as shown in Figure 2.

This paradigm moves away from the traditional income/expense forecast and planning model to an accountability model focused on each program. Program review can be used as a means of assessing performance.

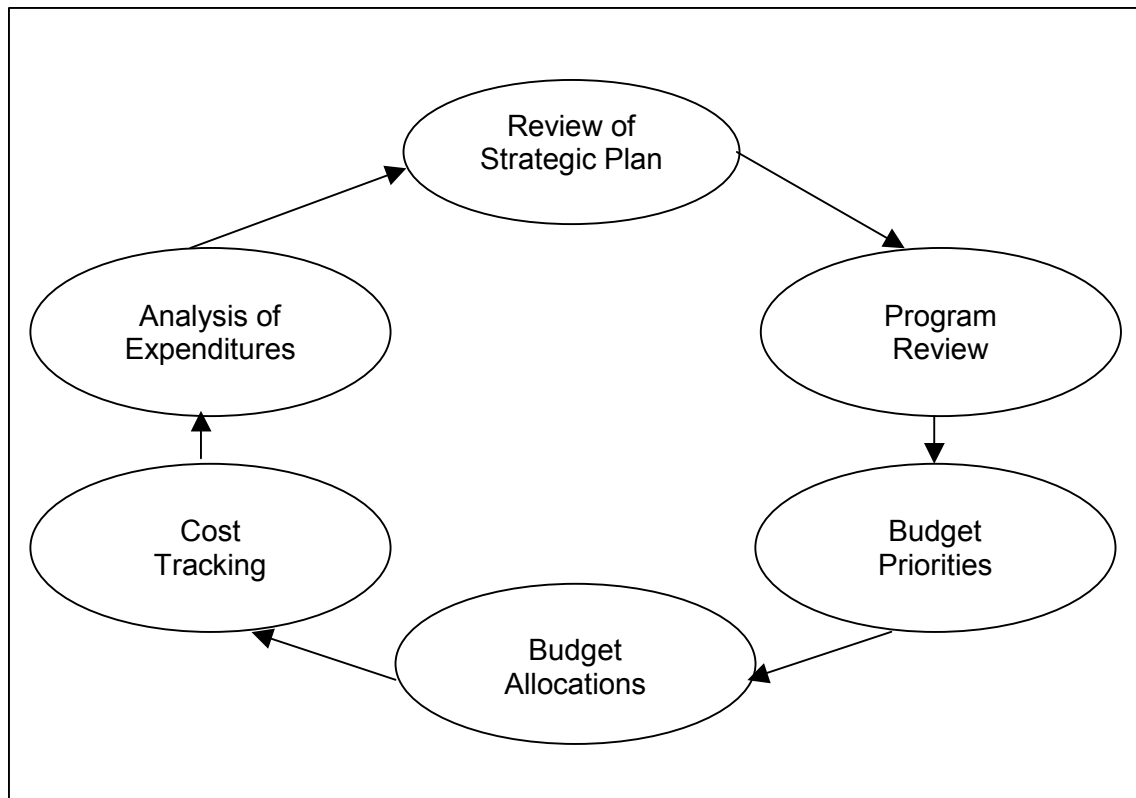


Figure 2. Black's budget planning model

From *The budget as a planning tool*, by William Black, 1993, *Journal of Library Administration*, 18, p. 174.

Thus, this model can be tied to the performance-based budgeting model processes.

Moving past the processes, Ian Henderson (1997) suggests that effective budget planning will result when there is support from the department managers. He says that organizations need to seek to establish a "budget-friendly culture" (p. 27). This culture would exhibit these characteristics:

1. Ownership of the departmental budget
2. Belief that the budgeting process is meaningful and has value
3. Communication from the top down
4. Understanding of the budget process
5. User-friendly process

He concludes that many times the problem with budget planning is the management of the process itself.

Linking Assessment, Strategic Planning, and Budget Planning *An Overview*

Institutional effectiveness is driven by demands for accountability and quality, which in turn have driven the assessment agenda. Assessment should be seen as an

investment for the future (Upcraft & Schuh, 1996). However, assessment efforts are often hampered or inconsistent because of costs, skill, or administrative support. While institutions are drowning in numbers, especially with the computer software programs that permit easier retrieval and manipulation of numbers, consistent management seems to be an illusion. As discussed earlier in this chapter, assessment data can be a powerful tool if those involved know what questions to ask and how to ask them. Designing the questions to ask is based on clearly defined mission and goal statements in every area of the institution (Alfred, 2000). However, assessment, in and of itself, is not enough. This literature review indicates the need for linking assessment with strategic planning and budget planning in order to manage an institution effectively (Ewell, 1994; Thomas, 1991; Peterson, Augustine & Marne, et al., 1999). Assessment will reveal the evidences for improvements that are needed. Then the costs and conditions needed to implement those changes can be identified (The American College Testing Program, n.d.). Assessment cannot be conducted for its own purposes; it

must be linked to on-going practices that are vital to the life of the institution (Banta, 1992; Alexander, 1999).

As stated earlier, program review can be an effective means of assessing quality at an institution. However, there are other purposes that program review fulfills, such as ensuring the wise use of resources, facilitating planning, and determining effectiveness. By linking assessment to strategic planning and budget planning, the appeal of to do a program review becomes greater to the faculty and staff who can now see a process that brings about realistic change (Conrad & Wilson, 1994). Linking budget to accountability mandates was initiated in the state of Virginia after the implementation of the Government Performance and Results Act of 1993. Performance budgeting was instituted to bring about accountability for program outcomes, to establish a long-term focus, and to prioritize resources. This process significantly expanded the Commonwealth's previous efforts in strategic planning and performance measurement by fully integrating strategic planning, performance measurement, and budgeting. This integrated system was designed to bring agency mission, program priorities, anticipated

results, strategies for achieving desired results, and budgeting together in a single process. Adapting the model of the Commonwealth to higher education serves as a helpful guide in the linking process since a performance budgeting process was designed to focus on customers and results.

In order to link budget allocations to performance accountability measures, measurable criteria for assessing excellence or quality must be developed, an assessment of those criteria within the organization must be completed, and then the results must be included in the budget planning process. The challenge is to develop integrated assessment, strategic planning, and budget models that accomplish this (Ruben, 2001). Beyond the need for a model is the buy-in of this concept by the members of the institution. Dr. Joseph Hoey, (2000) in a presentation at the Virginia Association of Management and Planning (VAMAP) conference addressed planning and management specialists concerning the proposed SACS criteria. He expressed the need for integrating assessment into the institutional culture. Success in an ongoing institutional effectiveness cycle, an essential component of the SACS accreditation criteria and the ingredient that keeps

institutional effectiveness momentum going, requires an integration of assessment into the infrastructure and processes of the institution. He explained that this could be done through such areas as program review, planning processes, budgeting processes, and administrative services.

John B. Hogan (2001), Director of Budget and Planning at Syracuse University, lists several examples of how assessment data is linked to the budget process.

1. Using enrollment data to guide budget allocation decisions, thus ensuring that resources are aligned with student demand
2. Setting goals
3. Determining corrective action, rewards, and resource allocation from customer satisfaction and workplace climate surveys
4. Determining how best to increment salaries from peer-employer compensation data
5. Determining how to maximize tuition revenue while enrolling the best-qualified and diverse students from historical yield rates of prospective students

6. Establishing accountability reporting to the Board
(para 2)

At the NACUBO (National Association of College and University Business Officers) Workshop, "Financial Planning in an Institutional Setting" in March 2001, it was noted that "in the absence of a coherent plan, the budget is the plan" (Roberts & Mandl, 1999, workshop handout). The strategic plan gives the budget process a framework from which to operate. Without the framework, budget decisions may be made without sufficient information for making wise choices. On the other side, Sally Horner (1997) emphasizes that "financial resources and the budgeting process must be considered before, during, and after the initiation of the planning process" (p.6). Therefore, financial resources, available or projected, influence the strategic planning framework. This financial resource information serves as a guide to determine if the goals set forth in the strategic plan are realistically achievable.

William K. Black's (1993) model of program based budgeting includes the identification of critical elements of an effective planning and budgeting process (see Table

1). It should be noted that this model links planning and budget processes together (see Figure 2).

Sadly, it is not unusual to find that a link between the strategic plan and the budget plan does not take place in institutions of higher education (Phipps & Wellman, 2001). This may be a result of the historical pattern for financial decision-making, or it may be the lack of available financial information within the organization (Paris, 2001). The link between assessment and resource allocation is essential. If it is not present, then faculty and administrators will not take assessment seriously. Also, it is essential that a link be very clear and consistent; otherwise it will have little meaningful impact for change. In her efforts to create a model that links assessment, strategic planning, and budget planning at Coastal Carolina University, Sally Horner (1997) has created a list of key financial indicators for financial planning and decision-making (see Table 2).

Table 1

Critical Elements of Effective Planning and Budgeting Processes

Critical Elements of Effective Planning and Budgeting Processes	
Planning	<ul style="list-style-type: none"> Assesses user base Evaluates internal strengths and weaknesses Identifies major constraints and opportunities Builds team spirit Reports results in clear, understandable goals
Budget	<ul style="list-style-type: none"> Demonstrates flexibility Identifies accountability Supports organizational plan Reflects library programs and priorities Promotes consideration of alternatives

(Black, 1993, p. 176)

Table 2

Key Financial Indicators for Financial Planning and Decision Making

KEY FINANCIAL INDICATORS FOR FINANCIAL PLANNING AND DECISION-MAKING
Balance Sheet or Financial Position Indicators
Fund Balances or Net Assets
Asset/Liability Ratios
Cash and Cash Equivalent Assets
Debt Service Ratios
Accounts Receivable- Bad Debts
Operational Indicators
Comparison of Current Fund Revenues to Expenditures
Percentage Distribution of Current Fund Revenues and Expenditures
E&G Expenditures/FTE Student by E&G Category
Unfunded Financial Aid/Tuition Discounting
Cash Flow Patterns
Internal and Departmental Indicators
Enrollment Trends
Retention Data
Graduation Rates
Academic Program Trends
Trends in Credit Hour Production by Discipline
Trends in Number of Majors by Discipline
Trends in Number of Graduates by Discipline
Trends in Cost/Credit Hour by Discipline

Internal and Departmental Indicators (continued)

Faculty Resources

Ratio of FTE Students/FTE Faculty by Department

Ratio of Tenured/Total Faculty

Ratio of Part-time/Total Faculty

Program Costs Per Student

Athletics

Student Activities

Admissions/Enrollment Selectivity and Yield

Scholarships/Financial Aid

Fund-Raising Costs per Dollar Raised

(Horner, 1997, p.24)

This table shows the need for various assessment data reports in the budget planning and strategic planning processes. The American College Testing Program seeks to provide several assessment instruments to aid in these processes. However, this organization emphasizes that a commitment of resources is essential in order to initiate and implement changes by means of the strategies developed in the planning process. Once again the linkage of all three entities can be seen.

John Mariotti (2000) is another proponent of the concept of creating budgets from the strategic plan. He believes that the way to create budgets intelligently is to work from the strategic plan down through the operation or program plans and link budget amounts to the goals and results to be achieved. This is often referred to as the program budgeting model in which requests are made in terms of goals or end products rather than presenting budget requests in line item formats of expenditures and income (Paris, 2001). Program budgeting is most effective when the link to strategic planning is based on the assessment of goals and results achieved.

Examples of Linking

Paradise Valley Community College, in Phoenix, Arizona, developed a process for linking planning activities to the budget cycle. In this model, program (operational) planning is the connection between strategic planning and resource allocation (budget planning).

The steps of the process include:

1. Internal and external data are collected and analyzed.
2. Each departmental manager or academic division/department chair prepares budget proposals based on the assessment data.
3. The Budget Review Committee prioritizes the requests. The members of this committee include the faculty senate president, two representatives chosen from the Strategic Planning Council subcommittees, and a representative from auxiliary services. The Dean of Administrative Services and Business Manager hold advisory status.
4. The President reviews the Budget Review Committee's prioritized recommendation.

5. The final budget document is submitted to the District Budget Office for approval.

Figure 3. graphically portrays this process and its three interlinking stages-strategic planning, operational planning, and resource allocation. The flow chart begins with the assessment of the mission and goals, which feeds into the strategic planning process and then into the budget planning process. Here it can be noted that the action plans generate from the combined strategic planning and budget planning instead of the action plans generating from the strategic plan as indicated by William Birnbaum (see Figure 1.).

Coastal Carolina University developed a process for linking planning and budgeting. Figure 4. graphically portrays this process, which includes the review of external factors, the review of mission and goals with the integration of the planning and budget planning process. The institutional mission becomes the central core from which the processes emanate. This process is more interrelated than the Paradise Valley Community College model, which is more sequential.

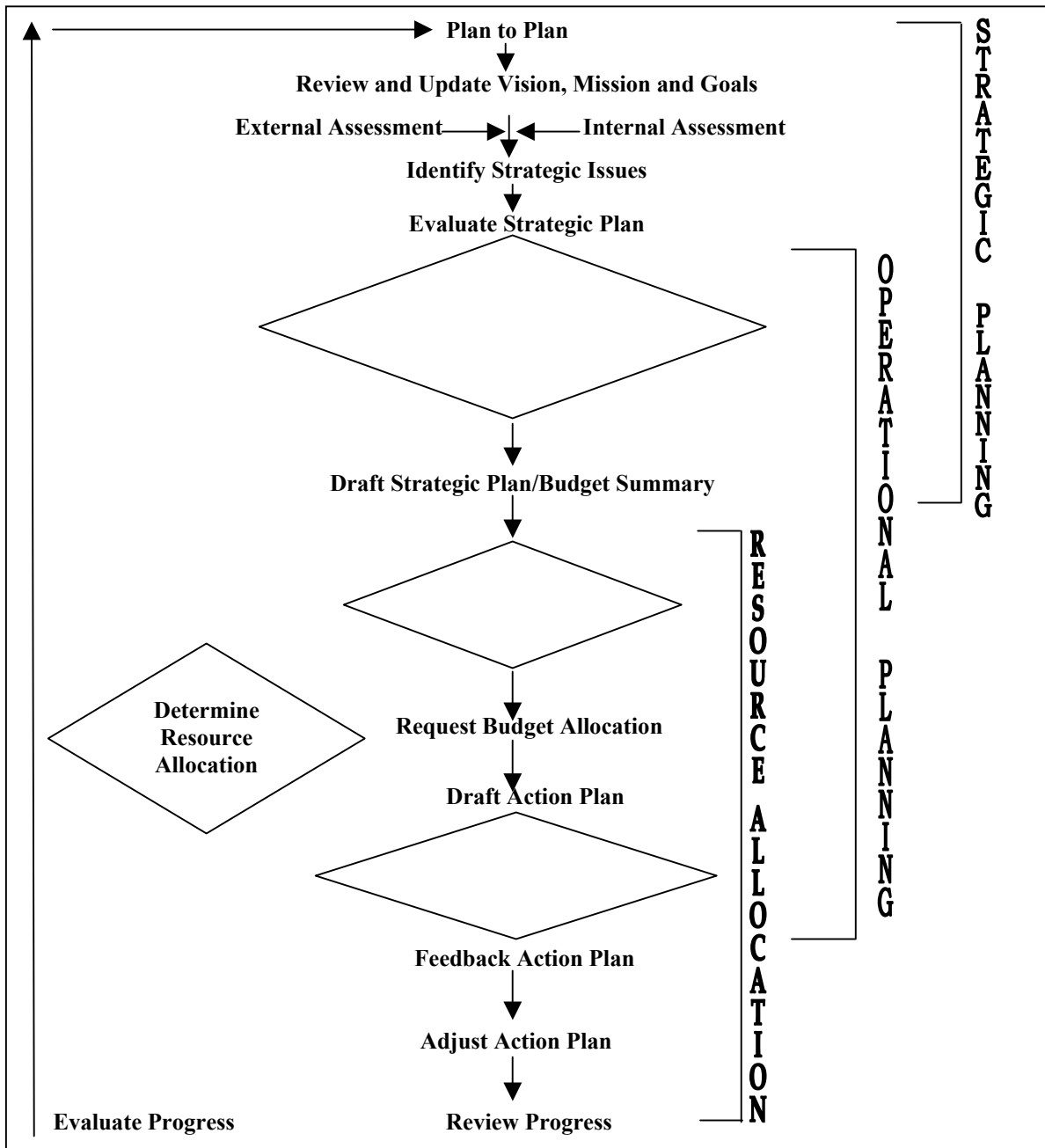


Figure 3. Linking strategic planning and budget planning at Paradise Valley Community College

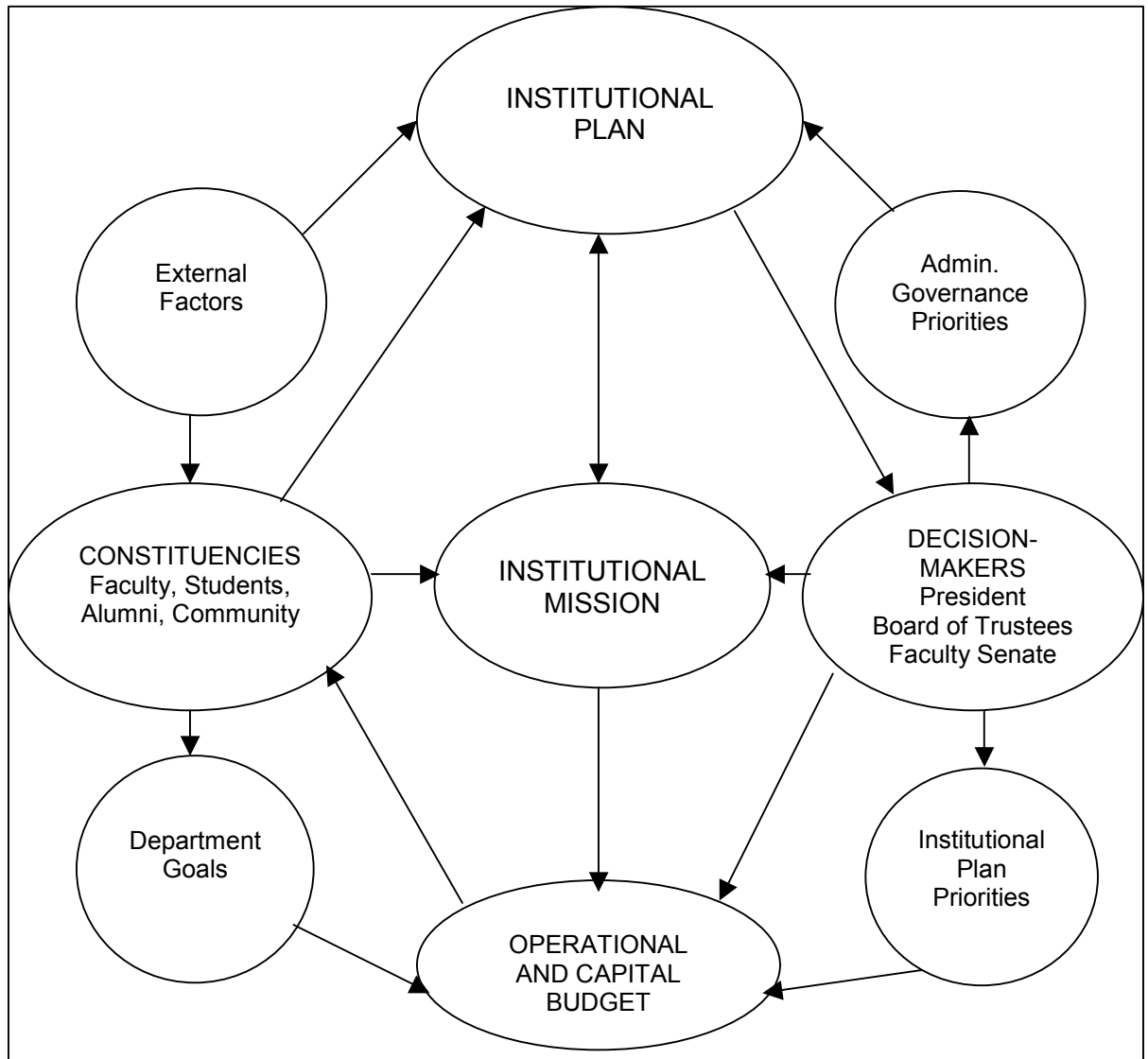


Figure 4. Integrated planning and budgeting process

From Integrating the Planning and Budgeting Processes, by S.Horner, 1997.

The Duke University Plan 2000 focuses on four primary financial planning tasks, which overlap but give a comprehensive review of the budget planning process. They include assessment of the external environment, development of individual investment proposals, assessment of the baseline budget and the commitments it supports, and development and implementation of a comprehensive capital budget for the University (Roberts & Mendl, 1999). These tasks link external assessment, strategic planning, and budget planning together. Assessment seeks to identify external environmental affects on the finances of the University. Planning provides the benefits of specific investments; and the link of academic faculty input and administrative staff input provides a realistic accounting of the needs across the University.

Charleston Southern University is attempting to link strategic planning, budget, and assessment to enhance institutional effectiveness. The presenters for a session at the June 2001, AAHE Assessment Conference, Dr. Jairy C. Hunter, Jr., Dr. Ken Bonnette, and Mr. Kent Brasher indicated that there are four things that are required in order to link planning, budget and assessment:

1. A planning process that is participatory, flexible, establishes priorities, produces results and is accepted.
2. A budgeting process that is as simple as possible, consistent, responsive to unforeseen needs, and that allocates resources properly
3. An accurate, timely assessment system
4. The will to do it

The presenters agreed that even if all of these requirements for linkage were in place, without buy-in, the process would fail. Buy-in comes from University-wide participation and communication as illustrated in Figure 5. This model places the development of the baseline budget as a process that takes place separately while the Strategic Planning Committee gives and receives information from the various constituents. This differs from the more integrated model of Coastal Carolina University.

Western Carolina University uses the strategic planning system shown in Figure 6. The model, developed by Dr. Robert Shirley, shows a strategic planning system that includes assessment, which leads to the strategic plan that is then filtered through the budget process.

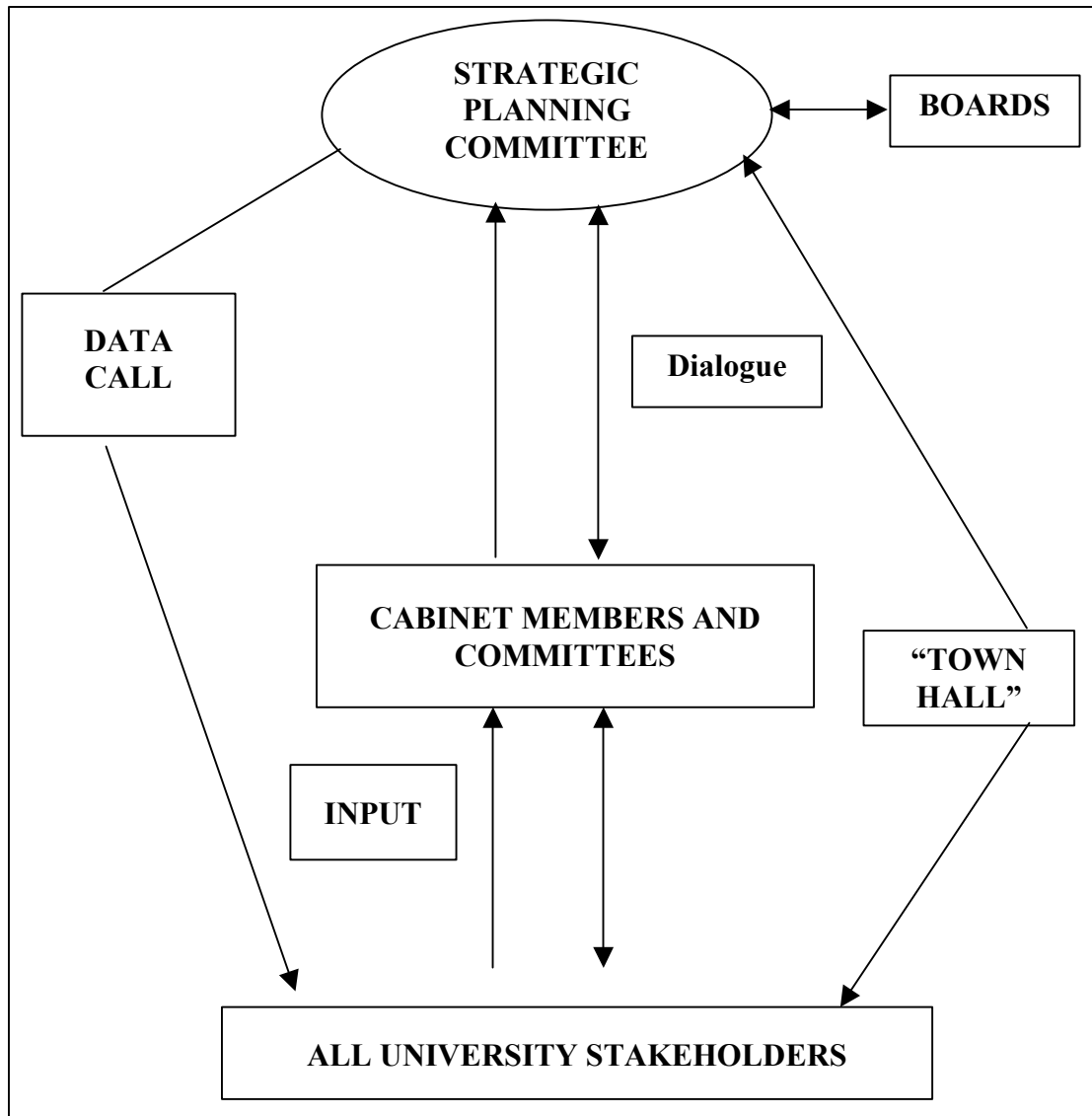


Figure 5. Achieving campus buy-in at Charleston Southern University

Adapted from Strategic planning, budgeting, and assessment: An integrated approach, by J. Hunter, Jr., K. Bonnette, and K. Brasher, A paper presented at the American Association of Higher Education, 2001.

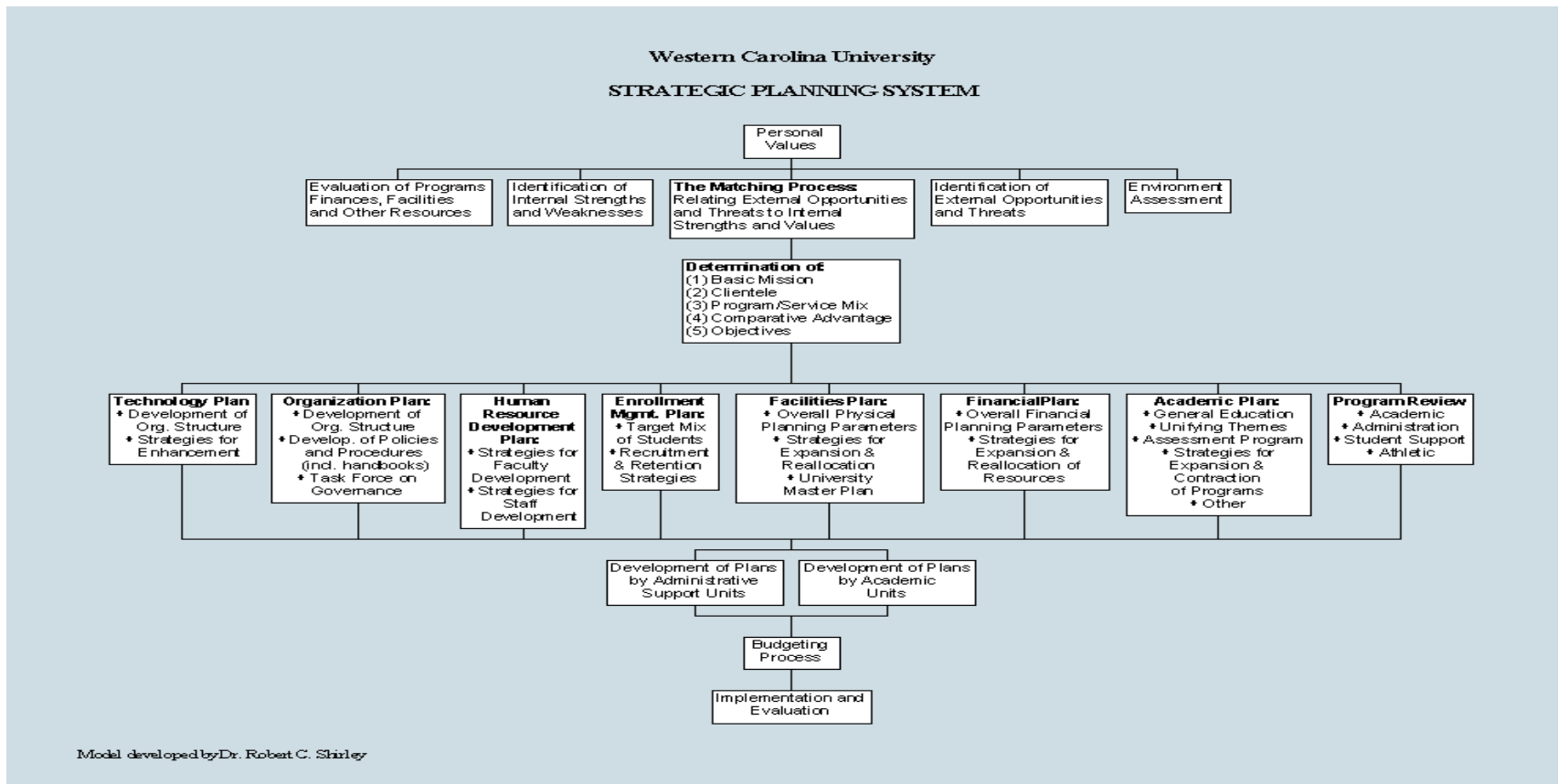


Figure 6. Western Carolina University's strategic planning system

From Western Carolina University website- <http://planning.wcu.edu/stratgcplan/model.htm>

The review of the literature indicates that there have been many changes in the areas of assessment, strategic planning and budget planning in the last 20 years. At the same time, the accreditation associations have been making significant changes in their criteria because of changing state and federal regulations. There has been some change in the assessment, strategic planning and budget planning processes in higher education, but few have written on how to integrate assessment, strategic planning, and budget planning in a continuous and comprehensive manner.

CHAPTER 3

METHODOLOGY

Introduction

The methods used in carrying out this study are explained in this chapter. As a qualitative study, the research includes both a quantitative and qualitative perspective.

Quantitative Perspective

The quantitative aspect of the paper includes an analysis of the responses to a questionnaire from a stratified random sample of 178 accredited post-secondary institutions. As stated earlier, the purpose of this study is to determine if it is common practice in public or private institutions of higher learning to link a comprehensive, ongoing assessment process with the development of on-going strategic and budget planning processes.

In order to assess the status quo, the researcher developed a questionnaire of 31 questions. The questions included 21 items descriptive of assessment, five questions for strategic planning, three questions for budget planning, and two questions on linking the three

components. The purpose of the questionnaire was to obtain descriptive data on the assessment, strategic planning, and budget planning processes at the randomly selected institutions of higher education. The questionnaire was not intended to be comprehensive since each institution was requested to send copies of the policies and procedures used in assessment, strategic planning, and budget planning. The data in these documents are quite extensive but this study focused on the implementation of plans and procedures.

To determine which institutions should receive the questionnaire, a stratified random sample was conducted. On August 15, 2001, thirty institutions were selected, twenty of which were institutions with which the researcher had prior networking contacts. The other ten were selected from the 2001 Higher Education Directory (Rodenhouse, 2000) by the author. To secure an appropriately sized response pool, the 2001 Higher Education Directory was chosen as the source for selecting post-secondary institutions because it is recognized as the most comprehensive directory of accredited, post-secondary United States institutions. To be included in the directory, an institution must be

legally authorized to grant degrees, accredited at the college level by an accrediting agency recognized by the U.S. Department of Education and by The Council for Higher Education Accreditation (CHEA).

There are approximately 4100 institutions listed in the directory. The schools include community colleges, vocational schools, public two year, public four year and private four-year institutions. A minimum of 50 institutional responses to the questionnaire was sought. Using the Research Randomizer secured from the Internet at www.randomizer.org, a second set of thirty institutions was selected five weeks later. At the same time, those institutions that had not responded to the first request for information were contacted a second time. Seven weeks from the initial request, only 12 responses to the survey had been received. An additional set of random numbers was generated using the Research Randomizer and sixty additional questionnaires were mailed to the institutions identified. Fourteen weeks after the beginning of the process, 30 responses had been received. In an effort to encourage more responses, an email was sent to the ninety institutions that had not yet responded to the surveys.

This yielded an additional 3 responses. Another random select was made five weeks later identifying an additional 60 institutions. Two of the identified institutions had already been contacted earlier, so the research implemented the predetermined strategy of identifying the institution immediately preceding that of the random number. It also was determined that since accrediting agencies and state departments of education are requiring assessment from their constituents, the level of post secondary education offered would not matter. The total number of institutions contacted was 178 with a total of 53 responses.

Each mailing included a cover letter, the questionnaire, an invoice, and a self-addressed, stamped envelope. The invoice was included so that an institution could request reimbursement for copying and mailing charges incurred in sending the policies and procedures that were requested. The cover letter, questionnaire, and invoice are included in Appendix B.

Each institution was given an identification number so that it would be easier to identify the institution within the queries. A table listing all of the institutions contacted in the study was developed (see Appendix C).

Each institution was given a code to identify the type of institution. Table 3 contains the codes chosen.

Included as an identifier for each responding institution was the primary accrediting agency. For clarity in the data review, the accrediting agency was assigned an abbreviated title by the author. The code used in the 2001 Higher Education Directory to identify the agencies was also assigned to each school. The abbreviated titles and codes are listed in Table 4.

The data collected was analyzed using frequency distributions and percentage calculations. A demographic summary of the institutions by type is provided in Table 5 and a summary of the institutions by accreditation association is provided in Table 6.

In order to analyze the data that was collected, the responses were entered on a spreadsheet. Using the descriptors described above as definers, each institution's response to each question was entered with a code of Y for yes, N for no, I for in development or B for blank. The table in Appendix D contains the raw data. An analysis of that data is provided in Chapter Four of this paper.

Table 3

Key to Institutional Codes

Code	Description
CC	Community College
TC	Technical or Vocational Institution
2P	Two-year public institution not affiliated with a community college system
4P	Four-year public institution offering at least a baccalaureate
4PR	Four-year private institution offering at least a baccalaureate
GR	Graduate level programs only

Table 4

Key to Accreditation Codes

Accrediting Agency Title	Abbreviated Title	2001 Higher Education Directory Code
New England Association of Schools and Colleges, Commission on Institutions of Higher Education	New England	EH
New England Association of Schools and Colleges, Commission on Technical and Career Institutions	New England Tech	EV
Middle States Association of Colleges and Schools, Commission on Higher Education	Middle	M
North Central Association of Colleges and Schools, Commission on Institutions of Higher Education	North Central	NH
Northwest Association of Schools and Colleges, Commission on Colleges	Northwest	NW
Southern Association of Colleges and Schools, Commission on Colleges	Southern	SC

Table 4

Key to Accreditation Codes

Accrediting Agency Title	Abbreviated Title	2001 Higher Education Directory Code
Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	Western	WC
Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	Western Junior	WJ
Accrediting Commission of Career Schools and Colleges of Technology	Career Schools	ACCSCT
Accrediting Council for Independent Colleges and Schools	Independent	ACICS
Accrediting Association of Bible Colleges	Bible	BI
Council on Occupational Education	Occupational	COE
Transnational Association of Christian Colleges and Schools	Christian	TRACS

Table 5

Institutions Submitting Responses by Type

Institutional Classification	Number of Questionnaires Sent	Number of Responses	Percent of return
All	178	53	29.8
2P	12	6	50.0
2PR	5	0	0
4P	34	14	41.2
4PR	79	23	29.1
CC	27	7	25.9
GR	2	0	0
TC	19	3	15.8
TOTAL	178	53	

Note. 2P=Two Year Public Institutions; 2PR=Two Year Private Institutions; 4P=Four Year Public Institutions; 4PR=Four Year Private Institutions; CC=Community Colleges; GR=Graduate Schools; TC=Technical Colleges

Table 6

Institutions Submitting Responses by Accrediting Association

Accrediting Association	Number of Questionnaires Sent	Number of Responses	Percent of Return
Career Schools	6	1	16.7
Independent	6	2	33.3
Occupational	2	0	0
New England	9	2	22.2
New England Tech	1	0	0
Middle	26	7	26.9
North Central	53	13	24.5
Northwest	15	6	40.0
Southern	48	18	37.5
Christian	4	3	75
Western	6	1	16.7
Western Junior	2	0	0
TOTAL	178	53	

Note. Abbreviated titles have been used for the accrediting agencies. Full titles may be found in

Table 4.

In addition to the 178 institutions that were contacted by means of the questionnaire, another random search of 50 institutions, using the Research Randomizer and 2001 Higher Education Directory was completed. These fifty institutions were selected for the purpose of determining what information about the assessment, strategic planning, and budget planning procedures is posted on the institution's public web site. Tables 7 and 8 summarize the breakdown of the schools selected by type and by accrediting association. A table of the demographic information, which includes the web address for each school is in Appendix E.

Qualitative Perspective

The qualitative perspective of the study involved a comparative analysis of the institutional effectiveness criteria of the seven national or regional accrediting associations. The six regional accrediting associations, New England Association of Schools and Colleges, Commission on Institutions of Higher Education; Middle States Association of Colleges and Schools, Commission on Higher Education; North Central Association of Colleges and Schools, Commission on Institutions of Higher Education; Northwest Association of Colleges and Schools, Commission on

Table 7

Institutions Researched on the Internet by Type

Type of Institution	Number Researched	Information on Public Website	No Information on Public Website
2P	2	0	2
4P	13	6	7
4PR	22	2	20
CC	6	1	5
GR	1	0	1
TC	6	0	6
Total	50	9	41

Note. 2P=Two Year Public Institutions; 4P=Four Year Public Institutions; 4PR=Four Year Private Institutions; CC=Community Colleges; GR=Graduate Schools; TC=Technical Colleges

Table 8

Institutions Researched on the Internet by Accrediting Association

Accrediting Association	Number of Institutions Researched	Information on Public Website	No Information on Public Website
Career Schools	2	0	2
Independent	1	0	1
Bible	1	0	1
Occupational	1	0	1
New England	5	1	4
Middle	5	1	4
North Central	19	4	15
Northwest	3	2	1
Southern	11	2	9
Christian	1	0	1
Western Junior	1	0	1
Total	50	10	40

Note. Abbreviated titles have been used for the accrediting agencies. Full titles may be found in

Table 4.

Colleges; and Southern Association of Schools and Colleges, Commission on Colleges, were chosen because of their national recognition as the reliable authorities concerning the quality of higher education. This study also includes the Transnational Association of Colleges and Schools (TRACS) as a national representative of Christian Bible institutes, colleges, universities, and seminaries. Also, the TRACS criteria are prescriptive in nature, thus easing the categorization of institutional effectiveness.

The summary of the institutional effectiveness criteria showing comparability among the different accrediting bodies is found in Chapter Four. The complete compilation of the research with the corresponding criteria's identification numbers is found in Appendix F.

This chapter has described the methodology used in this study in an effort to identify if institutions are consistently and comprehensively linking assessment, strategic planning, and budget planning. The next chapter describes the results of the study.

CHAPTER 4

ANALYSIS OF THE DATA

Introduction

As stated in Chapter 1, this study was undertaken in order to determine if it is common practice in public or private institutions of higher learning to link a comprehensive, ongoing assessment process with the development of on-going strategic planning and budget planning processes. An analysis of the questionnaires received produced results that can be applied to institutional improvement in higher education. The data collected sorted by type of institution and accrediting agency may be found in Appendix C.

Analysis of the Questionnaire

Fifty-three of the 178 schools that were contacted responded to the mailing. Of those fifty-three schools, five of the schools did not provide answers to the questionnaire. Two of the institutions were in the accreditation self-study process and could not provide any definitive information, two others did not want to participate, and one was in the process of closing in May

2002 and chose not to reply. This left 48 institution's responses to be studied and analyzed.

Questions 1-16 referred to the assessment of various areas of an institution—academics, administration, student affairs, physical plant, library, budget, governing board, and student services. Of the 48 institutions responding, 82.6% have an assessment plan for academics. Of the institutions responding 45.7% had assessment plans in the area of budget and 21.7 % had assessment plans in the area of the governing board. Less than 50% of the institutions responding had a printed assessment schedule for the areas of administration, student affairs, physical plant, budget, governing board, and student services areas all fell below 50% (see Table 9).

Question 17 asked about regular program reviews of the curriculum. Of the 48 institutions responding to the questionnaire, 63% have a printed schedule for program review. Questions 18 and 19 referred to documents that are usually produced as an aid in planning, the environmental scan and fact book. Only 19.6% produce an environmental scan annually and only 63% produce an annual fact book (see Table 10).

Table 9

Summary of Questionnaire Analysis – Questions 1-16 – Assessment

Area to be assessed	Number with an assessment plan	Percentage with an assessment plan	Number with a printed assessment schedule	Percentage with a printed assessment schedule
Academics	38	82.6	30	65.2
Administration	25	54.3	19	41.3
Student Affairs	26	56.5	21	45.7
Physical Plant	25	54.3	18	39.1
Library	31	64.6	24	52.5
Budget	21	45.7	17	37
Governing Board	10	21.7	10	21.7
Student Services	27	58.7	22	47.8

Table 10

Summary of Questionnaire Analysis – Questions 17-19 – Documentation

Question	Number of Yes Responses	Percentage of Yes Responses
Does your institution have a printed schedule for academic program review of each major offered?	29	63.0%
Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	9	19.6%
Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	29	63.0%

Strategic planning was the topic of questions 20-26. Approximately 80% of the institutions have a current strategic plan and process. In developing the strategic plan, 76.1% refer to internal data while 69.6% refer to external data (see Table 11).

Budget planning questions 27-29 showed that only 43.5% of the institutions use a budget hearing process and only 60.9% refer to assessment data when planning a budget. However, 73.9% refer to the strategic plan when developing the budget (see Table 12).

Questions 30-31 were the questions most applicable to the hypothesis of this paper. Forty one percent of the respondents consistently link assessment, planning, and budget and only 34.8% comprehensively link assessment, planning, and budget (see Table 13).

Analysis of the Internet Institutions

The random select of 50 institutions for the purpose of an Internet review revealed that only 8 or 16% of the institutions have assessment, budget planning, or strategic planning information on the institution's public website. Of the 8 institutions, six had strategic plans, two had assessment reports, and three had documented the strategic

Table 11

Summary of Questionnaire Analysis – Questions 20-26 – Strategic Planning

Question	Number of Yes Responses	Percentage of Yes Responses
Does your institution have a current strategic plan?	37	80.4%
Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	37	80.4%
Does your published strategic plan include short-range, as well as long range goals?	35	76.1%
Does your strategic plan include operational, as well as capital expenses?	28	60.9%
Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	28	60.9%

Question	Number of Yes Responses	Percentage of Yes Responses
Do those individuals involved in the planning process actively study external influences that may impact the future of the institution?	32	69.6%
Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	35	76.1%

Table 12

Summary of Questionnaire Analysis – Questions 27-29 – Budget Planning

Question	Number of Yes Responses	Percentage of Yes Responses
Does your institution have an organized budget hearing process that includes input from all employees?	20	43.5%
Do your budget planners refer to assessment data that has been collected in the past year?	26	56.5%
Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?	34	73.9%

Table 13

*Summary of Questionnaire Analysis – Questions 30-31 – Linking Assessment,
Strategic Planning and Budget Planning*

Question	Number of Yes Responses	Percentage of Yes Responses
Does your institution consistently link assessment, planning, and budget?	19	41.3%
Does your institution comprehensively link assessment, planning, and budget?	16	34.8%

planning process. Table 14 summarizes the kind of information that was found on the public websites.

Comparability Analysis of the Accrediting Associations

A review of seven accrediting associations was made for the purpose of determining comparability in institutional effectiveness and assessment in the following areas: educational programs, faculty, student services, library, budget, governing board, and physical plant. The review showed that each of the agencies, with the exception of the Middle States Association of Colleges and Schools, Commission on Higher Education, were specific in the criteria relating to institutional effectiveness and planning. The standards of the Middle States Association are designed in a general format to allow maximum flexibility and individuality. Because of this approach, it is difficult to definitively place the information on the comparability table. The comparisons are presented in summary in Table 15.

In the last ten years, the North Central Association of Colleges and Schools (NCA) has developed several training opportunities for its member institutions in

Table 14

Findings on the Institution Public Websites

Number of Internet Institutions	Number with Information on Web	Strategic Planning Process	Assessment Report	Strategic Plan
50	8	3	2	6

Table 15

Summary of Comparability Analysis of the Accrediting Associations

Criteria	EH	NW	WC	NH	SC	TR	M
Institutional Effectiveness							
Defined mission, goals, and objectives	x	x	x	x	x	x	x
Ongoing, systematic, participatory process	x	x	x	x	x	x	x
Budget tied to assessment and planning process	x	x	x	x	x	x	x
Planning integrates with assessment	x	x	x	x	x	x	x
Planning integrates with budget	x	x	x	x	x	x	x
Educational Programs							
Defined learning outcomes	x	x	x	x	x	x	
Regular and systematic assessment of learning outcomes	x	x	x	x	x	x	
Program/curriculum review	x	x	x	x			x
Faculty							
Regular and systematic assessment of faculty	x	x	x	x	x	x	x
Evidences of change	x	x	x	x	x	x	x
Student Services							
Regular and systematic assessment of	x	x	x		x		

Table 15

Summary of Comparability Analysis of the Accrediting Associations

Criteria	EH	NW	WC	NH	SC	TR	M
student services							
Evidences of change	X	X	X		X	X	X
Library							
Regular and systematic assessment of library support	X	X	X	X	X	X	X
Budget planning							
Evidence of budget planning that is strategically guided	X	X	X	X	X	X	X
Governing Board							
Regular and systematic evaluation of board members and processes	X	X		X	X	X	
Physical Plant							
Comprehensive planning based on mission and goals	X	X		X	X	X	X

Note. EH=New England Association of Schools and Colleges, Commission on Institutions of

Higher Education; M=Middle States Association of Colleges and Schools, Commission on Higher

Education; NH=North Central Association of Colleges and Schools, Commission on Institutions of

Higher Education; NW=Northwest Association of Colleges and Schools, Commission on

Colleges; SC=Southern Association of Schools and Colleges, Commission on Colleges;

TR=Transnational Association of Christian Colleges and Schools; WC=Western Association of

Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

helping them understand the relationship between institutional effectiveness and assessment. The NCA expects each member institution to have an "assessment program that is structured, systematic, on going and implemented" (Lopez, 1999 p.6).

The New England Association of Schools and Colleges revised its standards in 1992. At that time a "Policy Statement on Institutional Effectiveness" was written. In 1997, five years after the initiation of the new standards, the association surveyed its institutions to determine the assessment practices. From this survey, the association learned that only 4% of the respondents used the results of assessment to improve teaching, improve student learning or assist in institutional decision-making. Because of this, the association began to offer many workshops across the region to assist institutions in assessment processes. In addition to that, the Commission "seeks evidence about how an institution intentionally links its resources such as library and information resources, student services, support services, technology, faculty development opportunities, and other programs and services, to

contribute to students' achievement both inside and outside the classroom" (Maki, 1999, p.10).

In 1995, the Middle States Commission surveyed its member institutions concerning the development of assessment strategies. At that time 57% still did not have an institution-wide plan for assessment. As a result, in 1999, the Commission began requiring its institutions to submit assessment plans that would show how the institution was going to evaluate institutional effectiveness, as well as learning outcomes. As determined in the review of the criteria, the Middle States Commission's criteria are non-prescriptive in nature; but the association has developed a hierarchy of outcome levels (institutional, departmental, programmatic, and course). The institution must show that its outcomes relate to the stated goals and objectives (Weinstein, 1999).

The Western Association of Colleges and Schools began a reformulation of its standards for accreditation in the mid-90s. In 2001, the updated standards were published. They include an increased focus on educational effectiveness and student learning. In order to integrate all areas of the institution, the new criteria developed

four broad standards of educational effectiveness: defining purposes and ensuring educational objectives, achieving educational objectives through core functions, developing and applying resources and organizational structures to ensure sustainability, and creating an organization committed to learning and improvement (Wolff, 1999).

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) revised its criteria in 1995. This resulted from a decade of applying the 1984 criteria that had a definite focus on institutional effectiveness and finding that there were still three problem areas: the need to "close the loop", the need for the process to be ongoing, and the need to evaluate all areas of the operation. At the time of this publication, a second revision of the criteria was in a pilot stage, with a projected implementation in 2004. The suggested changes require increased evidences of institutional effectiveness (Rogers, 1999).

Additional Documentation Received

Of the 53 respondents to the questionnaire, 18 sent additional documents. Ten of the institutions sent a copy of current strategic plans, most of which included a

summary of the steps taken to develop the plan. Assessment plans were received from five of the institutions. These ranged in content from learning outcomes to goals and objectives throughout the institution to assessment data with varied content and format. The rest of the documents collected covered many different areas within the institutions. Appendix G lists the documents that were received from each institution. The original intent was to analyze and compare the processes of assessment, strategic planning, and budget planning at the various institutions that responded. However, the materials received were very limited and did not contain information concerning the processes. Therefore, the plan to compare the assessment, strategic planning, and budget planning processes at the responding institutions could not be completed.

CHAPTER 5

CONCLUSION

Introduction

Institutional effectiveness is driven by demands for accountability and efficiency, which in turn drive the assessment agenda. What ultimately emerges from the literature is the realization that the inter-linkage between assessment data, strategic planning, and budget planning creates the most effective foundation for institutional effectiveness.

Statement of the Problem

Qualitative data collected by the author between 1977 and 2001 by means of observation and interview indicates that the linking of assessment, strategic planning, and budget planning is non-existent or weak in most institutions of higher learning. The purpose of this study was to determine if it is a common practice in public or private institutions of higher education to link a comprehensive, ongoing assessment process with the development of on-going strategic and budget planning processes.

Review of the Methodology

The qualitative study included a comparability analysis of the institutional effectiveness criteria of seven national or regional accrediting associations. In addition, a frequency and percentage analysis was made from the answers submitted on the questionnaire mailed to a stratified random sample of 178 institutions of higher education. The questionnaire was designed to determine if assessment, strategic planning and budget planning processes were in place and most importantly whether or not the process was comprehensive and continuous in linking the three components. An additional random sample of fifty institutions was analyzed based on the information gathered from the institutions' public web sites.

Summary of the Results

The results of the analysis of the questionnaire indicate that the assessment of academics, learning outcomes rather than program review, is the area for which most assessment plans have been written. However, a printed schedule of assessment has not been formulated for the majority of the institutions. Environmental scan and fact books are not developed and printed with regularity.

Strategic planning processes and a written strategic plan are common. However, the incorporation of budget data and use of assessment information is limited. The comprehensive and consistent link between budget planning and assessment is also limited.

The majority of the 50 randomly selected institutions for the purpose of web site search do not have assessment, budget planning, or strategic planning information on the public website.

The comparability study of institutional effectiveness criteria for the seven national or regional accrediting associations indicated that each of them has placed increased emphasis on assessment and strategic planning in the last decade. The study has revealed the continuing move toward documentation of accountability in all areas of the institution.

Discussion of the Results

Limitations of the findings

This study has potential weaknesses that may have skewed the findings. The stratified random sample only included 178 of the approximate 4100 accredited institutions listed in the Higher Education Directory

(2001). This sample size may be too small to justify the conclusions of the study.

The schools were selected using a stratified random sample. The selection of the first 30 schools was clearly weighted toward institutions in the South. Although the respondents were from schools representing all of the regional accrediting associations, 18 of the 53 responses were from the South. This would raise the question of whether or not the study is truly broad based to reflect the practices of all institutions across America.

The response rate to the mailed questionnaires was 29.7%. The number of questionnaires that could be analyzed was 26.9%. This low number of responses raises additional questions. Why was the rate so low? Does it indicate the lack of these processes or the pressure of other priorities? There is no way with a simple questionnaire to probe and clarify the responses.

Although the clarity of the statements was addressed in the development of the questionnaire, there are still terms that have multiple meanings and therefore may be interpreted differently.

Interpretation of the findings

Several deductions concerning the assessment, strategic planning, and budget planning processes within institutions of higher learning, as well as the concept of linkage can be drawn from the study. The emphasis for the past two decades has been on the assessment of learning outcomes. Institutions have focused on the development of assessment tools, plans, and timelines to answer the basic question, "Are students learning?" It has been assumed that if the student is learning, then the institution is effective.

The assessment of academic programs or curriculum has been limited. Are the learning outcomes measurable and appropriate? Is the program current or marketable? These questions are answered by program or curriculum review. To focus primarily on learning outcomes and neglect the comprehensive review of the program leaves the area of academics vulnerable to unwarranted budget cuts and questions by the administration.

Although the institutions which responded either had a strategic plan or were in the process of writing one, two documents that are vital for input to a strategic planning

process, the environmental scan and the institutional fact book, were not regularly produced. However, 76.1% of the institutions reported that internal data is used for strategic planning and 69.6% refer to external data when planning. One wonders how, where and by whom the internal and external data are collected for use in the planning process.

The currently implemented strategic planning processes often failed to incorporate budget data in the process. In fact, it was difficult to find indications of grass roots participation since so few have budget hearing processes or strategic planning processes that included all levels of the institution. The strategic planning processes that were reviewed showed that strategic plans included a step in which there was budget feedback before the final printing, but none showed a linking of the budget planning process with the strategic planning process. To make budget input the last step or to omit budget input entirely in the strategic planning process sets up the constituents for frustration. A common result is the complaint that the administration never pays attention to the input; so why do it?

The review of the Internet sites showed little activity on the public web sites with regard to posting assessment, budget, or strategic planning data. Is it important to have the information available on the web, other than for dissertation research such as this?

As indicated in the study, each of the regional accrediting agencies is redesigning the accreditation standards to emphasize accountability, effectiveness, and efficiency. The study showed that less than 50% of the responding schools consistently and comprehensively link assessment, strategic planning, and budget planning. Yet, these institutions will eventually have to comply with the criteria of their particular accrediting associations. Why is the percentage so low? Is it a difficult process? Is there a basic guide that can be generically developed for all institutions that will assist them in developing a consistent, comprehensive cycle of assessment, strategic planning and budget planning? In the literature search, the author reviewed several models, but a model that was pragmatic, yet generic, that links assessment, strategic planning, and budget planning was not found.

Implications for Educators

As administrators and educators, it is important to determine how to link the basic concepts of assessment, strategic planning, and budget planning in such a way that these three processes enhance institutional effectiveness. Based on a study of these basic concepts, the author has identified ten steps that enable this linkage to take place.

1. Examine recent accomplishments and desired improvements (assessment)
2. Clarify the university's mandates from federal, state, and accrediting agencies (strategic planning)
3. Examine the administration's priorities and initiatives (assessment and budget planning)
4. Identify the stakeholders' needs and demands (assessment)
5. Develop or refine the institutional and departmental mission/purpose statements and goals/objectives (assessment)

6. Identify core business activities that are primary functions of the institution—the services that are rendered (budget planning)
7. Assess the current situation: internally and externally by developing SWOT analyses (SWOT analyses involve the identification and analysis of the internal strengths (S) and weaknesses (W) and the external opportunities (O) and threats (T) of the institution. (strategic planning)
8. Identify critical issues (assessment)
9. Establish priorities based on these issues and create timelines for change (strategic planning)
10. Repeat the steps, including the changes that resulted from the process (assessment)

By including step 10, closing the loop will be assured in the assessment-planning-implementing cycle. These ten steps show a linking or integration of assessment, strategic planning, and budget planning. There is much involved in each of these steps, which includes careful management of the processes. Many times the problem with planning is the management of the process itself. However, from these basic steps, perhaps a series of templates or

guides can be developed that will assist institutions in developing the links necessary for comprehensive and consistent processing.

Suggestions for Additional Research

Case studies of the various types of institutions would provide better insight into the processes being used. Culling the information from a brief questionnaire and limited public documents does not give an adequate overview of the processes that are implemented within the institution.

If replicated, identifying the job description of the person responding to the questionnaire would enhance this study design. The level of authority or historicity of the individual may affect the general answers that this particular questionnaire elicits.

Purposeful sampling, as opposed to a random sample or stratified random sample would allow for a more even distribution of the types of schools in the study. Even though all schools must respond to the same accreditation criteria and state and federal mandates, the governance of the different institutions varies considerably. Thus, the

amount or kinds of input in these processes can be very different.

References

- (1985). The problem of accountability in integrity. In
College Curriculum: A Report to the Academic Community
(pp. 33-34). : Association of American Colleges.
- (2001). *TRACS Accreditation Manual*. Forest, VA:
Transnational Association of Christian Colleges and
Schools.
- (2002). Higher Education Act-Reauthorization. Retrieved
January 20, 2002 from U.S. Department of Education Web
Site: www.ed.gov/legislation/HEA
- Alexander, F. K. (2000). The changing face of
accountability. *Journal of Higher Education, 71*, 411-
431.
- Alexander, J. (1999). A new ethic of the budgetary process.
Administration and Society, 31(4), 542-564.
- Alfred, R. L. (2000). Assessment as a strategic weapon.
Community College Journal, 70, 12-18.
- Alliance On Line. (2001). *What is strategic planning?*
Retrieved August 30, 2001, from
<http://www.allianceonline.org/faqs/spfaq1.html>

- Alstete, J. W. (1995). Benchmarking in higher education: Adapting best practices to improve quality. *ERIC Digest*. Retrieved from ERIC (ED402800).
- American Productivity and Quality Center. (2001). *Benefits of benchmarking and best practices*. Retrieved 10062001, from <http://www.apqc.org/best/benefits.cfm>
- American Telephone and Telegraph Company (AT&T) (1977). *Engineering Economy: A Manager's Guide to Economic Decision Making, 3rd Edition* (Rev. ed.). New York: McGraw-Hill Book Corp.
- Astin, A. W. (1996). Involvement in learning revisited: Lessons we have learned. *Journal of College Student Development, 37*(2), 123-133.
- Baker, T. S., & Smith, Jr., H. W. (1998). Integrating accreditation into strategic planning. *Community College Journal of Research and Practice, 22*(8), 741-751.
- Banta, T. (1992). TQM without assessment? How? *Assessment Update, 4*(5), 3.

- Barak, R. J., & Breier, B. E. (1994). Linking program reviews to institutional assessment, accreditation, and planning. In J.S. Stark & A. Thomas (Eds.), *Assessment and Program Evaluation* (p. 743-749). Boston: Pearson Publishing Co.
- Bardes, B. & Denton, J. (2001, June). *Using the grading process for departmental and program assessment*. Paper presented at the meeting of American Association of Higher Education (AAHE) Assessment Conference, Denver, CO.
- Berge, Z. L., & Schrum, L. (1998). *Linking strategic planning with program implementation for distance education*. Retrieved from <http://www.educause.edu/ir/library/html/cem9836.html>
- Birnbaum, W. S. (1992). *A Survival Manual for Strategic Planners*. Costa Mesa, CA: The Business Strategy Collegeum and Senior Management Institute.
- Black, W. K. (1993). The budget as a planning tool. *Journal of Library Administration*, 18(3/4), 171-189.
- Bollinger, J G (1990). Strategic planning in an academic environment. *Engineering Education*, 80(1), 19-22.

- Bordon, V. M. & Bottrill, K.V. (1994). Performance indicators: History, definition, and methods. In V. Bordon & T. Banta (Eds.), *Using Performance Indicators to Guide Strategic Decision Making* (p. 5-21). San Francisco: Jossey-Bass.
- Botstein, L. (1991). Structuring specialization as a form of general education. *Liberal Education*, 77, 10-19.
- Bowen, H. R. (1974). The products of higher education. In H. Bowen (Ed.), *Evaluating Institutions for Accountability: New Directions for Institutional Research* (p. 1-22). San Francisco: Jossey-Bass.
- Boyer, C. M., & Ewell, P. T. (1988). *State-based Approaches to Assessment in Undergraduate Education: A Glossary and Selected References*. Denver: Education Commission of the States.
- Bray, D., & Belcher, M. J. (1987). Issues in Student Assessment. In D. Bray & M. J. Belcher (Eds.), *New Directions for Community Colleges*. San Francisco: Jossey-Bass.

Brown, M. K. (1994). Developing and implementing a process for the review of co-curricular units. In J. S. Stark & A. Thomas (Eds.), *Assessment and Program Evaluation* (pp. 445-463). Boston: Pearson Custom Publishing.

Callan, P. M., Doyle, W., & Finney, J. E. (2001). Evaluating state higher education performance. *Change*, 33(2), 10-19.

Clark, M., & Mason, T. (2001). Implementation of a comprehensive system of program evaluation: The Iowa State University experience. *Journal of College Student Development*, 42(1), 28-38.

CNNFYI.com. (2001, May 7). *Prove it: Did your college deliver?* Retrieved 05072001, from <http://fyi.cnn.com/2001/fyi/teachers.ednews/5/07/degree.value.ap/index.html>

Commission on Colleges Northwest Association of Schools and Colleges. (1998). *Standards for Accreditation*. Retrieved 07052001, from <http://www.cocnasc.org/policyprocedure/standards/intro.html>

Commission on Higher Education Middle States Association of Colleges and Schools (1998). *Outcomes Assessment Plans*. Philadelphia: Commission on Higher Education Middle States Association of Colleges and Schools.

Commission on Higher Education Middle States Association of Colleges and Schools (1994). *Characteristics of excellence in higher education standards for accreditation*. Philadelphia: Commission on Higher Education Middle States Association of Colleges and Schools.

Conrad, C. F., & Wilson, R. F. (1994). Academic program reviews: Institutional approaches, expectations, and controversies. In J. S. Stark & A. Thomas (Eds.), *Assessment and Program Evaluation* (pp. 183-198). Boston: Pearson Publishing Co..

Conrad, C., & Pratt, A. M. (1985). Designing for quality. *Journal of Higher Education*, 56(6), 601-622.

Davies, Gordon K. (1997). *Twenty Years of Higher Education in Virginia* [Brochure]. Charlottesville, VA: Author.

- Davis, B. G. (1994). Demystifying assessment: Learning from the field of evaluation. In J.S.Stark & A. Thomas (Eds.), *Assessment and Program Evaluation* (pp. 45-55). Boston: Pearson Custom Publishing.
- Eaton, J S. (2001). Regional accreditation reform. *Change*, 33(2), 39-45.
- Eddy, Jr., E. D. (1963). *Development of Land-Grant Colleges and Universities and Their Influence in the Economic and Social Life of People*. : West Virginia University.
- Eison, J., & Palladino, J. (1988). Psychology's role in assessment. *APA Monitor*, 31.
- Ewell, P T. (1994). State policy on assessment: The linkage to learning . In J. Stark & A. Thomas (Eds.), *Assessment and Program Evaluation* (pp. 165-172). Boston: Pearson Publishing Co..
- Ewell, P T., & Lisensky, R. P. (1988). *Assessing Institutional Effectiveness: Redirecting the Self-Study Process*. Boulder, CO: NCHEMS Publications.
- Ewell, P. T. (1988). Implementing assessment: Some organizational issues. In T. Banta (Ed.), *Implementing Outcomes Assessment: Promises and Perils* (pp. 15-28). San Francisco: Jossey-Bass.

- Folger, J. K., & Harris, J. W. (1989). *Assessment in Accreditation*. : Fund for the Improvement of Postsecondary Education.
- Franco, V. (2001). Budgeting, buy-in, and you. *Quality Digest*, 39-41.
- Gardiner, Lion F. (n.d.). Redesigning higher education: Producing dramatic gains in student learning. *ASHE-ERIC Higher Education Report*, 23(7), Washington, D.C., The George Washington University, Graduate School of Education and Human Development.
- Graham, P. A., Lyman, R W., & Trow, M. (1995). *Accountability of Colleges and Universities*. New York: The Trustees of Columbia University in the City of New York.
- Guide to Virginia's Performance Budgeting Process*. (1998). Retrieved on 01202002 from Virginia State Department of Planning and Budget Web Site:
www.dpb.state.va.us/pm/handbook/handbook.htm
- Hansen, D. R., & Mowen, M. M. (2000). *Management Accounting* (5 ed.). New York: South-Western College Publishing.

- Harrison, J. S., & St. John, C. H. (1994). *Strategic Management of Organizations and Stakeholders*. New York: West.
- Hart, K. (1999). *Planning model-Paradise Valley Community College*. Retrieved April 1, 99, from Paradise Valley Community College Web Site:
<http://www.pvc.maricopa.edu/effective/strategicplan.htm>
- Hartman, C. (1999). Integrating financial and mission objectives. *Christian School Education*, 3(5), 22.
- Henderson, I. (1997). Does budgeting have to be so troublesome? *Management Accounting Magazine for Chartered Management Accountants*, 75(9), 26-27.
- Hoey, J. (2000, November). *Charting a course through institution effectiveness criteria*. Paper presented at the meeting of the Virginia Association of Management and Planning (VAMAP), Roanoke, Virginia.
- Hogan, J. B. (2001). *Integrating data into the budget planning process*. Retrieved August 29, 2001, from http://sumweb.syr.edu/ir/bud_plan.htm

- Horner, S. M. (1997). *Integrating the Planning and Budgeting Processes*. Conway, SC: Coastal Carolina University.
- Hundley, S. P. (2000). Organizational assessment: The role of the HR department. *CUPA-HR Journal*, 51, 9-11.
- Hunter, Jr., J., Bonnette, K, & Brasher, K. (2001, June). *Strategic planning, budgeting, and assessment: An integrated approach*. Paper presented at the meeting of the American Association of Higher Education (AAHE) Assessment Conference, Denver, CO.
- Jacob, J. E. (2002). *A simple and effective student learning outcomes assessment plan that works*. Retrieved on 01202002 from <http://www.csuchico.edu/bss/plan.htm>
- Jacobi, M., Astin, A., & Ayala, F. (1987). College student outcomes assessment: A talent development perspective. *ASHE-ERIC Higher Education Report*, 7.
- Johnson, T. H., & Kaplan, R. (1987). *Relevance Lost: The Rise and Fall of Management Accounting*. Boston: Harvard Business School Press.

- Kaufman, R. (1993). Beyond tinkering: Education restructuring that will work. *International Journal of Educational Reform, 2*, 154-165.
- Kezar, A. J. (2001). *Higher education trends (1999-2000)*. Retrieved 04112001, from <http://www.eriche.org/trends/administration2000.html>
- Kimmell, S. L., Marquette, R. P., & Olson, D. H. (1998). Outcomes assessment programs: Historical perspective and state of the art. *Issues in Accounting Education, 13*(4), 851-869.
- Korschgen, A., Fuller, R., & Lambert, L. (2000, April). *Institutional planning that makes a difference*. Retrieved 042000, from <http://www.aahe.org/bulletin/aprilf2.htm>
- Lenn, M. P. (1989). Accreditation and planning in the assessment movement. *Educational Record, 48-49*.
- Leontiades, M. (1982). The confusing words of business policy. *The Academy of Management Review, 7*, 45-48.
- Leslie, D. W., & Fretwell, Jr., E. K. (1996). *Wise Moves in Hard Times: Creating and Managing Resilient Colleges and Universities*. San Francisco: Jossey-Bass.

Levy, F. S., & Michael, R. C. (1991). *The Economic Future of American Families: Income and Wealth Trends*.

Washington, D. C.: The Urban Institute Press.

Light, R. J., Singer, J. D., & Willett, J. B. (1990). *By Design*. Cambridge, MA: Harvard University Press.

Linn, R. L., & Gronlund, N. E. (2000). *Measurement and Assessment in Teaching* (8 ed.). Upper Saddle River, NJ: Prentice-Hall.

Lopez, C. (1999). Assessing student learning: Why we need to succeed. *Assessment and Accountability Forum*, 9(2), 5-7.

Magolda, M. B., Terenzini, P. T., & Hutchings, P. (2001). *Learning and teaching in the 21st century: Trends and implications for practice*. Retrieved 04032001, from <http://acpa.nche.edu/seniorscholars/trends/trends4.htm>

Maki, Peggy L. (1999). Reformulating Commission Expectations for Student Outcomes Assessment. *Assessment and Accountability Forum*, 9(2), 8-10.

Marchese, T. J. (1987). Third down, ten years to go. *AAHE Bulletin*, 3-8.

Mariotti, J. (1998). Surviving the dreaded budget process. *Industry Week*, 247(15), 150.

- Martin, J., Samuels, J. E., & Associates (1997). *First Among Equals: The Role of the Chief Academic Officer*. Baltimore: The John Hopkins University Press.
- Meisinger, Jr., R. J. (1994). *College and University Budgeting: An Introduction for Faculty and Academic Administrators* (2 ed.). Washington, D.C.: National Association of College and University Business Officers.
- Menand, L. (1991). What are universities for? *Harpers*, 47-56.
- Miller, R. I. (1988). Using change strategies to implement assessment programs. In T. Banta (Ed.), *Implementing Outcomes Assessment: Promises and Perils*. (pp.5-14). San Francisco: Jossey-Bass.
- Mintzberg, H. (1994). The fall and rise of strategic planning. *Harvard Business Review*, 72, 107-114.
- Moore, J. W. (2001). Planning, politics, and presidential leadership. *Planning for Higher Education*, 5-11.
- New England Association of Schools and Colleges. (1992). *Commission on institutions of higher education standards of accreditation*. Retrieved 070401, from <http://www.neasc.org/cihe/stancihe.htm>

- Newton, R. (1992). The two cultures of academe: An overlooked planning hurdle. *Planning for Higher Education, 21*, 8-13.
- Nichols, K W., & Nichols, J. O. (2000). *The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units*. New York: Agathon Press.
- North Central Association Commission on Institutions of Higher Education. (2001). *Addendum to the handbook of accreditation*. Retrieved 01282002, from <http://www.ncahigherlearningcommission.org>
- North Central Association Commission on Institutions of Higher Education. (n.d.). Retrieved 07052001, from <http://ncacihe.org/resources/policies/edinstia.html>
- O'Neil, E. (1997). *Using accreditation for your purposes*. Retrieved 03212001, from <http://www.aahe.org/Bulletin/Using%20Accreditation%20for%20Your%20Purposes.htm>
- Overholt, M., & Koegen, L. (1992). Implementing change internally. *Planning Strategies--The Guide Letter for Strategic Planners, 6*(2), 3-4.

Paris, K. A. (2001). *Strategic planning in the university*.

Retrieved 07252001, from

<http://www.wisc.edu/improve/strplan/struniv.html>

Pascarella, E. T. (2001). Identifying excellence in

undergraduate education: Are we even close? *Change*,

33(3), 19-23.

Pearson, P. D., Vyes, S., Sensale, L. M., & Kim, Y. (2001).

Making our way through the assessment and

accountability maze. *ERIC Clearinghouse*, 74(4), 175-

183.

Peterson, M., Augustine, C., & Marne, E. (1999, May).

Organizational practices enhancing the influence of student assessment information in academic decisions.

Paper presented at Annual Forum of the Association for Institutional Research (AIR). Seattle, Washington.

Phipps, R. A., & Wellman, J. A. (2001). Funding the info-

structure. *Lumina Foundation for Education: New Agenda Series*, 3(2), 5.

Pickering, J. W., & Bowers, J. C. (1990). Assessing value-

added outcomes assessment. *Measurement and Evaluation in Counseling and Development*, 22, 215-221.

- Quehl, G. H., Bergquist, W. H., & Subbrondo, J. L. (1999).
Fifty years of innovations in undergraduate education:
Change and stasis in the pursuit of quality. *USA Group
Foundation New Agenda Series*, 1(4), 2-6.
- Rassman, J., & El-Khawas, E. (1987). *Thinking about
Assessment: Perspectives for President and Chief
Academic Officers*. Washington, D.C.: American Council
on Education and American Association for Higher
Education.
- Roberts, J. & Mandl, M. (1999, October). *Financial planning:
Issues, responsibilities, tools, and timelines*. Paper
presented at the meeting of the National Association
of College and University Business Officers (NACUBO),
Cleveland, Ohio.
- Rodenhouse, M. P. (Ed.). (2000). *2001 Higher Education
Directory*. Falls Church, VA: Higher Education
Publications, Inc..
- Rogers, James T. (1999). Assessment: Has it made a
difference? *Assessment and Accountability Forum*, 9(2),
16-17.

- Rowley, D. J., Lujan, H. D., & Dolence, M. (2001). *Strategic Changes in Colleges and Universities*. San Francisco: Jossey-Bass.
- Ruben, B. D. (2001). Excellence in higher education 2001-2002. In *A Baldrige Guide to Organization Assessment, Planning, and Improvement*. Washington, D.C.: National Association of College and University Business Officers.
- Shapiro, L. T., & Nunez, W. J. (2001). Strategic planning synergy. *Planning for Higher Education*, 30(1), 27-34.
- Shirley, R. C. (1988). Strategic planning: An overview. In D. W. Steeples (Ed.), *Successful Strategic Planning: Case Studies* (pp. 5-14). San Francisco: Jossey-Bass.
- Shirley, R. C. (2002). *Western Carolina University Strategic Planning System*. Retrieved on 01202002 from <http://planning.wcu.edu/stratgcplan/model.htm>
- Southern Association of Colleges and Schools. (1996). *Criteria for accreditation*. Retrieved 07052000, from <http://www.sacs.org/pub/coc/CRI70.htm>
- Steeple, D. W. (1988). Concluding Observations. In D. W. Steeples (Ed.), *Successful Strategic Planning: Case Studies* (pp. 99-104). San Francisco: Jossey-Bass.

- Steeple, D. W. (1988). Concluding Observations. In D.W. Steeple (Ed.), *Successful Strategic Planning: Case Studies* (pp. 99-104). San Francisco: Jossey-Bass.
- Suskie, L. (2000). *Fair assessment practices*. Retrieved 10082000, from <http://www.aahe.org/bulletin/may2.htm>
- Terenzini, P. (1994). Assessment with open eyes: Pitfalls in studying student outcomes. In J. Stark & A. Thomas (Eds.), *Assessment and Program Evaluation* (p. 523-536). Boston: Pearson Custom Publishing.
- The American College Testing Program. (n.d.). *College Assessment Planning* [Brochure]. Iowa City: Author.
- The National Academy for Academic Leadership. (2000, June). *Assessment and evaluation in higher education: Some concepts and principles*. Retrieved 02262001, from <http://www.thenationalacademy.org/Newsletters/vol1-2.html>
- Thomas, A. H. (1991). Considerations of the resources needed in an assessment program. *NCA Quarterly*, 66(2), 430-443.

- Thompson, Jr., C. F., Johnson, A. B., Warren, C., & Williams, C. (1990). Facilitating growth and leadership development at small colleges. *Innovative Higher Education, 15*, 55-64.
- Thrash, P. (1987). A report on the role of outcomes evaluation in the accreditation process. *NCA Quarterly, 61*(4), 481-490.
- Thrash, P. (1988). Educational "outcomes" in the accrediting process. *ACADEME, 16-18*.
- Upcraft, M., & Schuh, J. H. (1996). *Assessment in Student Affairs: A Guide for Practitioners*. San Francisco: Jossey-Bass.
- Weinstein, Minna F. (1999). Beyond Student Learning. *Assessment and Accountability Forum, 9*(2), 11.
- Wellman, J. V. (2001). Assessing state accountability systems. *Change, 33*(2), 47-52.
- Western Association of Colleges and Schools. (2001). *2001 Handbook of Accreditation*. Retrieved 01282002, from <http://www.wascweb.org/senior/newresources.htm>
- Western Interstate Commission for Higher Education. (1970). *Outputs of higher education: Their identification* [Brochure]. Boulder, CO: Author.

- Wildavsky, A. (1992). *The New Politics of the Budgetary Process* (2 ed.). New York: Harper Collins.
- Wolff, R. A. (1994). Assessment and accreditation: A shotgun marriage . In J.S. Stark & A. Thomas (Eds.), *Assessment and Program Evaluation* (p. 105-115). Boston: Pearson Publishing Co.
- Wolff, Ralph A. (1999). A focus on educational effectiveness leads to a new model of accreditation with WASC. *Assessment and Accountability Forum*, 9(2), 12-13.
- Wright, Barbara. (2001, June). *A roadmap to assessment*. Paper presented at the American Association of Higher Education (AAHE) Assessment Conference, Denver, CO.

Appendix A

Sample Action Plan Form

<u>ACTION PLAN</u>										
Strategy to be Implemented:										
Due Date:										
Responsible Manager:										
Action Step (tactic)	Responsible Individual	Due Date	Date Completed	Note	Month	Required Resources				Note
						People	Financial	Equipment	Information	

Note. From a *Survival Manual for Strategic Planners* by W. Birnbaum, 1992, p. 27.

Appendix B

Questionnaire, Invoice, and Letters Used for Survey

Example B1

Linking Assessment, Planning and Budget Questionnaire

**LINKING ASSESSMENT, PLANNING AND BUDGET
QUESTIONNAIRE**

The purpose of this questionnaire is to obtain general information concerning your assessment, planning, and budgeting processes implemented at your institution. It is not meant to be comprehensive, because it will be followed by an examination of policies and procedures at the each institution. The blank space at the end of the questionnaire is for any comments helpful in understanding the processes. Thank you for your time and effort in answering this questionnaire.

Your Institution _____ Your position _____

Question	Yes	No	In Development
ASSESSMENT			
<i>Does your institution have an assessment plan that includes the following areas:</i>			
Academics			
Administration			
Student Affairs			
Physical Plant			
Library			
Budget			
Governing Board			
Student Services			
<i>Does your institution have a <u>printed</u> assessment schedule for the following areas:</i>			
Academics (total program)			
Administration			
Student Affairs			
Physical Plant			
Library			
Budget			
Governing Board			
Student Services			

Question	Yes	No	In Development
<i>Does your institution have a printed schedule for academic program review of each major offered?</i>			
<i>Does your institution have a current strategic plan?</i>			
<i>Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)</i>			
STRATEGIC PLANNING <i>(Answer these questions if you have a current strategic plan)</i>			
<i>Does your published strategic plan include short-range, as well as long range goals?</i>			
<i>Does your strategic plan include operational, as well as capital expenses?</i>			
<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>			
<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>			
<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>			
BUDGET PLANNING			
<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>			
<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>			
<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>			
LINKING			
<i>Does your institution consistently link assessment, planning, and budget?</i>			
<i>Does your institution comprehensively link assessment, planning, and budget?</i>			

Comments:

Example B2

Invoice

INVOICE

Please use this invoice for reimbursement of copies of documents and postage sent to:

Barbara Boothe
 Director of Planning, Research, and Assessment
 Liberty University
 1971 University Blvd.
 Lynchburg, VA 24502

Institution:		
Address:		
Document	Number of Pages	Cost
		Subtotal
		Postage
		Total

Example B3

Letter Sent to Randomly Selected Institutions

6225 Newport Dr.
Lynchburg, VA 24502

Dear:

As the Director of Planning, Research, and Assessment at Liberty University and as a doctoral student in the process of writing a dissertation entitled, “Linking Assessment, Planning, and Budgeting in Institutions of Higher Learning”, I am seeking your assistance in the initial step of my research. The task is to identify working models at various institutions that effectively link assessment, planning, and budgeting. Your institution has been selected from a sampling of institutions that are accredited by regional agencies or an agency approved by CHEA. Both public and private institutions that offer degrees ranging from associates degrees to doctoral level degrees have been chosen in an effort to establish a broad base of information.

From this study, I hope to examine the linking process and working models. My ultimate goal is to develop a guidebook that will meet accreditation criteria and serve as a step-by-step process that will help an institution develop a continuous linkage of assessment, planning, and budget.

Enclosed is a questionnaire that will allow me to collect an overview of how the selected institutions conduct assessment, planning, and budgeting. To aid in the understanding of your process, please email (bboothe@liberty.edu) or mail a copy of your assessment plan, strategic plan, and budget planning processes and a procedures manual, if available. The copying and mailing expense will be reimbursed, if requested. An invoice for billing purposes is enclosed.

Thank you in advance for taking the time to complete the enclosed questionnaire and the other documents. A stamped, self-addressed envelope has been included for the return of the questionnaire. If you would like to receive follow-up information as the project is completed, please provide an email or mailing address where you would like to receive the information.

Sincerely,

Barbara Boothe
Director of Planning, Research, and Assessment
Liberty University

Example B4

Letter Sent as a Follow-up Request by U.S. Postal Service

6225 Newport Dr.
Lynchburg, VA 24502

Dear :

Last month, I requested your assistance in the initial step of my dissertation research on “Linking Assessment, Planning, and Budgeting in Institutions of Higher Education”. Included with the letter was a brief questionnaire to aid in an overview of the assessment, planning, and budget practices at your school. Also requested was an electronic (bboothel@liberty.edu) or hard copy of your assessment plan, strategic plan, and budget planning processes and procedures, if available.

As of this date, your response has not been received. Since the mailing occurred so close to the beginning of the academic year, I am hoping that you have simply been too busy to respond.

Enclosed is a second copy of the questionnaire, along with a stamped, self-addressed envelope. Thank you for taking the time to assist in this project.

Sincerely,

Barbara Boothe
Director of Planning, Research and Assessment
Liberty University

Example B5

Letter Sent by E-mail as a Follow-up Request

Last month, I requested your assistance in the initial step of my dissertation research on “Linking Assessment, Planning, and Budgeting in Institutions of Higher Education.” Included with the letter was a brief questionnaire to aid in an overview of the assessment, planning, and budget practices at your institution. Also requested was an electronic (bboothel@liberty.edu) or hard copy of your assessment plan, strategic plan, and budget planning processes and procedures, if available.

As of this date, your response has not been received. I am hoping that you have simply been too busy to respond with all of the responsibilities of first semester.

I am attaching the questionnaire to this email. Perhaps this will be an easier method of responding. If you need another hard copy, please email me. I trust that you will also be able to forward copies of your assessment, strategic, and budget planning processes and procedures.

Thank you for taking the time to assist in this project.

Barbara Boothe
Director of Planning, Research and Assessment
Liberty University
6225 Newport Dr
Lynchburg, VA 24502

Appendix C

Demographic Information on Schools Receiving the Questionnaire

ID#	Institutions Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
41	Alvernia College	4	4PR	M	400 Saint Bernardine Street	Reading	PA	19607-1799	Dr. Laurence Mazzeno Provost & Exec. Vice Pres.
1	Augusta Technical College	3	TC	SC	3116 Deans Bridge Rd.	Augusta	GA	30906-3399	Dr. Alice Frye VP for Instructional Services
2	Bevill State Community College	5	CC	SC	PO Box 800	Sumiton	AL	35148-0800	Dr. Camilla Benton Dean of the College
3	Biola University	1	4PR	WC	13800 Biola Ave.	LaMirada	CA	90639-0001	Dr. Wayne Chute Dean of Academic Records and Institutional Research
4	Blue Mountain College	1	4PR	SC	100 Campus Dr.	Blue Mountain	MS	38610	Dr. Garth E. Runion Exec. VP/Dean of College
5	Bowling Green State University	3	4P	NH		Bowling Green	OH	43403-0001	Dr. William Knight Dir. Of Inst. Research
6	Brigham Young University	1	4PR	NW		Provo	UT	84602-0002	Ms. Addie Fuhman Assistant to President for Planning and Assessment
52	Brookhaven College	4	2P	SC	3939 Valley View	Farmers Branch	TX	75244-4997	Dr. Gene Gibbons VP Instruction & Student Services
55	Campbell University	1	4PR	SC		Buies Creek	NC	27506-9999	Dr. Jerry M. Wallace VP for Academic Affairs and Provost
7	Cedarville College	1	4PR	NH	Box 601	Cedarville	OH	45314-0601	Dr. Duane R. Wood Academic Vice President
8	Central Virginia Community College	1	CC	SC	3506 Wards Rd.	Lynchburg	VA	24502-2498	Dr. M. Geoffrey Hicks Director of Research/Assessment/Planning
9	City College	2	TC	ACICS	1401 W. Cypress Creek Rd.	Ft. Lauderdale	FL	33309-1916	Ms. Marjorie Ward Registrar
10	Clark College	2	2P	NW	1800 East McLoughlin Blvd.	Vancouver	WA	98663-3598	Dr. Yvette R. Jackson Dean of Faculty
11	Coastal Carolina University	1	4P	SC	PO Box 261954 755, Hwy 544	Conway	SC	29528-6054	Dr. Sally M. Horner Executive Vice President
12	College of St. Mary	1	4PR	NH	1901 S. 72nd St.	Omaha	NB	68124	Dr. Juan Garcia VP for Academic Affairs
64	Columbia Basin College	4	2P	NW	2600 N. 20th Avenue	Pasco	WA	99301-3397	Ms. Judi Knutzen Director of Research & Marketing
13	Crowder College	3	2P	NH		Neosho	MO	64850	Dr. John Rucker Dean of Instruction

ID#	Institutions Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
14	El Centro College	2	2P	SC	Main and Lamar	Dallas	TX	75202-3604	Ms. Karen Laljiani Asst. Dean of Inst. Effectiveness
71	Essex County College	3	2P	M	303 University Ave.	Newark	NJ	07102-1798	Dr. J. Scott Drakulich Dir. Of Inst. Research
15	Fort Peck Community College	3	CC	NW	PO Box 398	Poplar	MT	59255-0398	Mr. Warren Means VP for Institutional Research
16	Herzing College	4	4PR	ACC SCT	5218 E. Terrace Dr.	Madison	WI	53718-8340	Mr. Jeff Teo Academic Dean
17	Hillsdale Freewill Baptist College	1	4PR	TRACS	P. O. Box 7208	Moore	OK	73153-1208	Mr. Timothy Eaton VP for Academic Affairs
18	Houghton College	1	4PR	M		Houghton	NY	14744	Dr. Ronald Oakerson Academic VP/Dean of College
19	Iowa Western Community College	1	CC	NH	2700 College Rd.	Council Bluffs	IA	51503-0567	Dr. Dan Kinney President
20	Kankakee Community College	1	CC	NH	PO Box 888	Kankakee	IL	60901-0888	Ms. Lorrie H. Gibson VP for Marketing and Planning
97	Knox College	4	4PR	NH	2 East South Street	Galesburg	IL	61401-4999	Mr. Lawrence Breitborde Dean of College
112	Mars Hill College	3	4PR	SC	50 Marshall St.	Mars Hill	NC	28754	Dr. Larry Stern Dir. Of Inst. Research
117	Minnesota School of Business	4	TC	ACICS	1401 W. 76th St.	Richfield	MN	55423-3846	Mr. George Teagarden Director
21	Missouri Western State College	3	4P	NH	4525 Downs Dr.	St. Joseph	MO	64507-2294	Dr. James Roeber VP for Academic Affairs
22	Newberry College	2	4PR	SC	2100 College	Newberry	SC	29108-2126	Dr. Jonathan Franz VP for Academic Affairs
23	North Harris Montgomery Community College	3	CC	SC	250 N. Sam Houston PkwY E.	Houston	TX	77060-2000	Dr. Michael Green Assoc. VC for Research
131	Notre Dame College	4	4PR	EH	2321 Elm St.	Manchester	NH	03104-2299	Mrs. Carolyn Hill Academic VP
24	Penn State-Altoona	3	4P	M	Ivyside Park	Altoona	PA	16601-3760	Dr. Kjell Meling Assoc Dean for Acad. Affairs
25	Philadelphia Biblical University	4	4PR	M	200 Manor Ave	Langhorne Manor	PA	19047-2990	Ms. Mae Stewart VP Research/Planning
26	Piedmont Baptist College	1	4PR	TRACS	716 Franklin St.	Winston-Salem	NC	27101-5197	Dr. R. Jeffrey McCann Vice President of Academics
27	Radford University	1	4P	SC		Radford	VA	24142-0002	Ms. Jan Schaeffler Exec. Dir of Inst. Research and Planning
28	Rivier College	1	4PR	EH	420 Main St.	Nashua	NH	03060-5086	Dr. Paul F. Cunningham Director of Assessment Program

ID#	Institutions Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
29	Silver Lake College	4	4PR	NH	2406 South Alverno Rd.	Manitowoc	WI	54220-9319	Sr. Adrianna Schouten VP and Academic Dean
30	Southern Arkansas University Tech	3	4P	NH	100 Carr Rd.	Camden	AR	71701-4648	Ms. Diane Atchison Dir. Of Inst. Research
31	Spartanburg Methodist College	2	4PR	SC	1200 Textile Rd.	Spartanburg	SC	29301-0009	Dr. Thomas Wilkerson VP for Academic Affairs
32	Syracuse University	1	4PR	M		Syracuse	NY	13244-1100	Dr. Peter Gray Dir. of Assessment
33	Tennessee Temple University	1	4PR	TRACS	1815 Union Ave.	Chattanooga	TN	37404-3587	Dr. Connie Pearson VP for Academic Services
34	Texas A& M University-Texarkana	3	4P	SC	PO Box 5518	Texarkana	TX	75505-5518	Dr. John Johnson VP for Academic Affairs
35	The Criswell College	1	4PR	SC	4010 Gaston Ave.	Dallas	TX	75246-1537	Dr. Lamar Cooper Executive VP and Provost
36	Troy State University -Dothan	3	4P	SC	PO Box 8368	Dothan	AL	36304-0368	Mr. Bai Kang Coord. Of Inst. Research
37	Truman State University	1	4P	NH		Kirksville	MO	63501-2488	Dr. Jack Magruder President
175	University of Arkansas-Ft. Smith	2	4P	NH	PO Box 3649	Fort Smith	AR	72913-3649	Mrs. Marion Dunagan Dir of Institutional Research
34	Texas A&M University	3	4P	SC	P O Box 5518	Texarkana	TX	75505-5518	Dr. John Johnson VP for Academic Affairs
35	The Criswell College	1	4PR	SC	4010 Gaston Ave.	Dallas	TX	75246-1537	Dr. Lamar Cooper Executive VP and Provost
36	Troy State University – Dothan	3	4P	SC	PO Box 8368	Dothan	AL	36304-0368	Mr. Bai Kang Coord. Of Inst. Research
37	Truman State University	1	4P	NH		Kirksville	MO	63501-2488	Dr. Jack Magruder President
175	University of Arkansas-Ft. Smith	2	4P	NH	PO Box 3649	Fort Smith	AR	72913-3649	Mrs. Marion Dunagan Dir. Of Institutional Research
164	University of North Dakota	3	4P	NH	Campus Rd.	Grand Forks	ND	58202	Dr. John Ettlting VP for Academic Affairs
165	University of Portland	4	4P	NW	5000 N. Williamette Blvd	Portland	OR	97203-5798	Br. Donald Stabrowski Academic VP
166	University of South Carolina-Columbia	4	4P	SC		Columbia	SC	29208-0001	Dr. Harry Matthews Asst. Provost Inst Planning
169	Utah Valley State College	2	4P	NW	800 W. University Pkwy	Orem	UT	84058-5999	Dr. J. Karl Worthington Assoc VP for Acad. Affairs
171	Washington and Lee University	1	4PR	SC		Lexington	VA	24450	Dr. David R. Long VP for University Research
177	Westchester Community College	3	CC	M	75 Grasslands Rd.	Valhalla	NY	10595-1636	Dr. Marcia Lee Dir of Inst. Research & Planning

ID#	Institutions Not Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
38	Academy of Medical Careers	4	TC	ACCST	901 Rancho Lane Ste 190	Las Vegas	NV	89106-1304	Mr. William Paul Director
39	Adirondack Community College	3	CC	M	640 Bay Rd.	Queensbury	NY	12804-1498	Dr. Rosemary Castelli Dean of College
40	Alice Lloyd College	2	4PR	SC	Purpose Rd.	Pippa Passes	KY	41844-9703	Dr. Dorothy Peters VP for Academic Affairs
42	Anoka-Hennepin Technical College	4	4PR	NH	1355 W. Main Highway 10	Anoka	MN	55303-1590	Dr. Linda Lucas Academic Dean
43	Antioch College	3	4PR	NH	795 Livermore St.	Yellow Springs	OH	45387-1697	Mr. Robert DeVine President
44	Appalachian Bible College	3	4PR	NH		Bradley	WV	25818-9999	Dr. Charles Bethel VP for Academic Affairs
45	Arizona State University-Main	3	4P	NH	Box 872803	Tempe	AZ	85287-2803	Dr. John D. Porter Dir. Of Inst. Research
46	Asbury Theological Seminary	4	GR	SC	204 N. Lexington Avenue	Wilmore	KY	40390-1199	Dr. Robert Mulholland, Jr. Vice Pres/Chief Academic Officer
47	Asheville-Buncombe Technical Community College	4	CC	SC	340 Victoria Road	Asheville	NC	28801-4897	Mr. David White Director Research & Planning
48	Bay Path College	4	4PR	EH	588 Longmeadow Street	Longmeadow	MA	01106-2292	Dr. William Sipple Vice Pres. Academic Aff/Provost
49	Beacon College	4	4PR	SC	105 East Main St.	Leesburg	FL	34748-5162	Ms. Deborah Brodbeck President
50	Bethany College	2	4PR	WC	800 Bethany Dr.	Scotts Valley	CA	95066-2820	Dr. William Snow Div. of Institutional Research
51	Bradford School	2	TC	ACICS	707 Grant St.	Pittsburgh	PA	15219-1927	Mr. Vincent Graziano President
53	Bryant & Stratton College	4	4PR	M	301 Centre Point Drive	Virginia Beach	VA	23462-4417	Mr. John Staschak Campus Director
54	California Institute of the Arts	4	TC	WC	24700 McBean Pkwy.	Valencia	CA	91355-2397	Ms. Beverly O'Neill Provost
56	Central Christian College of Kansas	2	4PR	NH	1200 S. Main, PO Box 1403	McPherson	KS	67460-5799	Dr. Jerry Alexander VP for Academic Affairs
57	Chabot College	3	TC	WJ	25555 Hesperian Blvd.	Hayward	CA	94545-2400	Ms. Marge Maloney Int. VP for Academic Services
58	Chesapeake College	3	2P	M	PO Box 8, 1000 College Circle	Wye Mills	MD	21679-0008	Dr. Maurice Hickey VP for Academic Affair
59	Chicago State University	3	4P	NH	9501 South King Dr.	Chicago	IL	60628-1598	Dr. Genevieve Lopardo VP for Academic Affairs
60	Christian Heritage College	1	4PR	SC	2100 Greenfield Dr.	El Cajon	CA	92019-1157	Mr. Eric Davis Exec. Vice President/Dir of Institutional Research
61	Clarendon College	4	2P	SC	PO Box 968	Clarendon	TX	79226-0968	Dr. Myles Shelton President

ID#	Institutions Not Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
62	Clarion University of Pennsylvania	3	4P	M	840 Wood St.	Clarion	PA	16214-1232	Mr. Thomas Gusler Dir. Of Inst. Research
63	Colorado Northwestern Community College	3	CC	NH	500 Kennedy Dr.	Rangely	CO	81648-3598	Mr. Lee Stanley Dean of Learning Instruction & Support Serv.
65	Columbia Union College	2	4PR	M	7600 Flower Ave.	Takoma Park	MD	20912--7794	Mrs. Charlotte Conway Assoc. VP for Institutional Research
66	Community Hospital of Roanoke Valley College of He	3	TC	SC	PO Box 13186	Roanoke	VA	24031-3186	Mr. Sam Spangler Coord. Of Inst. Research
67	Concordia Theological Seminary	4	GR	NH	6600 N. Clinton Street	Fort Wayne	IN	46825-4996	Dr. William Weinrich Academic Dean
68	Eastern Iowa Community College District Central Of	4	CC	NH	306 W. River Drive	Davenport	IA	52801-1221	Dr. Dana Rosenburg Institutional Research Manager
69	Eastern Michigan University	2	4P	NH		Ypsilanti	MI	48197-2207	Mr. Brian Anderson Dir. of Research Development
70	Education America-Houston	4	TC	ACC SCT	9421 West Sam Houston Parkway	Houston	TX	77099	Mrs. Jori Kadlee President
72	Florida College	4	4PR	SC	119 N. Glen Arven Avenue	Temple Terrace	FL	33617-5578	Dr. Harry Caldwell Vice President & Academic Dean
73	Florida Community College at Jacksonville	3	CC	SC	501 West State St.	Jacksonville	FL	32202-4097	Dr. James Mirabella Dir of Inst. Research & Planning
74	Foundation College	2	TC	ACC SCT	5353 Mission Center Rd., Suite 100	San Diego	CA	92108-1306	Ms. Peggy Aplin Registrar
75	Franklin University	4	4PR	NH	201 S. Grant Ave.	Columbus	OH	43215-5399	Dr. Martha Shouldis VP for Academic Affairs
76	George Corley Wallace State Community College-Selma	2	CC	SC	PO Box 2530	Selma	AL	36702-2530	Mr. Robby Bennett Dir. Of Institutional Research
77	George Fox University	3	4PR	NW	414 North Meridian	Newberg	OR	97132-2697	Mr. Terry Bell Dir. Of Inst. Research
78	Georgia Baptist College of Nursing	3	TC	SC	274 Blvd. NE	Atlanta	GA	30312-1239	Dr. Jo Ellen Dattilo Chief Academic Officer
79	Hamilton College	2	4PR	NH	1924 D. St., SW	Cedar Rapids	IA	52404-2998	Dr. Larry Hubka VP for Academic Affairs
80	Hampshire College	4	4PR	EH		Amherst	MA	01002-3359	Mr. Roy Bunce Act Dir Institutional Advance
81	Hardin-Simmons University	3	4PR	SC	2200 Hickory	Abilene	TX	79698	Dr. W. Craig Turner Exec. VP
82	Hebrew College	3	4PR	EH	43 Hawes St.	Brookline	MA	02446-5495	Dr. Barru Mesch Provost
83	Herzing College	2	TC	ACC SCT	280 West Valley Ave.	Birmingham	AL	35209-4816	Dr. Donald Lewis Provost
84	Hinds Community College	2	CC	SC	PO Box 1100	Raymond	MS	39154-1100	Dr. J. David Durham Dir. of Institutional Research

ID#	Institutions Not Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
85	Indiana Wesleyan University	2	4PR	NH	4201 S. Washington St.	Marion	IN	46953-4999	Dr. Bayard Baylis VP for Academic Affairs
86	Institute Of American Indian & Alaskan Native Cult	4	2P	NH	83 Avan Nu Po Road	Santa Fe	NM	87505	Dr. Charlene Teters Dean Instr/Ctr Art Cult Sty
87	Inver Hills Community College	2	CC	NH	2500 8th St. E.	Inver Grove Heights	MN	55076-3224	Dr. David Shupe Vice President
88	Iona College	3	4PR	M	715 N. Ave.	New Rochelle	NY	10801-1890	Dr. Judson Shaver VP for Academic Affairs
89	Ithaca College	2	4PR	M		Ithaca	NY	14850-7001	Ms. Martha Gray Dir. Of Inst. Research
90	J.F. Ingram State Technical College	4	TC	COE	PO Box 220350	Deatsville	AL	36022	Dr. James Merk Institutional Effectiveness
93	Kansas City Kansas Community College	2	CC	NH	7250 State Ave.	Kansas City	KS	66112-3098	Dr. Morteza Ardebili Dir. of Institutional Research
94	Kansas Wesleyan University	3	4PR	NH	100 #. Claflin	Salina	KS	67401-6196	Dr. Janet Juhnke VP and Dean of Faculty
95	Kilgore College	3	2PR	SC	110 Broadway	Kilgore	TX	65662-3299	Ms. Robin Huskey Coord. Of Inst. Research
96	Klamath Community College	3	CC	NW	7390 South 6th St.	Klamath Falls	OR	97603	Mr. Wes Channell President
98	Lansing Community College	4	CC	NH	419 N. Capitol Ave.	Lansing	MI	48901-7211	Ms. Jennifer Wimbush Exec. VP
99	Lane College	2	4PR	SC	545 Lane Ave.	Jackson	TN	38301-4598	Ms. Ethel Gilmore VP for Institutional Advancement
100	Lassen Community College	1	CC	WJ	Highway 139	Susanville	CA	96130	Mr. Kenneth Carreta President
101	Lawrence University	3	4PR	NH	PO Box 599	Appleton	WI	54912-0599	Mr. Stephen Butts Dir. Of Inst. Research
102	Lenoir-Rhyne College	3	4PR	SC		Hickory	NC	28603	Dr. Jeremy Fisher Dir. Of Inst. Research
103	Lincoln College	4	2PR	NH	300 Keokuk St.	Lincoln	IL	62656-1699	Mr. Tom Zurkhammer Dean of Academic Affairs
104	Lindsey Wilson College	4	4PR	SC	210 Lindsey Wilson St.	Columbia	KY	42728-1298	Dr. William Julian Provost
105	Longwood College	1	4P	SC	201 High St.	Farmville	VA	23909-1801	Dr. Edward D. Smith Dir. Of Assessment and Inst. Research
106	Louisiana College	3	4PR	SC	1140 College Dr.	Pineville	LA	71359-0001	Dr. Benjamin Hawkins VP for Academic Affairs
107	Louisiana Technical College – Shreveport-Bossier Campus	3	TC	COE	Box 78527, 2010 N. Market St.	Shreveport	LA	71137-8527	Mr. Charles T. Strong Director
108	Luther College	3	4PR	NH	700 College Dr.	Decorah	IA	52101-1045	Dr. William Craft VP for Academic Affairs

ID#	Institutions Not Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
109	Luzerne County Community College	4	CC	M	1333 S. Prospect St.	Nanticoke	PA	18634-3899	Mr. John Wills VP for Academic Affairs
110	Lynchburg College	1	4PR	SC	1501 Lakeside Dr.	Lynchburg	VA	24501-3199	Mr. Jay Webb Registrar and VP for Institutional Research
111	Maple Springs Baptist Bible College & Seminary	4	4PR	TRACS	4130 Belt Rd	Capitol Heights	MD	20743-5712	Dr. Emmanuel Chatman VP for Academic Affairs
113	Massasoit Community College	4	CC	EH	1 Massasoit Blvd	Brockton	MA	02302-3996	Dr. Terrance Gomes VP Inst. Planning
114	Mesa State College	4	4P	NH	1111 North Ave	Grand Junction	CO	81501	Ms. Erin Holmes Dir of Institutional Research
115	Miami University	4	4P	NH		Oxford	OH	45056	Dr. Ronald Crutcher Provost
116	Middlebury College	4	4PR	EH		Middlebury	VT	05753-6200	Ms. Rebecca Brodigan Dir of Institutional Research
118	Missouri Baptist College	4	4PR	NH	1 College Park Dr.	Saint Louis	MO	63141-8698	Ms. Kathleen Wendt Dir of Institutional Research
119	Montana State University	1	4P	NW		Bozeman	MT	59717-2000	Dr. Cel Johnson Director of Institutional Research
120	Morris College	3	4PR	SC	100 W. College St.	Sumter	SC	29150-3599	Dr. Mary Vereen-Gordon Academic Dean
121	Mount Mary College	4	4PR	NH	2900 N. Menomonee River Pkwy	Milwaukee	WI	53222-4597	Dr. Laurel End Assoc Academic Dean
122	National Labor College	2	4PR	M	1000 New Hampshire Ave.	Silver Spring	MD	20903	Dr. Susan Schurman President
123	Nebraska Methodist College	3	4PR	NH	8501 W. Dodge Rd.	Omaha	NB	68114-3426	Dr. Dennis Joslin VP for Academic Affairs
124	New England College	3	4PR	EH	7 Main St.	Henniker	NH	03242-3244	Dr. Zvi Szafran VP for Academic Affairs
125	New Hampshire Technical Institute	3	TC	EV	11 Institute Dr.	Concord	NH	03301-7412	Dr. Charles T. Annal VP for Academic Affairs
126	Niagara University	3	4PR	M		Niagara University	NY	14109-9999	Dr. Susan Mason VP for Academic Affairs
127	North Central College	3	4PR	NH	30 N. Brainard St., Box 3063	Naperville	IL	60566-7063	Dr. R. Devadoss Pandian VP for Academic Affairs
128	North Georgia College and State University	2	4P	SC	265 Bicentennial Trail	Rock Spring	GA	30739-2306	Dr. Catherine Finnegan Dir. of Institutional Research and Planning
129	North Park University	3	4PR	NH	3225 W. Foster Ave.	Chicago	IL	60625-4895	Dr. Frank Steinhart Dir. Of Inst. Research
130	Northwest Arkansas Community College	4	CC	NH	1 College Drive	Bentonville	AR	72712-5091	Dr. Linda Dayton Asst. VP Inst. Research
132	Oklahoma Panhandle State University	4	4P	NH	Box 430	Goodwell	OK	73939-0430	Ms. Jean Matteson Dir of Institutional Research

ID#	Institutions Not Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
133	Patricia Stevens College	4	TC	ACICS	330 North 4th St.	Saint Louis	MO	63102	Dr. William Bradshaw President
134	Penn State University Park	4	4P	M	201 Old Main	University Park	PA	16802-1589	Dr. John Leathers Assoc VP for Research
135	Peninsula College	4	2P	NW	1502 E. Lauridsen Blvd	Port Angeles	WA	98362-6698	Mr. Allan Carr Exec VP Educational Serv.
136	Pensacola Junior College	4	2P	SC	1000 College Blvd	Pensacola	FL	32504-8998	Dr. Marshall McLeod Dir of Institutional Research
137	Platt College	4	TC	ACC SCT	3100 S. Parker Rd #200	Aurora	CO	80014-3141	Ms. Patricia Simpson Dir of Education
138	Randolph-Macon Woman's College	1	4PR	SC	2500 Rivermont Ave.	Lynchburg	VA	24503-1526	Ms. Barbara Thrasher Registrar
140	Reformed Bible College	3	4PR	NH	3333 E. Beltline NE	Grand Rapids	MI	49525-9749	Dr. Harold Bruxvoort Dean of Academic Programs
141	Rocky Mountain College	3	4PR	NW	1511 Poly Dr.	Billings	MT	59102-1796	Ms. Janet Alberson Dir. Of Inst. Research
142	Rosemont College	2	4PR	M	1400 Montgomery Ave.	Rosemont	PA	19010-1699	Dr. Paul Mojzes Provost
143	Rush University	3	4PR	NH	1653 W. Congress Pkwy.	Chicago	IL	60612-3832	Dr. Henry Black Assoc VP for Research
144	Schenectady County Community College	3	CC	M	Washington Ave.	Schenectady	NY	12305-9801	Ms. Yomika Bennett Coord of Institutional Research
145	Scott Community College	3	CC	NH	500 Belmont Rd.	Bettendorf	IA	52722-6804	Mr. Kirk Barkdoll Dean of the College
146	Seattle Central Community College	3	CC	NW	1701 Broadway	Seattle	WA	98122-2400	Dr. Ronald Hamberg VP for Instruction
147	Simpson College	4	4PR	WC	2211 College View Dr.	Redding	CA	96003-8606	Dr. Judith Fortune VP for Academic Affairs
148	Southwest Baptist University	4	4PR	NH	1600 University Ave	Bolivar	MO	65613-2597	Dr. Gordon Dutile Provost
149	Spokane Community College	3	CC	NW	N 1810 Greene St.	Spokane	WA	99207-5399	Dr. Joe Young VP for Instruction
150	Springfield College in Illinois	3	2PR	NH	1500 N. 5th St.	Springfield	IL	62702-2694	Mr. Robert Buccino President
151	St. Peter's College	3	4PR	M	2641 Kennedy Blvd.	Jersey City	NJ	07306-5997	Mr. Lamberto Nieves Dir. Of Inst. Research
152	St. Phillip's College	4	2PR	SC	1801 Martin Luther King	San Antonio	TX	78203-2098	Dr. Burton Crow Dir Adv. and Assess
153	SUNY at Brockport	3	4P	M	350 New Campus Dr.	Brockport	NY	14420-2914	Dr. Timothy Flanagan VP for Academic Affairs
154	SUNY at Cortland	1	4P	M	PO Box 2000	Cortland	NY	13045-0900	Mr. Robert Ploutz-Snyder Dir. Of Inst. Research

ID#	Institutions Not Responding	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Contact
155	Temple College	3	2PR	SC	2600 S. First St.	Temple	TX	76504-7435	Dr. Gwen Hauk VP of Educational Services
156	The National Hispanic University	3	4PR	WC	14271 Story Rd.	San Jose	CA	95127-3823	Dr. Monte Perez Dir. Of Planning & Inst. Research
157	Thomas Edison State College	2	4P	M	101 W. State St.	Trenton	NJ	08608-1176	Ms. Esther Paist Dir. of Institutional Planning
158	Thomas Jefferson University	4	4PR	M	11th and Walnut Sts.	Philadelphia	PA	19107-5083	Dr. Paul Brucker President
159	Trinity Lutheran College	2	4PR	NW	4221 228th Ave., S.E.,	Issaquah	WA	98029-9299	Dr. Roy Harrisville, III Academic Dean
160	Union County College	4	2P	M	1033 Springfield Ave	Cranford	NJ	07016-1598	Dr. Patricia Biddar Exec Dir Assess Ping.
176	University of Arkansas-Ft. Smith	4	4P	NH	PO Box 3649	Ft. Smith	AR	72913-3649	Mrs. Marion Dunagan Dir of Institutional Research
162	University of Findlay	1	4P	NH	1000 N. Main St.	Findlay	OH	45840-3695	Mr. Tony Goedde Dir of Institutional Research
163	University of Massachusetts	4	4P	EH		Amherst	MA	01003-0001	Ms. Martha L. A. Stassen Director of Assessment
167	University of Texas at Brownsville	3	4P	SC	80 Ft. Brown	Brownsville	TX	78520-4993	Dr. Raymond Rodriguez VP for Academic Affairs
168	University of the South	4	4P	SC	735 University Ave.	Sewanee	TN	37383-1000	Mr. Paul Wiley Dir. Of Inst. Research
170	Vanguard University of So. California	2	4PR	WC	55 Fair Dr.	Costa Mesa	CA	92626-6597	Dr. Phillip Robinette Dean of the College
172	Webster College	2	TC	ACICS	2221 SW 19th Ave. Rd.	Ocala	FL	34474	Mr. Todd Matthews, Sr. Executive Director
173	West Virginia Business College	4	TC	ACICS	1052 Main St.	Wheeling	WV	26003-2702	Mrs. Brigitte Mazure Executive Director
174	West Virginia Wesleyan College	4	4PR	NH	59 College Ave	Buckhannon	WV	26201-2699	Dr. Richard "Weeks, Jr." VP for Academic Affairs
178	Western Illinois University	4	4P	NH	1 University Cir	Macomb	IL	61455-1390	Dr. Charles Gilbert Dir of Institutional Research
179	Wheaton College	1	4PR	NH	501 East College Ave.	Wheaton	IL	60187-5593	Mr. Paul E. Johnson Director of Academic Services/Registrar
180	Willamette University	4	4PR	NW	900 State St.	Salem	OR	97301-3930	Mr. Tod Massa Dir of Institutional Research

Note. Codes for Institution Type: 2P=Two Year Public Institutions; 2PR=Two Year Private Institutions; 4P=Four Year Public Institutions; 4PR=Four Year Private Institutions; CC=Community Colleges; GR=Graduate Schools; TC=Technical Colleges. Codes for Accrediting Agency: ACCSCT=Accrediting Commission of Career Schools and Colleges of Technology; ACICS=Accrediting Council for

Independent Colleges and Schools; COE=Council for Occupational Education; EH=New England Association of Schools and Colleges, Commission on Institutions of Higher Education; EV=New England Association of Schools and Colleges, Commission on Technical and Career Institutions; M=Middle States Association of Colleges and Schools, Commission on Higher Education; NH=North Central Association of Colleges and Schools, Commission on Institutions of Higher Education; NW=Northwest Association of Colleges and Schools, Commission on Colleges; SC=Southern Association of Colleges and Schools, Commission on Colleges; TRACS=Transnational Association of Christian Colleges and Schools; WC=Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities; WJ=Western Association of Schools and Colleges, Accrediting Commission for Community Colleges.

Appendix D

Raw Data and Percentage Calculations for Questionnaires Received
From All Responding Institutions

A frequency count of the questionnaire responses, yes, no, in process, and blank, was made. A percentage calculation of the response to each question was also recorded. The data was then analyzed by accrediting agency and type of institution. The tables showing the raw data and percentages have been placed in this appendix.

Table D1

Raw Data and Percentage Calculations for Questionnaires Received

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that includes Academics?	40	2	6	0	48	83.3%	4.2%	12.5%	0.0%
2	Does your institution have an assessment plan that includes Administration	26	14	5	3	48	54.2%	29.2%	10.4%	6.3%
3	Does your institution have an assessment plan that includes Student Affairs	28	8	9	3	48	58.3%	16.7%	18.8%	6.3%
4	Does your institution have an assessment plan that includes Physical Plant	26	15	4	3	48	54.2%	31.3%	8.3%	6.3%
5	Does your institution have an assessment plan that includes Library	33	8	6	1	48	68.8%	16.7%	12.5%	2.1%
6	Does your institution have an assessment plan that Includes Budget	21	15	7	5	48	43.8%	31.3%	14.6%	10.4%
7	Does your institution have an assessment plan that Includes the Governing Board	10	25	6	7	48	20.8%	52.1%	12.5%	14.6%
8	Does your institution have an assessment plan that includes Student Services	29	10	6	3	48	60.4%	20.8%	12.5%	6.3%
9	Does your institution have a <u>printed</u> assessment schedule for Academics (program review)?	32	9	7	0	48	66.7%	18.8%	14.6%	0.0%
10	Does your institution have a printed assessment schedule for Administration	19	22	4	3	48	39.6%	45.8%	8.3%	6.3%
11	Does your institution have a printed assessment schedule for Student Affairs	22	18	5	3	48	45.8%	37.5%	10.4%	6.3%
12	Does your institution have a printed assessment schedule for Physical Plant	20	21	4	3	48	41.7%	43.8%	8.3%	6.3%
13	Does your institution have a printed assessment schedule for Library	25	16	4	3	48	52.1%	33.3%	8.3%	6.3%
14	Does your institution have a printed assessment schedule for Budget	17	22	5	4	48	35.4%	45.8%	10.4%	8.3%
15	Does your institution have a printed assessment schedule for Governing Board?	10	28	5	5	48	20.8%	58.3%	10.4%	10.4%
16	Does your institution have a printed assessment schedule for Student Services	23	16	5	4	48	47.9%	33.3%	10.4%	8.3%

#	Question	In				Total	% Yes	% No	% In Process	% Blank
		Yes	No	Process	Blank					
17	Does your institution have a printed schedule for academic program review of each major offered?	30	12	6	0	48	62.5%	25.0%	12.5%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trend in education, employment, populations, etc)	10	32	6	0	48	20.8%	66.7%	12.5%	0.0%
19	Does your institution produce an annual institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	31	12	5	0	48	64.6%	25.0%	10.4%	0.0%
20	Does your institution have a current strategic plan?	38	3	5	2	48	79.2%	6.3%	10.4%	4.2%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted)	37	5	3	3	48	77.1%	10.4%	6.3%	6.3%
22	Does your published strategic plan include short-range as well as long range goals?	36	4	2	6	48	75.0%	8.3%	4.2%	12.5%
23	Does your strategic plan include operational, as well as capital expenses?	30	9	2	7	48	62.5%	18.8%	4.2%	14.6%
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	29	6	6	7	48	60.4%	12.5%	12.5%	14.6%
25	Do those individuals involved in the planning process actively study external influences that may impact the future of the institution?	34	6	2	6	48	70.8%	12.5%	4.2%	12.5%
26	Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	37	3	2	6	48	77.1%	6.3%	4.2%	12.5%
27	Does your institution have an organized budget hearing process that includes input from all employees?	20	20	6	2	48	41.7%	41.7%	12.5%	4.2%
28	Do your budget planners refer to assessment data that has been collected in the past year?	28	11	6	3	48	58.3%	22.9%	12.5%	6.3%
29	Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?	35	6	5	2	48	72.9%	12.5%	10.4%	4.2%
30	Does your institution consistently link assessment, planning, and budget?	20	16	9	3	48	41.7%	33.3%	18.8%	6.3%
31	Does your institution comprehensively link assessment, planning, and budget?	16	20	8	4	48	33.3%	41.7%	16.7%	8.3%

Table D2

Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Accrediting Council for Independent Colleges and Schools

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that include Academics?	2				2	100.0%	0.0%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration	1	1			2	50.0%	50.0%	0.0%	0.0%
3	Does your institution have an assessment plan that include Student Affairs	1	1			2	50.0%	50.0%	0.0%	0.0%
4	Does your institution have an assessment plan that include Physical Plant	1	1			2	50.0%	50.0%	0.0%	0.0%
5	Does your institution have an assessment plan that include Library	1	1			2	50.0%	50.0%	0.0%	0.0%
6	Does your institution have an assessment plan that include Budget	2				2	100.0%	0.0%	0.0%	0.0%
7	Does your institution have an assessment plan that include Governing Board			2		2	0.0%	100.0%	0.0%	0.0%
8	Does your institution have an assessment plan that include Student Services			2		2	0.0%	100.0%	0.0%	0.0%
9	Does your institution have a printed assessment schedule for Academics (program review)?			2		2	0.0%	100.0%	0.0%	0.0%
10	Does your institution have a printed assessment schedule for Administration			2		2	0.0%	100.0%	0.0%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs			2		2	0.0%	100.0%	0.0%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant			2		2	0.0%	100.0%	0.0%	0.0%
13	Does your institution have a printed assessment schedule for Library			2		2	0.0%	100.0%	0.0%	0.0%
14	Does your institution have a printed assessment schedule for Budget			2		2	0.0%	100.0%	0.0%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?			2		2	0.0%	100.0%	0.0%	0.0%
16	Does your institution have a printed assessment schedule for Student Services			2		2	0.0%	100.0%	0.0%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?			2		2	0.0%	100.0%	0.0%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)			2		2	0.0%	100.0%	0.0%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)			2		2	0.0%	100.0%	0.0%	0.0%
20	Does your institution have a current strategic plan?	1	1			2	50.0%	50.0%	0.0%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	2				2	100.0%	0.0%	0.0%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	1	1			2	50.0%	50.0%	0.0%	0.0%
23	Does your strategic plan include operational, as well as capital expenses?	1	1			2	50.0%	50.0%	0.0%	0.0%

#	Question	In		Total	% Yes	% No	% In Process	% Blank
		Yes	No					
24	<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>	1	1	2	50.0%	50.0%	0.0%	0.0%
25	<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>	1	1	2	50.0%	50.0%	0.0%	0.0%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	1	1	2	50.0%	50.0%	0.0%	0.0%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>		2	2	0.0%	100.0%	0.0%	0.0%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>	1	1	2	50.0%	50.0%	0.0%	0.0%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	1	1	2	50.0%	50.0%	0.0%	0.0%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>	1	1	2	50.0%	50.0%	0.0%	0.0%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>		2	2	0.0%	100.0%	0.0%	0.0%

Table D3

Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by New England Association of Schools and Colleges, Commission on Institutions of Higher Education

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that include Academics?	1				1	100.0%	0.0%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration		1			1	0.0%	100.0%	0.0%	0.0%
3	Does your institution have an assessment plan that include Student Affairs				1	1	0.0%	0.0%	100.0%	0.0%
4	Does your institution have an assessment plan that include Physical Plant		1			1	0.0%	100.0%	0.0%	0.0%
5	Does your institution have an assessment plan that include Library				1	1	0.0%	0.0%	100.0%	0.0%
6	Does your institution have an assessment plan that include Budget		1			1	0.0%	100.0%	0.0%	0.0%
7	Does your institution have an assessment plan that include Governing Board		1			1	0.0%	100.0%	0.0%	0.0%
8	Does your institution have an assessment plan that include Student Services				1	1	0.0%	0.0%	100.0%	0.0%
9	Does your institution have a printed assessment schedule for Academics (program review)?	1				1	100.0%	0.0%	0.0%	0.0%
10	Does your institution have a printed assessment schedule for Administration		1			1	0.0%	100.0%	0.0%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs	1				1	100.0%	0.0%	0.0%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant		1			1	0.0%	100.0%	0.0%	0.0%
13	Does your institution have a printed assessment schedule for Library		1			1	0.0%	100.0%	0.0%	0.0%
14	Does your institution have a printed assessment schedule for Budget		1			1	0.0%	100.0%	0.0%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?		1			1	0.0%	100.0%	0.0%	0.0%
16	Does your institution have a printed assessment schedule for Student Services		1			1	0.0%	100.0%	0.0%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	1				1	100.0%	0.0%	0.0%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)				1	1	0.0%	0.0%	100.0%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	1				1	100.0%	0.0%	0.0%	0.0%
20	Does your institution have a current strategic plan?	1				1	100.0%	0.0%	0.0%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	1				1	100.0%	0.0%	0.0%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	1				1	100.0%	0.0%	0.0%	0.0%
23	Does your strategic plan include operational, as well as capital expenses?	1				1	100.0%	0.0%	0.0%	0.0%
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?				1	1	0.0%	0.0%	100.0%	0.0%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
25	<i>Do those individuals involved in the planning process actively study external influences that may impact the future of the institution?</i>	1				1	100.0%	0.0%	0.0%	0.0%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	1				1	100.0%	0.0%	0.0%	0.0%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>				1	1	0.0%	0.0%	100.0%	0.0%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>				1	1	0.0%	0.0%	100.0%	0.0%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	1				1	100.0%	0.0%	0.0%	0.0%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>				1	1	0.0%	0.0%	100.0%	0.0%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>				1	1	0.0%	0.0%	100.0%	0.0%

Table D4

Raw Data and Percentage Calculations fro Questionnaires Received from Institutions Accredited by Middle States Association of Colleges and Schools, Commission on Higher Education

#	Question	In				Total	% Yes		% In Process		% Blank	
		Yes	No	Process	Blank		Yes	No	Process	Blank		
1	Does your institution have an assessment plan that include Academics?	2	1	4		7	28.6%	14.3%	57.1%	0.0%		
2	Does your institution have an assessment plan that include Administration	2	2	2	1	7	28.6%	28.6%	28.6%	14.3%		
3	Does your institution have an assessment plan that include Student Affairs	2	1	4		7	28.6%	14.3%	57.1%	0.0%		
4	Does your institution have an assessment plan that include Physical Plant	3	2	1	1	7	42.9%	28.6%	14.3%	14.3%		
5	Does your institution have an assessment plan that include Library	3	1	2	1	7	42.9%	14.3%	28.6%	14.3%		
6	Does your institution have an assessment plan that include Budget	1	2	3	1	7	14.3%	28.6%	42.9%	14.3%		
7	Does your institution have an assessment plan that include Governing Board	1	1	3	2	7	14.3%	14.3%	42.9%	28.6%		
8	Does your institution have an assessment plan that include Student Services	2	2	2	1	7	28.6%	28.6%	28.6%	14.3%		
9	Does your institution have a printed assessment schedule for Academics (program review)?	2	3	2		7	28.6%	42.9%	28.6%	0.0%		
10	Does your institution have a printed assessment schedule for Administration	1	5	1		7	14.3%	71.4%	14.3%	0.0%		
11	Does your institution have a printed assessment schedule for Student Affairs	1	5	1		7	14.3%	71.4%	14.3%	0.0%		
12	Does your institution have a printed assessment schedule for Physical Plant	2	4		1	7	28.6%	57.1%	0.0%	14.3%		
13	Does your institution have a printed assessment schedule for Library	2	4	1		7	28.6%	57.1%	14.3%	0.0%		
14	Does your institution have a printed assessment schedule for Budget	1	4	2		7	14.3%	57.1%	28.6%	0.0%		
15	Does your institution have a printed assessment schedule for Governing Board?	1	4	2		7	14.3%	57.1%	28.6%	0.0%		
16	Does your institution have a printed assessment schedule for Student Services	1	4	2		7	14.3%	57.1%	28.6%	0.0%		
17	Does your institution have a printed schedule for academic program review of each major offered?	4	2	1		7	57.1%	28.6%	14.3%	0.0%		
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	3	2	2		7	42.9%	28.6%	28.6%	0.0%		
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial ,and physical plant aspects of your institution)	6	1			7	85.7%	14.3%	0.0%	0.0%		
20	Does your institution have a current strategic plan?	4	1	2		7	57.1%	14.3%	28.6%	0.0%		
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	5	1	1		7	71.4%	14.3%	14.3%	0.0%		
22	Does your published strategic plan include short-range, as well as long range goals?	5			2	7	71.4%	0.0%	0.0%	28.6%		
23	Does your strategic plan include operational, as well as capital expenses?	3	2		2	7	42.9%	28.6%	0.0%	28.6%		

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>	3	2		2	7	42.9%	28.6%	0.0%	28.6%
25	<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>	5			2	7	71.4%	0.0%	0.0%	28.6%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	5			2	7	71.4%	0.0%	0.0%	28.6%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>	1	3	3		7	14.3%	42.9%	42.9%	0.0%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>	4	3			7	57.1%	42.9%	0.0%	0.0%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	3	2	2		7	42.9%	28.6%	28.6%	0.0%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>	2	4	1		7	28.6%	57.1%	14.3%	0.0%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>	1	4	2		7	14.3%	57.1%	28.6%	0.0%

Table D5

Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by North Central Association of Colleges and Schools, Commission on Institutions of Higher Education

#	Question	In				Total	%		% In		% Blank	
		Yes	No	Process	Blank		Yes	No	Process	Blank		
1	Does your institution have an assessment plan that include Academics?	12		1		13	92.3%	0.0%	7.7%	0.0%		
2	Does your institution have an assessment plan that include Administration	5	6	1	1	13	38.5%	46.2%	7.7%	7.7%		
3	Does your institution have an assessment plan that include Student Affairs	5	5	1	2	13	38.5%	38.5%	7.7%	15.4%		
4	Does your institution have an assessment plan that include Physical Plant	4	6	2	1	13	30.8%	46.2%	15.4%	7.7%		
5	Does your institution have an assessment plan that include Library	6	5	1	1	13	46.2%	38.5%	7.7%	7.7%		
6	Does your institution have an assessment plan that include Budget	2	8	1	2	13	15.4%	61.5%	7.7%	15.4%		
7	Does your institution have an assessment plan that include Governing Board	1	8	1	3	13	7.7%	61.5%	7.7%	23.1%		
8	Does your institution have an assessment plan that include Student Services	5	5	1	2	13	38.5%	38.5%	7.7%	15.4%		
9	Does your institution have a printed assessment schedule for Academics (program review)?	8	3	2		13	61.5%	23.1%	15.4%	0.0%		
10	Does your institution have a printed assessment schedule for Administration	3	8	1	1	13	23.1%	61.5%	7.7%	7.7%		
11	Does your institution have a printed assessment schedule for Student Affairs	4	7	1	1	13	30.8%	53.8%	7.7%	7.7%		
12	Does your institution have a printed assessment schedule for Physical Plant	2	8	2	1	13	15.4%	61.5%	15.4%	7.7%		
13	Does your institution have a printed assessment schedule for Library	5	6	1	1	13	38.5%	46.2%	7.7%	7.7%		
14	Does your institution have a printed assessment schedule for Budget	1	9	1	2	13	7.7%	69.2%	7.7%	15.4%		
15	Does your institution have a printed assessment schedule for Governing Board?		9	1	1	11	0.0%	81.8%	9.1%	9.1%		
16	Does your institution have a printed assessment schedule for Student Services	3	7	1	2	13	23.1%	53.8%	7.7%	15.4%		
17	Does your institution have a printed schedule for academic program review of each major offered?	9	3	1		13	69.2%	23.1%	7.7%	0.0%		
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	4	9			13	30.8%	69.2%	0.0%	0.0%		
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	9	4			13	69.2%	30.8%	0.0%	0.0%		
20	Does your institution have a current strategic plan?	9	1	2	1	13	69.2%	7.7%	15.4%	7.7%		
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	8	3	1	1	13	61.5%	23.1%	7.7%	7.7%		
22	Does your published strategic plan include short-range, as well as long range goals?	8	2		3	13	61.5%	15.4%	0.0%	23.1%		
23	Does your strategic plan include operational, as well as capital expenses?	7	3		3	13	53.8%	23.1%	0.0%	23.1%		

#	Question	In				Total	% Yes		% In	
		Yes	No	Process	Blank		Yes	No	Process	Blank
24	<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>	6	2	2	3	13	46.2%	15.4%	15.4%	23.1%
25	<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>	8	2		3	13	61.5%	15.4%	0.0%	23.1%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	9	1		3	13	69.2%	7.7%	0.0%	23.1%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>	5	7		1	13	38.5%	53.8%	0.0%	7.7%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>	6	3	3	1	13	46.2%	23.1%	23.1%	7.7%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	10	3	2	1	16	62.5%	18.8%	12.5%	6.3%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>	3	7	2	1	13	23.1%	53.8%	15.4%	7.7%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>	2	8	1	1	12	16.7%	66.7%	8.3%	8.3%

Table D6

Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Northwest Association of Colleges and Schools, Commission on Colleges

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that include Academics?					6	100.0%	0.0%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration	2	3		1	6	33.3%	50.0%	0.0%	16.7%
3	Does your institution have an assessment plan that include Student Affairs	4	1		1	6	66.7%	16.7%	0.0%	16.7%
4	Does your institution have an assessment plan that include Physical Plant	3	2		1	6	50.0%	33.3%	0.0%	16.7%
5	Does your institution have an assessment plan that include Library	5			1	6	83.3%	0.0%	0.0%	16.7%
6	Does your institution have an assessment plan that include Budget	1	3	1	1	6	16.7%	50.0%	16.7%	16.7%
7	Does your institution have an assessment plan that include Governing Board	2	3		1	6	33.3%	50.0%	0.0%	16.7%
8	Does your institution have an assessment plan that include Student Services	5	1			6	83.3%	16.7%	0.0%	0.0%
9	Does your institution have a printed assessment schedule for Academics (program review)?	5		1		6	83.3%	0.0%	16.7%	0.0%
10	Does your institution have a printed assessment schedule for Administration	2	3	1		6	33.3%	50.0%	16.7%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs	3	1		2	6	50.0%	16.7%	0.0%	33.3%
12	Does your institution have a printed assessment schedule for Physical Plant	2	3		1	6	33.3%	50.0%	0.0%	16.7%
13	Does your institution have a printed assessment schedule for Library	5			1	6	83.3%	0.0%	0.0%	16.7%
14	Does your institution have a printed assessment schedule for Budget	1	3	1	1	6	16.7%	50.0%	16.7%	16.7%
15	Does your institution have a printed assessment schedule for Governing Board?	2	3		1	6	33.3%	50.0%	0.0%	16.7%
16	Does your institution have a printed assessment schedule for Student Services	4			2	6	66.7%	0.0%	0.0%	33.3%
17	Does your institution have a printed schedule for academic program review of each major offered?	2	3	1		6	33.3%	50.0%	16.7%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	1	4	1		6	16.7%	66.7%	16.7%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	4	1		1	6	66.7%	16.7%	0.0%	16.7%
20	Does your institution have a current strategic plan?	6				6	100.0%	0.0%	0.0%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	6				6	100.0%	0.0%	0.0%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	4	1	1		6	66.7%	16.7%	16.7%	0.0%
23	Does your strategic plan include operational, as well as capital expenses?	5	1			6	83.3%	16.7%	0.0%	0.0%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>	3		2	1	6	50.0%	0.0%	33.3%	16.7%
25	<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>	5		1		6	83.3%	0.0%	16.7%	0.0%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	5		1		6	83.3%	0.0%	16.7%	0.0%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>	4	2			6	66.7%	33.3%	0.0%	0.0%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>	3	3			6	50.0%	50.0%	0.0%	0.0%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	4	2			6	66.7%	33.3%	0.0%	0.0%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>	2	2	2		6	33.3%	33.3%	33.3%	0.0%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>	2	2	1	1	6	33.3%	33.3%	16.7%	16.7%

Table D7

Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Southern Association of Colleges and Schools, Commission on Colleges

#	Question	In				Total	%		% In Process	% Blank
		Yes	No	Process	Blank		Yes	No		
1	Does your institution have an assessment plan that include Academics?	13	1	1		15	86.7%	6.7%	6.7%	0.0%
2	Does your institution have an assessment plan that include Administration	13	1	1		15	86.7%	6.7%	6.7%	0.0%
3	Does your institution have an assessment plan that include Student Affairs	13		2		15	86.7%	0.0%	13.3%	0.0%
4	Does your institution have an assessment plan that include Physical Plant	13	1	1		15	86.7%	6.7%	6.7%	0.0%
5	Does your institution have an assessment plan that include Library	13		2		15	86.7%	0.0%	13.3%	0.0%
6	Does your institution have an assessment plan that include Budget	13		1	1	15	86.7%	0.0%	6.7%	6.7%
7	Does your institution have an assessment plan that include Governing Board	5	7	2	1	15	33.3%	46.7%	13.3%	6.7%
8	Does your institution have an assessment plan that include Student Services	13		2		15	86.7%	0.0%	13.3%	0.0%
9	Does your institution have a printed assessment schedule for Academics (program review)?	12	1	2		15	80.0%	6.7%	13.3%	0.0%
10	Does your institution have a printed assessment schedule for Administration	11	2	1	1	15	73.3%	13.3%	6.7%	6.7%
11	Does your institution have a printed assessment schedule for Student Affairs	12	1	2		15	80.0%	6.7%	13.3%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant	12	2	1		15	80.0%	13.3%	6.7%	0.0%
13	Does your institution have a printed assessment schedule for Library	11	2	1	1	15	73.3%	13.3%	6.7%	6.7%
14	Does your institution have a printed assessment schedule for Budget	12	1	1	1	15	80.0%	6.7%	6.7%	6.7%
15	Does your institution have a printed assessment schedule for Governing Board?	6	6	2	1	15	40.0%	40.0%	13.3%	6.7%
16	Does your institution have a printed assessment schedule for Student Services	12	1	2		15	80.0%	6.7%	13.3%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	10	3	2		15	66.7%	20.0%	13.3%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)		14	1		15	0.0%	93.3%	6.7%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	10	3	2		15	66.7%	20.0%	13.3%	0.0%
20	Does your institution have a current strategic plan?	13		1	1	15	86.7%	0.0%	6.7%	6.7%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	12	1	1	1	15	80.0%	6.7%	6.7%	6.7%
22	Does your published strategic plan include short-range, as well as long range goals?	13		1	1	15	86.7%	0.0%	6.7%	6.7%
23	Does your strategic plan include operational, as well as capital expenses?	9	2	2	2	15	60.0%	13.3%	13.3%	13.3%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>	13		1	1	15	86.7%	0.0%	6.7%	6.7%
25	<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>	12	1	1	1	15	80.0%	6.7%	6.7%	6.7%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	13		1	1	15	86.7%	0.0%	6.7%	6.7%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>	8	5	1	1	15	53.3%	33.3%	6.7%	6.7%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>	11		2	2	15	73.3%	0.0%	13.3%	13.3%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	13		1	1	15	86.7%	0.0%	6.7%	6.7%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>	10	1	2	2	15	66.7%	6.7%	13.3%	13.3%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>	10	2	1	2	15	66.7%	13.3%	6.7%	13.3%

Table D8

Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Transnational Association of Christian Colleges and Schools

#	Question	In				Total	%		% In	
		Yes	No	Process	Blank		Yes	No	Process	Blank
1	Does your institution have an assessment plan that include Academics?	3				3	100.0%	0.0%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration	2		1		3	66.7%	0.0%	33.3%	0.0%
3	Does your institution have an assessment plan that include Student Affairs	2		1		3	66.7%	0.0%	33.3%	0.0%
4	Does your institution have an assessment plan that include Physical Plant	1	2			3	33.3%	66.7%	0.0%	0.0%
5	Does your institution have an assessment plan that include Library	2	1			3	66.7%	33.3%	0.0%	0.0%
6	Does your institution have an assessment plan that include Budget	2	1			3	66.7%	33.3%	0.0%	0.0%
7	Does your institution have an assessment plan that include Governing Board	1	2			3	33.3%	66.7%	0.0%	0.0%
8	Does your institution have an assessment plan that include Student Services	3				3	100.0%	0.0%	0.0%	0.0%
9	Does your institution have a printed assessment schedule for Academics (program review)?	3				3	100.0%	0.0%	0.0%	0.0%
10	Does your institution have a printed assessment schedule for Administration	2		1		3	66.7%	0.0%	33.3%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs	1	1	1		3	33.3%	33.3%	33.3%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant	1	2			3	33.3%	66.7%	0.0%	0.0%
13	Does your institution have a printed assessment schedule for Library	2		1		3	66.7%	0.0%	33.3%	0.0%
14	Does your institution have a printed assessment schedule for Budget	2	1			3	66.7%	33.3%	0.0%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?	1	2			3	33.3%	66.7%	0.0%	0.0%
16	Does your institution have a printed assessment schedule for Student Services	3				3	100.0%	0.0%	0.0%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	3				3	100.0%	0.0%	0.0%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	1	1	1		3	33.3%	33.3%	33.3%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)		1	2		3	0.0%	33.3%	66.7%	0.0%
20	Does your institution have a current strategic plan?	3				3	100.0%	0.0%	0.0%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	3				3	100.0%	0.0%	0.0%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	3				3	100.0%	0.0%	0.0%	0.0%
23	Does your strategic plan include operational, as well as capital expenses?	3				3	100.0%	0.0%	0.0%	0.0%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>	2	1			3	66.7%	33.3%	0.0%	0.0%
25	<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>	1	2			3	33.3%	66.7%	0.0%	0.0%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	2	1			3	66.7%	33.3%	0.0%	0.0%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>	1	1	1		3	33.3%	33.3%	33.3%	0.0%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>	2	1			3	66.7%	33.3%	0.0%	0.0%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	2	1			3	66.7%	33.3%	0.0%	0.0%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>	1	1	1		3	33.3%	33.3%	33.3%	0.0%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>		2	1		3	0.0%	66.7%	33.3%	0.0%

Table D9

Raw Data and Percentage Calculations for Questionnaires Received from Institutions Accredited by Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

#	Question	In				Total	% Yes		% In	
		Yes	No	Process	Blank		Yes	No	Process	Blank
1	Does your institution have an assessment plan that include Academics?	1				1	100.0%	0.0%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration	1				1	100.0%	0.0%	0.0%	0.0%
3	Does your institution have an assessment plan that include Student Affairs	1				1	100.0%	0.0%	0.0%	0.0%
4	Does your institution have an assessment plan that include Physical Plant	1				1	100.0%	0.0%	0.0%	0.0%
5	Does your institution have an assessment plan that include Library	1				1	100.0%	0.0%	0.0%	0.0%
6	Does your institution have an assessment plan that include Budget				1	1	0.0%	0.0%	100.0%	0.0%
7	Does your institution have an assessment plan that include Governing Board		1			1	0.0%	100.0%	0.0%	0.0%
8	Does your institution have an assessment plan that include Student Services	1				1	100.0%	0.0%	0.0%	0.0%
9	Does your institution have a printed assessment schedule for Academics (program review)?	1				1	100.0%	0.0%	0.0%	0.0%
10	Does your institution have a printed assessment schedule for Administration		1			1	0.0%	100.0%	0.0%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs		1			1	0.0%	100.0%	0.0%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant		1			1	0.0%	100.0%	0.0%	0.0%
13	Does your institution have a printed assessment schedule for Library		1			1	0.0%	100.0%	0.0%	0.0%
14	Does your institution have a printed assessment schedule for Budget		1			1	0.0%	100.0%	0.0%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?		1			1	0.0%	100.0%	0.0%	0.0%
16	Does your institution have a printed assessment schedule for Student Services		1			1	0.0%	100.0%	0.0%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	1				1	100.0%	0.0%	0.0%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	1				1	100.0%	0.0%	0.0%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	1				1	100.0%	0.0%	0.0%	0.0%
20	Does your institution have a current strategic plan?	1				1	100.0%	0.0%	0.0%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	1				1	100.0%	0.0%	0.0%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	1				1	100.0%	0.0%	0.0%	0.0%
23	Does your strategic plan include operational, as well as capital expenses?	1				1	100.0%	0.0%	0.0%	0.0%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	<i>Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?</i>	1				1	100.0%	0.0%	0.0%	0.0%
25	<i>Do those individuals involved the planning process actively study external influences that may impact the future of the institution?</i>	1				1	100.0%	0.0%	0.0%	0.0%
26	<i>Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?</i>	1				1	100.0%	0.0%	0.0%	0.0%
27	<i>Does your institution have an organized budget hearing process that includes input from all employees?</i>	1				1	100.0%	0.0%	0.0%	0.0%
28	<i>Do your budget planners refer to assessment data that has been collected in the past year?</i>	1				1	100.0%	0.0%	0.0%	0.0%
29	<i>Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?</i>	1				1	100.0%	0.0%	0.0%	0.0%
30	<i>Does your institution consistently link assessment, planning, and budget?</i>	1				1	100.0%	0.0%	0.0%	0.0%
31	<i>Does your institution comprehensively link assessment, planning, and budget?</i>	1				1	100.0%	0.0%	0.0%	0.0%

Table D10

Raw Data and Percentage Calculations from Questionnaires Received from 2-year Public Institutions

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that include Academics?	5				5	100.0%	0.0%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration?	4	1			5	80.0%	20.0%	0.0%	0.0%
3	Does your institution have an assessment plan that include Student Affairs?	3	1	1		5	60.0%	20.0%	20.0%	0.0%
4	Does your institution have an assessment plan that include Physical Plant?	5				5	100.0%	0.0%	0.0%	0.0%
5	Does your institution have an assessment plan that include Library?	3	1	1		5	60.0%	20.0%	20.0%	0.0%
6	Does your institution have an assessment plan that include Budget?	3		2		5	60.0%	0.0%	40.0%	0.0%
7	Does your institution have an assessment plan that include Governing Board?	3	1	1		5	60.0%	20.0%	20.0%	0.0%
8	Does your institution have an assessment plan that include Student Services?	3	1	1		5	60.0%	20.0%	20.0%	0.0%
9	Does your institution have a <u>printed</u> assessment schedule for Academics (program review)?	2		3		5	40.0%	0.0%	60.0%	0.0%
10	Does your institution have a printed assessment schedule for Administration	2	3			5	40.0%	60.0%	0.0%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs	1	3	1		5	20.0%	60.0%	20.0%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant	3	2			5	60.0%	40.0%	0.0%	0.0%
13	Does your institution have a printed assessment schedule for Library	2	3			5	40.0%	60.0%	0.0%	0.0%
14	Does your institution have a printed assessment schedule for Budget	2	1	2		5	40.0%	20.0%	40.0%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?	2	2	1		5	40.0%	40.0%	20.0%	0.0%
16	Does your institution have a printed assessment schedule for Student Services	1	1	1	1	4	25.0%	25.0%	25.0%	25.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	1	2	2		5	20.0%	40.0%	40.0%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	2	3			5	40.0%	60.0%	0.0%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial ,and physical plant aspects of your institution)	4	1			5	80.0%	20.0%	0.0%	0.0%
20	Does your institution have a current strategic plan? Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be	2	1	1	1	5	40.0%	20.0%	20.0%	20.0%
21	reconstituted.)	2	1	1	1	5	40.0%	20.0%	20.0%	20.0%
22	Does your published strategic plan include short-range, as well as long range goals?	3	1		1	5	60.0%	20.0%	0.0%	20.0%
23	Does your strategic plan include operational, as well as capital expenses?	3	1		1	5	60.0%	20.0%	0.0%	20.0%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	2	1		2	5	40.0%	20.0%	0.0%	40.0%
25	Do those individuals involved the planning process actively study external influences that may impact the future of the institution?	3	1		1	5	60.0%	20.0%	0.0%	20.0%
26	Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	3	1		1	5	60.0%	20.0%	0.0%	20.0%
27	Does your institution have an organized budget hearing process that includes input from all employees?	2	1	1	1	5	40.0%	20.0%	20.0%	20.0%
28	Do your budget planners refer to assessment data that has been collected in the past year?	3	1		1	5	60.0%	20.0%	0.0%	20.0%
29	Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?	3		1	1	5	60.0%	0.0%	20.0%	20.0%
30	Does your institution consistently link assessment, planning, and budget?	2	1	1	1	5	40.0%	20.0%	20.0%	20.0%
31	Does your institution comprehensively link assessment, planning, and budget?	1	1	1	2	5	20.0%	20.0%	20.0%	40.0%

Table D11

*Raw Data and Percentage Calculations from Questionnaires Received from
2-year Private Institutions*

#	Question	In				Total	% Yes		% In		% Blank	
		Yes	No	Process	Blank		Yes	No	Process	Blank		
1	Does your institution have an assessment plan that include Academics?	1				1	100.0%	0.0%	0.0%	0.0%	0.0%	
2	Does your institution have an assessment plan that include Administration				1	1	0.0%	0.0%	0.0%	100.0%		
3	Does your institution have an assessment plan that include Student Affairs				1	1	0.0%	0.0%	0.0%	100.0%		
4	Does your institution have an assessment plan that include Physical Plant				1	1	0.0%	0.0%	0.0%	100.0%		
5	Does your institution have an assessment plan that include Library				1	1	0.0%	0.0%	0.0%	100.0%		
6	Does your institution have an assessment plan that include Budget				1	1	0.0%	0.0%	0.0%	100.0%		
7	Does your institution have an assessment plan that include Governing Board				1	1	0.0%	0.0%	0.0%	100.0%		
8	Does your institution have an assessment plan that include Student Services	1				1	100.0%	0.0%	0.0%	0.0%	0.0%	
9	Does your institution have a <u>printed</u> assessment schedule for Academics (program review)?	1				1	100.0%	0.0%	0.0%	0.0%	0.0%	
10	Does your institution have a printed assessment schedule for Administration				1	1	0.0%	0.0%	0.0%	100.0%		
11	Does your institution have a printed assessment schedule for Student Affairs				1	1	0.0%	0.0%	0.0%	100.0%		
12	Does your institution have a printed assessment schedule for Physical Plant				1	1	0.0%	0.0%	0.0%	100.0%		
13	Does your institution have a printed assessment schedule for Library				1	1	0.0%	0.0%	0.0%	100.0%		
14	Does your institution have a printed assessment schedule for Budget				1	1	0.0%	0.0%	0.0%	100.0%		
15	Does your institution have a printed assessment schedule for Governing Board?				1	1	0.0%	0.0%	0.0%	100.0%		
16	Does your institution have a printed assessment schedule for Student Services				1	1	0.0%	0.0%	0.0%	100.0%		
17	Does your institution have a printed schedule for academic program review of each major offered?				1	1	0.0%	0.0%	100.0%	0.0%		
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)		1			1	0.0%	100.0%	0.0%	0.0%	0.0%	
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial, and physical plant aspects of your institution)	1				1	100.0%	0.0%	0.0%	0.0%	0.0%	
20	Does your institution have a current strategic plan?	1				1	100.0%	0.0%	0.0%	0.0%	0.0%	
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	1				1	100.0%	0.0%	0.0%	0.0%	0.0%	
22	Does your published strategic plan include short-range, as well as long range goals?	1				1	100.0%	0.0%	0.0%	0.0%	0.0%	
23	Does your strategic plan include operational, as well as capital expenses?		1			1	0.0%	100.0%	0.0%	0.0%	0.0%	

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	1				1	100.0%	0.0%	0.0%	0.0%
25	Do those individuals involved the planning process actively study external influences that may impact the future of the institution?	1				1	100.0%	0.0%	0.0%	0.0%
26	Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	1				1	100.0%	0.0%	0.0%	0.0%
27	Does your institution have an organized budget hearing process that includes input from all employees?	1				1	100.0%	0.0%	0.0%	0.0%
28	Do your budget planners refer to assessment data that has been collected in the past year?		1			1	0.0%	100.0%	0.0%	0.0%
29	Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?		1			1	0.0%	100.0%	0.0%	0.0%
30	Does your institution consistently link assessment, planning, and budget?		1			1	0.0%	100.0%	0.0%	0.0%
31	Does your institution comprehensively link assessment, planning, and budget?		1			1	0.0%	100.0%	0.0%	0.0%

Table D12

*Raw Data and Percentage Calculations from Questionnaires Received 4-year
Public Institutions*

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that include Academics?	13	1			14	92.9%	7.1%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration	9	4		1	14	64.3%	28.6%	0.0%	7.1%
3	Does your institution have an assessment plan that include Student Affairs	10	2		2	14	71.4%	14.3%	0.0%	14.3%
4	Does your institution have an assessment plan that include Physical Plant	8	4	1	1	14	57.1%	28.6%	7.1%	7.1%
5	Does your institution have an assessment plan that include Library	11	2		1	14	78.6%	14.3%	0.0%	7.1%
6	Does your institution have an assessment plan that include Budget	6	5		3	14	42.9%	35.7%	0.0%	21.4%
7	Does your institution have an assessment plan that include Governing Board	3	6		5	14	21.4%	42.9%	0.0%	35.7%
8	Does your institution have an assessment plan that include Student Services	10	2		2	14	71.4%	14.3%	0.0%	14.3%
9	Does your institution have a <u>printed</u> assessment schedule for Academics (program review)?	13	1			14	92.9%	7.1%	0.0%	0.0%
10	Does your institution have a printed assessment schedule for Administration	9	4		1	14	64.3%	28.6%	0.0%	7.1%
11	Does your institution have a printed assessment schedule for Student Affairs	9	3		2	14	64.3%	21.4%	0.0%	14.3%
12	Does your institution have a printed assessment schedule for Physical Plant	7	3	1	3	14	50.0%	21.4%	7.1%	21.4%
13	Does your institution have a printed assessment schedule for Library	10	2		2	14	71.4%	14.3%	0.0%	14.3%
14	Does your institution have a printed assessment schedule for Budget	6	5	3		14	42.9%	35.7%	21.4%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?	3	7		4	14	21.4%	50.0%	0.0%	28.6%
16	Does your institution have a printed assessment schedule for Student Services	10	2		2	14	71.4%	14.3%	0.0%	14.3%
17	Does your institution have a printed schedule for academic program review of each major offered?	12	1	1		14	85.7%	7.1%	7.1%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	1	13			14	7.1%	92.9%	0.0%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial ,and physical plant aspects of your institution)	12	2			14	85.7%	14.3%	0.0%	0.0%
20	Does your institution have a current strategic plan?	13		1		14	92.9%	0.0%	7.1%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	12	1	1		14	85.7%	7.1%	7.1%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	11	1	1	1	14	78.6%	7.1%	7.1%	7.1%
23	Does your strategic plan include operational, as well as capital expenses?	10	3		1	14	71.4%	21.4%	0.0%	7.1%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	9	1	2	2	14	64.3%	7.1%	14.3%	14.3%
25	Do those individuals involved the planning process actively study external influences that may impact the future of the institution?	11	2		1	14	78.6%	14.3%	0.0%	7.1%
26	Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	13			1	14	92.9%	0.0%	0.0%	7.1%
27	Does your institution have an organized budget hearing process that includes input from all employees?	5	8	1		14	35.7%	57.1%	7.1%	0.0%
28	Do your budget planners refer to assessment data that has been collected in the past year?	10	2	2		14	71.4%	14.3%	14.3%	0.0%
29	Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?	13		1		14	92.9%	0.0%	7.1%	0.0%
30	Does your institution consistently link assessment, planning, and budget?	7	4	3		14	50.0%	28.6%	21.4%	0.0%
31	Does your institution comprehensively link assessment, planning, and budget?	6	5	3		14	42.9%	35.7%	21.4%	0.0%

Table D13

Raw Data and Percentage Calculations from Questionnaires Received from 4-year Private Institutions

#	Question	In				Total	%		% In	
		Yes	No	Process	Blank		Yes	No	Process	Blank
1	Does your institution have an assessment plan that include Academics?	13		5		18	72.2%	0.0%	27.8%	0.0%
2	Does your institution have an assessment plan that include Administration	8	5	5		18	44.4%	27.8%	27.8%	0.0%
3	Does your institution have an assessment plan that include Student Affairs	9	2	7		18	50.0%	11.1%	38.9%	0.0%
4	Does your institution have an assessment plan that include Physical Plant	8	7	3		18	44.4%	38.9%	16.7%	0.0%
5	Does your institution have an assessment plan that include Library	10	3	5		18	55.6%	16.7%	27.8%	0.0%
6	Does your institution have an assessment plan that include Budget	6	7	5		18	33.3%	38.9%	27.8%	0.0%
7	Does your institution have an assessment plan that include Governing Board	3	10	5		18	16.7%	55.6%	27.8%	0.0%
8	Does your institution have an assessment plan that include Student Services	10	3	5		18	55.6%	16.7%	27.8%	0.0%
9	Does your institution have a <u>printed</u> assessment schedule for Academics (program review)?	11	4	3		18	61.1%	22.2%	16.7%	0.0%
10	Does your institution have a printed assessment schedule for Administration	6	8	4		18	33.3%	44.4%	22.2%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs	7	7	4		18	38.9%	38.9%	22.2%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant	6	9	3		18	33.3%	50.0%	16.7%	0.0%
13	Does your institution have a printed assessment schedule for Library	7	7	4		18	38.9%	38.9%	22.2%	0.0%
14	Does your institution have a printed assessment schedule for Budget	6	9	3		18	33.3%	50.0%	16.7%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?	3	11	3		17	17.6%	64.7%	17.6%	0.0%
16	Does your institution have a printed assessment schedule for Student Services	8	7	3		18	44.4%	38.9%	16.7%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	11	5	2		18	61.1%	27.8%	11.1%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	5	8	5		18	27.8%	44.4%	27.8%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial ,and physical plant aspects of your institution)	10	5	3		18	55.6%	27.8%	16.7%	0.0%
20	Does your institution have a current strategic plan?	13	1	3	1	18	72.2%	5.6%	16.7%	5.6%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	14	2	1	1	18	77.8%	11.1%	5.6%	5.6%
22	Does your published strategic plan include short-range, as well as long range goals?	12	1	1	4	18	66.7%	5.6%	5.6%	22.2%
23	Does your strategic plan include operational, as well as capital expenses?	11	1	2	4	18	61.1%	5.6%	11.1%	22.2%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	10	2	2	2	16	62.5%	12.5%	12.5%	12.5%
25	Do those individuals involved the planning process actively study external influences that may impact the future of the institution?	11	2	1	4	18	61.1%	11.1%	5.6%	22.2%
26	Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	12	1	1	4	18	66.7%	5.6%	5.6%	22.2%
27	Does your institution have an organized budget hearing process that includes input from all employees?	10	3	4	1	18	55.6%	16.7%	22.2%	5.6%
28	Do your budget planners refer to assessment data that has been collected in the past year?	10	4	2	2	18	55.6%	22.2%	11.1%	11.1%
29	Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?	13	2	2	1	18	72.2%	11.1%	11.1%	5.6%
30	Does your institution consistently link assessment, planning, and budget?	7	5	5	1	18	38.9%	27.8%	27.8%	5.6%
31	Does your institution comprehensively link assessment, planning, and budget?	6	7	4	1	18	33.3%	38.9%	22.2%	5.6%

Table D14

Raw Data and Percentage Calculations from Questionnaires Received from Community Colleges

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that include Academics?	5	1	1		7	71.4%	14.3%	14.3%	0.0%
2	Does your institution have an assessment plan that include Administration	3	3		1	7	42.9%	42.9%	0.0%	14.3%
3	Does your institution have an assessment plan that include Student Affairs	4	2	1		7	57.1%	28.6%	14.3%	0.0%
4	Does your institution have an assessment plan that include Physical Plant	3	3		1	7	42.9%	42.9%	0.0%	14.3%
5	Does your institution have an assessment plan that include Library	5	1		1	7	71.4%	14.3%	0.0%	14.3%
6	Does your institution have an assessment plan that include Budget	3	3		1	7	42.9%	42.9%	0.0%	14.3%
7	Does your institution have an assessment plan that include Governing Board		6		1	7	0.0%	85.7%	0.0%	14.3%
8	Does your institution have an assessment plan that include Student Services	4	2		1	7	57.1%	28.6%	0.0%	14.3%
9	Does your institution have a <u>printed</u> assessment schedule for Academics (program review)?	4	2	1		7	57.1%	28.6%	14.3%	0.0%
10	Does your institution have a printed assessment schedule for Administration	1	5		1	7	14.3%	71.4%	0.0%	14.3%
11	Does your institution have a printed assessment schedule for Student Affairs	4	3			7	57.1%	42.9%	0.0%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant	2	5			7	28.6%	71.4%	0.0%	0.0%
13	Does your institution have a printed assessment schedule for Library	5	2			7	71.4%	28.6%	0.0%	0.0%
14	Does your institution have a printed assessment schedule for Budget	2	5			7	28.6%	71.4%	0.0%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?	1	6			7	14.3%	85.7%	0.0%	0.0%
16	Does your institution have a printed assessment schedule for Student Services	3	4			7	42.9%	57.1%	0.0%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	5	2			7	71.4%	28.6%	0.0%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)	2	4	1		7	28.6%	57.1%	14.3%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial ,and physical plant aspects of your institution)	4	2	1		7	57.1%	28.6%	14.3%	0.0%
20	Does your institution have a current strategic plan?					100.0	%	0.0%	0.0%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	7				100.0	%	0.0%	0.0%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	7				100.0	%	0.0%	0.0%	0.0%
23	Does your strategic plan include operational, as well as capital expenses?	4	2		1	7	57.1%	28.6%	0.0%	14.3%

#	Question	Yes	No	In		Total	%		% In	
				Process	Blank		Yes	No	Process	Blank
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	5	1	1		7	71.4%	14.3%	14.3%	0.0%
25	Do those individuals involved the planning process actively study external influences that may impact the future of the institution?	6		1		7	85.7%	0.0%	14.3%	0.0%
26	Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	6		1		7	85.7%	0.0%	14.3%	0.0%
27	Does your institution have an organized budget hearing process that includes input from all employees?	2	5			7	28.6%	71.4%	0.0%	0.0%
28	Do your budget planners refer to assessment data that has been collected in the past year?	5	2	1		8	62.5%	25.0%	12.5%	0.0%
29	Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?	4	2	1		7	57.1%	28.6%	14.3%	0.0%
30	Does your institution consistently link assessment, planning, and budget?	2	4		1	7	28.6%	57.1%	0.0%	14.3%
31	Does your institution comprehensively link assessment, planning, and budget?	2	4		1	7	28.6%	57.1%	0.0%	14.3%

Table D15

Raw Data and Percentage Calculations from Questionnaires Received from Technical Institutes and Colleges

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
1	Does your institution have an assessment plan that include Academics?	3				3	100.0%	0.0%	0.0%	0.0%
2	Does your institution have an assessment plan that include Administration	2	1			3	66.7%	33.3%	0.0%	0.0%
3	Does your institution have an assessment plan that include Student Affairs	2	1			3	66.7%	33.3%	0.0%	0.0%
4	Does your institution have an assessment plan that include Physical Plant	2	1			3	66.7%	33.3%	0.0%	0.0%
5	Does your institution have an assessment plan that include Library	2	1			3	66.7%	33.3%	0.0%	0.0%
6	Does your institution have an assessment plan that include Budget	3				3	100.0%	0.0%	0.0%	0.0%
7	Does your institution have an assessment plan that include Governing Board	1	2			3	33.3%	66.7%	0.0%	0.0%
8	Does your institution have an assessment plan that include Student Services	1	2			3	33.3%	66.7%	0.0%	0.0%
9	Does your institution have a <u>printed</u> assessment schedule for Academics (program review)?	1	2			3	33.3%	66.7%	0.0%	0.0%
10	Does your institution have a printed assessment schedule for Administration	1	2			3	33.3%	66.7%	0.0%	0.0%
11	Does your institution have a printed assessment schedule for Student Affairs	1	2			3	33.3%	66.7%	0.0%	0.0%
12	Does your institution have a printed assessment schedule for Physical Plant	1	2			3	33.3%	66.7%	0.0%	0.0%
13	Does your institution have a printed assessment schedule for Library	1	2			3	33.3%	66.7%	0.0%	0.0%
14	Does your institution have a printed assessment schedule for Budget	1	2			3	33.3%	66.7%	0.0%	0.0%
15	Does your institution have a printed assessment schedule for Governing Board?	1	2			3	33.3%	66.7%	0.0%	0.0%
16	Does your institution have a printed assessment schedule for Student Services	1	2			3	33.3%	66.7%	0.0%	0.0%
17	Does your institution have a printed schedule for academic program review of each major offered?	1	2			3	33.3%	66.7%	0.0%	0.0%
18	Does your institution produce an annual Environmental Scan? (A document that shows in detail trends in education, employment, populations, etc.)		3			3	0.0%	100.0%	0.0%	0.0%
19	Does your institution produce an annual Institutional Fact Book? (A document that shows statistics of the demographic, academic, financial ,and physical plant aspects of your institution)		2	1		3	0.0%	66.7%	33.3%	0.0%
20	Does your institution have a current strategic plan?	2	1			3	66.7%	33.3%	0.0%	0.0%
21	Does your institution have an ongoing, strategic planning process? (The process continues from year to year and does not need to be reconstituted.)	2	1			3	66.7%	33.3%	0.0%	0.0%
22	Does your published strategic plan include short-range, as well as long range goals?	2	1			3	66.7%	33.3%	0.0%	0.0%
23	Does your strategic plan include operational, as well as capital expenses?	2	1			3	66.7%	33.3%	0.0%	0.0%

#	Question	Yes	No	In Process	Blank	Total	% Yes	% No	% In Process	% Blank
24	Do those individuals involved in the planning process refer to assessment data that has been collected in the past year as the plan is being developed and updated?	2	1			3	66.7%	33.3%	0.0%	0.0%
25	Do those individuals involved the planning process actively study external influences that may impact the future of the institution?	2	1			3	66.7%	33.3%	0.0%	0.0%
26	Do those individuals involved in the planning process actively study internal influences that may impact the future of the institution?	2	1			3	66.7%	33.3%	0.0%	0.0%
27	Does your institution have an organized budget hearing process that includes input from all employees?		3			3	0.0%	100.0%	0.0%	0.0%
28	Do your budget planners refer to assessment data that has been collected in the past year?	1	1	1		3	33.3%	33.3%	33.3%	0.0%
29	Do your budget planners refer to the strategic plan as a guide for projecting needed funds in the future?	2	1			3	66.7%	33.3%	0.0%	0.0%
30	Does your institution consistently link assessment, planning, and budget?	2	1			3	66.7%	33.3%	0.0%	0.0%
31	Does your institution comprehensively link assessment, planning, and budget?	1	2			3	33.3%	66.7%	0.0%	0.0%

Appendix E

Demographic Information on Schools Researched on the Internet

ID#	Institution Type	Accrediting Agency	Institution	Web URL	Address	City	State	Zip Code	Info on Net
I1	4PR	SC	Asbury College	www.asbury.edu	1 Macklem Dr.	Wilmore	KY	40390-1198	N
I2	4PR	NH	Ashland University	www.ashland.edu	401 College Ave.	Ashland	OH	44805-3799	N
I3	4PR	NH	Baker University	www.bakeru.edu	PO Box 65	Baldwin City	KS	66006-0065	N
I4	TC	SC	Baptist Memorial College of Health Sciences	www.bchs.edu	1003 Monroe Ave.	Memphis	TN	38104-3199	N
I5	4PR	NH	Benedictine College	www.benedictine.edu	1020 North 2nd St.	Atchison	KS	66002-1499	N
I6	TC	ACC SCT	Boulder College of Massage Therapy	www.bcmf.org	6255 Longbow Dr.	Boulder	CO	80301-3295	N
I7	4PR	EH	Bowdoin College	www.bowdoin.edu		Brunswick	ME	04011-2546	N
I8	4PR	NH	Buena Vista University	www.bvu.edu	610W. Fourth St.	Storm Lake	IA	50588-1798	N
I9	2P	SC	Calarendon College	www.pan-tex.net/clarendn.htm	PO Box 968	Clarendon	TX	79226-0968	N
I10	4PR	M	Canisius College	www.canisius.edu	2001 Main St.	Buffalo	NY	14208-1098	N
I11	4P	NH	Concord College	www.concord.edu	PO Box 1000	Athens	WV	24712-1000	N
I12	4PR	SC	Davidson College	www.davidson.edu	PO Box 1719	Davidson	NC	28036-1719	N
I13	2P	WJ	Diablo Valley College	www.dvc.edu	321 Golf Club Rd.	Pleasant Hill	CA	94523-1544	N
I14	CC	SC	Edgecombe Community College	www.edgecombe.cc.nc.us	2009 W. Wilson	Tarboro	NC	27886-9399	N
I15	TC	ACC SCT	Education America-Topeka Technical College	no URL	1620 NW Gage Blvd.	Topeka	KS	66618-2843	N
I16	4P	SC	Fort Valley State University	www.fvau.edu	1005 State Univ. Dr.	Fort Valley	GA	31030-4343	N
I17	4PR	M	Goldey-Beacon College	www.gbc.edu	4701 Limestone Rd.	Wilmington	DE	19808-0551	N
I18	CC	NH	Illinois Eastern Community College-Lincoln Trail College	www.iecc.cc.il.us/itc	11220 State Hwy. 1	Robinson	IL	62454-5707	N
I19	4Pr	TRACS	International Baptist College	no URL	2150 Southern Ave.	Tempe	AZ	85282-7504	N
I20	CC	SC	Itawamba Coummunity College	www.icc.cc.ms.us	602 Hill St.	Fulton	MS	38843	N
I21	4P	NH	Ivy Tech State College-Whitewater	www.ivy.tec.in/us/richm/index.htm	2325 Chester Blvd.	Richmond	IN	47374-1298	N
I22	TC	NH	Jewish Hospital College of Nursing and Allied Health	no URL	306 S. Kings Hwy.	St. Louis	MO	63110-1091	N
I23	4P	EH	Johnson State College	www.jsc.vsc.edu	337 College Hill	Johnson	VT	05656-9464	N
I24	4PR	NH	Lakeland College	www.lakeland.edu	PO Box 359	Sheboygan	WI	53082-0359	N
I26	CC	NW	Little Big Horn College	www.lbhc.cc.mt.us		Crow Agency	MT	59032	N

ID#	Institution Type	Accrediting Agency	Institution	Web URL	Address 1	City	State	Zip	Info on Net
I27	TC	COE	Louisiana Technical College-Delta Quachita Campus	www.delta.tech.la.us	609 Vocational Pkwy.	West Monroe	LA	71292-0128	N
I28	4PR	NH	Marygrove College	www.marygrove.edu	8425 W. McNichols Rd.	Detroit	MI	48221-2599	N
I30	4PR	EH	New England College	www.nec.edu	7 Main St.	Nenniker	NH	03242-3244	N
I31	4PR	EH	New England Conservatory of Music	www.newenglandconservatory.edu	290 Huntington Ave.	Boston	MA	02115-5018	N
I33	4PR	BI	Ozark Christian College	www.occ.edu	1111 N. Main St.	Joplin	MO	64801-4804	N
I35	4PR	NH	Regis University	www.regis.edu	3333 Regis Blvd.	Denver	CO	80221-1099	N
I37	CC	SC	Seminole Community College	www.seminole.cc.fl.us	100 Weldon Blvd.	Sanford	FL	32773-6199	N
I38	4PR	SC	Spalding University	www.spaulding.edu	851 S. Touriille St.	Louisville	KY	40203-2188	N
I39	TC	ACICS	Stevens Henegar College	www.stevensheneger.com	2168 Washington Blvd.	Ogden	UT	84401-9990	N
I40	4P	M	SUNY College at Buffalo	www.buffalostate.edu	1300 Elmwood Ave.	Buffalo	NY	14222-1091	N
I43	4PR	NH	University of Chicago	www.uchicago.edu	5810 S. Ellis Ave.	Chicago	IL	60637-1496	N
I44	GR	NH	University of Health Sciences	www.uhs.edu	1750 Independence Blvd.	Kansas City	MO	64106-1453	N
I48	4P	NH	University of Wisconsin-Stevens Point	www.uwsp.edu		Stevens Point	WI	54481-3897	N
I49	4PR	M	Wesley College	www.wesley.edu	120 N. State St.	Dover	DE	19901-3876	N
I50	4PR	NH	William Jewell College	www.jewell.edu	500 College Hill	Liberty	MO	64068-1896	N
I25	4PR	NW	Linfield College	www.linfield.edu	900 SE Baker St.	McMinville	OR	97128-6894	Y
I29	4P	NH	Minnesota State University-Moorhead	www.moorhead.msus.edu	1104 7th Ave. S.	Moorhead	MN	56563-2996	Y
I32	4PR	M	Niagara University	www.niagara.edu		Niagara University	NY	14109-9999	Y
I34	CC	NH	Parkland College	www.parkland.cc.il.us	2400 W. Bradley Ave.	Champaign	IL	61821-1899	Y
I36	4P	EH	Rhode Island College	www.ric.edu	600 Mount Pleasant Ave.	Providence	RI	22908-1991	Y
I41	4P	NH	SW Oklahoma State University	www.swosu.edu	100 Campus Dr.	Weatherford	OK	73096-3098	Y
I42	4P	SC	Tarleton State University	www.tarleton.edu	13333 W. Washington	Stephenville	TX	76402-0001	Y
I45	4P	SC	University of Memphis	www.memphis.edu		Memphis	TN	38152	Y
I46	4P	NH	University of Nebraska	www.uneb.edu	3835 Holdrege	Lincoln	NE	68583-0745	Y
I47	4P	NW	University of Puget Sound	www.ups.edu	1500 N. Warner	Tacoma	WA	98416-0002	Y

Note. Codes for Institutions: 2P=Two Year Public Institutions; 2PR=Two Year Private Institutions; 4P=Four Year Public Institutions; 4PR=Four Year Private Institutions; CC=Community Colleges; GR=Graduate Schools; TC=Technical Colleges. Codes for Accrediting Agency: ACCSCT=Accrediting Commission of Career Schools and Colleges of Technology; ACICS=Accrediting Council for

Independent Colleges and Schools; COE=Council for Occupational Education; EH=New England Association of Schools and Colleges, Commission on Institutions of Higher Education; EV=New England Association of Schools and Colleges, Commission on Technical and Career Institutions; M=Middle States Association of Colleges and Schools, Commission on Higher Education; NH=North Central Association of Colleges and Schools, Commission on Institutions of Higher Education; NW=Northwest Association of Colleges and Schools, Commission on Colleges; SC=Southern Association of Colleges and Schools, Commission on Colleges; TRACS=Transnational Association of Christian Colleges and Schools; WC=Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities; WJ=Western Association of Schools and Colleges, Accrediting Commission for Community Colleges. Codes for Info on Net: N=No information found; Y=Yes information found.

Appendix F

Comparability Analysis of the Accrediting Associations

Criteria	M	NE	NH	NW	SC	TR	WC
INSTITUTIONAL EFFECTIVENESS							
Defined mission, goals, and objectives	p. 6	1	1a	1.A	2	2.1, 2.2	1.1
On-going, systematic, participatory process	p. 21	2.2	2d, 4b 1.a.1.a	1.B	3.1	24.1, 23.6	4.1
Budget tied to assessment and planning process	p. 18	2.3	4f	7.A	6.3	19.5, 23.3	4.1
Planning integrates with assessment	p. 18	2.2	4f	7.A	2, 3.2	23.4, 23.6	4.1
Planning integrates with budget	p. 18	2.3, 4.4	2l, 4b	7.A	3.2	19.6	3.5
EDUCATIONAL PROGRAMS							
Defined learning outcomes		4.3	3.6	2.B	4.2	10.3	1.1
Regular and systematic assessment of learning outcomes		4.3	Addendum	2.A, 2.B	3.1, 4.2	10.7, 24.2	1.1
Program/curriculum review	p. 13	4.5	1.A.1.c	2.A, 2.B			2.1

Criteria	M	NE	NH	NW	SC	TR	WC
FACULTY							
Regular and systematic assessment of faculty	p. 24	5.11	Addendum	4.1	4.8	14.12	3.3
Evidences of change	p. 24	2.5, 5.11	Addendum	4.1	4.8, 3.2	14.1, 14.7	3.4
STUDENT SERVICES							
Regular and systematic assessment of student services		6.3, 6.11		3.B	3.1, 5.4		2.1
Evidences of change	p. 24	2.5, 6.11		3.B.	3.1, 3.2	24.7	2.1
LIBRARY							
Regular and systematic assessment of library support	p. 15	7.6	2.j	5.E	5.1	24.4	2.1
BUDGET PLANNING							
Evidence of budget planning that is strategically guided	p. 18	2.3, 9.4, 9.6	1.c, 4.b	7.A	6.3	19, 24.5	3.5
GOVERNING BOARD							
Regular And systematic evaluation of board members and processes		3.9	Addendum	6.B	6.1	5.15	

Criteria	M	NE	NH	NW	SC	TR	WC
PHYSICAL PLANT							
Comprehensive planning based on mission and goals	p. 22	6.2, 8.3	2.h	8.C	5.2, 6.4	24.5	

Note. Codes for Accrediting Agency: M=Commission on Higher Education Middle States Association of Colleges and Schools; NE=New England Association of Schools and Colleges; NH=North Central Association Commission on Institutions of Higher Education; NW=Commission on Colleges Northwest Association of Schools and Colleges; SC=Southern Association of Colleges and Schools; TR=Transnational Association of Christian Colleges and Schools; WC=Western Association of Colleges and Schools. Numbers indicate the criteria identification numbers.

Appendix G

Documents Received from Responding Institutions

ID#	Institution	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Documents Received
41	Alvernia College	4	4PR	M	400 Saint Bernardine Street	Reading	PA	19607-1799	Long Range Plan, Technology Plan
1	Augusta Technical College	3	TC	SC	3116 Deans Bridge Rd.	Augusta	GA	30906-3399	
2	Bevill State Community College	5	CC	SC	PO Box 800	Sumiton	AL	35148-0800	Strategic Plan*
3	Biola University	1	4PR	WC	13800 Biola Ave.	LaMirada	CA	90639-0001	
4	Blue Mountain College	1	4PR	SC	100 Campus Dr.	Blue Mountain	MS	38610	
5	Bowling Green State University	3	4P	NH		Bowling Green	OH	43403-0001	
6	Brigham Young University	1	4PR	NW		Provo	UT	84602-0002	
52	Brookhaven College	4	2P	SC	3939 Valley View	Farmers Branch	TX	75244-4997	
55	Campbell University	1	4PR	SC		Buies Creek	NC	27506-9999	
7	Cedarville University	1	4PR	NH	Box 601	Cedarville	OH	45314-0601	Strategic Plan
8	Central Virginia Community College	1	CC	SC	3506 Wards Rd.	Lynchburg	VA	24502-2498	Strategic Plan
9	City College	2	TC	ACICS	1401 W. Cypress Creek Rd.	Ft. Lauderdale	FL	33309-1916	
10	Clark College	2	2P	NW	1800 East McLoughlin Blvd.	Vancouver	WA	98663-3598	
11	Coastal Carolina University	1	4P	SC	PO Box 261954 755, Hwy 544	Conway	SC	29528-6054	
12	College of St. Mary	1	4PR	NH	1901 S. 72nd St.	Omaha	NB	68124	
64	Columbia Basin College	4	2P	NW	2600 N. 20th Avenue	Pasco	WA	99301-3397	Planning/Assessment Process
13	Crowder College	3	2P	NH		Neosho	MO	64850	Board Policies and Procedures
14	El Centro College	2	2P	SC	Main and Lamar	Dallas	TX	75202-3604	
71	Essex County College	3	2P	M	303 University Ave.	Newark	NJ	07102-1798	Vision 2000, Academic Master Plan, Facilities Master Plan
15	Fort Peck Community College	3	CC	NW	PO Box 398	Poplar	MT	59255-0398	
16	Herzing College	4	4PR	ACC SCT	5218 E. Terrace Drive	Madison	WI	53718-8340	
17	Hillsdale Freewill Baptist College	1	4PR	TRACS	PO Box 7208	Moore	OK	73153-1208	Employee Handbook, Policies and Procedures for Assessment

ID#	Institution	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Documents Received
18	Houghton College	1	4PR	M		Houghton	NY	14744	
19	Iowa Western Community College	1	CC	NH	2700 College Rd.	Council Bluffs	IA	51503-0567	
20	Kankakee Community College	1	CC	NH	PO Box 888	Kankakee	IL	60901-0888	
97	Knox College	4	4PR	NH	2 East South Street	Galesburg	IL	61401-4999	
112	Mars Hill College	3	4PR	SC	50 Marshall St.	Mars Hill	NC	28754	
117	Minnesota School of Business	4	TC	ACICS	1401 W. 76th St.	Richfield	MN	55423-3846	
21	Missouri Western State College	3	4P	NH	4525 Downs Dr.	St. Joseph	MO	64507-2294	
22	Newberry College	2	4PR	SC	2100 College	Newberry	SC	29108-2126	Institutional Effectiveness Plan*
23	North Harris Montgomery Community College	3	CC	SC	250 N. Sam Houston Pkwy E.	Houston	TX	77060-2000	Institutional Effectiveness Plan*
131	Notre Dame College	4	4PR	EH	2321 Elm St.	Manchester	NH	03104-2299	
24	Penn State-Altoona	3	4P	M	Ivyside Park	Altoona	PA	16601-3760	
25	Philadelphia Biblical University	4	4PR	M	200 Manor Ave	Langhorne Manor	PA	19047-2990	Planning Process
26	Piedmont Baptist College	1	4PR	TRACS	716 Franklin St.	Winston-Salem	NC	27101-5197	Institutional Effectiveness Plan/Strategic Plan
27	Radford University	1	4P	SC		Radford	VA	24142-0002	
28	Rivier College	1	4PR	EH	420 Main St.	Nashua	NH	03060-5086	Academic Assessment Plan, Strategic Plan, Framework for Strategic Planning*
29	Silver Lake College	4	4PR	NH	2406 South Alverno Rd.	Manitowoc	WI	54220-9319	
30	Southern Arkansas University Tech	3	4P	NH	100 Carr Rd.	Camden	AR	71701-4648	
31	Spartanburg Methodist College	2	4PR	SC	1200 Textile Rd.	Spartanburg	SC	29301-0009	
32	Syracuse University	1	4PR	M		Syracuse	NY	13244-1100	
33	Tennessee Temple University	1	4PR	TRACS	1815 Union Ave.	Chattanooga	TN	37404-3587	
34	Texas A& M University-Texarkana	3	4P	SC	PO Box 5518	Texarkana	TX	75505-5518	Handbook for Institutional Effectiveness*
35	The Criswell College	1	4PR	SC	4010 Gaston Ave.	Dallas	TX	75246-1537	Strategic Plan

ID#	Institution	Mailing Number	Institution Type	Accrediting Agency	Address	City	State	Zip Code	Documents Received
36	Troy State University -Dothan	3	4P	SC	PO Box 8368	Dothan	AL	36304-0368	
37	Truman State University	1	4P	NH		Kirksville	MO	63501-2488	Assessment Almanac
175	University of Arkansas-Ft. Smith	2	4P	NH	PO Box 3649	Fort Smith	AR	72913-3649	
164	University of North Dakota	3	4P	NH	Campus Rd.	Grand Forks	ND	58202	Strategic Plan, Assessment Plan
165	University of Portland	4	4P	NW	5000 N. Williamette Blvd	Portland	OR	97203-5798	
166	University of South Carolina-Columbia	4	4P	SC		Columbia	SC	29208-0001	
169	Utah Valley State College	2	4P	NW	800 W. University Pkwy	Orem	UT	84058-5999	Strategic Plan
171	Washington and Lee University	1	4PR	SC		Lexington	VA	24450	
177	Westchester Community College	3	CC	M	75 Grasslands Rd.	Valhalla	NY	10595-1636	

Note. Codes for Institutions: 2P=Two Year Public Institutions; 2PR=Two Year Private Institutions; 4P=Four Year Public Institutions; 4PR=Four Year Private Institutions; CC=Community Colleges; GR=Graduate Schools; TC=Technical Colleges. Codes for Accrediting Agency: ACCSCT=Accrediting Commission of Career Schools and Colleges of Technology; ACICS=Accrediting Council for Independent Colleges and Schools; COE=Council for Occupational Education; EH=New England Association of Schools and Colleges, Commission on Institutions of Higher Education; EV=New England Association of Schools and Colleges, Commission on Technical and Career Institutions; M=Middle States Association of Colleges and Schools, Commission on Higher Education; NH=North Central Association of Colleges and Schools, Commission on Institutions of Higher Education; NW=Northwest Association of Colleges and Schools, Commission on Colleges; SC=Southern Association of Colleges and Schools, Commission on Colleges; TR=Transnational Association of Christian Colleges and Schools; WC=Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities; WJ=Western Association of Schools and Colleges, Accrediting Commission for Community Colleges.