

THE PROCESS AND CONTRIBUTION OF THE NCA
INSTITUTIONAL SITE VISIT AS PERCEIVED
BY INSTITUTIONAL REPRESENTATIVES
AND EVALUATION TEAM MEMBERS

By

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For the years of work and immeasurable sacrifices, I lovingly dedicate this study to my wife, Carol, and daughters, Jill and Brenna.

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CHAPTER I

PRESENTATION OF THE PROBLEM

Introduction

Although control over education had historically been a responsibility of state and local government, the rapid expansion of both secondary and higher education in the last half of the nineteenth century, and the greater variety among institutions, called for some form of formal evaluation that would establish whether or not each institution was discharging its educational tasks in a responsible fashion (Wiley and Zald, 1968). As a result of this situation, six regional accrediting associations gradually developed in an effort to specify and enforce minimum standards of institutional quality of both public schools and colleges and universities (Dressel, 1971).

Pfnister (1972) noted that in the early stages of development the regional accrediting associations were established to allow educators to discuss common problems, one of the most pressing at the turn of the century being the need for better articulation between colleges and secondary schools. In the process of deciding which institutions qualified as "secondary schools" and "colleges," each of the associations found itself establishing criteria which eventually became the basis of the first standards of accreditation.

The first of the associations to be established was the New England Association of Colleges and Secondary Schools, which was organized in

1885 to promote the common interests of the colleges and secondary schools of the New England states. The establishment of the Middle States Association of Colleges and Secondary Schools in 1887 resulted from an organized effort of Pennsylvania colleges to limit the taxation of property to be used for educational purposes. The Michigan Schoolmasters Club provided the impetus for the establishment of the North Central Association of Colleges and Secondary Schools in 1895. The initial task of the North Central Association was to meet some of the critical problems facing higher education in the Middle West. The Southern Association of Colleges and Universities emerged in 1895 as the result of the efforts of six southern colleges to develop some uniformity in entrance requirements and scholarship standards. The Northwest Association of Secondary and Higher Schools came into existence in 1917 followed by the establishment of the Western College Association in 1924. It was out of the latter organization that the Western Association of Schools and Colleges was subsequently formed (Pfnister, 1972).

Although each of the regional associations was initially established to afford educational leaders the opportunity to discuss common problems, the movement of the associations from membership organizations to accrediting agencies quickly emerged. The Northwest Association of Secondary and Higher Schools, established in 1917, immediately became involved in accrediting. At the first annual meeting of the association in April, 1918, some 28 secondary and eight institutions of higher education were accredited. The North Central Association, established in 1895, adopted an official set of standards for accreditation in 1909 (Selden, 1960).

The emergence of the regional associations as accrediting agencies brought about the establishment of procedures which could be used in determining whether a specific institution met certain predetermined standards of "quality." At both the secondary and collegiate levels, the early emphasis in regional accreditation was largely self-report and dealt with the maintenance of detailed standards that were quantitative in nature. The basic accrediting criteria for colleges and universities usually consisted of factors such as endowment, size of library, number of academic departments, size of classes, and number of credit hours required for graduation (Selden, 1960). Later these standards were found wanting, and the regional associations gradually changed their philosophy of accreditation by placing emphasis on institutional individuality rather than on quantitative measures. Under this approach, institutions would be accredited if they succeeded in meeting their own goals and objectives; yet the new and more subjective approach required the associations to add a new functionary, for admission to membership was largely based on the judgment of qualified examiners who had the responsibility of recommending institutional status to the respective association (Ziemba, 1966).

The institutional site visit has become an integral part of the accreditation evaluation used by the regional associations. A team of evaluators makes recommendations to the regional association concerning the accreditation status of an institution on the basis of an institutional self-study, basic institutional data, and an institutional site visit. This process has been the result of continued efforts to evaluate institutional quality. Unfortunately, the demands of the associations for improvement of educational quality have been supported

by seemingly outmoded accrediting criteria (National Commission on Accrediting, 1972). As a result, there has been a growing criticism of the validity and accuracy of the regional accrediting process and procedures.

Need for the Study

The critics of regional accreditation are ever increasing. Local, state, and federal agencies, colleges and universities, and the general public have become highly critical of regional accrediting practices. Many critics have made general claims that regional accreditation is frequently irrelevant to quality education and often inhibits the processes of innovation and change within our educational systems (National Commission on Accrediting, 1972). Others have charged that regional associations are not concerned with the public interest for quality education but are merely regulatory agencies which determine institutional eligibility for federal monies (Robb, 1972).

Pfnister (1972) noted that although some writers have suggested dismissing regional accreditation entirely, these critics are at a loss when suggesting an alternate approach to the present voluntary system. James D. Koerner, a staunch critic of regional accreditation, accused the regional associations of being not only unresponsive to change but also aggressively protective of the "status quo." His solution to the problem, however, was not to eliminate the regional accrediting process, but to seek active support for change within the regional associations (Koerner, 1972). The Newman Task Force, also highly critical of the regional accrediting process, did not recommend the elimination of

institutional accreditation but sought a separation of accreditation and institutional eligibility for federal funds (Dickey, 1972).

Despite the growing criticism of regional accrediting activities, it appears that the regional associations will continue to be the evaluative agencies of our educational institutions. Frank G. Dickey, in his 1972 report as the Executive Director of the National Commission on Accrediting, contended that the regional accreditation status of institutions has had such a broad impact on society and educational institutions that the uses of accreditation are virtually limitless. Dickey listed regional accreditation as a primary consideration for parents, prospective students, and counselors in choosing educational institutions and programs of study. In addition to the use of accreditation status as the basic criteria for federal funds, Dickey cited state licensure authorities, professional societies, and private foundations as only a few of the organizations that "require" an institution to have regional accreditation status in order to be recognized as a "bona fide" institution of higher education.

Recognizing that many criticisms of the regional accrediting process have been based upon accurate information, Dickey indicated that most critics argue for change within the structure of regional accreditation and not for the demise of the present voluntary system. In a statement on the future perspectives of accreditation, Dickey noted:

If higher education is to continue to rely on accreditation as the primary means of conducting its self-government, accreditation needs to be made a much more effective instrument than it is at present. . . . The presidents and other officials of colleges and universities can no longer afford to be indifferent to accreditation. . . . The accrediting agencies must be able to prove to the public, including congressional committees, that accreditation is fully meeting social needs. . . . Cooperative and significant efforts must be made on the part of all accrediting agencies

to find ways to improve their techniques of measurement and to refine the indices that will indicate quality of education (National Commission on Accrediting, 1972, pp. 58-59).

Kells (1972), an associate executive secretary of the Commission on Higher Education of the Middle States Association, has also noted the need for evaluation of the regional accrediting process. Based upon his observation that most research on regional accreditation has been historical in nature, he indicated that the improvement of the process of regional accreditation necessitates input from the practitioners of higher education. He stated that without the thinking of institutional administrators, faculty, and staff, the improvement of the present regional accreditation process will not become a reality.

The National Commission on Accrediting (1966) and the Federation of Regional Accrediting Commissions (1970) conducted nationwide surveys concerning attitudes of chief institutional administrators toward institutional and specialized accreditation. Both studies indicated substantial institutional support for the continuation of voluntary accreditation agencies. Collins (1965) identified 18 values claimed by the six regional associations for the process of regional accreditation and examined those values through interviews with staff and board members of seven recently evaluated junior colleges in California. In contrast with the NCA and the FRACHE findings, Collins indicated that institutional representatives in his study were not highly supportive of regional accreditation and generally disagreed with the claimed values of the regional accreditation process. The population of the study by Collins was limited to staff members of seven junior colleges in California, a marked difference from a nationwide sample.

Other research efforts have been directed toward specific aspects of the regional accrediting process. Dressel (1967) and Walters (1971) conducted content analysis on written reports of evaluation teams in an effort to identify patterns in team recommendations which indicated criteria of institutional quality. Stanavage (1969), Master (1969), and Carpenter (1969) conducted a three-part study on the attitudes toward NCA evaluation procedures at the secondary level. With the exception of the latter study, which was conducted under the auspices of the NCA Commission on Secondary Schools, institutional representatives have not been utilized in the assessment of regional accreditation procedures per se. Although Collins (1965) utilized institutional personnel, he was assessing identified values and not actual applied procedures. There was also no evidence in the study by Collins that any one aspect of regional accreditation had been assessed for improving that aspect of the accreditation process.

The justification for the present study was based on the observation that there was a need for assessment of the regional accrediting process and that the most direct method of assessment would be through an evaluation by personnel directly involved with recent institutional evaluations.

Statement of the Problem

The research presented thus far would appear to offer a case for the need for assessment of the regional accrediting process at the higher education level. Past research efforts of regional accrediting agencies have been either historical accounts, general attitude surveys, or content analyses of written reports which were a part of the

evaluation process. Kells (1972) pointed out that improvement of the regional accrediting procedures is dependent upon an assessment of the process (i.e., the institutional self-study, the institutional site visit) rather than the product (i.e., the evaluation team report). Dressel (1967) identified the institutional site visit as the key step in the accreditation process. The problem was identified, therefore, as a need for an evaluation of the institutional site visit process. The goal of this study was an assessment of one aspect of the regional accrediting process, the institutional site visit.

Purpose of the Study

The primary purpose of this study was to assess the process and contribution of selected institutional site visits as conducted by NCA evaluation teams. This was achieved through the evaluation of the site visitation process by key personnel of public state colleges visited by an NCA evaluation team during the academic years of 1971-1972 or 1972-1973. A secondary purpose of this study was to determine the process and contribution of those selected institutional site visits by comparing perceptions held by the key personnel of the institutions with the perceptions held by selected members of the evaluation teams which conducted the institutional evaluations.

Definitions of Terms

Regional accreditation. Regional accreditation is the recognition of an educational institution in the United States by means of inclusion on a list of one of the six regional accrediting associations.

Accrediting evaluation. The accrediting evaluation is the process by which an accrediting agency determines whether an educational institution is to be accredited; the evaluation usually involves collecting considerable information about the institution on forms supplied by the accrediting agency, a visit to or evaluation of the institution by persons representing the accrediting agency, the consideration of the report of the evaluators and pertinent data concerning the institution by an authoritative reviewing committee, and a vote by the legislative body of the accrediting agency on the recommendations submitted by the reviewing committee (Good, 1959, p. 5).

Process. Process is the procedural or operational aspect of the institutional site visit.

Contribution. Contribution is the qualitative aspect of the institutional site visit as it relates to the overall regional accreditation evaluation.

North Central Association of Colleges and Secondary Schools. The North Central Association of Colleges and Secondary Schools, one of the six regional accrediting associations in the United States, is that voluntary association of schools and colleges which has the responsibility of determining the accreditation status of both secondary and higher education institutions in the 19 states of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

Commission on Institutions of Higher Education. The CIHE is that agency of the NCA which is responsible for preparing policy statements for the guidance of member and nonmember institutions of the NCA, for

receiving and considering applications from institutions of higher education for membership in the NCA and, in connection therewith, for making surveys and conducting evaluations, for requesting periodic reports from member institutions and making surveys and conducting evaluations of such members, and for preparing a list of institutions of higher education recommended to the NCA (By-Laws of the Association, 1970, Article VIII, Section II).

Evaluation team. An evaluation team is a group of trained individuals, under the direction of a chairperson, who have the responsibility of conducting an institutional evaluation. Team members are chosen from the roster of the NCA Consultant-Evaluator Corps, which includes selected administrators and faculty members of NCA accredited higher education institutions.

Institutional site visit or institutional evaluation. The institutional site visit or institutional evaluation is the investigation conducted by the evaluation team at the institution being considered for accreditation status. The length of the site visit generally varies from two to three days depending on the size of the institution and the type of accreditation status being sought.

Exit interview. The exit interview is that meeting which the team has with the chief institutional administrative officer and his administrative staff to report its findings and to check the accuracy of facts and judgments.

Written report. The written report, drafted following the institutional site visit, is a report of findings and recommendations prepared by the evaluation team.

Public state college. A public state college is a state-supported institution which usually, but not always, offers no more than five years of postsecondary education. The exception, however, may be an institution which offers limited programs at the specialist or doctoral level.

Key institutional personnel or institutional representatives. Key institutional personnel or institutional representatives are those individuals who are actively involved in the preparation of the institutional self-study, had direct contact with the evaluation team during the on-site visit, and were responsible for follow-up of the institutional evaluation. These institutional representatives usually, but not always, will have participated in the exit interview.

Perceptions. Perceptions are the observational responses by institutional representatives and team members to the components and processes of the institutional site visit.

Assumptions

1. The institutional site visit will continue to be an integral part of the regional accrediting evaluation.

2. An assessment of the institutional site visit by institutional representatives and evaluation team members may be useful to the CIHE and all accrediting agencies.

3. The populations for the two academic years being considered are not significantly different from those that would be obtained for other years.

Limitations of the Study

Several limitations were inherent in this study:

1. This study was restricted to assessing one aspect of the regional accrediting evaluation, the institutional site visit.
2. The populations were restricted to key institutional personnel from public state colleges and universities visited during the 1971-1972 or the 1972-1973 academic years and to the chairpersons and team members who conducted these selected site visits.
3. Responses to the survey instrument may be biased because of the following conditions:
 - a. The names of the institutional respondents were obtained through the chief academic officer at each of the institutions selected.
 - b. Since the recommendations and findings of the evaluation team usually determine the accreditation status of the institution being considered for accreditation, the institutional respondents may not have been totally objective in their evaluation of the site visit.
 - c. Although some members of the NCA Consultant-Evaluator Corps served as members of more than one of the evaluation teams included in this study, they were asked to evaluate only one specific institutional site visit of which they were a participant. This procedure limited evaluator responses but hopefully encouraged participation in the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A search of the literature revealed few studies which directly investigated the evaluation process of regional accreditation. The review of the literature for this study was necessarily restricted to the following areas of investigation: (1) the development of the regional accrediting associations; (2) the purposes of regional accreditation at the higher education level; (3) an overview of the accreditation process; (4) the basic programs of accreditation at the higher education level; (5) the importance of the institutional site visit as one of the aspects of the regional accrediting process; and (6) the research efforts directed toward regional accreditation.

Development of Regional Accrediting Associations

Ziemba (1966) noted that the concept of regional associations, which later developed into accrediting agencies for institutions of higher education of specific geographic areas, had its beginning with the founding of the New England Association of Colleges and Preparatory Schools in 1885. At the present time there are six regional associations which accredit public schools, colleges, and universities throughout the United States. In addition to the New England Association,

these are the Middle States Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, the Southern Association of Colleges and Secondary Schools, the Western Association of Schools and Colleges, and the North Central Association of Colleges and Secondary Schools.

The most often noted aspect in the development of regional accreditation is that it was and continues to be a distinctly American phenomenon of the late nineteenth and twentieth century. Romine (1972) noted that since regional accreditation is basically American in design, operation, and evolution, it exhibits the typical strengths and weaknesses of democratic institutions. For the same reasons, however, the purpose and scope of the regional associations have continually broadened.

Not one of the regional accrediting agencies began with the purpose of establishing criteria for the evaluation of educational institutions or of employing such criteria in the accreditation of educational institutions. In reviewing the evolution of the accrediting associations, Summers and Bidlack (1972) asserted that the initial establishment of such associations was for the primary purpose of discussing common educational problems, which initially included the need for better articulation between colleges and secondary schools. In an effort to protect the public from inferior educational programs, however, the regional associations soon found themselves establishing institutional criteria for membership in their organizations.

The movement of the North Central Association of Colleges and Secondary Schools (hereafter referred to as the NCA) from a membership organization to an accrediting agency is in great measure found in

each of the other regional associations. The concept and practice of inspecting or evaluating schools for the purpose of estimating quality originated around 1870 when the University of Michigan inaugurated the system of accrediting secondary schools from which students could enter the University without additional admission examinations. When the NCA initiated its own plan for approving secondary schools in 1901, the school inspection became one of the steps required to fulfill the conditions for regional accreditation (NCA, 1901). Soon after, the NCA adopted a comparable procedure for accrediting colleges and universities (NCA, 1912). Yet at that time accreditation was based on reports submitted by the institutions, with on-site inspections being regarded as a possible option, but they were extraordinary and to be conducted only if they were deemed necessary by the association itself (NCA, 1916). Since these visitations were not a standard part of the evaluating system, there were no regular guidelines for examiners to follow.

Within a few years after the initial evaluation procedure was adopted, there was considerable criticism and general dissatisfaction in the association regarding the published standards and the methods used to enforce the standards. Many association members charged that the criteria for judging the effectiveness of an institution were formal and arbitrary, that the criteria failed to take into account the special aims and goals of an institution, and that the quantitative factors of evaluation were overemphasized (Davis, 1945). As a result of these criticisms, the NCA Commission on Higher Education took the first step toward changing the undesirable aspects of the accreditation process and in 1929 appointed a committee of 15 to begin working toward necessary reforms. In 1934, the recommendations made

by the Committee on the Revision of Standards were adopted by the NCA. The concept of standardization was replaced by the principle of institutional individuality which provided much-needed flexibility for working with different kinds of institutions. This shift of emphasis from quantitative to qualitative criteria placed the responsibility of determining institutional quality in the hands of institutional evaluators (Dressel, 1967).

Prior to 1934, there were no set procedures to be followed by the evaluators of institutions of higher education. In that year the NCA established the following guidelines for the inspection teams:

1. To check the accuracy with which the schedules have been completed by the institutions being inspected.
2. To discuss with administrative officers and with the faculty the implications of the available data and such characteristics of the institutions as are not covered in the schedules.
3. To gather through conferences with staff members and students such additional facts and impressions as will complete the inspectors' knowledge of the quality of the institution.
4. To fill in and complete the required score cards.

In addition to these guidelines, the association further outlined the conduct of the institutional evaluation by including particular matters that the inspectors should discuss with the president, the academic dean, the business officers, the librarian, the student personnel officers, staff members, and students. The procedures also included an explanation of the purposes of the report of the inspectors in determining the quality of the institution inspected (NCA, 1934). With the new procedures placing far greater emphasis on the on-site visitation, it was essential that such inspectors be regulated or standardized to insure a high degree of uniform treatment.

For the next 20 years, there were no significant changes in the functions of the institutional evaluators. In addition to the general

instructions of the 1934 Manual, special mimeographed instructions were given periodically to the evaluators. Ziembra (1966) compared the 1937 directions with those of 1954 and found that they had remained almost totally the same, with only minor changes in wording, in methods of scoring in specific instances, and in ratings ascribed to certain institutional practices.

It should not be assumed, however, that the modified procedures were perfect, for it was still possible for some institutions to avoid visits by evaluators. As long as the institution did not call attention to its weaknesses or problems in an annual report of the NCA, the institution was usually not subject to an institutional site visit. To counteract possible attempts to circumvent the intent of the evaluation process, a new program of systematic institutional evaluation was introduced in 1957 by the NCA Commission of Colleges and Universities (MacKenzie, 1960). This new approach not only greatly increased the demand for more evaluators but also initiated a move to develop better guidelines for on-site evaluations (Dressel, 1971).

Following a conference of evaluators on the subjective nature of qualitative judgments, the Guide for the Evaluation of Institutions of Higher Education was issued by the NCA in 1958. The guide posed seven basic questions which were designed to assist evaluation team members in assessing institutional quality. Despite four revisions, the guide has remained essentially the same. The 1970 edition of the guide stated the seven basic questions as follows:

1. What is the educational task of the institution?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the educational institution well organized for carrying out its educational task?

4. Are the programs of instruction adequate in kind and quality to serve the purposes of the institution?
5. Are the institution's policies and practices such as to foster high faculty morale?
6. Is student life on the campus relevant to the institution's educational task?
7. Is student achievement consistent with the purposes of the institution? (Commission on Institutions of Higher Education, 1970, p. ii).

These questions provide the evaluative framework for the conduct of institutional site visits by NCA evaluation teams at the higher education level.

This brief synopsis of the historical development of the NCA accrediting process in no way attempts to reflect the changes in policy and procedures of any of the six regional accrediting agencies, for the continuous efforts of the regional associations to meet the changing needs of educational institutions are too extensive to be reflected in this review. Ziembra (1966), for example, conducted an extensive study of changes in policies and procedures of the accrediting process that took place within the NCA Commission on Colleges and Universities from 1909 to 1958. As a result of this single study, a total of 167 changes were identified: 116 in standards and criteria, 38 in inspection, and 13 in listing.

Pfnister (1972) noted, however, that as all six membership organizations became accrediting agencies, three basic governing principles inevitably emerged. The three principles were:

1. In the accrediting process no distinction is to be made regarding levels of quality. An institution is either worthy of being included in the membership of the association or it falls short of the requirements. The status is that of being accredited or not being accredited.
2. An institution is evaluated as a whole. That is to say, regional associations emphasize the general rather than the specialized functions. Acceptance for membership

implies that the institution as a whole rather than any particular program or unit is being accredited.

3. Each institution is accredited in light of its own purposes. The regional associations do not presume to determine purposes for the institution - yet, each regional association has required an institution applying for or holding membership to show that it has a basic program of general or liberal education (Pfnister, 1972, p. 564).

Although these basic governing principles continue to exist within the regional associations, continued expansion of relationships of regional associations with institutions has caused concern among various facets of American education (Koerner, 1971). In addition to colleges and secondary schools, some of the regional associations have included junior high and elementary schools, public vocational-technical schools, and overseas dependent schools as members (Romine, 1972).

Presently, each of the six regional associations grants accreditation status to those institutions that possess adequate educational purposes, that accomplish such purposes satisfactorily, and that appear able to continue to fulfill such purposes for a reasonable time. Accreditation by a regional association makes an educational institution eligible for membership in the association, and continued membership is dependent upon continued accordance with accrediting standards (Glenny, 1971). All six regional associations accredit and periodically evaluate both secondary and postsecondary institutions. All associations delegate the two major tasks of accreditation, the setting of standards and the evaluation of institutions, to separate commissions at the secondary and higher education levels. In each of five associations, one commission is responsible for all institutions of higher education. Two commissions operate at the higher education level in the Western Association: the Accrediting Commission for Junior Colleges and

the Accrediting Commission for Senior Colleges and Universities. Both the Southern and the New England Associations have established separate commissions for postsecondary occupational education institutions. The six associations have also formed the Federation of Regional Accrediting Commissions of Higher Education to coordinate their policies and planning on a nationwide basis (Dickey and Miller, 1972).

The Purposes of Regional Accreditation at the Higher Education Level

It is generally recognized that regional accreditation serves various functions for American society. There is little agreement, however, as to the primary purpose of institutional accreditation. Kells (1972) viewed the principle role as the continuous improvement of educational processes and institutions. Mortimer (1972) and Romine (1971) emphasized that the primary purpose of regional accreditation was maintaining mutual trust between institutions of higher education and the public by providing accountability. Dickey and Miller (1972) noted that perhaps the most important function of regional accreditation for member institutions was the establishment of eligibility for federal and private foundation monies. Their statement was supported by the fact that 21 government agencies require accreditation for funding purposes.

A study by Miller (1972) attempted to identify the perceived functions of accreditation in general. As part of the study, the Delphi technique was used to collect data about the views of 100 individuals of the functions accreditation should serve in American society. Two primary functions were revealed: (1) to identify for the general

public educational institutions which meet established standards of educational quality, and (2) to stimulate improvement in institutional programs by involving staff in continual self-evaluation, research, and planning.

Overview of the Accreditation Process

The basic accreditation process of the NCA Commission on Institutions of Higher Education (hereafter referred to as the CIHE) includes: (1) an institutional self-study, (2) an on-site evaluation by a team of evaluators, (3) a written report by the evaluation team containing a recommendation regarding the accreditation status of the institution under consideration, and (4) the implementation of the five-level decision making process by the NCA and the CIHE to determine the accreditation status of the institution (CIHE, 1973).

The institutional self-study, the first step in the accreditation process, is the means through which the administration, faculty, and students analyze the goals and objectives of their institution, the relationship of institutional activities to these goals and objectives, and the success of the institution in attaining desired outcomes. The resulting written report of the institutional self-study provides the institution, the on-site evaluation team, and the CIHE with a basis for making judgments about the educational effectiveness of the institution (CIHE, 1973).

The institutional site visit, the second step in the accreditation process, is conducted by members of the Consultant-Evaluator Corps of the CIHE (Semrow, 1965). A team which evaluates an institution of higher education usually consists of a chairperson and three to five

team members. The size of the team is determined by the size and complexity of the institution being evaluated. Two or three days are required for the conduct of an on-site visit at a public state college or university. Pugsley (1965) and Gates (1965) noted that the basic purpose of the institutional site visit is to determine the educational effectiveness of the institution. The evaluation team, during the on-site visit, is charged with identifying institutional strengths and weaknesses and providing documentation necessary to determine the degree to which such findings affect the ability of the institution to meet certain criteria for accreditation.

The document submitted by the evaluation team to the CIHE is referred to as the evaluation or written report. Generally, the major points of emphasis of the document are the unusual characteristics of the institution, the unique programs of instruction, and the effective forms of organization and instruction operating within the institution. The written report usually identifies specific limitations and difficulties which are being faced by the institution. Finally, the report contains a recommendation regarding the accreditation status of the institution under consideration (CIHE, 1973).

The written report is submitted by the team chairperson to the CIHE for consideration by a reviewing committee. The reviewing committee then considers the evaluation team report and the institutional response to the report. The reviewing committee accepts, rejects, or modifies the recommendations of the team and forwards its own recommendation to the Executive Board of the CIHE. The Board reviews the recommendations, calls for team or institutional clarification if necessary, and presents its recommendation to the CIHE and to the NCA for

final consideration. The decision levels which are implemented in determining the accreditation status of an institution, therefore, begin with the consideration of the institutional self-study and end with the final action taken by the NCA Board of Directors in accepting or rejecting an institution for accreditation (CIHE, 1973).

Basic Programs of Accreditation

The CIHE has the dual responsibility of assisting member institutions in maintaining membership in the NCA and of assisting interested institutions in attaining membership in the NCA. To carry out these responsibilities, the CIHE has devised the following basic programs of accreditation: (1) candidate for accreditation, (2) applying for initial accreditation, (3) institutions undergoing substantive change, and (4) periodic review or reaffirmation of accreditation. Although the procedures for attaining these different levels of accreditation are quite similar, each program of accreditation is a step toward full accreditation by the NCA.

The initial process for non-accredited or newly-founded institutions of higher education is to seek the "candidate for accreditation" status in the NCA. Candidate status does not insure regional accreditation, but it indicates that the institution is working toward accreditation. To achieve candidate status, an institution must prepare and submit a status study report to the Director of the CIHE. When the status study has been accepted by the CIHE, a team of evaluators makes a two-day on-site visit to the institution. At the conclusion of the visit, the evaluation team submits its written report of findings and recommendations. This report is considered by a CIHE reviewing

committee and the Executive Board before it is submitted to the NCA Board of Directors for final action (CIHE, 1973).

An institution which acquires candidate status is required to have an on-site visit every two years. The biennial site visit serves as a review of institutional progress toward accreditation. An institution with candidate status must develop an institutional self-study and apply for accreditation status within six years. If accreditation is not achieved within the allotted time, the institution will be stripped of its candidate status and must wait two years before reapplying for that status or applying for accreditation (CIHE, 1973).

Ordinarily, institutions seeking regional accreditation status proceed from candidate status to accreditation status. An institution has the option, however, of applying directly for accreditation status provided the institution meets the basic eligibility requirements of the CIHE. Institutions seeking accreditation (i.e., membership) status in the NCA are required to conduct an institutional self-study, submit a written self-study report, and undergo an on-site evaluation by a team of professional peers. Accreditation status indicates that the NCA views an institution as offering its students, on a satisfactory level, the educational opportunities implied in the stated goals and objectives of the institution. The written report resulting from the on-site evaluation is sent through the decision making levels of a CIHE reviewing committee and the Executive Board. Final action regarding the accreditation (i.e., membership) status of an institution is also the responsibility of the NCA Board of Directors (CIHE, 1973).

The accreditation program for an institution undergoing substantive change provides a means for quality assessment of a membership

institution which plans an alteration of its basic goals and objectives. This accreditation program is applicable to the following situations: (1) an institution seeking accreditation at a degree level beyond which it is presently accredited, (2) an institution planning a considerable expansion at an already accredited level, and (3) an institution planning a change in status or control. The procedures for this accreditation program, however, require that a self-study and on-site evaluation be conducted prior to the implementation of the proposed changes (CIHE, 1973).

Once an institution has been fully accredited by the NCA, it is subject to a periodic review cycle to maintain accreditation. The review occurs approximately every ten years unless prior evaluations have identified deficiencies that call for an earlier reevaluation. For periodic review or reaffirmation of accreditation, the institution must again prepare an institutional self-study and submit to an on-site evaluation (CIHE, 1973).

The final processing of the evaluation reports is handled in a similar manner for all programs of accreditation. If an institution does not agree with the final action of the NCA Board of Directors, the institution may request a reconsideration of the matter. Such requests, however, must be made within 30 days after the action has been taken (CIHE, 1973).

Studies of Regional Accreditation

Two nationwide studies have investigated the role of institutional accreditation in higher education. Although these studies were not directed toward the assessment of institutional evaluations per se,

administrators of higher education institutions were utilized in assessing general attitudes toward regional accreditation. The National Commission on Accrediting (1966) solicited attitudinal responses from 350 chief administrators of colleges and universities throughout the United States. The study found that 91 per cent of the administrators in the sample favored the continuation of both regional and specialized accreditation.

A 1970 study of regional accreditation by the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) attempted to determine national criteria or guidelines for regional accrediting. The FRACHE investigation, conducted by a four-member study group, attempted to review accrediting practices and procedures of the six regional associations. Within a ten-month period, the four members of the study group attended meetings of regional associations, commissions, and committees; observed on-site evaluation teams in each region; examined institutional self-studies, evaluation team reports, and decisions of commissions; and analyzed confidential statements received from more than 1,000 college presidents concerning the benefits of the regional accrediting process, the weaknesses of the process, and recommendations for improvement. The study group concluded that the regional accreditation process was an effective means for maintaining quality education in institutions of higher learning. This was confirmed by the reports from college presidents who in their confidential statements were almost unanimous that institutional accreditation is desirable, is generally performed reasonably well, and should be continued. The study group reported that only about a dozen of the more than 100 presidential responses were in opposition to regional accreditation.

A study by Collins (1965), however, did not reveal such overwhelming support for regional accreditation. Based on the premise that regional accrediting associations have developed some basic assumptions regarding the concept and process of evaluation, Collins attempted to identify values claimed by the regional associations for the process of accreditation. Collins identified 18 claimed values by reviewing the literature of regional accreditation and examining the constitutions and proceedings of the six regional accrediting associations. In order to determine if these values were realized by newly established junior colleges, Collins developed case studies of seven public junior colleges established in California between 1953 and 1965.

The 18 claimed values were the basis for an outline that was used in interviewing 72 staff and board members of seven California public junior colleges. The sample interviewed was stratified to include all levels of the professional staff. Presidents, deans, and board presidents were interviewed at all of the colleges. Randomly selected members of instructional staffs were also interviewed. The following areas of accreditation were covered in the interview: (1) preparation for accreditation, (2) timing and status of accreditation, (3) standards and standardization, (4) the evaluation report, and (5) institutional improvements deriving from accreditation.

Collins found that the participants in his study viewed the attainment of status as the single most important value of regional accreditation. Although results of his study indicated support for the claimed value of quality control, the respondents doubted that the institutional self-study was an examination in depth of the qualitative aspects of their colleges. The value of an assessment by outsiders was generally

supported by the respondents, but they indicated that the site visit provided little more than casual contacts between staff and team members. Generally, those interviewed believed that major institutional changes resulted not from evaluation by regional associations, but from continuous institutional efforts to institute changes based on their own findings. Collins identified "improving the quality of educational institutions" as the major claim of regional accreditation. This claim was only partially supported. Collins reported that staff members had a difficult time in citing a single improvement that could be attributed to the accreditation process.

Although the respondents in the study by Collins perceived the evaluation team report to be of little value other than for public relations purposes, such written documents have served as the basis of a number of studies in regional accreditation. In an effort to improve written reports submitted by institutional evaluators, the NCA authorized a study of the 87 reports submitted by higher education evaluation teams in 1964-1965. The study was conducted: (1) to discover patterns of reporting, (2) to determine the types of statements used, (3) to evaluate the nature and use of supporting evidence, (4) to consider the various aspects of institutions, and (5) to provide some suggestions regarding the preparation of reports and the NCA evaluation procedures in general. Basic findings in this study indicated that the three major areas of attention in these reports were the faculty, the curriculum, and the clarity and appropriateness of the accepted educational task of the institution. Student achievement and overall institutional effectiveness received the least attention (Dressel, 1967).

A similar analysis of evaluation reports was conducted by Walters (1970) for the Southern Association of Colleges and Schools. In an effort to identify indicators of quality for public junior colleges, a total of 191 team reports concerning visits to 126 public junior colleges from 1960 to 1969 were analyzed. A total of 516 specific recommendations were identified from the 191 written reports, and characteristics which appeared in 20 or more of these recommendations were identified as indicators of quality. Fifty-eight quality indicators were identified, only 11 of which were quantitative in nature. Most quality indicators were related to institutional procedures, operational efficiency, and organizational structure. Strikingly parallel to the findings of the earlier study by the NCA, Walters indicated that the written reports which he utilized in his study did not express opinions on institutional effectiveness, student achievement, or products of institutional operations.

An analysis of evaluation team reports was also the subject of a study by Ferster (1971). The stated purpose of the research was to determine: (1) the criteria for institutional quality being applied to the accreditation of colleges and universities by the Middle States Association; (2) the consistency of application of these criteria from institution to institution; and (3) the nature of recommendations made by the evaluating teams. The purpose of the study was accomplished by a content analysis of 140 evaluation team reports which were the result of institutional site visits from 1959 to 1969.

Ferster reported that six major headings were used to categorize a total of 34,335 themes and 6,224 recommendations found in the 140 evaluation reports. Results of the study indicated that the largest

number of themes (23.68 per cent) applied to the category of Organization and Administration, followed in order of categories by Curriculum and Academic Programs (22.59 per cent), Resources (17.61 per cent), Students (15.58 per cent), Faculty (15.49 per cent), and Aims and Goals (5.05 per cent). The largest number of direct recommendations identified in the reports applied to Curriculum and Academic Programs (28.84 per cent), Resources (19.49 per cent), Organizations and Administration (17.71 per cent), Faculty (14.78 per cent), Students (14.78 per cent), and Aims and Goals (4.39 per cent). In determining the consistency of application of criteria from institution to institution, Ferster identified 45 major issues that appeared in more than 50 per cent of all the written reports. The most frequent recommendations identified through content analysis dealt with department quality, the library, faculty participation in policy making and governance, admissions policies, and faculty salaries.

The major recommendations of the Ferster study called for regional accrediting associations to study ways of making institutional self-studies and evaluation team reports available for use in the general improvement of institutions of higher education. Ferster concluded his recommendation by encouraging the regional associations to engage in continuous comprehensive research on the entire process of accreditation.

In addition to studies of regional accreditation at the higher education level, a number of research efforts have been directed toward the accrediting process of the NCA Commission on Secondary Schools. Recommendations resulting from both institutional self-studies and evaluation team reports were the basis of a recent NCA study at the

secondary level. Shaw and Jordan (1971), after reviewing the self-study materials of 16 selected high schools admitted to membership to the NCA in 1968 and 1969, grouped the recommendations found in the self-study materials. The researchers then reviewed the recommendations found in the 16 written reports of the evaluating teams and also categorized the identified recommendations. On-site interviews were conducted with the principals of each of the 16 selected schools.

Of the total 2,012 recommendations identified in the self-studies, the written reports, or both, the principals deemed 80.7 per cent of them to be valid. The principals indicated that 70.2 per cent of the 587 recommendations contained in the self-studies were valid and that 82.2 per cent of the 1,111 recommendations contained in the written reports were valid. An analysis of the 314 recommendations found in both the self-studies and the written reports revealed that 91.1 per cent were adjudged by the principals to be valid. Some of the reasons the principals gave for declaring recommendations invalid were: inaccurate observation (29.2 per cent), already in existence at the time of the self-study and/or visitation (22.2 per cent), could not be accommodated by the philosophy of the school (21.4 per cent), item not needed (17.9 per cent), and inadequate physical facilities (6.0 per cent).

Further examination of the data in the Shaw and Jordan study indicated that 1,106 educational improvements had been effected since the schools were admitted to membership in the NCA. No change toward improvement, however, was noted concerning 515 recommendations that had been identified as valid by the 16 principals. Insufficient budget was noted as the main single reason given for failing to effect

improvement (22.3 per cent). The combined apathy of the teaching staff, principal, and central office personnel, however, was given as the prime reason for not having effected improvements in situations where valid recommendations existed.

Shaw and Jordan concluded that the written report of the visiting team provided the main impetus for the institutional self-study. Based on the findings that 54.5 per cent of institutional improvements were attributed directly to the written reports and only 24.6 per cent were attributed directly to the institutional self-studies, Shaw and Jordan concluded that the written reports used in their study became the primary documents for improving the educational endeavors at the 16 institutions studied. Based on the findings of their study, Shaw and Jordan recommended the development of a systematic follow-up of the written report. They also recommended that evaluation team members exercise care to ensure the accuracy of their observations of institutional quality.

Boersma and Plawecki (1972) sought to determine the degree of implementation of selected recommendations made by NCA evaluating teams in 29 Iowa secondary schools visited during the 1967-1968 academic year. The selection of the recommendations for this study was based on the frequency with which each recommendation appeared in the written reports and the possible effect of such recommendations on the educational programs of the schools involved. Questionnaires listing the selected recommendations were mailed to a total of 442 teachers employed in the 29 schools. A total of 365 (82.6 per cent) of the teachers returned the questionnaires. The percentage of

questionnaires returned by teachers from any one school ranged from a low of 50 per cent to a high of 100 per cent.

The 11 categories of recommendations of the Boersma and Plawecki study appeared a total of 932 times in the 29 written reports. Of the 932 recommendations, the 365 teacher respondents identified 203 (21.8 per cent) of the recommendations as "fully implemented," and 394 (42.3 per cent) as "partially implemented" by their respective schools. The teacher respondents noted that on 260 (27.9 per cent) of the recommendations "no action was taken" by their respective institution and 59 (6.3 per cent) of the recommendations were viewed as "not valid" by the respondents. Based on the assumption that the responses of the various staff members were correct observations, Boersma and Plawecki concluded that the 64.1 per cent "full" or "partial" implementation of recommendations supported the effectiveness of the self-evaluation and site visit processes.

There is little evidence of sequential development in the aforementioned research studies. It is apparent, however, that the primary research focus on these studies had been the value and implementation of recommendations found in institutional self-studies and evaluation team reports. The emphasis of such studies had been the products rather than the processes of regional accreditation. The Executive Director of the NCA Commission on Secondary Schools in the academic years 1968-1969, Gordon Cawelti, however, proposed a three-phased project to study the total accreditation process of the NCA Secondary Commission. Cawelti outlined his project in the "Annual Report of the Executive Secretary, 1968-1969." The three phases of the study were to include: (1) an evaluation of the visitation program from all member school

administrators who had undergone the process; (2) a study of perceptions of the accreditation process as held by teachers, steering committee members, and administrators from some 100 high schools undergoing the process during 1968-1969; and (3) a case study of the accreditation process at some 60 high schools within a 13 state area.

Phase I of the proposed project by Cawelti was completed by the NCA Secondary Commission and reported by Stanavage in the 1969 fall edition of the North Central Association Quarterly. In 1968, some 3,750 annual report forms were submitted by NCA member high school principals to their respective state committees. Enclosed with the forms was a list of 11 questions to be answered by administrators of schools who had undergone an on-site evaluation within the past three years. Of the potential population of 1,409 administrators, more than 1,020 responded to the questions for a return rate of 75 per cent.

The 11 questions were divided into three basic phases: (1) the self-study phase, (2) the visiting team phase, and (3) the effects of school evaluation. Three items in the questionnaire related to the thoroughness and effectiveness with which the visiting teams functioned. The first question of the visiting team phase asked the school principals to what extent they believed the visiting team had sufficient time to make an analysis of the most important phases of their schools. Of the 1,052 principals who responded to this question, 442 (42.0 per cent) indicated that a very thorough job was done, 592 (56.2 per cent) indicated that some aspects were well covered, some were not, and only 18 respondents (1.7 per cent) indicated that a very inadequate job was done.

The second question of the visiting team phase asked to what extent the school principals believed the visiting team focused its efforts on the most serious concerns or areas needing improvement in their institutions. Of the 1,043 principals who responded to this item, 999 (95.8 per cent) indicated that, for the most part, the important factors were considered, while only 44 (4.2 per cent) of the respondents indicated that too much attention was given to trivial matters. The final question of the visiting team phase solicited responses on how well the team members functioned in their relationships with the faculty of the schools being evaluated. Of the total of 1,024 responses, 938 (91.6 per cent) of the school principals denoted that teachers generally reported a desirable, mutually helpful attitude on the part of team members. Of the remaining respondents on the faculty-team relationships item, 49 (4.8 per cent) pointed out that several teachers felt there should be more "specific" solutions suggested by the evaluation team, but only 37 (3.6 per cent) of the respondents reported that many teachers felt the visitors working in their area lacked "expertise." Based on the findings of this study, Stanavage (1969) concluded the following: (1) In general, the visiting teams in this study focused their attention on the crucial factors of the institutions involved. (2) The working relationships between teachers and team members were sound. (3) Visiting teams need to develop more thorough, more adequate on-site procedures. Among the indications for further research, Stanavage called for the assessment of the present procedures utilized in conducting institutional self-studies and site evaluations at the secondary level. Without such on-going evaluations, he noted, better procedures will not become available.

Two doctoral dissertations have also resulted from the three-phased accreditation study project proposed by Cawelti (1969) for the NCA Commission on Secondary Schools. The primary purpose of a study by Master (1970) was to analyze the attitudes and reactions of institutional representatives toward the self-study and team visitation processes employed by the NCA Commission on Secondary Schools. Fifty-seven high schools that had been evaluated during the 1966-1967 school year by the NCA Commission on Secondary Schools were selected for the study. A questionnaire was developed to solicit the attitudes of superintendents, principals, and teachers toward the self-study and team visitation process. A second questionnaire was developed to measure the level of awareness of school board members of the total evaluation process. In addition to the questionnaires, Master also designed an interview sheet for a more thorough probe of the attitudes of the school principals toward the self-study and team visitation process.

During a visit to each of the 57 participating schools, questionnaires were distributed to ten selected teachers, the principal, the superintendent, and selected board members. A structured interview was also conducted with the principal of each of those schools during the visit. Principals were asked to list weaknesses of the evaluation process that most effected their schools. The two major criticisms of the site visitation process by this group were: (1) too little time allotted for a thorough institutional site visit; and (2) limited understanding of their institution by the evaluating team.

Responses to the general questionnaire in the study by Master revealed that all three professional groups (superintendents,

principals, and teachers) considered the team visitation to be of some value but did not rate it as high as the institutional self-study. General conclusions indicated that the school superintendents were the most supportive while the teachers were the least supportive of the site visitation process. Seventy-two of the 127 board members who responded to the questionnaire noted that they were aware but not personally involved in the site visitation process. Only 33 of the board members indicated that they had personal contact with team members during the on-site visit. Master concluded that the professional educators and school board members in his study had a much better understanding of the self-study process than the site visitation process.

The third research effort in the three-part series of studies on attitudes toward NCA evaluation at the secondary level was conducted by Carpenter (1969). The objective of the study was to determine the effectiveness of the self-study and team visit program in bringing about change in the NCA secondary schools evaluated during the 1966-1967 school year. Carpenter defined change as the rate of implementation of recommendations. The sample consisted of the same 57 secondary schools selected for the Master study of the accreditation process. Selected recommendations found in the institutional self-studies and team reports were divided into five basic categories: (1) Articulation, (2) Curriculum, (3) Facilities, (4) Personnel, and (5) Innovations. A member of the research team then visited each school in the sample and conducted interviews with the principal, examined documentary evidence that pertained to implementation, and administered a questionnaire to the superintendent, principal, and ten selected teachers at each institution.

As a result of the data collected at each of the 57 institutions, the percentages of implementation of self-study and evaluation team recommendations were: Articulation and Coordination, 61.5 per cent; Curriculum, 53.6 per cent; Facilities, 41.8 per cent; Personnel, 57.8 per cent; and Innovation, 44.6 per cent. An individual recommendation analysis showed that recommendations which originated with the visiting team were less likely to be implemented than those originated in the institutional self-study. Several variables were also identified as related to the implementation of recommendations. The rank order of such variables was established by the multiple regression equation as follows: (1) attitudes of the school staff toward the recommendation; (2) attitudes of the school staff towards the total evaluation process; (3) the cost of implementing the recommendation; (4) the source of the recommendation (the institutional self-study versus the evaluation team report); and (5) institutional importance in achieving constructive change. Based on the findings of his study, Carpenter concluded that the role of the visiting team in the evaluation process needs to be clarified. Carpenter also suggested that the NCA Commission on Secondary Schools improve the selection and training of evaluation team members so that they can do a more adequate job.

The preceding review of research studies revealed that the major focus of study in regional accreditation at the higher education level has been directed toward the outcome rather than the process of institutional evaluation. Collins (1965) identified 18 claimed values of regional accreditation and then proceeded to substantiate these claimed values by developing case studies of seven public junior colleges in California. Walter (1970) and Ferster (1971) conducted content analysis

of evaluation team reports in an effort to determine criteria of institutional quality. The studies at the secondary level also reflected a concern for the products of regional accreditation with limited emphasis on the evaluation processes involved. Carpenter (1969), Shaw and Jordan (1971), and Boersma and Plawecki (1972) focused their efforts on determining the degree of implementation of recommendations presented in institutional self-studies and evaluation team reports. Only two research studies in the literature review, Stanavage (1969) and Master (1970), contained specific items which solicited attitudes of institutional personnel toward the site visitation process. The two latter studies, however, focused on accreditation at the secondary level rather than accreditation of institutions of higher education.

Dickey (1972) and Kells (1972) asserted that the improvement of the process of accreditation will necessitate assessment by practitioners of higher education. The lack of research concerning the process and quality of on-site visits, therefore, presents a void in understanding the total accrediting process at the higher education level. A study of the perceptions of institutional representatives and evaluation team members concerning the process and quality of the on-site phase of evaluation should facilitate the improvement of the total accrediting process.

CHAPTER III

METHODOLOGY

Introduction

This chapter presents a description of the population, the instrumentation, the collection of data, the treatment of data, and the analysis used in the present investigation.

Description of the Population

The population consisted of all public state colleges in the NCA which had undergone an accreditation evaluation during the 1971-1972 or 1972-1973 academic years. These institutions were identified through the "Proceedings of the Commission on Institutions of Higher Education" published in the 1972 and 1973 summer editions of the North Central Association Quarterly. A list was compiled of those institutions which were seeking membership status, undergoing substantive change, or undergoing a periodic review. This list of institutions was checked against the 1972-1973 Education Directory of the U. S. Office of Education to determine which of the institutions qualified as public state colleges as defined in this study. Thirty-three institutions were identified.

The first step in securing the population was to contact the academic vice president or equivalent officer of each of the 33

identified institutions. The purpose of contacting these institutional representatives was to seek permission to include their institutions in the study and to secure a list of key institutional personnel who were directly involved with their institutional evaluation. The letter sent to the chief academic officers requested a list of five or six institutional personnel who were involved in the development of the institutional self-study, were present during the on-site visit, and were responsible for follow-up of the institutional evaluation. The letter requested that the submitted list also include those personnel who participated in the exit interview phase of the on-site visit. A copy of this letter is found in Appendix A.

Twenty-three affirmative responses were received within a four-week waiting period. At the end of the waiting period, a follow-up letter was mailed to those institutions which had not responded. Six additional affirmative responses were received within a three-week period. At the end of the waiting period, a second follow-up letter was mailed to the remaining institutions. After three weeks, no additional responses were received. Twenty-nine institutions agreed to participate in the study and submitted a list of key institutional personnel who were directly involved in their institutional evaluation. A list of the participating institutions is found in Appendix D.

Of the 33 identified institutions, four elected not to be included in the study. No correspondence was received from the academic vice president or equivalent officer from two of the four non-participating institutions. The academic vice presidents of the two remaining institutions, however, responded with their reasons for non-participation. One institution had undergone a complete administrative reorganization

since the NCA evaluation, and the vice president believed that input from institutional personnel would be limited. The academic vice president from the second responding institution which elected not to participate indicated that the proposed study "appears to have little value for our institution."

In order to obtain a list of the evaluation team members who conducted the on-site visits at the participating institutions, a list of these institutions was submitted to the Executive Director of the CIHE. The cover sheets of the 29 written reports, which listed the names and addresses of the chairpersons and team members, were xeroxed and sent to the researcher from the office of the Executive Director.

The population, therefore, included all the identified key institutional personnel who represented the 29 institutions and all chairpersons and selected team members who conducted the 29 site visits at these institutions. The total number of identified key institutional personnel was 158. The total number of evaluation team chairpersons and selected team members was 121. Since some evaluation team members had served on more than one team, a process of random selection of team members was used. This eliminated the solicitation of more than one response per team member and hopefully encouraged participation in the study. All team chairpersons, however, were included in the sample, which caused the solicitation of two responses from eight chairpersons.

Public state colleges in the NCA were selected as the institutions to be studied for the following reasons:

1. The major advisor of the investigator is a member of the NCA Consultant-Evaluator Corps and has served as a chairperson or member of teams which have conducted on-site visits at public state colleges.

2. Public state colleges, defined as state-supported institutions which usually, but not always, offer no more than five years of post-secondary education, included a variety of sizes and types of institutions.

Instrumentation

A number of sources were used in developing the institutional site visit survey instrument that was used in this study. First, a number of survey instruments used in studying regional accrediting procedures were reviewed. These included instruments used in studies by Collins (1965), Stanavage (1969), and Master (1970). Suggestions were also solicited from five members of the NCA Consultant-Evaluator Corps. These five consultant-evaluators were selected because of their years of experience as chairpersons and team members and because of their expressed concern for an assessment of the on-site visit process. The primary source was a copy of the CIHE Handbook on Accreditation (1973), which included a section on guidelines for the conduct of the institutional site visits for chairpersons and team members.

An attempt was made, in designing the survey instrument, to identify the various components of the institutional site visit process as conducted by an NCA evaluation team. The "Guidelines for Evaluation Team Chairmen and Members" found in the 1973 draft copy of the CIHE Handbook on Accreditation served as the basic source for developing an outline of the site visitation process. Nine basic categories of the site visitation process were identified from the "Guidelines." These categories included the following: (1) the preliminaries of institutional evaluation (i.e., team competence), (2) the site visit process,

(3) the exit interview, (4) the use of institutional input, (5) the assessment of institutional administration, (6) the assessment of instructional programs (7) the assessment of faculty and faculty life, (8) the assessment of student services and student life, and (9) an overall evaluation of the institutional site visit process.

The instrument was designed as an assessment survey to solicit perceptions held by institutional personnel and team members of the institutional site visit process as conducted at the 29 public state colleges in the study. Based on the nine identified categories, individual response items were developed for each category.

The original survey instrument contained 100 "fixed-alternative" items and four "open-ended" questions. The survey instrument was then reviewed by four staff officers of the CIHE and five members of the CIHE Consultant-Evaluator Corps. As a result of comments made by these individuals, the instrument was condensed to 67 items of the "fixed-alternative" type, two optional "open-ended" questions, and a rank order question on basic accrediting procedures. The content validity of the instrument was then judged by five authorities in regional accreditation at the higher education level. It was their opinion that the instrument measured what it was supposed to measure.

The type of summated scale most frequently used in the study of social attitudes or perceptions follows the pattern devised by Likert (1932) and is referred to as a Likert-type rating scale. In such a scale, the subjects are asked to respond to each item in terms of several degrees of agreement or disagreement (Selltitz, 1967). Such a summated rating scale was applied to the items of the first three categories of the survey instrument. Respondents were asked to rate the

items on a five point scale: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree. A sixth rating, "no chance to observe," was also added to the response choices.

Category I, entitled "Preliminaries," consisted of a set of seven items concerning the overall competence of the chairperson and team members. These items were designed to solicit responses concerning the selection and preparation of the evaluation team prior to the conduct of the institutional site visit.

Category II, entitled "Process," consisted of a set of eight items relating to the general perspective of the team members during the on-site visit. These items were designed to solicit responses concerning the demonstrated ability of the team to exert leadership, objectivity, purpose, and concern during the evaluation team visit.

Category III, "Exit Interview," contained four items concerning the exit interview procedure. The purpose of these items was to determine the value, effectiveness, and usefulness of the exit interview as perceived by institutional representatives and evaluation team members.

A Likert-type rating scale was also applied to the remaining categories. A different designation was required, however, for the degrees of agreement or disagreement because of the nature of the category items. Two responses were requested for each item in Categories IV through VIII. First, the respondents were asked to check whether or not the evaluation team assessed the institutional characteristic listed. Second, the respondents were asked to check the level of adequacy with which the evaluation team assessed the listed institutional characteristic. The ratings on a five-point scale

were as follows: (1) very adequate, (2) adequate, (3) just acceptable, (4) inadequate, and (5) very inadequate. A sixth rating choice, "no chance to observe," was also given.

Category IV, "Use of Institutional Input," consisted of ten items which pertained to use of input by the evaluation team from various groups of institutional representatives during the on-site visit. These items were designed to solicit responses concerning the level of adequacy with which the team made use of input from the following individuals or groups of individuals: the governing board, officials of the statewide coordinating board, the chief administrative officer, other members of "central" administration, deans, department heads, faculty, students, classified personnel, and citizen groups.

Category V, "Administration," was made up of six items pertaining to team assessment of institutional administrative practices. These items were designed to determine the level of adequacy with which the evaluation team assessed the following administrative aspects: working relationships, decision-making structure, budgetary procedures, plant operations, institutional research, and long range planning.

Category VI, "Instructional Programs," was developed to include eight items pertaining to instructional programs at the higher education level. The statements in this category were developed to ascertain perceptions of the level of adequacy achieved by the evaluation team in assessing instructional quality, resources, and development.

Category VII, "Faculty and Faculty Life," was made up of seven items pertaining to the role of faculty at the higher education level. Items in this category were developed to ascertain the degree of

adequacy with which the evaluation team assessed the following aspects of faculty life: governance, academic freedom and tenure, grievances and due process, professional preparation, salaries and benefits, instructional effectiveness, and morale.

Category VIII, "Student Services and Student Life," was composed of eight items concerning various facets of student life and student personnel services. These items were included to determine the perceived level of adequacy with which the evaluation team assessed the following aspects of student life: morale, due process, student needs, student progress, counseling services, student personnel services, and the follow-up of graduates.

A final response category was included as an overall evaluation of the ability of the evaluation team to analyze several major areas of institutional life. This category was designed to solicit responses concerning the ability of the evaluation team in assessing the total aspect of the following areas: institutional governance, institutional administration, instructional programs and curriculum, faculty and faculty life, student and student life, financial resources, physical plant, long range planning, and institutional goals. A five-point summated rating scale was also used for this category with a response of one indicating an "outstanding" evaluation and five indicating an "unsatisfactory" evaluation by the evaluation team.

The two open-ended items of the survey instrument were included in an attempt to obtain information concerning the site visit process which had not been included in the survey instrument. The first of these two statements requested responses concerning primary strengths of the team visit. The second open-ended question solicited responses

on how the site visit process could be improved. An item was also included which requested the rank ordering by the respondents of the following accrediting procedures: the institutional self-study, the site visit evaluation, and the written report.

Data Collection

The institutional site visit survey instrument was sent by first class mail with an explanatory cover letter to each of the 158 key institutional representatives of the 29 institutions included in this study. Each person was asked to return the survey instrument in an enclosed self-addressed stamped envelope. A copy of the institutional site visit survey is found in Appendix B. Four weeks after the original mailing, the first scheduled follow-up was sent including two explanatory cover letters and an identical copy of the institutional site visit survey. A second follow-up letter was mailed three weeks after the first scheduled follow-up. Since an 80 per cent response rate from the 158 institutional representatives was then attained, no additional efforts were made to contact the non-respondents. Copies of the follow-up letters to institutional representatives are found in Appendix A.

An identical site visit survey instrument was sent by first class mail with an explanatory cover letter to each of the 121 chairpersons and evaluation team members included in the study population. Each person was asked to return the completed survey in an enclosed self-addressed stamped envelope. Since the initial mailing to evaluation team chairpersons and team members was made toward the end of the academic year, a period of five weeks was allowed before the initial follow-up was made. A second follow-up was made three weeks later.

Copies of the initial letter and follow-up letters to team chairpersons and team members are found in Appendix A. The response rate from the team chairpersons and team members reached 70 per cent after the second follow-up and no additional contacts were made with the non-respondents. Responses from team chairpersons and team members were sought as a check of response bias from institutional representatives. A response rate of 70 per cent for team chairpersons and team members, therefore, was considered adequate for this study.

Treatment of Data

Responses to the "fixed-alternative" type items of the institutional site visit survey instrument were hand scored. These scores, along with the information from the demographic questions, were transferred to score sheets. These sheets were presented to the Oklahoma State Computer Center where the information was transferred to IBM cards and verified to be correct. The "open-ended" items of the survey instrument were subjected to content analysis. Due to the detailed procedures in content analysis, the items were hand scored and recorded on score sheets to facilitate interpretation of results.

Returned survey instruments were separated according to the two basic respondent groups: (1) the institutional personnel from the 29 public state colleges in the study, and (2) the evaluation team personnel who conducted the 29 site visits at the respective institutions. In order to make between-group comparisons, the data collected from institutional personnel were also grouped according to the following six respondent groups: (1) the chief administrative officers, which included presidents, provosts, and chancellors, (2) the chief academic

officers, which included the academic vice president or equivalent officer at each of the institutions, (3) the non-academic officers, which included registrars, student personnel officers, directors of finance, etc., (4) academic administrators - deans level, which included deans of the various institutional colleges, (5) chairpersons and department heads, and (6) faculty representatives. Evaluation team personnel were categorized into two basic groups: (1) team chairpersons, and (2) team members.

Statistical Analysis

Various descriptive statistical treatments were utilized in analyzing the data. The rationale for the use of descriptive statistical procedures in this study was based on the presupposition by Hays (1965) that:

A statistical relationship will be said to exist when knowledge of one property of an object or event reduces our uncertainty about another property that object or event will show. A statistical relation occurs when things tend to go together in a systematic way (Hays, 1965, p. 5).

Descriptive statistical techniques were utilized to reduce the observations of the respondents to a more manageable form. In this study descriptive measures (e.g., measures of central tendency) were used to report group responses on an item-by-item basis of each category in the survey instrument.

CHAPTER IV

TREATMENT OF DATA AND ANALYSIS OF RESULTS

Introduction

The primary purpose of this study was to evaluate the quality of the NCA institutional site visit in public state colleges during the 1971-1972 and 1972-1973 academic years. This was accomplished through the assessment of the thoroughness and quality of the efforts of each team across the several aspects of institutional life as perceived by key institutional personnel. A secondary purpose of the study, as a check against institutional response bias, was to determine the thoroughness and quality of team efforts as perceived by evaluation teams.

Of the 158 institutional representatives, 133 returned completed survey instruments for a response rate of 84 per cent. Eighty-six of the 121 chairpersons and team members returned completed survey instruments for a response rate of 71 per cent. The survey instrument was designed to elicit responses about the following general areas of the institutional site visit process: (1) the preliminaries of institutional evaluation (team competence), (2) the site visit process, (3) the exit interview, (4) the use of institutional input, (5) the assessment of institutional administration, (6) the assessment of instructional programs, (7) the assessment of faculty and faculty life, (8) the

assessment of student services and student life, and (9) an overall evaluation of the institutional site visit process. In addition to these categories, respondents were asked to rank order, in terms of helpfulness to the institution, the "institutional self-study," the "site visit evaluation," and the "team's written report." Two open-ended questions solicited primary strengths of the team visits and ways of improving the site visit process.

Discussion of the Use of Descriptive Techniques

In each of the nine categories, questions were presented concerning that facet of the institutional site visit process. In Categories I through III, responses were solicited on a five point Likert-type rating scale with a response to scale position 1 indicating "strong agreement" with the item and a response to scale position 5 indicating "strong disagreement" with the item. Scale position 6 was included so that the respondents could indicate "no chance to observe." Responses were also solicited in Categories IV through VIII on a five point Likert-type scale with a response to scale position 1 indicating team assessment as "very adequate." A response to scale position 5 indicated perception of team assessment of the situation the item described as "very inadequate." A "yes" or "no" response was also solicited in Categories IV through VIII to help determine the presence of such activities in the site visit process.

Frequencies and percentages of response were tallied by respondent groups for each category and category item. An arithmetic mean or response index (the sum of individual scores divided by the number of individuals) was also obtained for each category and category item.

Responses to scale position 6, "no chance to observe," were not included in the computation of the response index.

Response of Institutional Representatives
to Category I: Team Competence

Category I included seven items concerning general team competence. The overall response index (arithmetic mean) of institutional representatives for this category was very satisfactory at 2.08 on the 1 "strongly agree" to 5 "strongly disagree" rating scale. The item in Category I which received the highest rating from institutional representatives was item 1 "the team was composed of competent evaluators." Ninety per cent of the 133 institutional representatives who responded to the survey instrument indicated that they either "strongly agreed" or "agreed" that "the team was composed of competent evaluators" giving this item a high response index of 1.79 (Table I). The lowest rating given by institutional respondents in Category I was a response index of 2.42 to item 5 "team members appeared well acquainted with the size and type of institution." Even with the comparatively low response index of 2.42, 65 per cent of the institutional respondents indicated that they "strongly agreed" or "agreed" that "the team members appeared well acquainted with the size and type of institution" being evaluated. Item 6 "team members understood the stated goals of the institution" received the second lowest response index of 2.20 from institutional representatives. At least 75 per cent of the institutional respondents indicated that they either "strongly agreed" or "agreed" with the remaining items in Category I: "the total team reflected breadth and balance," "the chairman's background was well suited to the size and

TABLE I
 RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO TEAM COMPETENCE
 (FREQUENCY AND PER CENT)
 $N_1 = 133$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|----------------|------------|------------|------------|-------------------|----------------------|--------------------|
| 1 The team was composed of competent evaluators. | 133 | 45 33.8 | 75 56.4 | 4 3.0 | 7 5.3 | 0 0.0 | 2 1.5 | 1.79 $N_3: 131$ |
| 2 The total team reflected breadth and balance. | 132 | 30 22.7 | 70 53.0 | 13 9.9 | 15 11.4 | 0 0.0 | 4 3.0 | 2.10 $N_3: 128$ |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 133 | 52 39.0 | 54 40.6 | 9 6.8 | 10 7.5 | 3 2.3 | 5 3.8 | 1.89 $N_3: 128$ |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 133 | 32 24.0 | 69 51.9 | 14 10.5 | 14 10.5 | 1 0.8 | 3 2.3 | 2.10 $N_3: 130$ |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 133 | 21 15.8 | 65 48.8 | 19 14.3 | 18 13.5 | 7 5.3 | 3 2.3 | 2.42 $N_3: 130$ |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 132 | 21 15.8 | 73 55.3 | 20 15.2 | 12 9.1 | 1 0.8 | 5 3.8 | 2.20 $N_3: 127$ |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 133 | 34 25.5 | 67 50.3 | 19 14.3 | 5 3.8 | 3 2.3 | 5 3.8 | 2.03 $N_3: 128$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

type of institution," "team members had strong backgrounds in the major areas they were evaluating," and "team members were knowledgeable about background materials of the institution."

When institutional representatives were grouped according to their professional positions, deans and department heads, at their respective institutions, rated item 1 "team competence" as the highest and item 5 "team acquaintance with size and type of institution" as the lowest. The 16 chief institutional administrators (e.g., college presidents) who responded to the survey instrument gave their highest response index rating (1.50) to item 3 "the chairman's background was well suited to the size and type of institution." Sixty-three per cent of the chief administrators indicated that they "strongly agreed" that "the chairman's background was well suited to the type and size of institution" being evaluated (Table XXIII, Appendix C). The 33 non-academic administrators in the respondent group also gave their highest rating, a response index of 1.80, to item 3 "the chairman's background" (Table XXV, Appendix C). Academic deans gave their low response rating of 2.31 to both item 5 "team acquaintance with size and type of institution" and item 6 "team understanding of institutional goals" (Table XXVI, Appendix C).

Response of Institutional Representatives
to Category II: The Site Visit Process

Category II of the survey instrument included eight items concerning the site visit process. The overall response index (arithmetic mean) of institutional representatives for this category was a highly satisfactory 1.92. The item in Category II which received the highest

rating from institutional representatives was item 15 "the chairman provided leadership for the other team members." Eighty-five per cent of the institutional representatives indicated that they either "strongly agreed" or "agreed" that the "chairman provided leadership for the team" (Table II). The lowest response index, a 2.10, was given by the institutional representatives to item 13 "the team assessed particular problems identified in the institutional self-study." Although item 13 received the lowest response index in Category II, the item was rated quite satisfactory with 77 per cent of the institutional respondents indicating that they either "strongly agreed" or "agreed" that "the team assessed particular problems identified in the self-study." When considering the institutional representatives as a total response group, at least 75 per cent of the respondents indicated that they either "strongly agreed" or "agreed" with the remaining items in Category II: "the team conducted the site visit in terms of the stated objectives of the institution," "the team exhibited objectivity," "the team sought balanced input from various institutional representatives," "the team demonstrated concern for improving the quality of education," "the team informed persons being interviewed of the purpose of the interview," and "the team made constructive criticisms."

When institutional representatives were grouped according to their professional positions, response patterns to items in Category II were found to differ slightly. Only one group, the non-academic administrators, did not give the highest response rating to item 15 "the leadership of the chairman." Eighty-five per cent of the non-academic administrators either "strongly agreed" or "agreed" that "the team

TABLE II
 RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO SITE VISIT PROCESS
 (FREQUENCY AND PER CENT)
 $N_1 = 133$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|-------|-------------------|------------|------------|----------|----------------------|-------------------------|--------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 132 | 24 18.2 | 81 61.3 | 13 9.9 | 7 5.3 | 0 0.0 | 7 5.3 | 2.00 $N_3: 125$ |
| 9 The team exhibited objectivity. | 133 | 30 22.5 | 74 55.6 | 16 12.0 | 9 6.8 | 1 0.8 | 3 2.3 | 2.05 $N_3: 130$ |
| 10 The team sought a balanced input from a variety of persons from the institution. | 132 | 40 30.3 | 69 52.3 | 11 8.3 | 4 3.0 | 2 1.5 | 6 4.6 | 1.88 $N_3: 126$ |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 132 | 44 33.3 | 69 52.2 | 12 9.1 | 3 2.3 | 1 0.8 | 3 2.3 | 1.82 $N_3: 129$ |
| 12 The team informed persons being interviewed of the purpose of the interview. | 133 | 33 24.7 | 81 60.9 | 5 3.8 | 4 3.0 | 1 0.8 | 9 6.8 | 1.86 $N_3: 124$ |
| 13 The team assessed particular problems identified in the institutional self-study. | 133 | 23 17.3 | 80 60.1 | 18 13.5 | 5 3.8 | 1 0.8 | 6 4.5 | 2.10 $N_3: 125$ |
| 14 The team made constructive criticisms of the institution's operations. | 131 | 30 22.9 | 71 54.2 | 14 10.7 | 9 6.9 | 0 0.0 | 7 5.3 | 2.01 $N_3: 124$ |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 133 | 59 44.4 | 54 40.6 | 6 4.5 | 4 3.0 | 0 0.0 | 10 7.5 | 1.63 $N_3: 123$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

sought a balanced input from a variety of persons from the institution" (Table XXXVIII, Appendix C).

Faculty members who responded to the survey instrument, however, gave their lowest response index rating, a 2.18, to "the team sought balanced input from a variety of persons." Despite this moderately low rating, nearly 69 per cent of the faculty members who responded indicated that they either "agreed" or "strongly agreed" that team members did seek balanced input from various institutional personnel (Table XXXVI, Appendix C).

The chief institutional administrators, the chief academic officers, and the academic deans gave their lowest response rating to item 9 "the team exhibited objectivity." While 25 per cent of the chief institutional administrators (e.g., college presidents) indicated that they were "undecided" concerning "team objectivity" during the site visit, the response index of 2.19 to "team objectivity" was still relatively high (Table XXXI, Appendix C). Although the chief academic officers (e.g., academic vice presidents) also gave their lowest rating, a response index of 2.35, to item 9 "the team exhibited objectivity," nearly 70 per cent of the academic officers indicated that they either "strongly agreed" or "agreed" that in fact "the team exhibited objectivity" during the site visit (Table XXXII, Appendix C). The deans who responded to the institutional site visit survey also assigned their lowest rating, a response index of 2.17, to item 9 "the team exhibited objectivity." The response index of 2.17, although the lowest rating given by the deans in this category, was still quite satisfactory. Sixty-nine per cent of the 32 deans who responded indicated in fact that they either "strongly agreed" or "agreed" that "the team exhibited

objectivity" during the site visit process (Table XXXIV, Appendix C). The lowest rating given in Category II by department heads and chairmen was to item 14 "the team made constructive criticisms of the institution's operations." Their rating, however, was relatively high with a response index of 2.15, indicating an overall high rating of items in Category II by chairmen and department heads who responded to the site visit survey (Table XXXV, Appendix C).

Response of Institutional Representatives
to Category III: The Exit Interview

Category III dealt with the exit interview phase of the institutional site visit process. The overall response index of institutional representatives to their category was quite satisfactory at 2.00. The item in this category which received the highest rating by institutional representatives was item 16 "the exit interview was a valuable procedure in the process of the site visit." Eighty-three of the 98 institutional respondents who rated item 16 as a "valuable procedure" on a five point scale indicated that they either "strongly agreed" or "agreed" that "the exit interview was a valuable procedure" (Table III). Item 19, "the exit interview foretold the written report," received the lowest rating of the four items in this category by institutional representatives. The response index of 2.16 given item 19, however, was still quite satisfactory. Over 50 per cent of the institutional respondents indicated that they either "strongly agreed" or "agreed" with the remaining two items in Category III: "the exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team," and "during the exit interview the comments

TABLE III
 RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO EXIT INTERVIEW
 (FREQUENCY AND PER CENT)
 $N_1 = 133$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|------------|----------|----------------------|-------------------------|-------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 133 | 39 29.3 | 44 33.1 | 12 9.0 | 2 1.5 | 1 0.8 | 35 26.3 | 1.80 $N_3: 98$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 133 | 32 24.0 | 46 34.6 | 10 7.5 | 8 6.0 | 1 0.8 | 36 27.1 | 1.97 $N_3: 97$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 132 | 26 19.7 | 46 34.8 | 15 11.4 | 7 5.3 | 1 0.8 | 37 28.0 | 2.06 $N_3: 95$ |
| 19 The exit interview foretold the written report. | 131 | 20 15.3 | 51 38.9 | 13 9.9 | 8 6.1 | 2 1.5 | 37 28.3 | 2.16 $N_3: 94$ |

N_1 = Total number of respondents
 N_2 = Number of responses including indications of "no chance to observe"
 N_3 = Number of responses to the five-point rating scale

made by the team were based on supportive evidence." Nearly 30 per cent of the institutional respondents indicated that they had "no chance to observe" the exit interview process.

When institutional representatives who responded to the survey instrument were grouped according to their professional positions, response patterns to items in Category III were found to differ slightly. The chief institutional officers (e.g., college presidents) rated item 18, "during the exit interview the comments made by the team were based on supportive evidence," lowest in this four item category with a response index of 2.28 (Table XL, Appendix C). Despite this moderately low rating of item 18, 54 per cent of the chief institutional officers indicated that they "agreed" and 15 per cent "strongly agreed" that "comments made by the team were based on supportive evidence." Department heads and chairmen gave their lowest response rating of 2.31 to both item 18 "comments made by the visiting team were based on supportive evidence" and item 19 "the exit interview foretold the written report" (Table XLIII, Appendix C). Nearly 65 per cent of the chairmen and department heads, however, did not observe the exit interview process and did not rate the items in Category III. Nine of the 13 faculty members who responded to the survey instrument indicated that they had "no chance to observe" the exit interview process (Table XLIV, Appendix C).

Response of Institutional Representatives to

Category IV: Team Use of Institutional Input

In Categories IV through VIII, participants were asked to respond twice to each item. First they were asked to check whether or not the

evaluation team actually assessed the characteristic listed. Second they were asked to check the level of adequacy with which they thought the evaluation team assessed the listed institutional characteristic. The five-point Likert-type scale for these categories was as follows: (1) very adequate, (2) adequate, (3) just acceptable, (4) inadequate, and (5) very inadequate. A sixth choice, "no chance to observe," was added to the scale.

Category IV dealt with the team use of input from various institutional populations. The highest response index to a single item in this category was 1.57 for item 31, "the team sought input from the chief administrative officer" (Table IV). The item which received the lowest rating, a 2.61 response index, from institutional representatives was item 38, "the team sought input from citizen groups." Only 29 per cent of the institutional respondents indicated that they observed citizen input during the on-site visit. A moderately low response index of 2.44 was given to item 37, "the team sought input from classified personnel." The institutional respondents also gave moderately low ratings to item 29 "the team sought input from the governing board" and item 30 "the team sought input from the statewide coordinating board." Team input from the governing board was viewed as either "very adequate" or "adequate" by 36 per cent of the institutional representatives. Team input from the statewide coordinating board was viewed as either "very adequate" or "adequate" by only 23 per cent of the institutional respondents. The use of team input from "central" administration, deans, and department heads was viewed as either "very adequate" or "adequate" by more than 75 per cent of the institutional respondents.

TABLE IV

RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)

$N_1 = 133$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|------------|----------------------|------------|--------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 130 | 16 12.3 | 0 0.0 | 31 23.9 | 0 0.0 | 12 9.2 | 0 0.0 | 4 3.1 | 2 1.5 | 1 0.8 | 3 2.3 | 25 19.2 | 7 5.4 | 29 22.3 | 2.29 $N_3: 69$ |
| 30 The team sought input from the officials of the statewide coordinating board. | 117 | 10 8.6 | 0 0.0 | 17 14.5 | 0 0.0 | 4 3.4 | 0 0.0 | 2 1.7 | 0 0.0 | 2 1.7 | 2 1.7 | 34 29.1 | 5 4.3 | 41 35.0 | 2.27 $N_3: 37$ |
| 31 The team sought input from the chief administrative officer. | 131 | 58 44.3 | 0 0.0 | 48 36.6 | 0 0.0 | 9 6.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 4 3.0 | 11 8.4 | 1 0.8 | 1.57 $N_3: 115$ |
| 32 The team sought input from the other members of "central" administration. | 130 | 51 39.2 | 0 0.0 | 55 42.3 | 0 0.0 | 9 6.9 | 0 0.0 | 1 0.8 | 0 0.0 | 1 0.8 | 0 0.0 | 3 2.3 | 8 6.1 | 2 1.6 | 1.68 $N_3: 117$ |
| 33 The team sought input from the deans. | 129 | 48 37.2 | 0 0.0 | 58 44.9 | 0 0.0 | 9 7.0 | 0 0.0 | 1 0.8 | 1 0.0 | 0 0.0 | 0 0.0 | 3 2.3 | 9 7.0 | 0 0.0 | 1.70 $N_3: 117$ |
| 34 The team sought input from the department heads. | 131 | 36 27.5 | 0 0.0 | 65 49.6 | 0 0.0 | 11 8.4 | 0 0.0 | 4 3.0 | 0 0.0 | 1 0.8 | 0 0.0 | 3 2.3 | 11 8.4 | 0 0.0 | 1.88 $N_3: 117$ |
| 35 The team sought input from the faculty. | 131 | 24 18.3 | 0 0.0 | 63 48.1 | 0 0.0 | 19 14.5 | 0 0.0 | 8 6.1 | 0 0.0 | 1 0.8 | 1 0.8 | 2 1.5 | 11 8.4 | 2 1.5 | 2.15 $N_3: 116$ |
| 36 The team sought input from the students. | 131 | 26 19.9 | 0 0.0 | 51 38.9 | 0 0.0 | 21 16.0 | 0 0.0 | 9 6.9 | 0 0.0 | 2 1.5 | 0 0.0 | 10 7.6 | 12 9.2 | 0 0.0 | 2.17 $N_3: 109$ |
| 37 The team sought input from the classified personnel. | 130 | 7 5.4 | 0 0.0 | 25 19.2 | 1 0.8 | 10 7.7 | 0 0.0 | 6 4.6 | 1 0.8 | 1 0.8 | 1 0.8 | 38 29.2 | 16 12.3 | 24 18.4 | 2.44 $N_3: 52$ |
| 38 The team sought input from the citizen groups. | 126 | 8 6.3 | 0 0.0 | 14 11.1 | 0 0.0 | 4 3.2 | 0 0.0 | 4 3.2 | 0 0.0 | 2 1.6 | 4 3.2 | 41 32.5 | 6 4.8 | 43 34.1 | 2.61 $N_3: 36$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

The use of input from faculty and students was viewed as "very adequate" by less than 20 per cent of the institutional respondents.

The grouping of institutional respondents according to their professional positions brought out some slightly different response patterns to Category IV. The chief academic officers (i.e., academic vice-presidents) gave their highest rating, a response index of 1.70, to item 32 "the team sought input from other members of the 'central' administration" (Table XLVIII, Appendix C). Faculty members gave a correspondingly high rating, a response index of 1.56, to item 31 "input from the chief administrative officers," item 32 "input from other members of the 'central' administration," and item 33 "input from deans" (Table LII, Appendix C).

Response of Institutional Representatives to
Category V: Assessment of
Administrative Aspects

Category V was concerned with the team assessment of various administrative aspects of the institutions being evaluated. An overall category response index of 2.04 indicated that institutional representatives were highly favorable of team assessment of administrative aspects. The highest rating by institutional representatives in this category was 1.94 for item 40, "the team assessment of the administrative decision-making structure" (Table V). Seventy-five per cent of the institutional respondents indicated that they viewed "team assessment of the administrative decision-making structure" as either "very adequate" or "adequate." The lowest rating by institutional representatives in Category V was a moderately low response index of 2.13 for item 42, "team

TABLE V

RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO TEAM ASSESSMENT
OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)

$N_1 = 133$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|------------|----------------------|----------|--------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 131 | 28 21.3 | 0 0.0 | 65 49.6 | 0 0.0 | 12 9.2 | 0 0.0 | 1 0.8 | 3 2.3 | 2 1.6 | 0 0.0 | 13 9.9 | 0 0.0 | 7 5.3 | 1.98 $N_3: 111$ |
| 40 The team assessed the administrative decision-making structure. | 132 | 35 26.5 | 0 0.0 | 64 48.5 | 0 0.0 | 12 9.1 | 0 0.0 | 3 2.3 | 2 1.5 | 2 1.5 | 0 0.0 | 10 7.6 | 0 0.0 | 4 3.0 | 1.94 $N_3: 118$ |
| 41 The team assessed the budgetary procedures. | 113 | 26 20.0 | 0 0.0 | 65 50.0 | 0 0.0 | 15 11.6 | 0 0.0 | 3 2.3 | 2 1.5 | 2 1.5 | 0 0.0 | 13 10.0 | 3 2.3 | 1 0.8 | 2.04 $N_3: 113$ |
| 42 The team assessed the plant operations and maintenance. | 131 | 21 16.0 | 0 0.0 | 50 38.3 | 0 0.0 | 17 13.0 | 0 0.0 | 4 3.0 | 1 0.8 | 2 1.5 | 0 0.0 | 24 18.3 | 6 4.6 | 6 4.6 | 2.13 $N_3: 95$ |
| 43 The team assessed the program for institutional research. | 127 | 21 16.5 | 0 0.0 | 58 45.7 | 0 0.0 | 16 12.6 | 0 0.0 | 3 2.4 | 0 0.0 | 0 0.0 | 3 2.4 | 14 11.0 | 6 4.7 | 6 4.7 | 2.10 $N_3: 101$ |
| 44 The team assessed the long range planning. | 129 | 23 17.8 | 0 0.0 | 61 47.3 | 0 0.0 | 15 11.6 | 0 0.0 | 3 2.3 | 1 0.8 | 1 0.8 | 1 0.8 | 15 11.6 | 4 3.1 | 5 3.9 | 2.06 $N_3: 105$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

assessment of plant operations and maintenance." More than 50 per cent of the institutional respondents indicated, however, that they viewed the "team assessment of plant operations and maintenance" as either "very adequate" or "adequate" at their respective institutions. The remaining items concerning the team assessment of staff relationships, budgetary procedures, institutional research, and long range planning were viewed by more than 60 per cent of the institutional respondents as being either "very adequate" or "adequate" at their respective institutions.

Chief institutional administrators, in contrast with the overall response of institutional representatives, gave their highest item rating in Category V to item 42, "team assessment of plant operations and maintenance" (Table LV, Appendix C). Fourteen of the 16 chief institutional administrators indicated that the team assessment of plant operations and maintenance at their respective institutions was either "very adequate" or "adequate." Non-academic administrators gave their highest item rating, a response index of 1.93, to item 41, "team assessment of budgetary procedures" (Table LVII, Appendix C). The deans (Table LVIII, Appendix C) and the faculty members (Table LX, Appendix C), however, gave their lowest rating to item 41, "team assessment of budgetary procedures." The responses of business officers to Category V were examined separately to determine if institutional representatives closely related to the management of the institutions would rate "assessment of administrative aspects" somewhat differently than the overall institutional respondent group. The responses of business officers closely paralleled the responses of all institutional representatives. Seventy-seven per cent of the business officers rated "the team

assessment of budgetary procedures" as either "very adequate" or "adequate" (Table XCV, Appendix C). Business officers were less supportive of "team assessment of plant operations and maintenance." Sixty per cent of the business officers, however, rated "the team assessment of plant operations and maintenance" as either "very adequate" or "adequate." "Team assessment of long range planning" received the lowest rating, a response index of 2.56, from institutional business officers. More than 25 per cent of the business officers indicated that they had "no chance to observe" the "assessment of long range planning." The overall rating by business officers, with a response index of 2.33, was moderately lower than the rating given to this category by the total institutional respondent group.

Response of Institutional Representatives to
Category VI: Assessment of
Instructional Programs

Category VI consisted of eight items which treated the team evaluation of various instructional programs at the institutions visited. The overall response to this category by institutional representatives was very satisfactory with a response index (arithmetic mean) of 2.08. The item in this category which received the highest rating was item 51, "the team assessed the quality of the library" (Table VI). Over 80 per cent of the institutional respondents indicated that they believed the team assessment of the quality of the library was either "very adequate" or "adequate." Item 52 "the team attended classes in session" received the lowest rating of any item in this category. Of the 129 institutional representatives who responded to item 52 "attended classes

TABLE VI

RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO TEAM
ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)

$N_1 = 133$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|------------|----------------------|------------|--------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 131 | 21 16.0 | 0 0.0 | 70 53.5 | 0 0.0 | 12 9.2 | 0 0.0 | 8 6.1 | 2 1.5 | 1 0.8 | 2 1.5 | 4 3.0 | 6 4.6 | 5 3.8 | 2.17 $N_3: 116$ |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 131 | 36 27.5 | 0 0.0 | 62 47.3 | 0 0.0 | 17 13.0 | 0 0.0 | 3 2.3 | 2 1.5 | 0 0.0 | 0 0.0 | 4 3.0 | 6 4.6 | 1 0.8 | 1.93 $N_3: 120$ |
| 47 The team assessed the adequacy of instructional resources. | 131 | 36 27.5 | 0 0.0 | 61 46.6 | 0 0.0 | 21 16.0 | 0 0.0 | 2 1.5 | 1 0.8 | 0 0.0 | 0 0.0 | 5 3.8 | 4 3.0 | 1 0.8 | 1.93 $N_3: 121$ |
| 48 The team assessed the use of instructional strategies. | 129 | 13 10.1 | 0 0.0 | 53 41.1 | 0 0.0 | 19 14.7 | 0 0.0 | 4 3.1 | 1 0.8 | 2 1.6 | 2 1.6 | 19 14.7 | 3 2.3 | 13 10.0 | 2.30 $N_3: 94$ |
| 49 The team assessed the faculty participation in developing instructional programs. | 130 | 26 20.0 | 0 0.0 | 72 55.4 | 0 0.0 | 14 10.7 | 1 0.8 | 4 3.1 | 0 0.0 | 1 0.8 | 0 0.0 | 9 6.1 | 3 2.3 | 1 0.8 | 2.00 $N_3: 118$ |
| 50 The team assessed the student participation in developing instructional programs. | 130 | 21 16.1 | 0 0.0 | 55 42.3 | 0 0.0 | 21 16.1 | 0 0.0 | 3 2.3 | 1 0.8 | 1 0.8 | 1 0.8 | 17 13.1 | 7 5.4 | 3 2.3 | 2.14 $N_3: 103$ |
| 51 The team assessed the quality of the library. | 129 | 48 37.2 | 0 0.0 | 58 45.0 | 0 0.0 | 8 6.2 | 0 0.0 | 7 5.4 | 0 0.0 | 0 0.0 | 0 0.0 | 4 3.1 | 4 3.1 | 0 0.0 | 1.79 $N_3: 121$ |
| 52 The team attended classes in session. | 129 | 11 8.5 | 0 0.0 | 18 14.0 | 2 1.6 | 10 7.7 | 0 0.0 | 3 2.3 | 3 2.3 | 1 0.8 | 2 1.6 | 48 37.2 | 8 6.2 | 23 17.8 | 2.40 $N_3: 50$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

in session," over 60 per cent indicated that they had "no chance to observe" such activity during the site evaluation at their respective institutions. Item 48 "the team assessed the use of instructional strategies" was also rated moderately low by institutional representatives with a response index of 2.30. Over 50 per cent of the respondents, however, indicated that "the team assessment of instructional strategies" was at least "adequate" at their respective institutions.

Chief institutional administrators, chief academic officers, and non-academic administrators, in contrast with the total group of institutional respondents, rated item 48 "the team assessed the use of instructional strategies" lower than any other item in Category VI (Tables LXIII, LXIV, and LXV, Appendix C). The faculty members who responded to the survey instrument gave the highest rating in Category VI to item 46 "the team assessed the curricular offering in accordance with the stated goals and objectives of the institution." Twelve of the 13 faculty members indicated that "the team assessment of curricular offerings" was at least "adequate" at their respective institutions.

Response of Institutional Representatives to

Category VII: Assessment of

Faculty Life

Category VII treated the evaluation of various facets of faculty life. Institutional representatives gave a very favorable overall response of 2.05 for this category. The highest response index to a single item in this category was 1.72 for item 56 "the team assessed the professional preparation of faculty" (Table VII). The item which received the lowest rating from institutional representatives was item

TABLE VII
 RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO TEAM ASSESSMENT OF FACULTY LIFE
 (FREQUENCY AND PER CENT)
 N₁ = 133

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|------------|----------------------|----------|------------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 131 | 31 23.7 | 0 0.0 | 58 44.3 | 0 0.0 | 20 15.3 | 0 0.0 | 5 3.8 | 0 0.0 | 1 0.8 | 0 0.0 | 10 7.6 | 4 3.0 | 2 1.5 | 2.02 N ₃ : 115 |
| 54 The team assessed the policies governing academic freedom and tenure. | 131 | 24 18.3 | 0 0.0 | 71 54.2 | 0 0.0 | 9 6.9 | 1 0.8 | 3 2.3 | 0 0.0 | 2 1.5 | 0 0.0 | 16 12.2 | 2 1.5 | 3 2.3 | 1.98 N ₃ : 110 |
| 55 The team assessed grievances and due process. | 127 | 15 11.8 | 0 0.0 | 61 48.0 | 0 0.0 | 14 11.0 | 1 0.8 | 2 1.6 | 0 0.0 | 2 1.6 | 1 0.8 | 22 17.3 | 2 1.6 | 7 5.5 | 2.14 N ₃ : 96 |
| 56 The team assessed the professional preparation of faculty. | 131 | 47 35.9 | 0 0.0 | 64 48.8 | 0 0.0 | 7 5.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1 0.8 | 1 0.8 | 9 6.9 | 2 1.5 | 0 0.0 | 1.72 N ₃ : 120 |
| 57 The team assessed salaries, benefits, and work loads. | 131 | 34 26.0 | 0 0.0 | 65 49.6 | 0 0.0 | 11 8.4 | 1 0.8 | 4 3.0 | 0 0.0 | 1 0.8 | 1 0.8 | 10 7.6 | 2 1.5 | 2 1.5 | 1.93 N ₃ : 117 |
| 58 The team assessed teaching effectiveness. | 130 | 9 6.9 | 0 0.0 | 51 39.3 | 0 0.0 | 20 15.4 | 2 1.5 | 7 5.4 | 2 1.5 | 2 1.5 | 1 0.8 | 20 15.4 | 10 7.7 | 6 4.6 | 2.43 N ₃ : 94 |
| 59 The team assessed overall faculty morale. | 130 | 26 20.0 | 0 0.0 | 65 50.0 | 0 0.0 | 13 10.0 | 0 0.0 | 9 6.9 | 0 0.0 | 3 2.3 | 0 0.0 | 9 6.9 | 3 2.3 | 2 1.6 | 2.12 N ₃ : 116 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

58 "the team assessed teaching effectiveness." Only six per cent of the institutional representatives who responded to the survey instrument indicated that the team assessment of teaching effectiveness was "very adequate" at their respective institutions. Interestingly enough, item 58 "assessment of teaching effectiveness" received the highest response of "no chance to observe" (28 per cent).

The chief academic officers (i.e., academic vice-presidents) who responded to the survey instrument gave their lowest rating in Category VII to item 55 "the team assessed the grievances and due process" aspects of faculty life. Eight per cent of the chief academic officers who responded to item 55 indicated that the team assessment of grievances and due process at their respective institutions was "very adequate" (Table LXXII, Appendix C). Department heads and chairmen gave their highest rating, with a response index of 1.80, to item 53 "the team assessed the role of faculty in institutional governance" (Table LXXV, Appendix C). The responses of the chief institutional officers, the non-academic administrators, deans, and faculty closely paralleled the responses of the overall respondent group.

Response of Institutional Representatives to
Category VIII: Assessment of Student Life
and Student Services

Category VIII consisted of eight items which pertained to various student personnel services at the institutions being examined. Institutional representatives indicated, by an overall response index of 2.03, that evaluation teams had been adequate in the assessments of student life at their respective institutions. The differences in item

response indices were rather limited in Category VIII, ranging from 1.94 to 2.17. The highest response index of 1.94 was given to item 65 "assessment of student counseling services" (Table VIII). The lowest response rating, a 2.17 response index, was given to item 62 "assessment of institutional evaluation of student progress." A moderately low response index of 2.09 was also given to item 60 "assessment of student morale." Thirty-nine per cent of the institutional representatives indicated that they had "no chance to observe" the team assessment of student opportunities for due process.

The chief institutional administrators rated item 67 "the team assessed the follow-up graduates" highest in Category VIII. Eleven of the 16 chief institutional administrators rated the "team assessment of follow-up studies of graduates" as either "very adequate" or "adequate" (Table LXXIX, Appendix C). Item 67 "the team assessed the follow-up of graduates" was rated lowest, however, by the faculty members who responded to the survey instrument (Table LXXXIV, Appendix C). The chief academic administrators rated the items in Category VIII (Students and Student Life) lower than any of the other institutional respondent groups with response indices ranging from 2.26 to 2.44 (Table LXXX, Appendix C).

The responses of student personnel administrators to Category VIII "Assessment of Student Life" were examined separately to determine if institutional representatives who worked closely with students would rate the items in this category somewhat differently than the overall institutional respondent group. Student personnel administrators in this study gave a higher overall rating to this category than the total institutional respondent group with a response index of 1.56. Student

TABLE VIII

RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)

N₁ = 133

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|------------|----------------------|----------|------------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 130 | 22 16.9 | 0 0.0 | 47 36.1 | 0 0.0 | 20 15.4 | 0 0.0 | 1 0.8 | 1 0.8 | 2 1.5 | 0 0.0 | 28 21.5 | 4 3.1 | 5 3.9 | 2.09 N ₃ : 93 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 130 | 23 17.7 | 0 0.0 | 59 45.4 | 0 0.0 | 13 10.0 | 0 0.0 | 3 2.3 | 0 0.0 | 2 1.5 | 0 0.0 | 22 16.9 | 3 2.3 | 5 3.9 | 2.02 N ₃ : 100 |
| 62 The team assessed the institutional evaluation of student progress. | 131 | 19 14.5 | 0 0.0 | 61 46.5 | 0 0.0 | 17 13.0 | 0 0.0 | 6 4.6 | 1 0.8 | 2 1.5 | 0 0.0 | 19 14.5 | 3 2.3 | 3 2.3 | 2.17 N ₃ : 106 |
| 63 The team assessed the conditions of student life. | 132 | 26 19.7 | 0 0.0 | 50 37.9 | 0 0.0 | 13 9.8 | 0 0.0 | 3 2.3 | 0 0.0 | 3 2.3 | 1 0.8 | 30 22.7 | 4 3.0 | 2 1.5 | 2.05 N ₃ : 96 |
| 64 The team assessed the student opportunities for due process. | 127 | 23 18.1 | 0 0.0 | 39 30.7 | 0 0.0 | 10 7.9 | 0 0.0 | 1 0.8 | 2 1.6 | 2 1.6 | 0 0.0 | 36 28.3 | 6 4.7 | 8 6.3 | 1.99 N ₃ : 77 |
| 65 The team assessed the student counseling services. | 130 | 32 24.6 | 0 0.0 | 55 42.3 | 0 0.0 | 8 6.1 | 0 0.0 | 5 3.9 | 1 0.8 | 2 1.5 | 0 0.0 | 22 16.9 | 4 3.1 | 1 0.8 | 1.94 N ₃ : 103 |
| 66 The team assessed the other student personnel services available. | 129 | 22 17.0 | 0 0.0 | 55 42.6 | 0 0.0 | 12 9.3 | 0 0.0 | 3 2.3 | 0 0.0 | 2 1.6 | 0 0.0 | 28 21.7 | 5 3.9 | 2 1.6 | 2.02 N ₃ : 94 |
| 67 The team assessed the follow-up studies of graduates. | 129 | 26 20.1 | 0 0.0 | 47 36.4 | 0 0.0 | 14 10.9 | 0 0.0 | 1 0.8 | 2 1.6 | 0 0.0 | 1 0.8 | 30 23.2 | 4 3.1 | 4 3.1 | 1.97 N ₃ : 91 |

N₁ = Total Number of respondents
N₂ = Number of responses including indications of "no chance to observe"
N₃ = Number of responses to the five-point rating scale
+ = Team assessed the institutional characteristic
- = Team did not assess the institutional characteristic
x = No indication of team assessment

personnel administrators rated all items in Category VIII "Assessment of Student Life" as quite satisfactory with response indices ranging from 1.43 to 2.00 (Table XCVI, Appendix C).

Response of Institutional Representatives to
Category IX: Overall Institutional
Evaluation

Category IX of the survey instrument asked respondents to rate the ability of the evaluation team to analyze several major areas of institutional life. This overall evaluation category included previous category items of the survey instrument in an attempt to determine general process area ratings and to check for possible inconsistencies in responses of institutional representatives. Individuals were asked to respond to a five-point scale (1 = Outstanding, 5 = Unsatisfactory). The overall response index for this category, based on the ratings by institutional respondents, was 2.22. The lowest response index of 2.45 was given to item 24 "overall evaluation of student life" (Table IX). The "overall evaluation of student life" also received the highest frequency of "no chance to observe" on the part of institutional respondents. The "overall evaluation of faculty life" and the "overall evaluation of long range planning" also received moderately low response indices of 2.33 and 2.34 respectively. The highest item response index of 2.04, calculated from the ratings by institutional respondents, was given respectively to both item 21 "overall evaluation of institutional administration" and item 22 "overall evaluation of instructional programs and curriculum."

TABLE IX
 RESPONSE OF INSTITUTIONAL REPRESENTATIVES TO
 OVERALL EVALUATION OF SITE VISIT
 (FREQUENCY AND PER CENT)
 $N_1 = 133$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|------------|------------|------------|-----------|----------|--------------------|
| 20 Institutional Governance | 23 18.0 | 66 51.5 | 28 21.9 | 8 6.3 | 3 2.3 | 2.23 $N_2: 128$ |
| 21 Institutional Administration | 36 27.9 | 63 48.8 | 20 15.5 | 9 7.0 | 1 0.8 | 2.04 $N_2: 129$ |
| 22 Instructional Programs and Curriculum | 28 21.9 | 70 54.7 | 27 21.1 | 3 2.3 | 0 0.0 | 2.04 $N_2: 128$ |
| 23 Faculty and Faculty Life | 19 14.8 | 61 47.7 | 37 28.9 | 9 7.0 | 2 1.6 | 2.33 $N_2: 128$ |
| 24 Student and Student Life | 15 12.6 | 51 42.9 | 40 33.6 | 10 8.4 | 3 2.5 | 2.45 $N_2: 119$ |
| 25 Financial Resources | 24 19.4 | 62 50.0 | 31 25.0 | 4 3.2 | 3 2.4 | 2.19 $N_2: 124$ |
| 26 Physical Plant | 20 16.7 | 62 51.7 | 31 25.8 | 6 5.0 | 1 0.8 | 2.22 $N_2: 120$ |
| 27 Long Range Planning | 14 11.2 | 64 51.2 | 39 31.2 | 7 5.6 | 1 0.8 | 2.34 $N_2: 125$ |
| 28 Institutional Mission, Goals, and Objectives | 32 25.2 | 60 47.2 | 22 17.3 | 11 8.7 | 2 1.6 | 2.14 $N_2: 127$ |

N_1 = Total number of respondents
 N_2 = Number of responses to the five-point rating scale
 1 = Outstanding
 5 = Unsatisfactory

The chief institutional administrators (i.e., college presidents) gave their highest item rating in this category to item 25 "evaluation of financial resources" (Table LXXXVII, Appendix C). Thirty-eight per cent of the chief institutional administrators rated the evaluation of financial resources by the evaluation team at their respective institutions as "outstanding." Department heads and chairmen gave their highest item rating in this category to item 28 "evaluation of institutional mission, goals, and objectives" (Table XCI, Appendix C). The non-academic administrators gave their lowest rating to item 27 "evaluation of long range planning" (Table LXXXIX, Appendix C). Not one of the 30 non-academic administrators indicated that the evaluation team did an outstanding job of assessing the long range planning of their respective institutions.

Response of Evaluation Team Representatives
to the Institutional Site Visit Survey

Members of the evaluation teams rated themselves exceptionally high in Category I "Team Competence" with an overall response index of 1.50. Parallel to institutional respondents, representatives of the evaluation teams gave the highest response index of 1.40 to item 1 "team was composed of competent evaluators" and their lowest response index of 1.74 to item 5 "team was well acquainted with size and type of institution" (Table X).

Team chairpersons, however, gave their highest rating, based on a 1.26 response index, to both item 2 "team breadth and balance" and item 4 "team members appeared to have strong backgrounds in the major areas they were evaluating" (Table XXIX, Appendix C). Members of the

TABLE X
 RESPONSE OF EVALUATION TEAMS TO TEAM COMPETENCE
 (FREQUENCY AND PER CENT)
 $N_1 = 86$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|----------------|------------|-----------|----------|-------------------|----------------------|-------------------|
| 1 The team was composed of competent evaluators. | 85 | 54 63.5 | 29 34.1 | 1 1.2 | 1 1.2 | 0 0.0 | 0 0.0 | 1.40 $N_3: 85$ |
| 2 The total team reflected breadth and balance. | 84 | 47 55.9 | 34 40.5 | 2 2.4 | 1 1.2 | 0 0.0 | 0 0.0 | 1.49 $N_3: 84$ |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 80 | 47 58.8 | 31 38.7 | 2 2.5 | 0 0.0 | 0 0.0 | 0 0.0 | 1.44 $N_3: 80$ |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 85 | 52 61.1 | 30 35.3 | 2 2.4 | 1 1.2 | 0 0.0 | 0 0.0 | 1.44 $N_3: 85$ |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 84 | 33 39.3 | 43 51.2 | 6 7.1 | 1 1.2 | 1 1.2 | 0 0.0 | 1.74 $N_3: 84$ |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 85 | 50 58.8 | 30 35.3 | 3 3.5 | 2 2.4 | 0 0.0 | 0 0.0 | 1.49 $N_3: 85$ |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 85 | 50 58.8 | 31 36.5 | 3 3.5 | 0 0.0 | 1 1.2 | 0 0.0 | 1.48 $N_3: 85$ |

N_1 = Total number of respondents
 N_2 = Number of responses including indications of "no chance to observe"
 N_3 = Number of responses to the five-point rating scale

evaluation teams, apart from the team chairpersons, gave their highest rating in Category I to item 3 "the chairman's background was well suited to understanding the type and size of institution" (Table XXX, Appendix C).

The evaluation team members rated themselves extremely high in Category II "Site Visit Process" with an overall response index of 1.39 on the five-point Likert-type scale. Item 11 "the team demonstrated concern for institutional efforts to improve the quality of education" received the highest rating from the representatives of the evaluation teams. Nearly 75 per cent of the team respondents "strongly agreed" that they had demonstrated concern for institutional efforts to improve the quality of education during the on-site evaluation (Table XI).

Item 12 "the team informed persons being interviewed of the purpose of the interview," and item 14 "the team made constructive criticisms of the institution's operations" received the lowest rating by evaluation team members. Over 50 per cent of the team respondents, however, indicated that they "strongly agreed" that the team had made constructive criticisms and had informed persons of the purpose of scheduled interviews. When the responses of team chairpersons were examined apart from team members, both item 11 "improvement of quality" and item 14 "made constructive criticisms" received the highest rating based on a response index of 1.21. Interestingly enough, the lowest response index of team chairpersons in this category was 1.50 for item 15 "the chairman of the team appeared to provide leadership for the other team members" (Table XXXVII, Appendix C).

TABLE XI
 RESPONSE EVALUATION TEAMS TO SITE VISIT PROCESS
 (FREQUENCY AND PER CENT)
 $N_1 = 86$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|-------|-------------------|------------|-----------|----------|----------------------|-------------------------|-------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 86 | 53 61.6 | 33 38.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.38 $N_3: 86$ |
| 9 The team exhibited objectivity. | 85 | 53 62.4 | 30 35.2 | 2 2.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1.40 $N_3: 85$ |
| 10 The team sought a balanced input from a variety of persons from the institution. | 86 | 59 68.6 | 27 31.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.31 $N_3: 86$ |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 85 | 62 72.9 | 22 25.9 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1.28 $N_3: 85$ |
| 12 The team informed persons being interviewed of the purpose of the interview. | 84 | 42 50.0 | 36 42.8 | 1 1.2 | 0 0.0 | 0 0.0 | 5 6.0 | 1.48 $N_3: 79$ |
| 13 The team assessed particular problems identified in the institutional self-study. | 85 | 51 60.0 | 33 38.8 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1.41 $N_3: 85$ |
| 14 The team made constructive criticisms of the institution's operations. | 86 | 49 57.0 | 34 39.5 | 2 2.3 | 1 1.2 | 0 0.0 | 0 0.0 | 1.48 $N_3: 86$ |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 75 | 47 62.6 | 24 32.0 | 0 0.0 | 2 2.7 | 0 0.0 | 2 2.7 | 1.41 $N_3: 73$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

Category III of the survey instrument was entitled "Exit Interview" and contained four items on the process and value of the exit interview. The response of evaluation team members to this category was highly favorable with an overall response index of 1.45. With a response index of 1.21, evaluation team members were highly supportive of item 19 "the exit interview foretold the written report" (Table XII). Although still a highly favorable response, the lowest scaled rating in this category by evaluation team members was on item 17 "the chief executive officer was given the opportunity to react to the concerns of the team." All team chairpersons who responded to the survey instrument indicated they had participated in the exit interview. Team chairpersons provided an extremely high rating for Category III "Exit Interview" with a limited response index range of 1.21 to 1.29 for all four items on the exit interview (Table XLV, Appendix C).

Category IV dealt with the use of institutional input by the evaluation team during the on-site visit. Members of the evaluation teams were in basic agreement with the institutional respondents in identifying the strengths and weaknesses of team use of institutional input. The evaluation team members gave their highest rating in this category to item 31 "the team sought input from the chief administrative officer" (Table XIII). Eighty per cent of the evaluation team respondents indicated that the input sought from the chief academic officers at the institutions being evaluated was "very adequate." Evaluation team members gave their lowest rating in this category to item 38 "the team sought input from citizen groups." Correspondingly, evaluation team members gave a relatively low rating, a response index of 2.23, to item 37 "the team sought input from classified personnel." All 24 team

TABLE XII

RESPONSE OF EVALUATION TEAMS TO EXIT INTERVIEW
(FREQUENCY AND PER CENT) $N_1 = 86$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|-----------|----------|----------------------|-------------------------|-------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 86 | 49 57.0 | 31 36.0 | 4 4.7 | 0 0.0 | 0 0.0 | 2 2.3 | 1.46 $N_3: 84$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 84 | 44 52.4 | 35 41.6 | 2 2.4 | 1 1.2 | 0 0.0 | 2 2.4 | 1.51 $N_3: 82$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 86 | 48 55.8 | 35 40.7 | 1 1.2 | 0 0.0 | 0 0.0 | 2 2.3 | 1.44 $N_3: 84$ |
| 19 The exit interview foretold the written report. | 86 | 53 61.7 | 29 33.7 | 2 2.3 | 0 0.0 | 0 0.0 | 2 2.3 | 1.39 $N_3: 84$ |

 N_1 = Total number of respondents N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XIII

RESPONSE OF EVALUATION TEAMS TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)

N₁ = 86

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|------------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 78 | 25 32.1 | 0 0.0 | 25 32.1 | 0 0.0 | 6 7.7 | 0 0.0 | 2 2.6 | 0 0.0 | 2 2.6 | 0 0.0 | 3 3.9 | 4 5.1 | 11 14.1 | 1.85 N ₃ : 60 |
| 30 The team sought input from the officials of the statewide coordinating board. | 79 | 26 32.9 | 0 0.0 | 19 24.1 | 0 0.0 | 8 10.1 | 0 0.0 | 1 1.3 | 1 1.3 | 2 2.5 | 0 0.0 | 3 3.8 | 5 6.3 | 14 17.7 | 1.86 N ₃ : 57 |
| 31 The team sought input from the chief administrative officer. | 85 | 68 80.0 | 0 0.0 | 15 17.6 | 0 0.0 | 2 2.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.22 N ₃ : 85 |
| 32 The team sought input from the other members of "central" administration. | 85 | 56 65.9 | 0 0.0 | 27 31.8 | 0 0.0 | 2 2.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.37 N ₃ : 85 |
| 33 The team sought input from the deans. | 82 | 53 64.6 | 0 0.0 | 28 34.2 | 0 0.0 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.37 N ₃ : 82 |
| 34 The team sought input from the department heads. | 85 | 53 62.4 | 0 0.0 | 28 32.9 | 0 0.0 | 4 4.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.42 N ₃ : 85 |
| 35 The team sought input from the faculty. | 82 | 46 56.1 | 0 0.0 | 32 39.0 | 0 0.0 | 4 4.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.49 N ₃ : 82 |
| 36 The team sought input from the students. | 84 | 32 38.1 | 0 0.0 | 36 42.9 | 0 0.0 | 15 17.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 1.80 N ₃ : 83 |
| 37 The team sought input from the classified personnel. | 78 | 13 16.7 | 0 0.0 | 15 19.2 | 3 3.9 | 11 14.1 | 1 1.3 | 2 2.6 | 1 1.3 | 0 0.0 | 2 2.6 | 8 10.3 | 2 2.6 | 20 25.7 | 2.23 N ₃ : 48 |
| 38 The team sought input from the citizen groups. | 80 | 2 2.5 | 0 0.0 | 17 21.3 | 2 2.5 | 11 13.8 | 1 1.3 | 1 1.3 | 2 2.5 | 0 0.0 | 3 3.8 | 3 3.8 | 0 0.0 | 38 47.5 | 2.64 N ₃ : 39 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

chairpersons who responded to the survey instrument rated item 31 "the team sought input from the chief administrative officer" as "very adequate" giving the item a response index of 1.00 (Table LIII, Appendix C).

Category V dealt with the team assessment of various administrative aspects of the institutions being visited. The members of the evaluation teams found their assessment of administrative aspects as highly satisfactory. Their overall response index for this category was 1.66. Evaluation team members gave their highest rating in this category to item 40 "the team assessed the administrative decision-making structure" of the institution being evaluated (Table XIV). Item 42 "the team assessed plant operations and maintenance" was apparently of minor concern to the evaluation team respondents since they gave the item a moderately low response index rating of 1.84. Thirty-five per cent of the evaluation team members, however, indicated that the team assessment of plant operations and maintenance was "very adequate." When the responses of team members were examined apart from team chairpersons, team members were found to have given the highest rating in Category V to item 42 "the team assessed plant operations and maintenance." Over 75 per cent of the team members indicated that the team assessment of plant operations and maintenance was either "very adequate" or "adequate" (Table LXII, Appendix C).

Category VI treated the team evaluation of various facets of instructional programs at the institutions visited. Evaluation team members gave Category VI "Assessment of Instructional Programs" a highly favorable rating with a 1.65 response index. Evaluation team members gave their highest item response, a response index of 1.38, to

TABLE XIV

RESPONSE OF EVALUATION TEAMS TO TEAM ASSESSMENT OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)N₁ = 86

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 84 | 45 53.6 | 0 0.0 | 33 39.3 | 0 0.0 | 4 4.8 | 0 0.0 | 0 0.0 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 1.53 N ₃ : 83 |
| 40 The team assessed the administrative decision-making structure. | 85 | 47 55.3 | 0 0.0 | 34 40.0 | 0 0.0 | 2 2.4 | 0 0.0 | 2 2.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.52 N ₃ : 85 |
| 41 The team assessed the budgetary procedures. | 83 | 41 49.4 | 0 0.0 | 36 43.4 | 0 0.0 | 2 2.4 | 0 0.0 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 2.4 | 1 1.2 | 1.54 N ₃ : 80 |
| 42 The team assessed the plant operations and maintenance. | 81 | 29 35.8 | 0 0.0 | 33 40.7 | 0 0.0 | 13 16.1 | 0 0.0 | 2 2.5 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 0 0.0 | 3 3.7 | 1.84 N ₃ : 77 |
| 43 The team assessed the program for institutional research. | 81 | 28 34.6 | 0 0.0 | 38 46.9 | 0 0.0 | 8 9.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 2.5 | 1 1.2 | 4 4.9 | 1.73 N ₃ : 74 |
| 44 The team assessed the long range planning. | 83 | 29 34.9 | 0 0.0 | 40 48.2 | 0 0.0 | 9 10.8 | 1 1.2 | 2 2.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 2.4 | 1.82 N ₃ : 81 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

item 51 "the team assessed the quality of the library" (Table XV). The lowest rating given by evaluation team members in this category was to item 52 "the team attended classes in session." Thirty-five per cent of the evaluation team members indicated that they had "no chance to observe" team visitation of classes during the on-site visit. Item 48 "the team assessment of instructional strategies" was rated as less than adequate by the team respondents. Team chairpersons, in contrast with the total team respondent group, gave their lowest item rating in Category VI to item 48 "the team assessed instructional strategies." Thirty per cent of the team chairpersons indicated that "team assessment of instructional strategies" was "just acceptable" or "inadequate" (Table LXIX, Appendix C).

Category VII consisted of seven items which dealt with the team assessment of faculty life at the institutions being evaluated. The overall response index of evaluation team members for this category was 1.65. Their identification of strengths and weaknesses in this area corresponded with those of institutional representatives. The evaluation team members rated item 56 "team assessment of professional preparation of faculty" very high with a response index of 1.42 (Table XVI). Their lowest rating, a 2.26 response index, was given to item 58 "the team assessment of teaching effectiveness." Team chairpersons, however, gave their highest rating in this category to item 53 "the team assessed the role of faculty in institutional governance" (Table LXXVII, Appendix C).

Category VIII, entitled "Assessment of Student Life and Student Services," consisted of eight items which dealt with team assessment of various facets of student personnel services at the institutions being

TABLE XV

RESPONSE OF EVALUATION TEAMS TO TEAM ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)N₁ = 86

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | x | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|------------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 84 | 27 32.1 | 0 0.0 | 43 51.2 | 0 0.0 | 9 10.7 | 0 0.0 | 3 3.6 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 1.88 N ₃ : 83 |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 85 | 49 57.7 | 0 0.0 | 30 35.3 | 0 0.0 | 6 7.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.49 N ₃ : 85 |
| 47 The team assessed the adequacy of instructional resources. | 85 | 53 62.4 | 0 0.0 | 28 32.9 | 0 0.0 | 4 4.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.42 N ₃ : 85 |
| 48 The team assessed the use of instructional strategies. | 82 | 15 18.3 | 0 0.0 | 31 37.8 | 0 0.0 | 19 23.2 | 1 1.2 | 3 3.7 | 2 2.4 | 0 0.0 | 0 0.0 | 4 4.9 | 0 0.0 | 7 8.5 | 2.21 N ₃ : 71 |
| 49 The team assessed the faculty participation in developing instructional programs. | 84 | 36 42.9 | 0 0.0 | 34 40.5 | 0 0.0 | 12 14.3 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 0 0.0 | 1.72 N ₃ : 83 |
| 50 The team assessed the student participation in developing instructional programs. | 82 | 17 20.7 | 0 0.0 | 36 43.9 | 0 0.0 | 14 17.1 | 2 2.4 | 3 3.7 | 0 0.0 | 0 0.0 | 0 0.0 | 4 4.9 | 2 2.4 | 4 4.9 | 2.07 N ₃ : 72 |
| 51 The team assessed the quality of the library. | 84 | 56 66.7 | 0 0.0 | 24 28.6 | 0 0.0 | 4 4.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.38 N ₃ : 84 |
| 52 The team attended classes in session. | 81 | 12 14.8 | 0 0.0 | 24 29.6 | 0 0.0 | 17 21.0 | 1 1.2 | 2 2.5 | 1 1.2 | 1 1.2 | 1 1.2 | 4 4.9 | 1 1.2 | 27 33.3 | 2.31 N ₃ : 59 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE XVI

RESPONSE OF EVALUATION TEAMS TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)

N₁ = 86

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | x | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 82 | 48 58.5 | 0 0.0 | 28 34.2 | 0 0.0 | 5 6.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 1 1.2 | 1.47 N ₃ : 81 |
| 54 The team assessed the policies governing academic freedom and tenure. | 84 | 40 47.6 | 0 0.0 | 36 42.9 | 0 0.0 | 5 6.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 0 0.0 | 2 2.4 | 1.57 N ₃ : 81 |
| 55 The team assessed grievances and due process. | 82 | 28 34.2 | 0 0.0 | 40 48.8 | 0 0.0 | 11 13.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 0 0.0 | 2 2.4 | 1.79 N ₃ : 79 |
| 56 The team assessed the professional preparation of faculty. | 85 | 52 61.2 | 0 0.0 | 30 35.3 | 0 0.0 | 3 3.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 0 0.0 | 1.42 N ₃ : 85 |
| 57 The team assessed salaries, benefits, and work loads. | 84 | 50 59.5 | 0 0.0 | 28 33.3 | 0 0.0 | 4 4.8 | 0 0.0 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 1 1.2 | 1.47 N ₃ : 83 |
| 58 The team assessed teaching effectiveness. | 80 | 11 13.8 | 0 0.0 | 38 47.5 | 0 0.0 | 17 21.3 | 1 1.3 | 5 6.3 | 1 1.3 | 0 0.0 | 0 0.0 | 1 1.3 | 1 1.3 | 5 6 | 2.26 N ₃ : 73 |
| 59 The team assessed overall faculty morale. | 84 | 39 46.4 | 0 0.0 | 39 46.4 | 0 0.0 | 5 6.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 1 1.2 | 1.59 N ₃ : 83 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

examined. Evaluation team members rated themselves quite high in this category with an overall response index of 1.85. The team members appeared to be in agreement with institutional representatives in their response to item 65 "team assessment of student counseling services." Their highest response index of 1.61 was given to this item (Table XVII). Evaluation team members, in contrast with institutional representatives, gave their lowest rating, a response index of 2.26, to item 67 "the team assessment of follow-up of graduates." Team chairpersons, however, indicated a moderately low rating, based on a response index of 2.05, for both the "team assessment of student opportunities for due process" and "team assessment of follow-up of graduates" (Table LXXXV, Appendix C).

Category IX asked respondents to rate the ability of the team to analyze several major areas of institutional life. This overall evaluation category included statements on the evaluation of categories already included in the survey. The purpose of including this category was to attempt to determine general process area ratings and to check for possible inconsistencies in respondent ratings. Evaluation team members were in basic agreement with institutional representatives in identifying the strongest and weakest facets of the overall evaluation. Evaluation team members gave their lowest rating, a moderately low response index of 2.18, to item 24 "the overall evaluation of student life" (Table XVIII). Less than 20 per cent of the evaluation team members rated the assessment of student life as "outstanding." Evaluation team members rated "the overall assessment of institutional administration" extremely high. Nearly 70 per cent of the evaluation team members rated the overall evaluation of institutional administration as "outstanding."

TABLE XVII
 RESPONSE OF EVALUATION TEAMS TO TEAM ASSESSMENT OF
 STUDENT LIFE AND STUDENT SERVICES
 (FREQUENCY AND PER CENT)
 $N_1 = 86$

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 83 | 25 30.1 | 0 0.0 | 42 50.6 | 0 0.0 | 7 8.4 | 0 0.0 | 4 4.8 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 0 0.0 | 4 4.8 | 1.87 N ₃ : 78 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 82 | 34 41.5 | 0 0.0 | 35 42.7 | 0 0.0 | 11 13.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 0 0.0 | 1 12. | 1.71 N ₃ : 80 |
| 62 The team assessed the institutional evaluation of student progress. | 83 | 23 27.7 | 0 0.0 | 38 45.8 | 0 0.0 | 16 19.3 | 0 0.0 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.2 | 1 1.2 | 3 3.6 | 1.94 N ₃ : 78 |
| 63 The team assessed the conditions of student life. | 84 | 34 40.5 | 0 0.0 | 36 42.9 | 0 0.0 | 9 10.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 2.4 | 0 0.0 | 3 3.6 | 1.66 N ₃ : 80 |
| 64 The team assessed the student opportunities for due process. | 81 | 20 24.7 | 0 0.0 | 30 37.0 | 0 0.0 | 19 23.5 | 1 1.2 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 4 4.9 | 0 0.0 | 6 7.4 | 2.03 N ₃ : 71 |
| 65 The team assessed the student counseling services. | 84 | 41 48.8 | 0 0.0 | 30 35.7 | 0 0.0 | 8 9.5 | 0 0.0 | 1 1.2 | 0 0.0 | 0 0.0 | 0 0.0 | 2 2.4 | 0 0.0 | 2 2.4 | 1.61 N ₃ : 80 |
| 66 The team assessed the other student personnel services available. | 80* | 29 36.3 | 0 0.0 | 36 45.0 | 0 0.0 | 10 12.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 2.5 | 1 1.3 | 2 2.5 | 1.75 N ₃ : 75 |
| 67 The team assessed the follow-up studies of graduates. | 78 | 14 18.0 | 0 0.0 | 24 30.8 | 0 0.0 | 20 25.6 | 3 3.9 | 4 5.1 | 0 0.0 | 0 0.0 | 0 0.0 | 6 7.7 | 0 0.0 | 7 9.0 | 2.26 N ₃ : 65 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE XVIII

RESPONSE OF EVALUATION TEAMS TO OVERALL EVALUATION OF SITE VISIT
(FREQUENCY AND PER CENT) $N_1 = 86$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|------------|------------|------------|----------|----------|-----------------------------|
| 20 Institutional Governance | 43 51.2 | 39 46.4 | 2 2.4 | 0 0.0 | 0 0.0 | 1.51 N ₂ : 84 |
| 21 Institutional Administration | 60 69.7 | 22 25.6 | 4 4.7 | 0 0.0 | 0 0.0 | 1.35 N ₂ : 86 |
| 22 Instructional Programs and Curriculum | 36 42.4 | 40 47.1 | 9 10.5 | 0 0.0 | 0 0.0 | 1.68 N ₂ : 85 |
| 23 Faculty and Faculty Life | 26 30.6 | 44 51.7 | 14 16.5 | 1 1.2 | 0 0.0 | 1.88 N ₂ : 85 |
| 24 Student and Student Life | 16 19.3 | 41 49.4 | 21 25.3 | 5 6.0 | 0 0.0 | 2.18 N ₂ : 83 |
| 25 Financial Resources | 50 61.0 | 30 36.6 | 2 2.4 | 0 0.0 | 0 0.0 | 1.42 N ₂ : 82 |
| 26 Physical Plant | 39 47.0 | 30 36.1 | 12 14.5 | 2 2.4 | 0 0.0 | 1.72 N ₂ : 83 |
| 27 Long Range Planning | 32 38.6 | 40 48.2 | 11 13.2 | 0 0.0 | 0 0.0 | 1.75 N ₂ : 83 |
| 28 Institutional Mission, Goals, and Objectives | 52 61.9 | 27 32.1 | 5 6.0 | 0 0.0 | 0 0.0 | 1.44 N ₂ : 84 |

 N_1 = Total number of respondents N_2 = Number of responses to the five-point rating scale

1 = Outstanding

5 = Unsatisfactory

Comparison of the Rank Order of the Mean Response
Index of Institutional Representatives and
Evaluation Team Members to the Overall
Evaluation Category

The section following draws comparisons between the rank order of response index mean scores by response category and respondent group to Category IX, the overall summary. However, before proceeding, the author reiterates that the response indices to all categories by both institutional personnel and team members were highly positive. In Category IX, for example, mean response indices for institutional personnel were from 2.04 to 2.45, and from 1.35 to 2.18 for team members. Nevertheless, examination of the rank order of categorical mean scores by respondent group, as reported in Table XCVIII, Appendix C, does allow some interesting, if speculative comparisons.

An examination of the rank order of mean values of the various groups of institutional personnel indicates that:

1. With the exception of deans, the team evaluation of institutional administration ranked consistently high across all other groups (1.0 to 3.0).
2. With the exception of chief institutional administrators, the team evaluation of instructional programs ranked consistently high across all groups (1.0 to 1.5).
3. With the exception of non-academic administrators, the team evaluation of institutional mission, goals, and objectives ranked consistently high across all groups (1.0 to 4.0).

4. With the exception of non-academic officers (primarily deans of students), the team evaluation of student services and student life ranked consistently low across all institutional groups (8.0 to 9.0).

5. The team evaluation of faculty and faculty life ranked low (5.0 to 8.0) across all institutional respondent groups.

6. The team evaluation of institutional governance was ranked low (6.0 to 7.5) by all groups of institutional administrators. The mean values of department heads and faculty for the evaluation of institutional governance, however, were ranked moderately low (4.0).

An examination of the rank order of mean values of chairpersons and team members indicates that:

1. The team evaluation of institutional administration ranked consistently high across the group of chairpersons and the group of team members with respective ranks of 2.0 and 1.0.

2. The team evaluation of financial resources ranked consistently high across the group of chairpersons and the group of team members with respective ranks of 3.0 and 2.0.

3. The team evaluation of institutional mission, goals, and objectives ranked consistently high across the group of chairpersons and the group of team members with respective ranks of 1.0 and 3.0.

4. The team evaluation of instructional programs ranked low across the group of chairpersons and the group of team members with respective ranks of 8.0 and 5.0.

5. The team evaluation of faculty and faculty life ranked consistently low across the group of chairpersons and the group of team members with respective ranks of 7.0 and 8.0.

6. The team evaluation of student services and student life ranked low across the group chairpersons and the group of team members with respective ranks of 9.0 and 9.0.

A comparison of the rank order of mean values in Table XCVIII, Appendix C, indicates a high degree of similarity between the rank ordering of the mean values of institutional respondents and evaluation teams. One exception, however, was the rank ordering of the mean values to the overall evaluation of instructional programs. With the exception of chief institutional administrators, the evaluation of instructional programs ranked consistently high across all groups of institutional respondents. The evaluation of instructional programs, however, ranked consistently low across the group of chairpersons and the group of team members with respective ranks of 8.0 and 5.0.

Rank Ordering of Accrediting Procedures

Institutional respondents were asked to rank order the institutional self-study (SS), the site visit evaluation (SE), and the written report (WR) in terms of self-evaluation and helpfulness to their respective institutions. One hundred twenty-five of the 133 institutional respondents rank ordered these three accrediting procedures. The institutional self-study was ranked as the most helpful accrediting procedure by 61.6 per cent of the institutional respondents. Forty-one (32.8 per cent) of the institutional respondents ranked the institutional self-study first, the site evaluation second, and the written report third. Thirty-six (28.8 per cent) of the institutional respondents ranked the institutional self-study first, the written report second, and the site evaluation third (Table XIX).

TABLE XIX

RANK ORDER OF ACCREDITING PROCEDURES
BY INSTITUTIONAL REPRESENTATIVES

| Rank Order Code | Chief Institutional Officers | | Chief Academic Officers | | Non-Academic Administrators | | Deans | | Department Heads and Chairmen | | Faculty | | Total Institutional Respondents | | First Order Ranking | |
|--------------------|------------------------------------|------|-------------------------------|------|--------------------------------|------|-------|------|-------------------------------------|------|---------|------|---------------------------------------|------|---------------------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| SS-SE-WR | 7 | 43.8 | 8 | 33.3 | 10 | 30.3 | 11 | 35.5 | 2 | 18.2 | 3 | 30.0 | 41 | 32.8 | | SS |
| SS-WR-SE | 1 | 6.3 | 7 | 29.2 | 5 | 15.2 | 9 | 29.0 | 8 | 72.7 | 6 | 60.0 | 36 | 28.8 | 77 | 61.6 |
| SE-SS-WR | 3 | 18.8 | 5 | 20.8 | 4 | 12.1 | 1 | 3.2 | 0 | 0.0 | 0 | 0.0 | 13 | 10.4 | | SE |
| SE-WR-SS | 2 | 12.5 | 2 | 8.3 | 8 | 24.2 | 5 | 16.1 | 1 | 9.1 | 0 | 0.0 | 18 | 14.4 | 31 | 24.8 |
| WR-SS-SE | 2 | 12.5 | 0 | 0.0 | 3 | 9.1 | 3 | 9.7 | 0 | 0.0 | 1 | 10.0 | 9 | 7.2 | | WR |
| WR-SE-SS | 1 | 6.3 | 2 | 8.3 | 3 | 9.1 | 2 | 6.5 | 0 | 0.0 | 0 | 0.0 | 8 | 6.4 | 17 | 13.6 |

SS = Self-Study
SE = Site Evaluation
WR = Written Report

The site visit evaluation was rated as the most helpful accrediting procedure by 24.8 per cent of the institutional respondents. Thirteen (10.4 per cent) of the institutional respondents ranked the site evaluation first, the institutional self-study second, and the written report third. Eighteen (14.4 per cent) of the institutional respondents ranked the site evaluation first, the written report second, and the institutional self-study third (Table XIX).

The written report was ranked first by 13.6 per cent of the institutional respondents. Nine (7.2 per cent) of the institutional respondents ranked the written report first, the institutional self-study second, and the written report third. Eight (6.4 per cent) of the institutional respondents ranked the written report first, the site evaluation second, and the institutional self-study third (Table XIX).

Eighty-one of the 86 evaluation team members who responded to the site visit survey instrument, rank ordered the three identified accrediting procedures. The institutional self-study was ranked as the most helpful procedure by 59.2 per cent of the evaluation team respondents. Twenty-seven (33.3 per cent) of the team respondents ranked the self-study first, the site evaluation second, and the written report third. Twenty-one (25.9 per cent) of the team respondents ranked the self-study first, the written report second, and the site evaluation third (Table XX).

The site evaluation was ranked first by 28.4 per cent of the evaluation team respondents. Eight (9.9 per cent) of the team respondents ranked the site evaluation first, the self-study second, and the written report third. Fifteen (18.5 per cent) of the team respondents ranked

TABLE XX
RANK ORDER OF ACCREDITING PROCEDURES
BY MEMBERS OF EVALUATION TEAMS

| Rank Order Code | Chairpersons | | Team Members | | Team Respondent Total | | First Order Ranking | |
|--------------------|--------------|------|--------------|------|-----------------------------|------|---------------------------|------|
| | N | % | N | % | N | % | N | % |
| SS-SE-WR | 5 | 20.8 | 22 | 38.6 | 27 | 33.3 | | SS |
| SS-WR-SE | 7 | 29.2 | 14 | 24.6 | 21 | 25.9 | 48 | 59.2 |
| SE-SS-WR | 1 | 4.2 | 7 | 12.3 | 8 | 9.9 | | SE |
| SE-WR-SS | 7 | 29.2 | 8 | 14.0 | 15 | 18.5 | 23 | 28.4 |
| WR-SS-SE | 3 | 12.5 | 2 | 3.5 | 5 | 6.2 | | WR |
| WR-SE-SS | 1 | 4.2 | 4 | 7.0 | 5 | 6.2 | 10 | 12.4 |

SS = Self-Study
SE = Site Evaluation
WR = Written Report

the site evaluation first, the written report second, and the institutional self-study third (Table XX).

The written report was ranked as the most helpful accrediting procedure by 12.4 per cent of the evaluation team respondents. An equal number of the evaluation team members who ranked the written report as the most helpful accrediting procedure, assigned the second position to the institutional self-study and the site evaluation (Table XX).

Identified Strengths of the Site Visit Process

Institutional representatives and evaluation team members were asked to indicate what they perceived as the primary strengths of the site visit process. Since response to this item was optional, only 53.4 per cent of the institutional representatives and 64.0 per cent of the evaluation team members listed strengths of the team visit.

A rank ordering of the most frequent responses given by these two groups is found in Table XXI. The most frequently identified strength was the expertise and backgrounds possessed by the evaluation team members. Sixteen institutional representatives indicated that a noted strength of the site evaluation process was that it brought about an institutional self-evaluation. A moderate number of both groups indicated that the leadership of the chairman and the evaluation by an outside group were visible strengths of the site visit process. Confirming the status of the institution and reinforcement of the institutional self-study were also viewed by a small number of each group as an apparent strength. Interestingly enough, four institutional members listed attainment of additional state support as a strength of the institutional site visit process.

TABLE XXI

PRIMARY STRENGTHS OF THE TEAM VISIT

| Institutional Representatives | | N=71 | Evaluation Team Members | | N=55 |
|--|--|------|--|--|------|
| Identified Strengths | | f | Identified Strengths | | f |
| Knowledge and background of the team members. | | 45 | Knowledge and background of the team members. | | 36 |
| Caused institution to evaluate itself. | | | Leadership of chairman. | | 14 |
| Evaluation by an outside group. | | 14 | Attention to areas not identified in the self-study. | | 11 |
| Leadership of the chairman. | | 13 | Evaluation by an outside group. | | 7 |
| Reinforcement of the self-study. | | 9 | Confirmed the status of the institution. | | 6 |
| Confirmed the status of the institution. | | 8 | Caused institution to evaluate itself. | | 4 |
| Attention to areas not identified in the self-study. | | 6 | Reinforcement of the self-study. | | 4 |
| Positive attitude of the team. | | 5 | Team understanding of the institution. | | 3 |
| Team understanding of the institution. | | 5 | | | |
| Helped attain state support. | | 4 | | | |

N = Total number of respondents
f = Frequency

Improvements Needed for the Site Visit Process

Institutional representatives and evaluation team members were asked to indicate what they perceived as changes needed to improve the site visit process. Since response to this item was optional, only 45.9 per cent of the 133 institutional representatives and 43.0 per cent of the 86 evaluation team members listed suggested improvements. A rank ordering of the most frequent responses of these two groups is found in Table XXII. Institutional representatives and evaluation team members were in agreement as to the three most important needed improvements: (1) better selection of team members, (2) more time to conduct the site visit, and (3) better preparation by the team.

A moderate number of team members (six) identified better institutional preparation of the self-study as a needed change to improve the site visit process. Five institutional representatives indicated that there was a need for more feedback from the evaluation team following the institutional site visit. Six institutional representatives and five evaluation team members indicated that better team organization would improve the site visit process.

Although many other responses were given to the question of improving the site visit, the responses were limited to the site visit in question. For example, at one institution a number of the team members arrived late and had to leave early. Virtually all respondents from that institution suggested the use of backup personnel if team members could not be on the campus for the entire site visit. Other responses were limited to isolated incidents at individual institutional site visits.

TABLE XXII
IMPROVEMENTS NEEDED FOR THE SITE VISIT PROCESS

| Institutional Representatives | N=61 | Evaluation Team Members | N=37 |
|---|------|---|------|
| Needed Improvements | f | Needed Improvements | f |
| Better selection of team members. | 21 | Better selection of team members. | 14 |
| More time to conduct the site visit. | 20 | More time to conduct the site visit. | 9 |
| Better preparation by the team. | 10 | Better preparation by the team. | 7 |
| Better organization by the team. | 6 | Better institutional preparation of the self-study. | 6 |
| Assessment not thorough enough. | 6 | Better organization by the team. | 5 |
| More feedback following the site visit. | 5 | | |
| Better team understanding of the institution. | 4 | | |

N = Total number of respondents
f = Frequency

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This final chapter is divided into four parts. The first part is a summary of the study and findings. The second part contains conclusions drawn from the findings. Part three is a discussion of recommendations for improvement. Part four is a presentation of suggestions for further research.

Summary of the Study and Findings

The focus of this study was the NCA institutional site visit as conducted at public state colleges during the selected academic years 1971-1972 and 1972-1973. Specifically, the study was designed to assess the process and contribution of various aspects of the institutional site visit as conducted by NCA evaluation teams. To measure the level of evaluation team adequacy, an institutional site visit survey instrument was developed. Institutional representatives of public state colleges evaluated by an NCA team during the 1971-1972 or 1972-1973 academic years were asked to respond to the instrument. Of the 33 institutions identified, 29 institutions agreed to participate. The chief academic officer of each of these 29 institutions identified the five or six key institutional personnel who worked most closely with the NCA institutional

site visit. These individuals were referred to as the institutional representatives in this study.

A list of names of the evaluation team members who conducted the 29 institutional site visits was obtained from the CIHE. The team chairperson and selected team members of each of the 29 institutional site visits were asked to respond to an identical institutional site visit survey instrument as a check against institutional response bias.

The institutional respondents were also grouped according to their professional positions in order to view differences in response to the survey instrument. The institutional representatives were grouped in the following manner: (1) chief institutional administrators, (2) chief academic officers, (3) non-academic administrators, (4) deans, (5) chairmen and department heads, and (6) faculty members. Evaluation team members were also grouped by team chairpersons and team members.

Of the 158 institutional representatives that were identified by their respective institutions, 133 responded for a response rate of 84 per cent. Eighty-six of the 121 evaluation team members responded for a response rate of 71 per cent.

The nine response categories of the survey instrument included: (1) team competence or preliminaries, (2) the site visit process, (3) the exit interview, (4) the use of institutional input, (5) the assessment of administrative aspects, (6) the assessment of instructional programs, (7) the assessment of faculty and faculty life, (8) the assessment of student services and student life, and (9) an overall evaluation of the institutional site visit process. Respondents were also asked to rank order three basic regional accrediting procedures: (1) the institutional self-study, (2) the site visit, and (3) the written report of the

evaluation team. The remaining two items were open-ended questions which asked the respondents to identify the primary strengths of their respective site visits and to make suggestions for improvement of the site visit process.

A five-point Likert-type rating scale was used in the nine different response categories. A choice of "no chance to observe" was also added to each response item. The respondents were asked to rate the items in Categories I through IV on a five-point scale with a rating of "one" indicating "strong agreement" with the statement and a rating of "five" indicating "strong disagreement" with the statement. Items in Categories V through VIII were rated on a five-point scale with a rating of "one" indicating team assessment of the stated characteristic as "very adequate" and a rating of "five" indicating team assessment of the stated characteristic as "very inadequate." Categories V through VIII also contained a "yes" or "no" column in an effort to determine whether or not the stated institutional characteristic had been assessed by the evaluation team. Items in Category IX, an overall evaluation of the institutional site visit process, were also rated on a five-point rating scale. A rating of "one" indicated that the team did an "outstanding" job in analyzing the identified institutional characteristic and a rating of "five" indicated that the team did an "unsatisfactory" job in analyzing the identified institutional characteristic.

Since the primary purpose of the study was to assess the quality of various aspects of the institutional site visit process, frequencies and percentages were computed on a category and item-by-item basis for each response group. A response index (arithmetic mean) was also

computed on a categorical and item-by-item basis in order to identify high and low response ratings by different respondent groups.

Category I, which attempted to review overall team competence, received a highly favorable overall rating of 2.08 by institutional representatives who responded to the survey instrument. Institutional representatives, however, gave a moderately low response rating of 2.42 to "team members appeared to be well acquainted with the size and type of institution." Sixty-five per cent of the institutional representatives, however, "agreed" or "strongly agreed" that "the team was well acquainted with the size and type of institution" (Table I, Chapter IV).

The overall rating by institutional representatives of 1.92 to Category II, the site visit process, was also highly favorable. At least 75 per cent of the institutional representatives indicated that they either "agreed" or "strongly agreed" with all eight statements in the site visit process category (Table II, Chapter IV). No item in the site visit process category received a response index rating from institutional representatives below 2.10.

Institutional representatives also gave Category III, the exit interview, a highly favorable overall response rating of 2.00. "The exit interview foretold the written report" received the lowest item rating in this category by institutional representatives. The response rating of 2.16 for this item was still quite satisfactory. Twenty-three of the 94 institutional representatives (25 per cent) who rated this item, however, indicated that they were either "undecided" or "disagreed" that "the exit interview foretold the written report."

Category IV, which dealt with the use of input from institutional representatives during the site visit, was rated as highly favorable by

institutional representatives with an overall response index of 2.08. The institutional representatives who had a chance to observe the team's use of input from classified personnel and citizen groups, however, rated the use of input from these two groups moderately low, 2.44 and 2.61 respectively. Moderately low response ratings of 2.29 and 2.27 were given by institutional representatives to "use of input from governing boards" and "use of input from statewide coordinating boards" respectively. The use of input from the chief administrative officer was rated highest in this category by institutional respondents with 44 per cent of the respondents indicating that the "use of input from the chief administrative officer" was "very adequate." The use of input from "central" administration, deans and department heads, was viewed as either "adequate" or "very adequate" by more than 75 per cent of the institutional respondents.

The items in Category V, which dealt with the team assessment of general institutional administration, were rated as highly favorable by institutional personnel with an overall category response rating of 2.04. "Team assessment of administrative decision-making" was rated by institutional representatives as particularly effective with a response rating of 1.94. No item in this category was rated below 2.13 by the institutional respondents. The responses of chief administrative officers, chief academic officers, and business officers to the team assessment of administrative aspects were evaluated separately. All three groups rated team assessment of administrative aspects as highly favorable with the exception of "team assessment of long range planning" which received a moderately low rating of 2.56 from business officers.

The overall response rating by institutional representatives to Category VI, the team assessment of instructional programs, was a very satisfactory 2.08. The "team assessment of the quality of the library" was rated highest in this category by the institutional representatives with a response index of 1.79 (Table VI, Chapter IV). Limited concern on the part of some institutional respondents was evident in two areas: (1) team assessment of the use of instructional strategies, and (2) the attendance of classes by team members during the site visit. Thirty per cent (28 of 94) institutional representatives who rated the "team assessment of the use of instructional strategies" indicated that such assessment was less than adequate. Thirty-eight per cent (19 of 50) of the institutional representatives indicated that the "team attendance of classes in session" was less than adequate.

Category VII, the assessment of faculty life, was rated as highly satisfactory by institutional respondents with an overall response rating of 2.05. The "team assessment of professional preparation of faculty" received an exceptionally high rating of 1.72 from the institutional respondents. The lowest rating in this category by institutional respondents was to the "team assessment of teaching effectiveness" with a response index of 2.43 (Table VII, Chapter IV). A third (34 of 94) of the institutional representatives indicated that the "assessment of teaching effectiveness" was less than adequate at their respective institutions. An interesting observation was that there were no marked differences between faculty members and the total institutional respondent group in responses to items in this category. In fact, the 13 faculty members who responded to the survey instrument rated the team assessment of faculty life exceptionally high with an overall category response rating of 1.86.

Institutional representatives indicated, by an overall response index of 2.03, that evaluation team members had adequately assessed student life and student services at their respective campuses. The only evidence of concern by institutional representatives was the "team assessment of institutional evaluation of student progress." The rating of this item by institutional personnel resulted in a moderately low response index of 2.17 with 25 per cent (26 of 106) of the institutional personnel indicating that the "team assessment of institutional evaluation of student progress" was less than adequate (Table VIII, Chapter IV). The chief academic officers who responded to the survey instrument rated items in this category noticeably lower than the total institutional respondent group. None of the 25 chief academic administrators who rated the "team assessment of institutional evaluation of student progress" indicated that the assessment was "very adequate." Only one of 24 chief academic administrators indicated that the "team assessment of other student personnel services" was "very adequate."

Student personnel administrators in this study, however, gave a higher overall rating than the total institutional respondent group to the items on student life and student services. Student personnel administrators rated all items on student life as quite satisfactory with response indices on the eight items ranging from 1.43 to 2.00 (Table XCVI, Appendix C).

Category IX of the survey instrument asked respondents to rate the ability of the evaluation team to analyze several major areas of institutional life. The lowest rating by institutional representatives, with a response index of 2.45, was given to the overall team assessment of "students and student life" (Table XVII, Chapter IV). Institutional

representatives also gave moderately low ratings to the team assessment of "faculty life" and "long range planning." Over 60 per cent of the institutional respondents, however, rated the assessment of "faculty life" and "long range planning" as either "very adequate" or "adequate."

The response ratings of institutional personnel and evaluation team members to the items in the survey instrument were quite similar throughout all nine response categories (Table XCVII, Appendix C). An examination of the item-by-item ratings by institutional personnel and evaluation team members revealed one very interesting fact. The evaluation team members gave a higher rating than the institutional representatives on virtually all 67 items in the "fixed-alternative" portion of the survey instrument (Categories I through IX). The only three items that were rated lower by the evaluation team members than by the institutional respondents were: item 38 "the team sought input from citizen groups," item 64 "the team assessed opportunities for due process," and item 67 "the team assessed the follow-up of graduates." The differences in the ratings of these three items by the two respondent groups, however, were too small to be considered important factors in this study.

Both general respondent groups, the institutional representatives and the evaluation team members, were nearly identical in their rank ordering of the following accrediting procedures: (1) the institutional self-study, (2) the site visit evaluation, and (3) the written report of the evaluation team. The institutional self-study was ranked as the most helpful accrediting procedure by 61.6 per cent of the institutional representatives and 59.2 per cent of the evaluation team members. The site visit evaluation was ranked as the most helpful accrediting procedure by 24.8 per cent of the institutional representatives and 28.4

per cent of the evaluation team members. The written report was ranked as the most helpful accrediting procedure by 13.6 per cent of the institutional respondents and 12.4 per cent of the evaluation team members (Tables XIX and XX, Chapter IV).

A content analysis of the responses to the two open-ended items in the survey instrument revealed that the two respondent groups, institutional representatives and evaluation team members, were quite similar in identifying strengths and needed improvements of the site visit process. Fifty-three per cent of the institutional representatives and 64 per cent of the evaluation team members listed what they perceived as the primary strengths of the site visit process at the respective institutions in question. The most frequently identified strength by both respondent groups was "the knowledge and background of the team members." Forty-five of the 71 institutional respondents and 36 of the 55 evaluation team members who responded to this item identified "knowledge and background of team members" as a primary strength of the site visit process. Other important strengths of the site visit process identified by institutional personnel who responded to this item were: (1) the site visit stimulated institutional evaluation, (2) the site visit provided evaluation by an outside group, and (3) the team chairman demonstrated leadership. Evaluation team members who responded to this item noted that a strength of the site visit was that it gave attention to areas not identified in the institutional self-study.

Institutional personnel and evaluation team members were also in general agreement in identifying areas of needed improvement in the site visit process. Forty-six per cent of the 133 institutional representatives and 43 per cent of the 86 evaluation team members listed needed

improvements of the site visit process. The most frequently identified needed improvement by both respondent groups was "better selection of team members." Twenty-one of the 61 institutional representatives and 14 of the 37 evaluation team members who responded to the second open-ended item identified "better selection of team members" as a needed improvement of the site visit process. Nearly 25 per cent of both respondent groups who listed needed improvements also identified "more time to conduct the site visit" as a needed improvement. A limited number of institutional personnel and evaluation team members also identified "better preparation by the team" as an improvement needed for the site visit process. One improvement suggested by six evaluation team members but not listed by institutional representatives was "better institutional preparation of the self-study."

Conclusions

The overriding conclusion of this study was that the 133 institutional representatives of the 29 public state colleges which were evaluated during the 1971-1972 or 1972-1973 academic years perceived the site visit process at their respective institutions as highly satisfactory. The results also indicated that the chairpersons and selected team members who conducted the 29 institutional site visits also perceived their site visit evaluations as highly satisfactory. The item ratings by both respondent groups were quite high throughout the total survey instrument. Response patterns did identify certain factors in the institutional site visit process which were considered by a limited number of respondents to be less than adequate.

Institutional personnel and evaluation team members were quite satisfied with the overall competence of evaluation team members. Twenty per cent of the institutional respondents indicated that they disagreed with the statement that "team members were well acquainted with the size and type of institution" being evaluated. This finding is not interpreted as a major problem area, but it is closely related to the primary improvement of the site visit process most often suggested by both institutional representatives and team members, namely, "better selection of team members." In direct contrast with the concern for "team acquaintance of size and type of institution" and "better selection of team members," members of both respondent groups most often identified "the knowledge and background of evaluation team members" as the primary strength of the institutional site visit process. More than 30 per cent of both respondent groups listed "the knowledge and background of evaluation team members" as a primary strength of the institutional site visit process. Evaluation team expertise, while viewed by a few respondents as needing improvement, was generally accepted as a positive factor in the site visit process.

The site visit process at the respective institutions was perceived as quite adequate by both institutional personnel and evaluation team members. Virtually all evaluation team members indicated that the conduct of the site visit process was highly satisfactory. "The leadership of the team chairman" and "the concern of the team for institutional efforts to improve the quality of education" were noted strengths of the institutional site visit process. "More time to conduct the site visit" was suggested as a needed improvement by a limited number of institutional personnel and evaluation team members. Since less than 15 per cent of

both respondent groups indicated that more time was needed for the conduct of the site visit, such a change did not appear to be a major issue. The most frequent suggestion, however, was to extend the site visit at least one or two more days.

The exit interview process was rated as highly favorable by both institutional personnel and evaluation team members. Both respondent groups agreed that the exit interview was an effective and valuable procedure in the site visit process. The only response difference in this category concerned the exit interview foretelling the written report. Fifty-three of the 86 evaluation team members "strongly agreed" that the exit interview foretold the written report while only 20 of 94 institutional respondents "strongly agreed" with the same statement. The difference in group response to this item cannot be considered of great importance since less than 10 per cent of the institutional respondents "disagreed" that the exit interview foretold the written report. Evaluation team members appeared to perceive a closer relationship between the exit interview and the written report than did the institutional respondents who participated in the exit interview phase of the on-site visit.

The use of institutional input by evaluation team members at the 29 institutions included in this study was perceived as quite adequate by both respondent groups. The high-level administrators (i.e., presidents and central office administrators) appeared to be the major sources of input for evaluation team members during the on-site evaluation. Fifty per cent or more of the institutional representatives and 25 per cent or more of the evaluation team members did not have a chance to observe the use of input from the institutional governing board, the

statewide coordinating board, classified personnel, and citizen groups. Less than 10 per cent of the respondents who observed input from the aforementioned groups rated input from such groups as inadequate. Based on the responses of both institutional personnel and evaluation team members, it appears that where input from the governing board, the statewide coordinating board, classified personnel and citizen groups was observable, such input was found to be acceptable.

Based on the responses of both institutional personnel and evaluation team members, team assessment of administration at the 29 institutions was more than adequate. "Team assessment of the administrative decision-making structure" and "team assessment of the working relationships of the administrative staff" were noted strengths of the site visits included in this study. Although "team assessment of plant operations and maintenance" received the lowest rating in the administrative aspects category by both respondent groups, only seven institutional personnel and two evaluation team members rated "team assessment of plant operations and maintenance" as "inadequate." Based on the ratings of both respondent groups, the assessment of institutional administration was quite satisfactory at the institutions in this study.

The assessment of instructional programs at the respective institutions was also rated as generally favorable by institutional personnel and evaluation team members. The "team assessment of the quality of the library" was rated exceptionally high by both institutional personnel and evaluation team members. The "team assessment of curricular offerings" and "team assessment of the adequacy of instructional resources" were also considered to be quite adequate by both respondent groups. An identified area of limited concern, however, was "team members attendance

of classes in session." Sixty per cent of the institutional respondents and 40 per cent of the evaluation team members indicated that they had no chance to observe team members attending classes during the site evaluation. "Team attendance of classes" also received a moderately low rating from those respondents who observed such activity during the site evaluation. Although the findings of this study concerning "team members attendance of classes" do not necessarily identify a problem area, the high incidence of non-observance of such activity may raise questions as to the relationship of classroom assessment to the overall institutional evaluation.

The team assessment of faculty life was rated as quite favorable by both respondent groups. The "team assessment of professional preparation of faculty" received virtually no criticism from either institutional representatives or evaluation team members. The assessment of academic freedom, due process, and financial benefits as they related to faculty members were rated as adequate by both respondent groups. The "team assessment of teaching effectiveness" received a moderately low rating from institutional personnel as well as evaluation team members. Twenty-five per cent of the institutional respondents also indicated that they had no chance to observe "team assessment of teaching effectiveness" during the site visit process. Less than 10 per cent of each respondent group identified the "team assessment of teaching effectiveness" as "inadequate." The assessment of teaching effectiveness, therefore, cannot be identified as a noted weakness of the site visit evaluation in this study. The moderately low rating of "assessment of teaching effectiveness" and the low incidence of "team members attending classes

in session" raises a question as to the thoroughness of instructional evaluation during the on-site visit.

The team assessment of student life and student services was rated as highly favorable by both respondent groups in this study. The assessment of student personnel services, especially counseling services, was found to be quite adequate by both institutional personnel and evaluation team members. The evaluation team members also gave an exceptionally high rating to "team assessment of conditions of student life." The evaluation team members gave a moderately low rating to "team assessment of follow-up studies of graduates," but only four team members indicated that the assessment of follow-up studies was inadequate. The assessment of follow-up studies of graduates was one of the few items in the survey instrument that received a lower rating from evaluation team members than from institutional respondents.

The responses of institutional representatives and evaluation team members to the overall evaluation of the institutional site visit process were highly favorable. The responses to the overall evaluation essentially confirmed categorical response ratings that were made throughout the survey instrument. The ability of the evaluation teams to assess institutional administration and instructional programs received virtually no criticism from the two respondent groups. Evaluation team members also gave an exceptionally high response rating to the overall assessment of financial resources. In contrast with high categorical response rating of faculty life and student life, the evaluation of these two factors were rated moderately lower in the overall evaluation category. An explanation of this conflict in the data may be that while specific aspects of faculty life and student life may have

received adequate attention, these two institutional aspects may have received limited attention when compared to the assessment of institutional administration and instructional programs.

Recommendations

The 29 institutions included in this study represent virtually every institution which met the definition of a public state college examined by the NCA over a two-year period. Recommendations to be presented, therefore, are based on the assumption that the population used in this study, public state colleges evaluated by the NCA in the 1971-1972 or 1972-1973 academic years, was not significantly different from other populations that could have been obtained in other years. The results of this study, however, should not be assumed to be applicable to other types of institutions of higher education (e.g., multi-universities, four-year liberal arts colleges, junior colleges).

The total site visit process and the nine component parts of the site evaluation identified in this study were rated as highly positive. Based on limited negative responses to certain aspects of the site visit process, however, it is suggested that the NCA Commission on Institutions of Higher Education:

1. Continue to assess techniques for the initial screening of team members and for assigning team members to evaluation teams.
2. Review present team procedures for the evaluation of instructional strategies, teaching effectiveness, and classroom instruction to determine if such evaluative procedures contribute to the overall assessment of instructional quality.

3. Conduct an evaluation of the institutional site visit process soon after the completion of the site visit.

Recommendations for further research were also generated from the present investigation. The most evident recommendations for further research were:

1. A study should be initiated to investigate the relationship between institutional evaluation and instructional quality.

2. A study should be conducted to investigate the process and contribution of the institutional self-study as it relates to the total accrediting process.

3. A study should be conducted to determine the relationship of data pertaining to institutional organization and administration, mission, and objectives, and all such process variables to the quality of education in the institution as measured by output variables (e.g., performance of students and graduates).

4. A similar study should be conducted with another type of higher education institution (e.g., junior colleges).

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APPENDIX A

INITIAL LETTERS AND FOLLOW-UP LETTERS



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 377-6211, EXT. 275

In recent years criticisms of voluntary accreditation have been expressed by the Newman Commission and officials of the U.S. Office of Education, to name but two. As a result of this criticism and the principal investigator's experience as a consultant-evaluator, we are undertaking a study of the institutional site visit as a critical dimension in the total accreditation process. We believe the results might contribute to the improvement of this one important aspect of the accreditation process. The study has been reviewed by the staff of the Commission on Institutions of Higher Education of the North Central Association and the NCA Commission on Research. Results will be shared with the Commission on Institutions of Higher Education and the Commission on Research.

If the process and effectiveness of the institutional site visit is to be assessed accurately, it is essential that key personnel who participated in institutional self-studies and the accreditation teams' on-site evaluations be involved. Specifically, the five or six persons from each institution who were most centrally involved in the site visit, including those present for the exit interview, will be asked to complete an evaluation instrument relating to various phases of the site visit. The time needed to complete the instrument is estimated to be from 15 to 20 minutes.

The study will be limited to state colleges and universities visited by the North Central Association during the academic years of 1971-72 and 1972-73. As you know _____ was visited during this period. Thus we are requesting permission to include it in this study. We are asking that you complete the enclosed form and return it in the envelope provided. Let us stress that neither the participants nor _____ will be identified when the results of this study are summarized.

Thank you in advance for your participation and cooperation.

Sincerely,

Donald W. Robinson, Dean
Principal Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

James J. Prosser
Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

Permission is granted to include _____ in this study.
_____ Yes _____ No

Please list the 5 or 6 personnel at your institution who were most centrally involved in the self-study and the site visitation for NCA regional accreditation.



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
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The study will be limited to state colleges and universities visited by the North Central Association during the academic years of 1971-72 and 1972-73.

If the process and effectiveness of the institutional site visit is to be assessed accurately, it is essential that key personnel who participated in institutional self-studies and the accreditation teams' on-site evaluations be involved. You have been identified by your institution as one of the key personnel who participated in the recent institutional self-study and site visitation. Therefore, we are requesting that you complete the enclosed questionnaire and return it in the envelope provided. The time needed to complete the questionnaire is estimated to be from 15 to 20 minutes.

Thank you in advance for your participation and cooperation.

Sincerely,

Donald W. Robinson, Dean
Principle Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

James J. Prosser
Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma



Oklahoma State University

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STILLWATER, OKLAHOMA 74074
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The study will be limited to state colleges and universities visited by the North Central Association during the academic years of 1971-1972 and 1972-1973. Primarily, the study will be directed toward an assessment of reactions of institutional representatives to the site visit. We are also asking team chairmen and team members to respond in order to facilitate our interpretation of institutional responses.

You have been identified by the NCA as the chairman of the team which conducted the site evaluation at the institution noted on the first page of the enclosed survey. We are requesting that you complete the survey according to your perceptions of the site visit which is indicated and return it in the envelope provided. The time needed to complete the questionnaire is estimated to be from 15 to 20 minutes.

Thank you in advance for your participation and cooperation.

Sincerely,

Donald W. Robinson, Dean
Principal Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

James J. Prosser
Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

INFORMATION SHEET

Institution Visited: _____

Dates of Visit: _____

Were you an Associate at the time of this visit?

Yes _____ No _____



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74074
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The study will be limited to state colleges and universities visited by the North Central Association during the academic years of 1971-1972 and 1972-1973. Primarily, the study will be directed toward an assessment of reactions of institutional representatives to the site visit. We are also asking team chairmen and team members to respond in order to facilitate our interpretation of institutional responses.

You have been identified by the NCA as a member of the team which conducted the site evaluation at the institution noted on the first page of the enclosed survey. We are requesting that you complete the survey according to your perceptions of the site visit which is indicated and return it in the envelope provided. The time needed to complete the questionnaire is estimated to be from 15 to 20 minutes.

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Sincerely,

Donald W. Robinson, Dean
Principal Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

James J. Prosser
Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

INFORMATION SHEET

Institution Visited: _____

Dates of Visit: _____



Oklahoma State University

COLLEGE OF EDUCATION

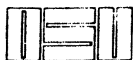
STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 275

Earlier this month the enclosed NCA Institutional Site Visit Survey was mailed to you. In case you have not received the survey or have not had an opportunity to respond, we are asking for your response at this time.

The success of this research project is dependent upon your cooperation.

Sincerely,

James J. Prosser
Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 275

Last month the enclosed NCA Institutional Site Visit Survey was mailed to you. In case you have not received the survey or have not had an opportunity to respond, we are asking for your response at this time.

The success of this research project is dependent upon your cooperation.

Sincerely,

James J. Prosser
Investigator
College of Education
Oklahoma State University
Stillwater, Oklahoma

APPENDIX B

INSTITUTIONAL SITE VISIT SURVEY INSTRUMENT

INFORMATION SHEET

1. Title of Your Institution: _____
2. Your Professional Title: _____
3. In which of the following accreditation procedures did you participate? Please check all those that are applicable.
 - _____ a. The Institutional Self-Study
 - _____ b. The On-Site Visit
 - _____ c. The Exit Interview

Please read each item carefully and check the choice which best expresses your feelings about the statement.

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

N - No chance to observe

PRELIMINARIES

| STATEMENT | SA | A | U | D | SD | | N |
|---|----|---|---|---|----|--|---|
| 1. The team was composed of competent evaluators. | | | | | | | |
| 2. The total team reflected breadth and balance. | | | | | | | |
| 3. The chairman's background was well suited to understanding your type and size of institution. | | | | | | | |
| 4. Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | | | | | | | |
| 5. Team members appeared to be well acquainted with your size and type of institution. | | | | | | | |
| 6. Team members gave evidence that they understood the stated goals of your institution. | | | | | | | |
| 7. Team members were knowledgeable about the background material provided prior to the team visit. | | | | | | | |

PROCESS

| STATEMENT | SA | A | U | D | SD | | N |
|---|----|---|---|---|----|--|---|
| 1. During the site visit the evaluation team: | | | | | | | |
| a. conducted the site visit in terms of the stated objectives of your institution. | | | | | | | |
| b. exhibited objectivity | | | | | | | |
| c. sought a balanced input from a variety of persons from your institution | | | | | | | |
| d. demonstrated concern for institutional efforts to improve the quality of education | | | | | | | |
| e. informed persons being interviewed of the purpose of the interview | | | | | | | |
| f. assessed particular problems identified in the institutional self-study | | | | | | | |
| g. made constructive criticisms of your institution's operations | | | | | | | |
| 2. The chairman of the evaluation team appeared to provide leadership for the other team members. | | | | | | | |

FACULTY

| STATEMENT | ACTIVITY | | ADEQUACY | | | | | |
|---|----------|---|----------|---|---|---|---|---|
| | Y | N | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. The evaluation team assessed the following aspects of faculty life during the on-site visit: | | | | | | | | |
| a. role of faculty in institutional governance | | | | | | | | |
| b. policies governing academic freedom and tenure | | | | | | | | |
| c. grievances and due process | | | | | | | | |
| d. professional preparation of faculty | | | | | | | | |
| e. salaries, benefits and work loads | | | | | | | | |
| f. teaching effectiveness | | | | | | | | |
| g. overall faculty morale | | | | | | | | |

STUDENTS

| STATEMENT | ACTIVITY | | ADEQUACY | | | | | |
|---|----------|---|----------|---|---|---|---|---|
| | Y | N | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. The evaluation team assessed the following aspects of student life during the on-site visit: | | | | | | | | |
| a. student morale | | | | | | | | |
| b. institutional efforts to meet the needs of individual students | | | | | | | | |
| c. institutional evaluation of student progress | | | | | | | | |
| d. conditions of student life | | | | | | | | |
| e. student opportunities for due process | | | | | | | | |
| f. student counseling services | | | | | | | | |
| g. other student personnel services available | | | | | | | | |
| h. follow up studies of graduates | | | | | | | | |

Listed below are several major areas of institutional life usually considered by a site visit team. Please indicate your overall evaluation of the teams' ability to analyze your institution in each category by circling the appropriate number.

1 = Outstanding

5 = Unsatisfactory

| | | | | | |
|--|---|---|---|---|---|
| Institutional Governance (Decision Making) | 1 | 2 | 3 | 4 | 5 |
| Institutional Administration | 1 | 2 | 3 | 4 | 5 |
| Instructional Programs and Curriculum | 1 | 2 | 3 | 4 | 5 |
| Faculty and Faculty Life | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| Student and Student Life | 1 | 2 | 3 | 4 | 5 |
| Financial Resources | 1 | 2 | 3 | 4 | 5 |
| Physical Plant | 1 | 2 | 3 | 4 | 5 |
| Long Range Planning | 1 | 2 | 3 | 4 | 5 |
| Institutional Mission, Goals and Objectives | 1 | 2 | 3 | 4 | 5 |

In terms of helpfulness to your institution for self-evaluation and improvement, please rank order the following accrediting procedures: the "institutional self-study," the "site visit evaluation," and the "team's written report."

1. _____
2. _____
3. _____

In your opinion, should team recommendations be made available to the institution? Yes _____ No _____

If the above question was answered affirmatively, when should recommendations be made known? (i.e. during the exit interview, with the team's written report)

The following two questions are optional:

In general, the primary strengths of the team visit to your institution were:

In general, how could the site visit have been improved?

APPENDIX C

TABLES

TABLE XXIII

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS TO TEAM COMPETENCE
(FREQUENCY AND PER CENT) $N_1 = 16$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|-----------|-----------|----------------------|-------------------------|-------------------|
| 1 The team was composed of competent evaluators. | 16 | 7 43.8 | 9 56.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.56 $N_3: 16$ |
| 2 The total team reflected breadth and balance. | 16 | 5 31.3 | 7 43.8 | 1 6.3 | 3 18.8 | 0 0.0 | 0 0.0 | 2.13 $N_3: 16$ |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 16 | 10 62.5 | 5 31.3 | 0 0.0 | 1 6.3 | 0 0.0 | 0 0.0 | 1.50 $N_3: 16$ |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 16 | 4 25.0 | 8 50.0 | 2 12.5 | 2 12.5 | 0 0.0 | 0 0.0 | 2.13 $N_3: 16$ |
| 5 Team members appeared to be well acquainted with the size and type of institution | 16 | 4 25.0 | 5 31.3 | 4 25.0 | 3 18.8 | 0 0.0 | 0 0.0 | 2.38 $N_3: 16$ |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 16 | 4 25.0 | 10 62.5 | 1 6.3 | 1 6.3 | 0 0.0 | 0 0.0 | 1.94 $N_3: 16$ |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 16 | 5 31.3 | 7 43.8 | 2 12.5 | 1 6.3 | 1 6.3 | 0 0.0 | 2.13 $N_3: 16$ |

 N_1 = Total number of respondents N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XXIV

RESPONSE OF CHIEF ACADEMIC OFFICERS TO TEAM COMPETENCE
(FREQUENCY AND PER CENT)N₁ = 26

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|----------------|-------------------|------------|-----------|-----------|----------------------|-------------------------|-----------------------------|
| 1 The team was composed of competent evaluators. | 26 | 7 26.9 | 16 61.5 | 1 3.8 | 2 7.7 | 0 0.0 | 0 0.0 | 1.92 N ₃ : 26 |
| 2 The total team reflected breadth and balance. | 25 | 3 12.0 | 16 64.0 | 1 4.0 | 5 20.0 | 0 0.0 | 0 0.0 | 2.32 N ₃ : 25 |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 26 | 8 30.8 | 11 42.3 | 4 15.4 | 2 7.7 | 1 3.8 | 0 0.0 | 2.12 N ₃ : 26 |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 26 | 5 19.2 | 14 53.8 | 3 11.5 | 4 15.4 | 0 0.0 | 0 0.0 | 2.23 N ₃ : 26 |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 26 | 3 11.5 | 9 34.6 | 7 26.9 | 5 19.2 | 2 7.7 | 0 0.0 | 2.77 N ₃ : 26 |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 26 | 3 11.5 | 15 57.7 | 3 11.5 | 4 15.4 | 1 3.8 | 0 0.0 | 2.42 N ₃ : 26 |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 26 | 5 19.2 | 16 61.5 | 4 15.4 | 0 0.0 | 0 0.0 | 1 3.8 | 1.96 N ₃ : 25 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXV

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO TEAM COMPETENCE
(FREQUENCY AND PER CENT)N₁ = 33

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|----------------|-------------------|------------|-----------|-----------|----------------------|-------------------------|-----------------------------|
| 1 The team was composed of competent evaluators. | 33 | 12 36.4 | 14 42.4 | 1 3.0 | 4 12.1 | 0 0.0 | 2 6.1 | 1.90 N ₃ : 31 |
| 2 The total team reflected breadth and balance. | 33 | 9 27.3 | 14 42.4 | 3 9.1 | 4 12.1 | 0 0.0 | 3 9.1 | 2.07 N ₃ : 30 |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 33 | 13 39.4 | 13 39.4 | 1 3.0 | 3 9.1 | 0 0.0 | 3 9.1 | 1.80 N ₃ : 30 |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 33 | 8 24.2 | 16 48.5 | 4 12.1 | 4 12.1 | 0 0.0 | 1 3.0 | 2.13 N ₃ : 32 |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 33 | 5 15.2 | 19 57.6 | 2 6.1 | 4 12.1 | 1 3.0 | 2 6.1 | 2.26 N ₃ : 31 |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 33 | 4 12.1 | 20 60.6 | 3 9.1 | 3 9.1 | 0 0.0 | 3 9.1 | 2.17 N ₃ : 30 |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 33 | 8 24.2 | 15 45.5 | 6 18.2 | 1 3.0 | 1 3.0 | 2 6.1 | 2.10 N ₃ : 31 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXVI

RESPONSE OF DEANS TO TEAM COMPETENCE
(FREQUENCY AND PER CENT) $N_1 = 32$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|-----------|----------|----------------------|-------------------------|-------------------|
| 1 The team was composed of competent evaluators. | 32 | 10 31.3 | 21 65.6 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 1.75 $N_3: 32$ |
| 2 The total team reflected breadth and balance. | 32 | 7 21.9 | 21 65.6 | 3 9.4 | 1 3.1 | 0 0.0 | 0 0.0 | 1.94 $N_3: 32$ |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 32 | 13 40.6 | 13 40.6 | 1 3.1 | 3 9.4 | 1 3.1 | 1 3.1 | 1.90 $N_3: 31$ |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 32 | 8 25.0 | 20 62.5 | 2 6.3 | 2 6.3 | 0 0.0 | 0 0.0 | 1.94 $N_3: 32$ |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 32 | 5 15.6 | 19 59.4 | 3 9.4 | 3 9.4 | 2 6.3 | 0 0.0 | 2.31 $N_3: 32$ |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 32 | 3 9.4 | 19 59.4 | 7 21.9 | 3 9.4 | 0 0.0 | 0 0.0 | 2.31 $N_3: 32$ |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 32 | 7 21.9 | 19 59.4 | 2 6.3 | 3 9.4 | 1 3.1 | 0 0.0 | 2.13 $N_3: 32$ |

 N_1 = Total number of respondents N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XXVII

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS TO TEAM COMPETENCE
(FREQUENCY AND PER CENT)N₁ = 13

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|----------------|-------------------|-----------|-----------|-----------|----------------------|-------------------------|-----------------------------|
| 1 The team was composed of competent evaluators. | 13 | 4 30.8 | 9 69.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.69 N ₃ : 13 |
| 2 The total team reflected breadth and balance. | 13 | 1 7.7 | 7 53.8 | 3 23.1 | 1 7.7 | 0 0.0 | 1 7.7 | 1.94 N ₃ : 12 |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 13 | 4 30.8 | 7 53.8 | 1 7.7 | 0 0.0 | 1 7.7 | 0 0.0 | 2.00 N ₃ : 13 |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 13 | 3 23.1 | 7 53.8 | 0 0.0 | 2 15.4 | 1 7.7 | 0 0.0 | 2.31 N ₃ : 13 |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 13 | 2 15.4 | 7 53.8 | 2 15.4 | 0 0.0 | 2 15.4 | 0 0.0 | 2.46 N ₃ : 13 |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 13 | 3 23.1 | 5 38.5 | 4 30.8 | 0 0.0 | 0 0.0 | 1 7.7 | 2.08 N ₃ : 12 |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 13 | 4 30.8 | 6 46.2 | 2 15.4 | 0 0.0 | 0 0.0 | 1 7.7 | 1.83 N ₃ : 12 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXVIII

RESPONSE OF FACULTY TO TEAM COMPETENCE
(FREQUENCY AND PER CENT) $N_1 = 13$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|-----------|-----------|-----------|----------------------|-------------------------|-------------------|
| 1 The team was composed of competent evaluators. | 13 | 5 38.5 | 6 46.2 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1.77 $N_3: 13$ |
| 2 The total team reflected breadth and balance. | 13 | 5 38.5 | 5 38.5 | 2 15.4 | 1 7.7 | 0 0.0 | 0 0.0 | 1.92 $N_3: 13$ |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 13 | 4 30.8 | 5 38.5 | 2 15.4 | 1 7.7 | 0 0.0 | 1 7.7 | 2.00 $N_3: 12$ |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 13 | 4 30.8 | 4 30.8 | 3 23.1 | 0 0.0 | 0 0.0 | 2 15.4 | 1.91 $N_3: 11$ |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 13 | 2 15.4 | 6 46.2 | 1 7.7 | 3 23.1 | 0 0.0 | 1 7.7 | 2.42 $N_3: 12$ |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 12 | 4 33.3 | 4 33.3 | 2 16.7 | 1 8.3 | 0 0.0 | 1 8.3 | 2.00 $N_3: 11$ |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 13 | 5 38.5 | 4 30.8 | 3 23.1 | 0 0.0 | 0 0.0 | 1 7.7 | 1.83 $N_3: 12$ |

 N_1 = Total number of respondents N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XXIX

RESPONSE OF TEAM CHAIRPERSONS TO TEAM COMPETENCE
(FREQUENCY AND PER CENT) $N_1 = 24$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|-----------|----------|----------------------|-------------------------|-------------------|
| 1 The team was composed of competent evaluators. | 24 | 16 66.7 | 8 33.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.33 $N_3: 24$ |
| 2 The total team reflected breadth and balance. | 23 | 17 70.8 | 6 25.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.26 $N_3: 23$ |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 18 | 8 44.4 | 10 55.6 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.56 $N_3: 18$ |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 23 | 17 73.9 | 6 26.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.26 $N_3: 23$ |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 23 | 11 47.8 | 9 39.1 | 3 13.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.65 $N_3: 23$ |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 24 | 16 66.7 | 7 29.2 | 0 0.0 | 1 4.2 | 0 0.0 | 0 0.0 | 1.42 $N_3: 24$ |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 24 | 17 70.8 | 5 20.8 | 2 8.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1.38 $N_3: 24$ |

 N_1 = Total number of respondents. N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XXX

RESPONSE OF TEAM MEMBERS TO TEAM COMPETENCE
(FREQUENCY AND PER CENT)N₁ = 62

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|----------------|-------------------|------------|-----------|----------|----------------------|-------------------------|-----------------------------|
| 1 The team was composed of competent evaluators. | 61 | 38 62.3 | 21 34.4 | 1 1.6 | 1 1.6 | 0 0.0 | 0 0.0 | 1.43 N ₃ : 61 |
| 2 The total team reflected breadth and balance. | 61 | 30 48.4 | 28 45.2 | 2 3.2 | 1 1.6 | 0 0.0 | 0 0.0 | 1.57 N ₃ : 61 |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 62 | 39 62.9 | 21 33.9 | 2 3.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1.40 N ₃ : 62 |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 62 | 35 56.5 | 24 38.7 | 2 3.2 | 1 1.6 | 0 0.0 | 0 0.0 | 1.50 N ₃ : 62 |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 61 | 22 26.1 | 34 55.7 | 3 4.9 | 1 1.6 | 1 1.6 | 0 0.0 | 1.77 N ₃ : 61 |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 61 | 34 55.7 | 23 37.7 | 3 4.9 | 1 1.6 | 0 0.0 | 0 0.0 | 1.53 N ₃ : 61 |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 61 | 33 54.1 | 26 42.6 | 1 1.6 | 0 0.0 | 1 1.6 | 0 0.0 | 1.53 N ₃ : 61 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXXI

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS TO SITE VISIT PROCESS
(FREQUENCY AND PER CENT)N₁ = 16

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|----------------|-------------------|------------|-----------|-----------|----------------------|-------------------------|-----------------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 16 | 4 25.0 | 9 56.3 | 1 6.3 | 1 6.3 | 0 0.0 | 1 6.3 | 1.93 N ₃ : 15 |
| 9 The team exhibited objectivity. | 16 | 3 18.8 | 8 50.0 | 4 25.0 | 1 6.3 | 0 0.0 | 0 0.0 | 2.19 N ₃ : 16 |
| 10 The team sought a balanced input from a variety of persons from the institution. | 16 | 7 43.8 | 5 31.3 | 2 12.5 | 2 12.5 | 0 0.0 | 0 0.0 | 1.94 N ₃ : 16 |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 16 | 7 43.8 | 8 50.0 | 1 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1.63 N ₃ : 16 |
| 12 The team informed persons being interviewed of the purpose of the interview. | 16 | 4 25.0 | 8 50.0 | 1 6.3 | 0 0.0 | 0 0.0 | 3 18.8 | 1.77 N ₃ : 13 |
| 13 The team assessed particular problems identified in the institutional self-study. | 16 | 5 31.3 | 10 62.5 | 1 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1.75 N ₃ : 16 |
| 14 The team made constructive criticisms of the institution's operations. | 15 | 5 33.3 | 10 66.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.67 N ₃ : 15 |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 16 | 9 56.3 | 6 37.5 | 0 0.0 | 1 6.3 | 0 0.0 | 0 0.0 | 1.56 N ₃ : 16 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXXII

RESPONSE OF CHIEF ACADEMIC OFFICERS TO SITE VISIT PROCESS
(FREQUENCY AND PER CENT)N₁ = 26

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|----------------|-------------------|------------|-----------|-----------|----------------------|-------------------------|-----------------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 25 | 2 8.0 | 16 64.0 | 4 16.0 | 3 12.0 | 0 0.0 | 0 0.0 | 2.32 N ₃ : 25 |
| 9 The team exhibited objectivity. | 26 | 4 15.4 | 14 53.8 | 4 15.4 | 3 11.5 | 1 3.8 | 0 0.0 | 2.35 N ₃ : 26 |
| 10 The team sought a balanced input from a variety of persons from the institution. | 26 | 7 26.9 | 17 65.4 | 2 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1.81 N ₃ : 26 |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 25 | 9 36.0 | 12 48.0 | 4 16.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.80 N ₃ : 25 |
| 12 The team informed persons being interviewed of the purpose of the interview. | 26 | 5 19.2 | 16 61.5 | 2 7.7 | 1 3.8 | 0 0.0 | 2 7.7 | 1.96 N ₃ : 24 |
| 13 The team assessed particular problems identified in the institutional self-study. | 26 | 4 15.4 | 15 57.7 | 4 15.4 | 2 7.7 | 0 0.0 | 1 3.8 | 2.16 N ₃ : 25 |
| 14 The team made constructive criticisms of the institution's operations. | 25 | 4 16.0 | 17 68.0 | 1 4.0 | 3 12.0 | 0 0.0 | 0 0.0 | 2.12 N ₃ : 25 |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 26 | 10 38.5 | 16 61.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.62 N ₃ : 26 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXXIII

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO SITE VISIT PROCESS
(FREQUENCY AND PER CENT)N₁ = 33

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|----------------|-------------------|------------|-----------|----------|----------------------|-------------------------|-----------------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 33 | 7 21.2 | 20 60.6 | 2 6.1 | 1 3.0 | 0 0.0 | 3 9.1 | 1.90 N ₃ : 30 |
| 9 The team exhibited objectivity. | 33 | 9 27.3 | 19 57.6 | 2 6.1 | 2 6.1 | 0 0.0 | 1 3.0 | 1.91 N ₃ : 32 |
| 10 The team sought a balanced input from a variety of persons from the institution. | 33 | 10 30.3 | 18 54.5 | 2 6.1 | 0 0.0 | 0 0.0 | 2 6.1 | 1.68 N ₃ : 31 |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 33 | 12 36.4 | 16 48.5 | 3 9.1 | 1 3.0 | 0 0.0 | 1 3.0 | 1.78 N ₃ : 32 |
| 12 The team informed persons being interviewed of the purpose of the interview. | 33 | 10 30.3 | 19 57.6 | 1 3.0 | 2 6.1 | 0 0.0 | 1 3.0 | 1.84 N ₃ : 32 |
| 13 The team assessed particular problems identified in the institutional self-study. | 33 | 5 15.2 | 19 57.6 | 5 15.2 | 2 6.1 | 0 0.0 | 2 6.1 | 2.13 N ₃ : 31 |
| 14 The team made constructive criticisms of the institution's operations. | 33 | 7 21.2 | 18 54.5 | 4 12.1 | 2 6.1 | 0 0.0 | 2 6.1 | 2.03 N ₃ : 31 |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 33 | 13 39.4 | 16 48.5 | 0 0.0 | 2 6.1 | 0 0.0 | 2 6.1 | 1.71 N ₃ : 31 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXXIV
 RESPONSE OF DEANS TO SITE VISIT PROCESS
 (FREQUENCY AND PER CENT)
 $N_1 = 32$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|-------|-------------------|------------|-----------|----------|----------------------|-------------------------|-------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 32 | 4 12.5 | 22 68.8 | 3 9.4 | 2 6.3 | 0 0.0 | 1 3.1 | 2.10 $N_3: 31$ |
| 9 The team exhibited objectivity. | 32 | 6 18.8 | 16 50.0 | 5 15.6 | 3 9.4 | 0 0.0 | 2 6.3 | 2.17 $N_3: 30$ |
| 10 The team sought a balanced input from a variety of persons from the institution. | 32 | 9 28.1 | 16 50.0 | 3 9.4 | 1 3.1 | 1 3.1 | 2 6.3 | 1.97 $N_3: 30$ |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 32 | 9 28.1 | 16 50.0 | 4 12.5 | 1 3.1 | 1 3.1 | 1 3.1 | 2.00 $N_3: 31$ |
| 12 The team informed persons being interviewed of the purpose of the interview. | 32 | 6 18.8 | 22 68.8 | 1 3.1 | 0 0.0 | 1 3.1 | 2 6.3 | 1.93 $N_3: 30$ |
| 13 The team assessed particular problems identified in the institutional self-study. | 32 | 5 15.6 | 22 68.8 | 2 6.3 | 1 3.1 | 1 3.1 | 1 3.1 | 2.07 $N_3: 31$ |
| 14 The team made constructive criticisms of the institution's operations. | 32 | 8 25.0 | 14 43.8 | 4 18.8 | 2 6.3 | 0 0.0 | 2 6.3 | 2.07 $N_3: 30$ |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 32 | 18 56.3 | 8 25.0 | 3 9.4 | 1 3.1 | 0 0.0 | 2 6.3 | 1.57 $N_3: 30$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

TABLE XXXV

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS TO SITE VISIT PROCESS
(FREQUENCY AND PER CENT)N₁ = 13

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|----------------|-------------------|------------|-----------|----------|----------------------|-------------------------|-----------------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 13 | 3 23.1 | 8 61.5 | 1 7.7 | 0 0.0 | 0 0.0 | 1 7.7 | 1.83 N ₃ : 12 |
| 9 The team exhibited objectivity. | 13 | 3 23.1 | 10 76.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.77 N ₃ : 13 |
| 10 The team sought a balanced input from a variety of persons from the institution. | 13 | 4 30.8 | 7 53.8 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1.85 N ₃ : 13 |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 13 | 3 23.1 | 10 76.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.77 N ₃ : 13 |
| 12 The team informed persons being interviewed of the purpose of the interview. | 13 | 5 38.5 | 7 53.8 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 1.77 N ₃ : 13 |
| 13 The team assessed particular problems identified in the institutional self-study. | 13 | 2 15.4 | 7 53.8 | 3 23.1 | 0 0.0 | 0 0.0 | 1 7.7 | 2.08 N ₃ : 12 |
| 14 The team made constructive criticisms of the institution's operations. | 13 | 3 23.1 | 6 46.2 | 3 23.1 | 1 7.7 | 0 0.0 | 0 0.0 | 2.15 N ₃ : 13 |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 13 | 4 30.8 | 6 46.2 | 1 7.7 | 0 0.0 | 0 0.0 | 2 15.4 | 1.73 N ₃ : 11 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXXVI

RESPONSE OF FACULTY TO SITE VISIT PROCESS
(FREQUENCY AND PER CENT)N₁ = 13

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|----------------|-------------------|-----------|-----------|----------|----------------------|-------------------------|-----------------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 13 | 4 30.8 | 6 46.2 | 2 15.4 | 0 0.0 | 0 0.0 | 1 7.7 | 1.83 N ₃ : 12 |
| 9 The team exhibited objectivity. | 13 | 5 38.5 | 7 53.8 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1.69 N ₃ : 13 |
| 10 The team sought a balanced input from a variety of persons from the institution. | 13 | 3 23.1 | 6 46.2 | 0 0.0 | 1 7.7 | 1 7.7 | 2 15.4 | 2.18 N ₃ : 11 |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 13 | 4 30.8 | 7 53.8 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 1.83 N ₃ : 12 |
| 12 The team informed persons being interviewed of the purpose of the interview. | 13 | 3 23.1 | 9 69.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 1.75 N ₃ : 12 |
| 13 The team assessed particular problems identified in the institutional self-study. | 13 | 2 15.4 | 7 53.8 | 3 23.1 | 0 0.0 | 0 0.0 | 1 7.7 | 2.08 N ₃ : 12 |
| 14 The team made constructive criticisms of the institution's operations. | 13 | 3 23.1 | 6 46.2 | 0 0.0 | 1 7.7 | 0 0.0 | 3 23.1 | 1.90 N ₃ : 10 |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 13 | 5 38.5 | 2 15.4 | 2 15.4 | 0 0.0 | 0 0.0 | 4 30.8 | 1.67 N ₃ : 9 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XXXVII

RESPONSE OF TEAM CHAIRPERSONS TO SITE VISIT PROCESS
(FREQUENCY AND PER CENT) $N_1 = 24$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|-------|-------------------|-----------|-----------|----------|----------------------|-------------------------|-------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 24 | 17 70.8 | 7 29.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.29 $N_3: 24$ |
| 9 The team exhibited objectivity. | 23 | 17 73.9 | 6 26.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.26 $N_3: 23$ |
| 10 The team sought a balanced input from a variety of persons from the institution. | 24 | 17 70.8 | 7 29.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.29 $N_3: 24$ |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 24 | 19 79.2 | 5 20.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.21 $N_3: 24$ |
| 12 The team informed persons being interviewed of the purpose of the interview. | 22 | 13 54.2 | 8 33.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.1 | 1.38 $N_3: 21$ |
| 13 The team assessed particular problems identified in the institutional self-study. | 24 | 19 79.2 | 4 16.7 | 1 4.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1.25 $N_3: 24$ |
| 14 The team made constructive criticisms of the institution's operations. | 24 | 19 79.2 | 5 20.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.21 $N_3: 24$ |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 14 | 6 42.9 | 6 42.9 | 0 0.0 | 0 0.0 | 0 0.0 | 2 14.3 | 1.50 $N_3: 12$ |

 N_1 = Total number of respondents N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XXXVIII
 RESPONSE OF TEAM MEMBERS TO SITE VISIT PROCESS
 (FREQUENCY AND PER CENT)
 $N_1 = 62$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|---|-------|-------------------|------------|-----------|----------|----------------------|-------------------------|-------------------|
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 62 | 36 58.1 | 26 41.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.42 $N_3: 62$ |
| 9 The team exhibited objectivity. | 62 | 36 58.1 | 24 38.7 | 2 3.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1.45 $N_3: 62$ |
| 10 The team sought a balanced input from a variety of persons from the institution. | 62 | 42 67.7 | 20 32.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.32 $N_3: 62$ |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 61 | 43 70.5 | 17 27.9 | 1 1.6 | 0 0.0 | 0 0.0 | 0 0.0 | 1.31 $N_3: 61$ |
| 12 The team informed persons being interviewed of the purpose of the interview. | 62 | 29 46.8 | 28 45.2 | 1 1.6 | 0 0.0 | 0 0.0 | 4 6.5 | 1.52 $N_3: 58$ |
| 13 The team assessed particular problems identified in the institutional self-study. | 61 | 32 52.5 | 29 47.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.48 $N_3: 61$ |
| 14 The team made constructive criticisms of the institution's operations. | 62 | 30 48.4 | 29 46.8 | 2 3.2 | 1 1.6 | 0 0.0 | 0 0.0 | 1.58 $N_3: 62$ |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 61 | 41 67.2 | 18 29.5 | 0 0.0 | 2 3.3 | 0 0.0 | 0 0.0 | 1.39 $N_3: 61$ |

N_1 = Total number of respondents
 N_2 = Number of responses including indications of "no chance to observe"
 N_3 = Number of responses to the five-point rating scale

TABLE XXXIX

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS TO EXIT INTERVIEW
(FREQUENCY AND PER CENT)

$N_1 = 16$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|-----------|-----------|----------------------|-------------------------|-------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 16 | 5 31.3 | 10 62.5 | 1 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1.75 $N_3: 16$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 16 | 6 37.5 | 7 43.8 | 2 12.5 | 1 6.3 | 0 0.0 | 0 0.0 | 1.88 $N_3: 16$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 16 | 5 31.3 | 9 56.3 | 1 6.3 | 1 6.3 | 0 0.0 | 0 0.0 | 1.88 $N_3: 16$ |
| 19 The exit interview foretold the written report. | 16 | 3 18.8 | 7 43.8 | 4 25.0 | 2 12.5 | 0 0.0 | 0 0.0 | 2.31 $N_3: 16$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

TABLE XL
 RESPONSE OF CHIEF ACADEMIC OFFICERS TO EXIT INTERVIEW
 (FREQUENCY AND PER CENT)
 $N_1 = 26$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|-----------|----------|----------------------|-------------------------|-------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 26 | 5 19.2 | 19 73.1 | 0 0.0 | 0 0.0 | 1 3.8 | 1 3.8 | 1.92 $N_3: 25$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 26 | 5 19.2 | 17 65.4 | 1 3.8 | 1 3.8 | 1 3.8 | 1 3.8 | 2.04 $N_3: 25$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 26 | 4 15.4 | 14 53.8 | 4 15.4 | 2 7.7 | 1 3.8 | 1 3.8 | 2.28 $N_3: 25$ |
| 19 The exit interview foretold the written report. | 26 | 4 15.4 | 17 65.4 | 2 7.7 | 1 3.8 | 1 3.8 | 1 3.8 | 2.12 $N_3: 25$ |

N_1 = Total number of respondents
 N_2 = Number of responses including indications of "no chance to observe"
 N_3 = Number of responses to the five-point rating scale

TABLE XLI

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO EXIT INTERVIEW
(FREQUENCY AND PER CENT)N₁ = 33

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|----------------|-------------------|------------|-----------|----------|----------------------|-------------------------|-----------------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 33 | 11 33.3 | 6 18.2 | 4 12.1 | 0 0.0 | 0 0.0 | 12 36.4 | 1.67 N ₃ : 21 |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 33 | 9 27.3 | 9 27.3 | 2 6.1 | 1 3.0 | 0 0.0 | 12 36.4 | 1.76 N ₃ : 21 |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 33 | 6 18.2 | 10 30.3 | 3 9.1 | 2 6.1 | 0 0.0 | 12 36.4 | 2.05 N ₃ : 21 |
| 19 The exit interview foretold the written report. | 33 | 5 15.2 | 12 36.4 | 1 3.0 | 3 9.1 | 0 0.0 | 12 36.4 | 2.10 N ₃ : 21 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XLII

RESPONSE OF DEANS TO EXIT INTERVIEW
(FREQUENCY AND PER CENT) $N_1 = 32$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No. Chance to Observe | Resp. Index |
|--|-------|-------------------|------------|-----------|-----------|----------------------|--------------------------|-------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 32 | 13 40.6 | 7 21.9 | 4 12.5 | 2 6.3 | 0 0.0 | 6 18.8 | 1.81 $N_3: 26$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 32 | 9 28.1 | 10 31.3 | 3 9.4 | 4 12.5 | 0 0.0 | 6 18.8 | 2.08 $N_3: 26$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 32 | 9 28.1 | 10 31.3 | 4 12.5 | 2 6.3 | 0 0.0 | 7 21.9 | 1.96 $N_3: 25$ |
| 19 The exit interview foretold the written report. | 32 | 6 18.8 | 12 37.5 | 5 15.6 | 1 3.1 | 1 3.1 | 7 21.9 | 2.16 $N_3: 25$ |

 N_1 = Total number of respondents N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XLIII

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS TO EXIT INTERVIEW
(FREQUENCY AND PER CENT) $N_1 = 13$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|-----------|-----------|----------|----------------------|-------------------------|------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 13 | 4 30.8 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 7 53.8 | 1.67 $N_3: 6$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 13 | 2 15.4 | 2 15.4 | 1 7.7 | 0 0.0 | 0 0.0 | 8 61.5 | 1.80 $N_3: 5$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 12 | 1 8.3 | 1 8.3 | 2 16.7 | 0 0.0 | 0 0.0 | 8 66.7 | 2.25 $N_3: 4$ |
| 19 The exit interview foretold the written report. | 12 | 2 16.7 | 0 0.0 | 1 8.3 | 1 8.3 | 0 0.0 | 8 66.7 | 2.25 $N_3: 4$ |

 N_1 = Total number of respondents N_2 = Number of responses including indications of "no chance to observe" N_3 = Number of responses to the five-point rating scale

TABLE XLIV

RESPONSE OF FACULTY TO EXIT INTERVIEW
(FREQUENCY AND PER CENT)

$N_1 = 13$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|-----------|-----------|----------|----------------------|-------------------------|------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 13 | 1 7.7 | 2 15.4 | 1 7.7 | 0 0.0 | 0 0.0 | 9 69.2 | 2.00 $N_3: 4$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 13 | 1 7.7 | 1 7.7 | 1 7.7 | 1 7.7 | 0 0.0 | 9 69.2 | 2.50 $N_3: 4$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 13 | 1 7.7 | 2 15.4 | 1 7.7 | 0 0.0 | 0 0.0 | 9 69.2 | 2.00 $N_3: 4$ |
| 19 The exit interview foretold the written report. | 12 | 0 0.0 | 3 25.0 | 0 0.0 | 0 0.0 | 0 0.0 | 9 75.0 | 2.00 $N_3: 3$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

TABLE XLV

RESPONSE OF TEAM CHAIRPERSONS TO EXIT INTERVIEW
(FREQUENCY AND PER CENT)

$N_1 = 24$

| | N_2 | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|-------|-------------------|-----------|-----------|----------|----------------------|-------------------------|-------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 24 | 18 75.0 | 6 25.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.25 $N_3: 24$ |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 24 | 18 75.0 | 6 25.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.25 $N_3: 24$ |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 24 | 17 70.8 | 7 29.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.29 $N_3: 24$ |
| 19 The exit interview foretold the written report. | 24 | 20 83.3 | 3 12.5 | 1 6.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1.21 $N_3: 24$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

TABLE XLVI

RESPONSE OF TEAM MEMBERS TO EXIT INTERVIEW
(FREQUENCY AND PER CENT)N₁ = 62

| | N ₂ | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | No Chance to Observe | Resp. Index |
|--|----------------|-------------------|------------|-----------|----------|----------------------|-------------------------|-----------------------------|
| 16 The exit interview was a valuable procedure in the process of the site visit. | 62 | 31 50.0 | 25 40.3 | 4 6.5 | 0 0.0 | 0 0.0 | 2 3.2 | 1.55 N ₃ : 60 |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 60 | 26 43.3 | 29 48.3 | 2 3.3 | 1 1.7 | 0 0.0 | 2 3.3 | 1.62 N ₃ : 58 |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 62 | 31 50.0 | 28 45.2 | 1 1.6 | 0 0.0 | 0 0.0 | 2 3.2 | 1.50 N ₃ : 60 |
| 19 The exit interview foretold the written report. | 62 | 33 53.2 | 26 41.9 | 1 1.6 | 0 0.0 | 0 0.0 | 2 3.2 | 1.47 N ₃ : 60 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

TABLE XLVII

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)

N₁ = 16

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|------|---------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 16 | 1 | 0 | 7 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 5 | 2.46 |
| | | 6.3 | 0.0 | 43.8 | 0.0 | 6.3 | 0.0 | 0.0 | 6.3 | 6.3 | 0.0 | 0.0 | 0.0 | 31.3 | N ₃ : 11 |
| 30 The team sought input from the officials of the statewide coordinating board. | 11 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 2.00 |
| | | 9.1 | 0.0 | 18.2 | 0.0 | 9.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 9.1 | 54.6 | N ₃ : 4 |
| 31 The team sought input from the chief administrative officer. | 16 | 7 | 0 | 8 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.63 |
| | | 43.8 | 0.0 | 50.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 16 |
| 32 The team sought input from the other members of "central" administration. | 16 | 6 | 0 | 8 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.75 |
| | | 37.5 | 0.0 | 50.0 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 16 |
| 33 The team sought input from the deans. | 16 | 6 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1.71 |
| | | 37.5 | 0.0 | 37.5 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 6.3 | 0.0 | N ₃ : 14 |
| 34 The team sought input from the department heads. | 16 | 5 | 0 | 8 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1.79 |
| | | 31.3 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 6.3 | 6.3 | 0.0 | N ₃ : 14 |
| 35 The team sought input from the faculty. | 16 | 4 | 0 | 7 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2.07 |
| | | 25.0 | 0.0 | 43.8 | 0.0 | 18.8 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | N ₃ : 15 |
| 36 The team sought input from the students. | 16 | 4 | 0 | 7 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 2.13 |
| | | 25.0 | 0.0 | 43.8 | 0.0 | 12.5 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | N ₃ : 15 |
| 37 The team sought input from the classified personnel. | 16 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 3 | 1.60 |
| | | 12.5 | 0.0 | 18.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 31.3 | 18.8 | 18.8 | N ₃ : 5 |
| 38 The team sought input from the citizen groups. | 16 | 3 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 5 | 1.88 |
| | | 18.8 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 18.8 | 0.0 | 31.3 | N ₃ : 8 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE XLVIII

RESPONSE OF CHIEF ACADEMIC OFFICERS TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)

N₁ = 26

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|------------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 26 | 1 3.8 | 0 0.0 | 6 23.1 | 0 0.0 | 3 11.5 | 0 0.0 | 1 3.8 | 1 3.8 | 0 0.0 | 1 3.8 | 3 11.5 | 2 7.7 | 8 30.8 | 2.69 N ₃ : 13 |
| 30 The team sought input from the officials of the statewide coordinating board. | 22 | 1 4.6 | 0 0.0 | 3 13.6 | 0 0.0 | 1 4.6 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.6 | 1 4.6 | 2 9.1 | 2 9.1 | 11 50.0 | 2.86 N ₃ : 7 |
| 31 The team sought input from the chief administrative officer. | 26 | 9 34.6 | 0 0.0 | 10 38.5 | 0 0.0 | 4 15.4 | 0 0.0 | 2 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.8 | 0 0.0 | 0 0.0 | 1.96 N ₃ : 25 |
| 32 The team sought input from the other members of "central" administration. | 25 | 11 44.0 | 0 0.0 | 8 32.0 | 0 0.0 | 4 16.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.0 | 1 4.0 | 0 0.0 | 1.70 N ₃ : 23 |
| 33 The team sought input from the deans. | 26 | 8 30.8 | 0 0.0 | 14 53.8 | 0 0.0 | 4 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.85 N ₃ : 26 |
| 34 The team sought input from the department heads. | 26 | 6 23.1 | 0 0.0 | 12 46.2 | 0 0.0 | 4 15.4 | 0 0.0 | 2 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 7.7 | 0 0.0 | 2.08 N ₃ : 24 |
| 35 The team sought input from the faculty. | 26 | 3 11.5 | 0 0.0 | 16 61.5 | 0 0.0 | 3 11.5 | 0 0.0 | 2 7.7 | 0 0.0 | 1 3.8 | 0 0.0 | 0 0.0 | 1 3.8 | 0 0.0 | 2.28 N ₃ : 25 |
| 36 The team sought input from the students. | 26 | 4 15.4 | 0 0.0 | 11 42.3 | 0 0.0 | 4 15.4 | 0 0.0 | 2 7.7 | 0 0.0 | 2 7.7 | 0 0.0 | 1 3.8 | 2 7.7 | 0 0.0 | 2.44 N ₃ : 23 |
| 37 The team sought input from the classified personnel. | 25 | 0 0.0 | 0 0.0 | 5 20.0 | 0 0.0 | 3 12.0 | 0 0.0 | 3 12.0 | 0 0.0 | 1 4.0 | 0 0.0 | 4 16.0 | 4 16.0 | 5 20.0 | 3.00 N ₃ : 12 |
| 38 The team sought input from the citizen groups. | 25 | 1 4.0 | 0 0.0 | 2 8.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.0 | 0 0.0 | 2 8.0 | 1 4.0 | 6 24.0 | 2 8.0 | 10 40.0 | 4.00 N ₃ : 6 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE XLIX

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)N₁ = 33

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | x | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|------|---------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 33 | 6 | 0 | 7 | 0 | 3 | 0 | 1 | 0 | 0 | 1 | 8 | 2 | 5 | 2.11 |
| | | 18.2 | 0.0 | 21.2 | 0.0 | 9.1 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 24.2 | 6.1 | 15.1 | N ₃ : 18 |
| 30 The team sought input from the officials of the statewide coordinating board. | 30 | 5 | 0 | 4 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 10 | 0 | 9 | 1.91 |
| | | 16.7 | 0.0 | 13.0 | 0.0 | 0.0 | 0.0 | 6.7 | 0.0 | 0.0 | 0.0 | 33.3 | 0.0 | 30.0 | N ₃ : 11 |
| 31 The team sought input from the chief administrative officer. | 33 | 21 | 0 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1.43 |
| | | 63.6 | 0.0 | 15.2 | 0.0 | 12.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.1 | 3.0 | N ₃ : 30 |
| 32 The team sought input from the other members of "central" administration. | 33 | 13 | 0 | 14 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1.81 |
| | | 39.4 | 0.0 | 42.4 | 0.0 | 6.1 | 0.0 | 3.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | N ₃ : 31 |
| 33 The team sought input from the deans. | 32 | 13 | 0 | 14 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 1.61 |
| | | 40.6 | 0.0 | 43.8 | 0.0 | 0.0 | 0.0 | 3.1 | 0.0 | 0.0 | 0.0 | 0.0 | 12.5 | 0.0 | N ₃ : 28 |
| 34 The team sought input from the department heads. | 32 | 9 | 0 | 15 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 5 | 0 | 1.81 |
| | | 28.1 | 0.0 | 46.9 | 0.0 | 3.1 | 0.0 | 0.0 | 0.0 | 3.1 | 0.0 | 3.1 | 15.6 | 0.0 | N ₃ : 26 |
| 35 The team sought input from the faculty. | 32 | 7 | 0 | 15 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 5 | 0 | 1.96 |
| | | 21.9 | 0.0 | 46.9 | 0.0 | 12.5 | 0.0 | 3.1 | 0.0 | 0.0 | 0.0 | 0.0 | 15.6 | 0.0 | N ₃ : 27 |
| 36 The team sought input from the students. | 32 | 6 | 0 | 13 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 0 | 1.96 |
| | | 18.8 | 0.0 | 40.6 | 0.0 | 15.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 9.4 | 15.6 | 0.0 | N ₃ : 24 |
| 37 The team sought input from the classified personnel. | 32 | 1 | 0 | 11 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 8 | 3 | 4 | 2.29 |
| | | 3.1 | 0.0 | 34.4 | 0.0 | 12.5 | 0.0 | 3.1 | 0.0 | 0.0 | 0.0 | 25.0 | 9.4 | 12.6 | N ₃ : 17 |
| 38 The team sought input from the citizen groups. | 32 | 2 | 0 | 5 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 9 | 1 | 12 | 2.20 |
| | | 6.3 | 0.0 | 15.6 | 0.0 | 6.3 | 0.0 | 3.1 | 0.0 | 0.0 | 0.0 | 28.1 | 3.1 | 37.5 | N ₃ : 10 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE L
 RESPONSE OF DEANS TO TEAM USE OF INSTITUTIONAL INPUT
 (FREQUENCY AND PER CENT)
 $N_1 = 32$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|------------|-------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 32 | 4 12.5 | 0 0.0 | 7 21.9 | 0 0.0 | 2 6.3 | 0 0.0 | 2 6.3 | 0 0.0 | 0 0.0 | 1 3.1 | 6 18.8 | 2 6.3 | 8 25.0 | 2.31 $N_3: 16$ |
| 30 The team sought input from the officials of the statewide coordinating board. | 31 | 2 6.5 | 0 0.0 | 6 19.4 | 0 0.0 | 1 3.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.2 | 1 3.2 | 8 25.8 | 1 3.2 | 11 35.5 | 2.46 $N_3: 11$ |
| 31 The team sought input from the chief administrative officer. | 31 | 14 45.2 | 0 0.0 | 13 41.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.2 | 3 9.7 | 0 0.0 | 1.48 $N_3: 27$ |
| 32 The team sought input from the other members of "central" administration. | 31 | 13 41.9 | 0 0.0 | 15 48.4 | 0 0.0 | 1 3.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.5 | 0 0.0 | 1.59 $N_3: 29$ |
| 33 The team sought input from the deans. | 32 | 13 40.6 | 0 0.0 | 14 43.8 | 0 0.0 | 3 9.4 | 0 0.0 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 1.74 $N_3: 31$ |
| 34 The team sought input from the department heads. | 32 | 10 31.3 | 0 0.0 | 19 59.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.3 | 0 0.0 | 1.73 $N_3: 30$ |
| 35 The team sought input from the faculty. | 32 | 5 15.6 | 0 0.0 | 16 50.0 | 0 0.0 | 3 9.4 | 0 0.0 | 3 9.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.1 | 2 6.3 | 2 6.3 | 2.15 $N_3: 27$ |
| 36 The team sought input from the students. | 32 | 8 25.0 | 0 0.0 | 11 34.4 | 0 0.0 | 6 18.8 | 0 0.0 | 3 9.4 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.3 | 2 6.3 | 0 0.0 | 2.14 $N_3: 28$ |
| 37 The team sought input from the classified personnel. | 32 | 3 9.4 | 0 0.0 | 4 12.5 | 1 3.1 | 1 3.1 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 7 21.9 | 5 15.6 | 10 31.2 | 2.00 $N_3: 10$ |
| 38 The team sought input from the citizen groups. | 29 | 2 6.9 | 0 0.0 | 2 6.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.5 | 9 31.0 | 2 6.9 | 13 44.8 | 2.20 $N_3: 5$ |

N_1 = Total number of respondents
 N_2 = Number of responses including indications of "no chance to observe"
 N_3 = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LI

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)

N₁ = 13

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | x | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|-----------|----------|-----------------|----------|------------|----------|-----------------|-----------|-----------|----------------------|-----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 11 | 2 18.2 | 0 0.0 | 2 18.2 | 0 0.0 | 1 9.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 18.2 | 1 9.1 | 3 27.3 | 1.80 N ₃ : 5 |
| 30 The team sought input from the officials of the statewide coordinating board. | 11 | 1 9.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 5 45.5 | 1 9.1 | 4 35.4 | 1.00 N ₃ : 1 |
| 31 The team sought input from the chief administrative officer. | 12 | 3 25.0 | 0 0.0 | 7 58.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 8.3 | 1 8.3 | 0 0.0 | 1.70 N ₃ : 10 |
| 32 The team sought input from the other members of "central" administration. | 11 | 4 36.4 | 0 0.0 | 5 45.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 9.1 | 1 9.1 | 0 0.0 | 1.56 N ₃ : 9 |
| 33 The team sought input from the deans. | 11 | 4 36.4 | 0 0.0 | 5 45.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 9.1 | 1 9.1 | 0 0.0 | 1.56 N ₃ : 9 |
| 34 The team sought input from the department heads. | 12 | 5 41.7 | 0 0.0 | 6 50.0 | 0 0.0 | 1 8.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.67 N ₃ : 12 |
| 35 The team sought input from the faculty. | 12 | 4 33.3 | 0 0.0 | 3 25.0 | 0 0.0 | 3 25.0 | 0 0.0 | 1 8.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1 8.3 | 0 0.0 | 0 0.0 | 2.09 N ₃ : 11 |
| 36 The team sought input from the students. | 12 | 4 33.3 | 0 0.0 | 4 33.3 | 0 0.0 | 2 16.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 16.7 | 0 0.0 | 0 0.0 | 1.80 N ₃ : 10 |
| 37 The team sought input from the classified personnel. | 12 | 1 8.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 8.3 | 0 0.0 | 1 8.3 | 7 58.3 | 0 0.0 | 2 16.7 | 3.33 N ₃ : 3 |
| 38 The team sought input from the citizen groups. | 12 | 0 0.0 | 0 0.0 | 1 8.3 | 0 0.0 | 1 8.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 16.7 | 5 41.7 | 0 0.0 | 3 25.0 | 3.75 N ₃ : 4 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LII

RESPONSE OF FACULTY TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)

$N_1 = 13$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | \bar{x} | No Chance to Observe | | Resp. Index |
|--|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|-----------|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 12 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 2.00 |
| | | 16.7 | 0.0 | 16.7 | 0.0 | 16.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.0 | 0.0 | $N_3: 6$ |
| 30 The team sought input from the officials of the statewide coordinating board. | 12 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 2.33 |
| | | 0.0 | 0.0 | 16.7 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 75.0 | 0.0 | 0.0 | $N_3: 3$ |
| 31 The team sought input from the chief administrative officer. | 13 | 4 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 1.56 |
| | | 30.8 | 0.0 | 38.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 23.1 | 0.0 | $N_3: 9$ |
| 32 The team sought input from the other members of "central" administration. | 13 | 4 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 1.56 |
| | | 30.8 | 0.0 | 38.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 23.1 | 0.0 | $N_3: 9$ |
| 33 The team sought input from the deans. | 12 | 4 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 1.56 |
| | | 33.3 | 0.0 | 41.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 25.0 | 0.0 | $N_3: 9$ |
| 34 The team sought input from the department heads. | 12 | 1 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2.36 |
| | | 8.3 | 0.0 | 41.7 | 0.0 | 41.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 8.3 | 0.0 | 0.0 | $N_3: 11$ |
| 35 The team sought input from the faculty. | 13 | 1 | 0 | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 2.46 |
| | | 7.7 | 0.0 | 46.2 | 0.0 | 23.1 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 0.0 | 15.4 | 0.0 | $N_3: 11$ |
| 36 The team sought input from the students. | 13 | 0 | 0 | 5 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2.67 |
| | | 0.0 | 0.0 | 38.5 | 0.0 | 15.4 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 15.4 | 15.4 | 0.0 | $N_3: 9$ |
| 37 The team sought input from the classified personnel. | 13 | 0 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 7 | 1 | 0 | 2.80 |
| | | 0.0 | 0.0 | 15.4 | 0.0 | 15.4 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 53.8 | 7.7 | 0.0 | $N_3: 5$ |
| 38 The team sought input from the citizen groups. | 12 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 9 | 1 | 0 | 3.50 |
| | | 0.0 | 0.0 | 0.0 | 0.0 | 8.3 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 75.0 | 8.3 | 0.0 | $N_3: 2$ |

N_1 = Total number of respondents
 N_2 = Number of responses including indications of "no chance to observe"
 N_3 = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LIII

RESPONSE OF TEAM CHAIRPERSONS TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)N₁ = 24

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|------------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 21 | 8 38.1 | 0 0.0 | 5 23.8 | 0 0.0 | 4 19.0 | 0 0.0 | 2 9.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 9.5 | 2.00 N ₃ : 19 |
| 30 The team sought input from the officials of the statewide coordinating board. | 23 | 10 43.5 | 0 0.0 | 3 13.0 | 0 0.0 | 3 13.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.4 | 0 0.0 | 0 0.0 | 0 0.0 | 6 26.1 | 1.77 N ₃ : 17 |
| 31 The team sought input from the chief administrative officer. | 24 | 24 100.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.00 N ₃ : 24 |
| 32 The team sought input from the other members of "central" administration. | 24 | 21 87.5 | 0 0.0 | 3 12.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.13 N ₃ : 24 |
| 33 The team sought input from the deans. | 23 | 17 73.9 | 0 0.0 | 6 26.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.21 N ₃ : 24 |
| 34 The team sought input from the department heads. | 24 | 15 62.5 | 0 0.0 | 9 37.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.38 N ₃ : 24 |
| 35 The team sought input from the faculty. | 23 | 12 52.2 | 0 0.0 | 10 43.5 | 0 0.0 | 1 4.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.52 N ₃ : 23 |
| 36 The team sought input from the students. | 23 | 8 34.8 | 0 0.0 | 11 47.8 | 0 0.0 | 4 17.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.83 N ₃ : 23 |
| 37 The team sought input from the classified personnel. | 22 | 5 22.7 | 0 0.0 | 3 13.6 | 1 4.6 | 2 9.1 | 0 0.0 | 1 4.6 | 0 0.0 | 0 0.0 | 2 9.1 | 0 0.0 | 0 0.0 | 8 36.4 | 2.36 N ₃ : 14 |
| 38 The team sought input from the citizen groups. | 23 | 1 4.4 | 0 0.0 | 4 17.4 | 1 4.4 | 5 21.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 8.7 | 0 0.0 | 0 0.0 | 10 43.4 | 2.77 N ₃ : 13 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LIV

RESPONSE OF TEAM MEMBERS TO TEAM USE OF INSTITUTIONAL INPUT
(FREQUENCY AND PER CENT)

$N_1 = 62$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | \bar{x} | No Chance to Observe | | Resp. Index |
|--|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|-----------|----------------------|------|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 29 The team sought input from the governing board. | 57 | 17 | 0 | 20 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 3 | 4 | 9 | 1.78 |
| | | 29.8 | 0.0 | 35.1 | 0.0 | 3.5 | 0.0 | 0.0 | 0.0 | 3.5 | 0.0 | 5.3 | 7.0 | 15.8 | $N_3: 41$ |
| 30 The team sought input from the officials of the statewide coordinating board. | 56 | 16 | 0 | 16 | 0 | 5 | 0 | 1 | 1 | 1 | 0 | 3 | 5 | 8 | 1.90 |
| | | 28.6 | 0.0 | 28.6 | 0.0 | 8.9 | 0.0 | 1.8 | 1.8 | 1.8 | 0.0 | 5.4 | 8.9 | 14.3 | $N_3: 40$ |
| 31 The team sought input from the chief administrative officer. | 61 | 44 | 0 | 15 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.31 |
| | | 72.1 | 0.0 | 24.6 | 0.0 | 3.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 61$ |
| 32 The team sought input from the other members of "central" administration. | 61 | 35 | 0 | 24 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.46 |
| | | 57.4 | 0.0 | 39.3 | 0.0 | 3.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 61$ |
| 33 The team sought input from the deans. | 59 | 36 | 0 | 22 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.41 |
| | | 61.0 | 0.0 | 37.3 | 0.0 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 59$ |
| 34 The team sought input from the department heads. | 61 | 38 | 0 | 19 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.44 |
| | | 62.3 | 0.0 | 31.2 | 0.0 | 6.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 61$ |
| 35 The team sought input from the faculty. | 59 | 34 | 0 | 22 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.48 |
| | | 57.6 | 0.0 | 37.3 | 0.0 | 5.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 59$ |
| 36 The team sought input from the students. | 61 | 24 | 0 | 25 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1.78 |
| | | 39.3 | 0.0 | 41.0 | 0.0 | 18.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.6 | $N_3: 60$ |
| 37 The team sought input from the classified personnel. | 56 | 8 | 0 | 12 | 2 | 9 | 1 | 1 | 1 | 0 | 0 | 8 | 2 | 12 | 2.18 |
| | | 14.3 | 0.0 | 21.4 | 3.6 | 16.1 | 1.8 | 1.8 | 1.8 | 0.0 | 0.0 | 14.3 | 3.6 | 21.5 | $N_3: 34$ |
| 38 The team sought input from the citizen groups. | 57 | 1 | 0 | 13 | 1 | 6 | 1 | 1 | 2 | 0 | 1 | 3 | 0 | 28 | 2.58 |
| | | 1.8 | 0.0 | 22.8 | 1.8 | 10.5 | 1.8 | 1.8 | 3.5 | 0.0 | 1.8 | 5.3 | 0.0 | 49.1 | $N_3: 26$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LV

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS
TO TEAM ASSESSMENT OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)

$N_1 = 16$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|-----|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 16 | 4 | 0 | 11 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1.88 |
| | | 25.0 | 0.0 | 68.8 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 40 The team assessed the administrative decision-making structure. | 16 | 3 | 0 | 10 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2.06 |
| | | 18.8 | 0.0 | 62.5 | 0.0 | 12.5 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 41 The team assessed the budgetary procedures. | 16 | 4 | 0 | 9 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2.06 |
| | | 25.0 | 0.0 | 56.3 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 42 The team assessed the plant operations and maintenance. | 16 | 4 | 0 | 10 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1.80 |
| | | 25.0 | 0.0 | 62.5 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | $N_3: 15$ |
| 43 The team assessed the program for institutional research. | 16 | 2 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2.07 |
| | | 12.5 | 0.0 | 68.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 6.3 | 0.0 | 6.3 | $N_3: 14$ |
| 44 The team assessed the long range planning. | 16 | 2 | 0 | 12 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1.93 |
| | | 12.5 | 0.0 | 75.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | $N_3: 15$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LVI
 RESPONSE OF CHIEF ACADEMIC OFFICERS TO TEAM ASSESSMENT
 OF ADMINISTRATIVE ASPECTS
 (FREQUENCY AND PER CENT)
 $N_1 = 26$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|-----------|-------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 25 | 5 20.0 | 0 0.0 | 13 52.0 | 0 0.0 | 1 4.0 | 0 0.0 | 1 4.0 | 1 4.0 | 0 0.0 | 0 0.0 | 1 4.0 | 0 0.0 | 3 12.0 | 2.00 $N_3: 21$ |
| 40 The team assessed the administrative decision-making structure. | 26 | 9 34.6 | 0 0.0 | 12 46.2 | 0 0.0 | 2 7.7 | 0 0.0 | 2 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.8 | 1.88 $N_3: 25$ |
| 41 The team assessed the budgetary procedures. | 26 | 5 19.2 | 0 0.0 | 13 50.0 | 0 0.0 | 4 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.8 | 2 7.7 | 1 3.8 | 1.96 $N_3: 22$ |
| 42 The team assessed the plant operations and maintenance. | 25 | 1 4.0 | 0 0.0 | 6 24.0 | 0 0.0 | 4 16.0 | 0 0.0 | 1 4.0 | 0 0.0 | 0 0.0 | 0 0.0 | 6 24.0 | 4 16.0 | 3 12.0 | 2.42 $N_3: 12$ |
| 43 The team assessed the program for institutional research. | 24 | 3 12.5 | 0 0.0 | 12 50.0 | 0 0.0 | 6 25.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 8.3 | 1 4.2 | 2.14 $N_3: 21$ |
| 44 The team assessed the long range planning. | 25 | 4 16.0 | 0 0.0 | 14 56.0 | 0 0.0 | 3 12.0 | 0 0.0 | 1 4.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.0 | 0 0.0 | 2 8.0 | 2.05 $N_3: 22$ |

N_1 = Total number of respondents
 N_2 = Number of responses including indications of "no chance to observe"
 N_3 = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LVII

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO TEAM ASSESSMENT
OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)
 $N_1 = 33$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 33 | 8 | 0 | 16 | 0 | 3 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 | 2.03 |
| | | 24.2 | 0.0 | 48.5 | 0.0 | 9.1 | 0.0 | 0.0 | 0.0 | 6.1 | 0.0 | 3.0 | 0.0 | 9.1 | $N_3: 29$ |
| 40 The team assessed the administrative decision-making structure. | 33 | 7 | 0 | 19 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 1 | 2.03 |
| | | 21.2 | 0.0 | 57.6 | 0.0 | 6.1 | 0.0 | 0.0 | 0.0 | 6.1 | 0.0 | 6.1 | 0.0 | 3.0 | $N_3: 30$ |
| 41 The team assessed the budgetary procedures. | 32 | 11 | 0 | 15 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1.93 |
| | | 34.4 | 0.0 | 46.9 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 3.1 | 0.0 | 3.1 | 0.0 | 0.0 | $N_3: 30$ |
| 42 The team assessed the plant operations and maintenance. | 33 | 7 | 0 | 14 | 0 | 5 | 0 | 2 | 0 | 1 | 0 | 3 | 1 | 0 | 2.17 |
| | | 21.2 | 0.0 | 42.4 | 0.0 | 15.2 | 0.0 | 6.1 | 0.0 | 3.0 | 0.0 | 9.1 | 3.0 | 0.0 | $N_3: 29$ |
| 43 The team assessed the program for institutional research. | 32 | 7 | 0 | 11 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 4 | 2 | 1 | 2.08 |
| | | 21.9 | 0.0 | 34.4 | 0.0 | 15.6 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 12.5 | 6.3 | 3.1 | $N_3: 25$ |
| 44 The team assessed the long range planning. | 32 | 6 | 0 | 15 | 0 | 6 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 1 | 2.11 |
| | | 18.8 | 0.0 | 46.9 | 0.0 | 18.8 | 0.0 | 0.0 | 0.0 | 3.1 | 0.0 | 3.1 | 6.3 | 3.1 | $N_3: 28$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LVIII

RESPONSE OF DEANS TO TEAM ASSESSMENT OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)

N₁ = 32

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|-----|---------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 31 | 7 | 0 | 12 | 0 | 6 | 0 | 0 | 1 | 0 | 0 | 4 | 0 | 1 | 2.04 |
| | | 22.6 | 0.0 | 38.7 | 0.0 | 19.4 | 0.0 | 0.0 | 3.2 | 0.0 | 0.0 | 12.9 | 0.0 | 3.2 | N ₃ : 26 |
| 40 The team assessed the administrative decision-making structure. | 31 | 9 | 0 | 12 | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 3 | 0 | 2 | 1.92 |
| | | 29.0 | 0.0 | 38.7 | 0.0 | 9.7 | 0.0 | 0.0 | 6.5 | 0.0 | 0.0 | 9.7 | 0.0 | 6.5 | N ₃ : 26 |
| 41 The team assessed the budgetary procedures. | 30 | 4 | 0 | 16 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 3 | 1 | 0 | 2.23 |
| | | 13.3 | 0.0 | 53.3 | 0.0 | 6.7 | 0.0 | 6.7 | 6.7 | 0.0 | 0.0 | 10.0 | 3.3 | 0.0 | N ₃ : 26 |
| 42 The team assessed the plant operations and maintenance. | 31 | 6 | 0 | 12 | 0 | 4 | 0 | 1 | 1 | 0 | 0 | 4 | 1 | 2 | 2.08 |
| | | 19.4 | 0.0 | 38.7 | 0.0 | 12.9 | 0.0 | 3.2 | 3.2 | 0.0 | 0.0 | 12.9 | 3.2 | 6.5 | N ₃ : 24 |
| 43 The team assessed the program for institutional research. | 31 | 7 | 0 | 13 | 0 | 3 | 0 | 1 | 0 | 0 | 1 | 3 | 0 | 3 | 2.04 |
| | | 22.6 | 0.0 | 41.9 | 0.0 | 9.7 | 0.0 | 3.2 | 0.0 | 0.0 | 3.2 | 9.7 | 0.0 | 9.7 | N ₃ : 25 |
| 44 The team assessed the long range planning. | 31 | 7 | 0 | 12 | 0 | 2 | 0 | 2 | 1 | 0 | 1 | 4 | 1 | 1 | 2.16 |
| | | 22.6 | 0.0 | 38.7 | 0.0 | 6.5 | 0.0 | 6.5 | 3.2 | 0.0 | 3.2 | 12.9 | 3.2 | 3.2 | N ₃ : 25 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LIX

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS TO TEAM
ASSESSMENT OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)

$N_1 = 13$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 13 | 2 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 2.00 |
| | | 15.4 | 0.0 | 38.5 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 30.8 | 0.0 | 0.0 | $N_3: 9$ |
| 40 The team assessed the administrative decision-making structure. | 13 | 2 | 0 | 7 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2.00 |
| | | 15.4 | 0.0 | 53.8 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.4 | 0.0 | 0.0 | $N_3: 11$ |
| 41 The team assessed the budgetary procedures. | 13 | 2 | 0 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 2.11 |
| | | 15.4 | 0.0 | 38.5 | 0.0 | 7.7 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 30.8 | 0.0 | 0.0 | $N_3: 9$ |
| 42 The team assessed the plant operations and maintenance. | 13 | 1 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 5 | 0 | 1 | 2.57 |
| | | 7.7 | 0.0 | 23.1 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 7.7 | 0.0 | 38.5 | 0.0 | 7.7 | $N_3: 7$ |
| 43 The team assessed the program for institutional research. | 12 | 1 | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 0 | 2.38 |
| | | 8.3 | 0.0 | 41.7 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 8.3 | 25.0 | 8.3 | 0.0 | $N_3: 8$ |
| 44 The team assessed the long range planning. | 12 | 2 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 2.00 |
| | | 16.7 | 0.0 | 41.7 | 0.0 | 16.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 16.7 | 0.0 | 8.3 | $N_3: 9$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LX
 RESPONSE OF FACULTY TO TEAM ASSESSMENT OF ADMINISTRATIVE ASPECTS
 (FREQUENCY AND PER CENT)
 N₁ = 13

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|----------|-----------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 13 | 2 15.4 | 0 0.0 | 8 61.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 0 0.0 | 1.80 N ₃ : 10 |
| 40 The team assessed the administrative decision-making structure. | 13 | 5 38.5 | 0 0.0 | 4 30.8 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 0 0.0 | 1.60 N ₃ : 10 |
| 41 The team assessed the budgetary procedures. | 13 | 0 0.0 | 0 0.0 | 7 53.8 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 4 30.8 | 0 0.0 | 0 0.0 | 2.22 N ₃ : 9 |
| 42 The team assessed the plant operations and maintenance. | 13 | 2 15.4 | 0 0.0 | 5 38.5 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 5 38.5 | 0 0.0 | 0 0.0 | 1.88 N ₃ : 8 |
| 43 The team assessed the program for institutional research. | 12 | 1 8.3 | 0 0.0 | 6 50.0 | 0 0.0 | 1 8.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 25.0 | 1 8.3 | 0 0.0 | 2.00 N ₃ : 8 |
| 44 The team assessed the long range planning. | 13 | 2 15.4 | 0 0.0 | 3 23.1 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 6 46.2 | 1 7.7 | 0 0.0 | 1.83 N ₃ : 6 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LXI

RESPONSE OF TEAM CHAIRPERSONS TO TEAM ASSESSMENT OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)

$N_1 = 24$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|-----|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 24 | 14 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.42 |
| | | 58.3 | 0.0 | 41.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 24$ |
| 40 The team assessed the administrative decision-making structure. | 24 | 16 | 0 | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.38 |
| | | 66.7 | 0.0 | 29.2 | 0.0 | 4.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 24$ |
| 41 The team assessed the budgetary procedures. | 24 | 9 | 0 | 12 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1.70 |
| | | 37.5 | 0.0 | 50.0 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.2 | $N_3: 23$ |
| 42 The team assessed the plant operations and maintenance. | 24 | 10 | 0 | 8 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1.87 |
| | | 41.7 | 0.0 | 33.3 | 0.0 | 12.5 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.2 | $N_3: 23$ |
| 43 The team assessed the program for institutional research. | 23 | 12 | 0 | 8 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1.48 |
| | | 52.2 | 0.0 | 34.8 | 0.0 | 4.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.4 | 0.0 | 4.4 | $N_3: 21$ |
| 44 The team assessed the long range planning. | 24 | 11 | 0 | 8 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1.70 |
| | | 45.8 | 0.0 | 33.3 | 0.0 | 16.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.2 | $N_3: 23$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXII

RESPONSE OF TEAM MEMBERS TO TEAM ASSESSMENT OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)

$N_1 = 62$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|----------|-------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 60 | 31 51.7 | 0 0.0 | 23 38.3 | 0 0.0 | 4 6.7 | 0 0.0 | 0 0.0 | 1 1.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 1.58 $N_3: 59$ |
| 40 The team assessed the administrative decision-making structure. | 61 | 31 30.8 | 0 0.0 | 27 44.3 | 0 0.0 | 1 1.6 | 0 0.0 | 2 3.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.57 $N_3: 61$ |
| 41 The team assessed the budgetary procedures. | 59 | 32 54.2 | 0 0.0 | 24 40.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 3.4 | 0 0.0 | 1.47 $N_3: 57$ |
| 42 The team assessed the plant operations and maintenance. | 57 | 19 33.3 | 0 0.0 | 25 43.9 | 0 0.0 | 10 17.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.8 | 0 0.0 | 2 3.6 | 1.83 $N_3: 54$ |
| 43 The team assessed the program for institutional research. | 58 | 16 27.6 | 0 0.0 | 30 51.7 | 0 0.0 | 7 12.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 1 1.7 | 3 5.2 | 1.83 $N_3: 53$ |
| 44 The team assessed the long range planning. | 59 | 18 30.5 | 0 0.0 | 32 54.2 | 0 0.0 | 5 8.5 | 1 1.7 | 2 3.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 1.86 $N_3: 58$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXIII

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS
TO TEAM ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)

N₁ = 16

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|-----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 16 | 3 18.8 | 0 0.0 | 10 62.5 | 0 0.0 | 1 6.3 | 0 0.0 | 1 6.3 | 1 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2.13 N ₃ : 16 |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 16 | 4 25.0 | 0 0.0 | 9 56.3 | 0 0.0 | 3 18.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.94 N ₃ : 16 |
| 47 The team assessed the adequacy of instructional resources. | 16 | 5 31.3 | 0 0.0 | 11 68.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.69 N ₃ : 16 |
| 48 The team assessed the use of instructional strategies. | 16 | 0 0.0 | 0 0.0 | 10 62.5 | 0 0.0 | 3 18.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 6.3 | 1 6.3 | 0 0.0 | 1 6.3 | 2.43 N ₃ : 14 |
| 49 The team assessed the faculty participation in developing instructional programs. | 16 | 4 25.0 | 0 0.0 | 10 62.5 | 0 0.0 | 1 6.3 | 0 0.0 | 1 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.94 N ₃ : 16 |
| 50 The team assessed the student participation in developing instructional programs. | 16 | 1 6.3 | 0 0.0 | 11 68.8 | 0 0.0 | 1 6.3 | 0 0.0 | 1 6.3 | 1 6.3 | 0 0.0 | 0 0.0 | 1 6.3 | 0 0.0 | 0 0.0 | 2.27 N ₃ : 15 |
| 51 The team assessed the quality of the library. | 16 | 8 50.0 | 0 0.0 | 7 43.8 | 0 0.0 | 1 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.56 N ₃ : 16 |
| 52 The team attended classes in session. | 16 | 0 0.0 | 0 0.0 | 6 37.5 | 0 0.0 | 1 6.3 | 0 0.0 | 0 0.0 | 1 6.3 | 0 0.0 | 0 0.0 | 4 25.0 | 2 12.5 | 2 12.5 | 2.38 N ₃ : 8 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXIV

RESPONSE OF CHIEF ACADEMIC OFFICERS TO TEAM ASSESSMENT
OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)
N₁ = 26

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|-----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 25 | 4 16.0 | 0 0.0 | 14 56.0 | 0 0.0 | 1 4.0 | 0 0.0 | 3 12.0 | 0 0.0 | 1 4.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 8.0 | 2.26 N ₃ : 23 |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 25 | 10 40.0 | 0 0.0 | 9 36.0 | 0 0.0 | 3 12.0 | 0 0.0 | 3 12.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.96 N ₃ : 25 |
| 47 The team assessed the adequacy of instructional resources. | 25 | 9 36.0 | 0 0.0 | 11 44.0 | 0 0.0 | 4 16.0 | 0 0.0 | 1 4.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.88 N ₃ : 25 |
| 48 The team assessed the use of instructional strategies. | 24 | 3 12.5 | 0 0.0 | 11 45.8 | 0 0.0 | 1 4.2 | 0 0.0 | 1 4.2 | 0 0.0 | 2 8.3 | 0 0.0 | 3 12.5 | 1 4.2 | 2 8.3 | 2.33 N ₃ : 18 |
| 49 The team assessed the faculty participation in developing instructional programs. | 24 | 7 29.2 | 0 0.0 | 14 58.3 | 0 0.0 | 1 4.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.2 | 0 0.0 | 1 4.2 | 0 0.0 | 0 0.0 | 1.87 N ₃ : 23 |
| 50 The team assessed the student participation in developing instructional programs. | 24 | 3 12.5 | 0 0.0 | 12 50.0 | 0 0.0 | 2 8.3 | 0 0.0 | 1 4.2 | 0 0.0 | 1 4.2 | 0 0.0 | 3 12.5 | 1 4.2 | 1 4.2 | 2.21 N ₃ : 19 |
| 51 The team assessed the quality of the library. | 25 | 7 28.0 | 0 0.0 | 14 56.0 | 0 0.0 | 1 4.0 | 0 0.0 | 2 8.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.0 | 0 0.0 | 1.92 N ₃ : 24 |
| 52 The team attended classes in session. | 24 | 2 8.3 | 0 0.0 | 4 16.7 | 0 0.0 | 2 8.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 9 37.5 | 2 8.3 | 5 20.9 | 2.00 N ₃ : 8 |

N₁ = Total number of respondents
N₂ = Number of responses including indications of "no chance to observe"
N₃ = Number of responses to the five-point rating scale
+ = Team assessed the institutional characteristic
- = Team did not assess the institutional characteristic
x = No indication of team assessment

TABLE LXV

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO TEAM ASSESSMENT
OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)
N₁ = 33

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|------------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 32 | 6 18.8 | 0 0.0 | 16 50.0 | 0 0.0 | 2 6.3 | 0 0.0 | 2 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.1 | 5 15.6 | 0 0.0 | 2.00 N ₃ : 26 |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 32 | 7 21.9 | 0 0.0 | 14 43.8 | 0 0.0 | 4 12.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.3 | 5 15.6 | 0 0.0 | 1.88 N ₃ : 25 |
| 47 The team assessed the adequacy of instructional resources. | 32 | 8 25.0 | 0 0.0 | 15 46.9 | 0 0.0 | 4 12.5 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.1 | 3 9.4 | 0 0.0 | 1.93 N ₃ : 28 |
| 48 The team assessed the use of instructional strategies. | 32 | 4 12.5 | 0 0.0 | 11 34.4 | 0 0.0 | 6 18.8 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 7 21.9 | 2 6.3 | 1 3.1 | 2.18 N ₃ : 22 |
| 49 The team assessed the faculty participation in developing instructional programs. | 32 | 2 6.3 | 0 0.0 | 19 59.4 | 0 0.0 | 4 12.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 9.4 | 3 9.4 | 1 3.1 | 2.08 N ₃ : 25 |
| 50 The team assessed the student participation in developing instructional programs. | 32 | 6 18.8 | 0 0.0 | 11 34.4 | 0 0.0 | 5 15.6 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 5 15.6 | 4 12.5 | 1 3.1 | 1.96 N ₃ : 22 |
| 51 The team assessed the quality of the library. | 32 | 13 40.6 | 0 0.0 | 11 34.4 | 0 0.0 | 1 3.1 | 0 0.0 | 3 9.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.1 | 3 9.4 | 0 0.0 | 1.79 N ₃ : 28 |
| 52 The team attended classes in session. | 31 | 4 12.9 | 0 0.0 | 5 16.1 | 1 3.2 | 2 6.5 | 0 0.0 | 0 0.0 | 1 3.2 | 0 0.0 | 0 0.0 | 15 48.4 | 1 3.2 | 2 6.4 | 2.00 N ₃ : 13 |

N₁ = Total number of respondents
N₂ = Number of responses including indications of "no chance to observe"
N₃ = Number of responses to the five-point rating scale
+ = Team assessed the institutional characteristic
- = Team did not assess the institutional characteristic
x = No indication of team assessment

TABLE LXVI

RESPONSE OF DEANS TO TEAM ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)

$N_1 = 32$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|-----------|-------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 32 | 4 12.5 | 0 0.0 | 16 50.0 | 0 0.0 | 5 15.6 | 0 0.0 | 0 0.0 | 1 3.1 | 0 0.0 | 1 3.1 | 1 3.1 | 1 3.1 | 3 9.4 | 2.22 $N_3: 27$ |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 32 | 8 25.0 | 0 0.0 | 13 40.6 | 0 0.0 | 6 18.8 | 0 0.0 | 0 0.0 | 2 6.3 | 0 0.0 | 0 0.0 | 1 3.1 | 1 3.1 | 1 3.1 | 2.07 $N_3: 29$ |
| 47 The team assessed the adequacy of instructional resources. | 32 | 8 25.0 | 0 0.0 | 11 34.4 | 0 0.0 | 9 28.1 | 0 0.0 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 2 6.3 | 1 3.1 | 0 0.0 | 2.10 $N_3: 29$ |
| 48 The team assessed the use of instructional strategies. | 31 | 3 9.7 | 0 0.0 | 10 32.3 | 0 0.0 | 6 19.4 | 0 0.0 | 1 3.2 | 1 3.2 | 0 0.0 | 0 0.0 | 4 12.9 | 0 0.0 | 6 19.3 | 2.33 $N_3: 21$ |
| 49 The team assessed the faculty participation in developing instructional programs. | 32 | 7 21.9 | 0 0.0 | 15 46.9 | 0 0.0 | 5 15.6 | 1 3.1 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 3 9.4 | 0 0.0 | 0 0.0 | 2.04 $N_3: 29$ |
| 50 The team assessed the student participation in developing instructional programs. | 32 | 6 18.8 | 0 0.0 | 10 31.3 | 0 0.0 | 10 31.3 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 4 12.5 | 1 3.1 | 0 0.0 | 2.22 $N_3: 27$ |
| 51 The team assessed the quality of the library. | 31 | 11 35.5 | 0 0.0 | 13 41.9 | 0 0.0 | 4 12.9 | 0 0.0 | 1 3.2 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.5 | 0 0.0 | 0 0.0 | 1.83 $N_3: 29$ |
| 52 The team attended classes in session. | 32 | 4 12.5 | 0 0.0 | 1 3.1 | 0 0.0 | 3 9.4 | 0 0.0 | 2 6.3 | 1 3.1 | 0 0.0 | 1 3.1 | 9 28.1 | 2 6.3 | 9 28.2 | 2.67 $N_3: 12$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXVII

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS TO TEAM
ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)

N₁ = 13

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|------|---------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 13 | 3 | 0 | 6 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2.31 |
| | | 23.1 | 0.0 | 46.2 | 0.0 | 15.4 | 0.0 | 7.7 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | N ₃ : 13 |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 13 | 3 | 0 | 9 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.85 |
| | | 23.1 | 0.0 | 69.2 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 13 |
| 47 The team assessed the adequacy of instructional resources. | 13 | 2 | 0 | 8 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2.00 |
| | | 15.4 | 0.0 | 61.5 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | N ₃ : 12 |
| 48 The team assessed the use of instructional strategies. | 13 | 2 | 0 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 3 | 2.40 |
| | | 15.4 | 0.0 | 38.5 | 0.0 | 7.7 | 0.0 | 7.7 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 23.1 | N ₃ : 10 |
| 49 The team assessed the faculty participation in developing instructional programs. | 13 | 4 | 0 | 6 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1.92 |
| | | 30.8 | 0.0 | 46.2 | 0.0 | 7.7 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | N ₃ : 12 |
| 50 The team assessed the student participation in developing instructional programs. | 13 | 3 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2.18 |
| | | 23.1 | 0.0 | 38.5 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 7.7 | 0.0 | 7.7 | N ₃ : 11 |
| 51 The team assessed the quality of the library. | 13 | 4 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1.67 |
| | | 30.8 | 0.0 | 61.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | N ₃ : 12 |
| 52 The team attended classes in session. | 13 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 3 | 3.00 |
| | | 0.0 | 0.0 | 7.7 | 7.7 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 46.2 | 0.0 | 23.1 | N ₃ : 4 |

N₁ = Total number of respondents

N₂ = Number of responses including indications of "no chance to observe"

N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXVIII

RESPONSE OF FACULTY TO TEAM ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)

$N_1 = 13$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|------|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 13 | 1 | 0 | 8 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 2.18 |
| | | 7.7 | 0.0 | 61.5 | 0.0 | 7.7 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 15.4 | 0.0 | 0.0 | $N_3: 11$ |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 13 | 4 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1.67 |
| | | 30.8 | 0.0 | 61.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | $N_3: 12$ |
| 47 The team assessed the adequacy of instructional resources. | 13 | 4 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1.82 |
| | | 30.8 | 0.0 | 38.5 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.4 | 0.0 | 0.0 | $N_3: 11$ |
| 48 The team assessed the use of instructional strategies. | 13 | 1 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 2.11 |
| | | 7.7 | 0.0 | 46.2 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 30.8 | 0.0 | 0.0 | $N_3: 9$ |
| 49 The team assessed the faculty participation in developing instructional programs. | 13 | 2 | 0 | 8 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2.15 |
| | | 15.4 | 0.0 | 61.5 | 0.0 | 15.4 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 13$ |
| 50 The team assessed the student participation in developing instructional programs. | 13 | 2 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 1.89 |
| | | 15.4 | 0.0 | 46.2 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 23.1 | 7.7 | 0.0 | $N_3: 9$ |
| 51 The team assessed the quality of the library. | 12 | 5 | 0 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1.83 |
| | | 41.7 | 0.0 | 41.7 | 0.0 | 8.3 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 12$ |
| 52 The team attended classes in session. | 13 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 5 | 1 | 2 | 3.00 |
| | | 7.7 | 0.0 | 7.7 | 0.0 | 7.7 | 0.0 | 7.7 | 0.0 | 7.7 | 0.0 | 38.5 | 7.7 | 15.4 | $N_3: 5$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXIX

RESPONSE OF TEAM CHAIRPERSONS TO TEAM ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)

N₁ = 24

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|-----|----------------------|------|---------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 24 | 9 | 0 | 11 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1.83 |
| | | 37.5 | 0.0 | 45.8 | 0.0 | 12.5 | 0.0 | 4.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 24 |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 24 | 14 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.42 |
| | | 58.3 | 0.0 | 41.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 24 |
| 47 The team assessed the adequacy of instructional resources. | 24 | 17 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.33 |
| | | 70.8 | 0.0 | 25.0 | 0.0 | 4.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 24 |
| 48 The team assessed the use of instructional strategies. | 24 | 8 | 0 | 5 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 2.05 |
| | | 33.3 | 0.0 | 20.8 | 0.0 | 20.8 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 16.7 | N ₃ : 20 |
| 49 The team assessed the faculty participation in developing instructional programs. | 24 | 11 | 0 | 8 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.75 |
| | | 45.8 | 0.0 | 33.3 | 0.0 | 20.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 24 |
| 50 The team assessed the student participation in developing instructional programs. | 24 | 7 | 0 | 8 | 0 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 2.00 |
| | | 29.2 | 0.0 | 33.3 | 0.0 | 16.7 | 4.2 | 4.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 12.5 | N ₃ : 21 |
| 51 The team assessed the quality of the library. | 24 | 17 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.33 |
| | | 70.8 | 0.0 | 25.0 | 0.0 | 4.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 24 |
| 52 The team attended classes in session. | 23 | 5 | 0 | 11 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1.95 |
| | | 21.7 | 0.0 | 47.8 | 0.0 | 13.0 | 4.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 13.0 | N ₃ : 20 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXX

RESPONSE OF TEAM MEMBERS TO TEAM ASSESSMENT OF INSTRUCTIONAL PROGRAMS
(FREQUENCY AND PER CENT)

$N_1 = 62$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|------------|-------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 45 The team assessed the quality of instruction. | 60 | 18 30.0 | 0 0.0 | 32 53.3 | 0 0.0 | 6 10.0 | 0 0.0 | 2 3.3 | 1 1.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 1.90 $N_3: 59$ |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 61 | 35 57.4 | 0 0.0 | 20 32.8 | 0 0.0 | 6 9.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.53 $N_3: 61$ |
| 47 The team assessed the adequacy of instructional resources. | 61 | 36 59.0 | 0 0.0 | 22 36.1 | 0 0.0 | 3 4.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.46 $N_3: 61$ |
| 48 The team assessed the use of instructional strategies. | 58 | 7 12.1 | 0 0.0 | 26 44.8 | 0 0.0 | 14 24.1 | 1 1.7 | 1 1.7 | 2 3.5 | 0 0.0 | 0 0.0 | 4 6.9 | 0 0.0 | 3 5.2 | 2.28 $N_3: 51$ |
| 49 The team assessed the faculty participation in developing instructional programs. | 60 | 25 41.7 | 0 0.0 | 26 43.3 | 0 0.0 | 7 11.7 | 1 1.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 0 0.0 | 1.71 $N_3: 59$ |
| 50 The team assessed the student participation in developing instructional programs. | 58 | 10 17.2 | 0 0.0 | 29 48.3 | 0 0.0 | 10 17.2 | 1 1.7 | 2 3.5 | 0 0.0 | 0 0.0 | 0 0.0 | 4 6.9 | 2 3.5 | 1 1.7 | 2.10 $N_3: 51$ |
| 51 The team assessed the quality of the library. | 60 | 39 65.0 | 0 0.0 | 18 30.0 | 0 0.0 | 3 5.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.40 $N_3: 60$ |
| 52 The team attended classes in session. | 58 | 7 12.1 | 0 0.0 | 13 22.4 | 0 0.0 | 14 24.1 | 0 0.0 | 2 3.5 | 1 1.7 | 1 1.7 | 1 1.7 | 4 6.9 | 1 1.7 | 14 24.1 | 2.49 $N_3: 39$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXI

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS
TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)

$N_1 = 16$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|------|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 16 | 5 | 0 | 8 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2.06 |
| | | 31.3 | 0.0 | 50.0 | 0.0 | 6.3 | 0.0 | 6.3 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 54 The team assessed the policies governing academic freedom and tenure. | 16 | 6 | 0 | 8 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1.88 | |
| | | 37.5 | 0.0 | 50.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 55 The team assessed grievances and due process. | 16 | 4 | 0 | 9 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2.06 | |
| | | 25.0 | 0.0 | 56.3 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 56 The team assessed the professional preparation of faculty. | 16 | 7 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1.75 | |
| | | 43.8 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 57 The team assessed salaries, benefits, and work loads. | 16 | 5 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1.88 | |
| | | 31.3 | 0.0 | 62.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |
| 58 The team assessed teaching effectiveness. | 15 | 2 | 0 | 6 | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 2.42 | |
| | | 13.3 | 0.0 | 40.0 | 0.0 | 13.3 | 0.0 | 0.0 | 6.7 | 6.7 | 0.0 | 13.3 | 6.7 | 0.0 | $N_3: 12$ |
| 59 The team assessed overall faculty morale. | 16 | 5 | 0 | 8 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2.19 | |
| | | 31.3 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 16$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXII

RESPONSE OF CHIEF ACADEMIC OFFICERS TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)N₁ = 26

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 25 | 4 16.0 | 0 0.0 | 12 48.0 | 0 0.0 | 6 24.0 | 0 0.0 | 1 4.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 8.0 | 0 0.0 | 2.17 N ₃ : 23 |
| 54 The team assessed the policies governing academic freedom and tenure. | 25 | 4 16.0 | 0 0.0 | 14 56.0 | 0 0.0 | 4 16.0 | 0 0.0 | 1 4.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.0 | 0 0.0 | 1 4.0 | 2.09 N ₃ : 23 |
| 55 The team assessed grievances and due process. | 25 | 2 8.0 | 0 0.0 | 12 48.0 | 0 0.0 | 5 20.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.0 | 4 16.0 | 0 0.0 | 1 4.0 | 2.30 N ₃ : 20 |
| 56 The team assessed the professional preparation of faculty. | 25 | 8 32.0 | 0 0.0 | 14 56.0 | 0 0.0 | 2 8.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.0 | 0 0.0 | 0 0.0 | 1.75 N ₃ : 24 |
| 57 The team assessed salaries, benefits, and work loads. | 25 | 4 16.0 | 0 0.0 | 17 68.0 | 0 0.0 | 4 16.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2.00 N ₃ : 25 |
| 58 The team assessed teaching effectiveness. | 25 | 2 8.0 | 0 0.0 | 12 48.0 | 0 0.0 | 3 12.0 | 0 0.0 | 2 8.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 8.0 | 2 8.0 | 2 8.0 | 2.26 N ₃ : 19 |
| 59 The team assessed overall faculty morale. | 24 | 4 16.7 | 0 0.0 | 12 50.0 | 0 0.0 | 3 12.5 | 0 0.0 | 1 4.2 | 0 0.0 | 1 4.2 | 0 0.0 | 2 8.3 | 1 4.2 | 0 0.0 | 2.19 N ₃ : 21 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXIII

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)

N₁ = 33

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 32 | 6 18.8 | 0 0.0 | 15 46.9 | 0 0.0 | 4 12.5 | 0 0.0 | 2 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.3 | 2 6.3 | 1 3.1 | 2.07 N ₃ : 27 |
| 54 The team assessed the policies governing academic freedom and tenure. | 32 | 6 18.8 | 0 0.0 | 18 56.3 | 0 0.0 | 1 3.1 | 0 0.0 | 1 3.1 | 0 0.0 | 1 3.1 | 0 0.0 | 3 9.4 | 2 6.3 | 0 0.0 | 2.00 N ₃ : 27 |
| 55 The team assessed grievances and due process. | 31 | 3 9.7 | 0 0.0 | 15 48.4 | 0 0.0 | 2 6.5 | 0 0.0 | 1 3.2 | 0 0.0 | 1 3.2 | 0 0.0 | 5 16.1 | 2 6.5 | 2 6.5 | 2.18 N ₃ : 22 |
| 56 The team assessed the professional preparation of faculty. | 32 | 10 31.3 | 0 0.0 | 16 50.0 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 9.4 | 2 6.3 | 0 0.0 | 1.67 N ₃ : 27 |
| 57 The team assessed salaries, benefits, and work loads. | 32 | 9 28.1 | 0 0.0 | 15 46.9 | 0 0.0 | 4 12.5 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.3 | 1 3.1 | 0 0.0 | 1.90 N ₃ : 29 |
| 58 The team assessed teaching effectiveness. | 32 | 1 3.1 | 0 0.0 | 13 40.6 | 0 0.0 | 3 9.4 | 1 3.1 | 3 9.4 | 0 0.0 | 1 3.1 | 0 0.0 | 5 15.6 | 5 15.6 | 0 0.0 | 2.55 N ₃ : 22 |
| 59 The team assessed overall faculty morale. | 32 | 6 18.8 | 0 0.0 | 14 43.8 | 0 0.0 | 6 18.8 | 0 0.0 | 2 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 2 6.3 | 2 6.3 | 0 0.0 | 2.14 N ₃ : 28 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LXXIV

RESPONSE OF DEANS TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)

N₁ = 32

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 32 | 7 21.9 | 0 0.0 | 13 40.6 | 0 0.0 | 7 21.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 5 15.6 | 0 0.0 | 0 0.0 | 2.00 N ₃ : 27 |
| 54 The team assessed the policies governing academic freedom and tenure. | 32 | 6 18.8 | 0 0.0 | 16 50.0 | 0 0.0 | 3 9.4 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 6 18.8 | 0 0.0 | 0 0.0 | 1.92 N ₃ : 26 |
| 55 The team assessed grievances and due process. | 30 | 4 13.3 | 0 0.0 | 13 43.3 | 0 0.0 | 4 13.3 | 1 3.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 6 20.0 | 0 0.0 | 2 6.7 | 2.05 N ₃ : 22 |
| 56 The team assessed the professional preparation of faculty. | 32 | 15 46.9 | 0 0.0 | 10 31.3 | 0 0.0 | 3 9.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.1 | 3 9.4 | 0 0.0 | 0 0.0 | 1.69 N ₃ : 29 |
| 57 The team assessed salaries, benefits, and work loads. | 32 | 12 37.5 | 0 0.0 | 10 31.3 | 0 0.0 | 2 6.3 | 1 3.1 | 1 3.1 | 0 0.0 | 0 0.0 | 1 3.1 | 4 12.5 | 1 3.1 | 0 0.0 | 1.85 N ₃ : 27 |
| 58 The team assessed teaching effectiveness. | 32 | 3 9.4 | 0 0.0 | 10 31.3 | 0 0.0 | 8 25.0 | 1 3.1 | 1 3.1 | 0 0.0 | 0 0.0 | 1 3.1 | 4 12.5 | 2 6.3 | 2 6.3 | 2.46 N ₃ : 24 |
| 59 The team assessed overall faculty morale. | 32 | 6 18.8 | 0 0.0 | 19 59.4 | 0 0.0 | 2 6.3 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 0 0.0 | 3 9.4 | 0 0.0 | 1 3.1 | 1.93 N ₃ : 28 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXV

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS
TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)

N₁ = 13

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|-----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 13 | 3 23.1 | 0 0.0 | 6 46.2 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 15.4 | 0 0.0 | 1 7.7 | 1.80 N ₃ : 10 |
| 54 The team assessed the policies governing academic freedom and tenure. | 13 | 1 7.7 | 0 0.0 | 6 46.2 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 2 15.4 | 2.13 N ₃ : 8 |
| 55 The team assessed grievances and due process. | 13 | 1 7.7 | 0 0.0 | 5 38.5 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 2 15.4 | 2.25 N ₃ : 8 |
| 56 The team assessed the professional preparation of faculty. | 13 | 2 15.4 | 0 0.0 | 10 76.9 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 1.83 N ₃ : 12 |
| 57 The team assessed salaries, benefits, and work loads. | 13 | 1 7.7 | 0 0.0 | 6 46.2 | 0 0.0 | 1 7.7 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 2 15.4 | 2.40 N ₃ : 10 |
| 58 The team assessed teaching effectiveness. | 13 | 0 0.0 | 0 0.0 | 4 30.8 | 0 0.0 | 2 15.4 | 0 0.0 | 1 7.7 | 1 7.7 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 2 15.4 | 2.75 N ₃ : 8 |
| 59 The team assessed overall faculty morale. | 13 | 0 0.0 | 0 0.0 | 8 61.5 | 0 0.0 | 1 7.7 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 2.46 N ₃ : 11 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXVI

RESPONSE OF FACULTY TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)N₁ = 13

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|-----------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 13 | 6 46.2 | 0 0.0 | 4 30.8 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 1.75 N ₃ : 12 |
| 54 The team assessed the policies governing academic freedom and tenure. | 13 | 1 7.7 | 0 0.0 | 9 69.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 0 0.0 | 1.90 N ₃ : 10 |
| 55 The team assessed grievances and due process. | 12 | 1 8.3 | 0 0.0 | 7 58.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 4 33.3 | 0 0.0 | 0 0.0 | 1.88 N ₃ : 8 |
| 56 The team assessed the professional preparation of faculty. | 13 | 5 38.5 | 0 0.0 | 6 46.2 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 1.67 N ₃ : 12 |
| 57 The team assessed salaries, benefits, and work loads. | 13 | 3 23.1 | 0 0.0 | 7 53.8 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 0 0.0 | 1.70 N ₃ : 10 |
| 58 The team assessed teaching effectiveness. | 13 | 1 7.7 | 0 0.0 | 6 46.2 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 4 30.8 | 0 0.0 | 0 0.0 | 2.11 N ₃ : 9 |
| 59 The team assessed overall faculty morale. | 13 | 5 38.5 | 0 0.0 | 4 30.8 | 0 0.0 | 1 7.7 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 2.00 N ₃ : 12 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXVII

RESPONSE OF TEAM CHAIRPERSONS TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)N₁ = 24

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 23 | 17 73.9 | 0 0.0 | 6 26.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.26 N ₃ : 23 |
| 54 The team assessed the policies governing academic freedom and tenure. | 23 | 11 47.8 | 0 0.0 | 12 52.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.52 N ₃ : 23 |
| 55 The team assessed grievances and due process. | 23 | 7 30.4 | 0 0.0 | 13 56.5 | 0 0.0 | 2 8.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.4 | 1.77 N ₃ : 22 |
| 56 The team assessed the professional preparation of faculty. | 23 | 14 60.9 | 0 0.0 | 8 34.8 | 0 0.0 | 1 4.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.44 N ₃ : 23 |
| 57 The team assessed salaries, benefits, and work loads. | 23 | 15 65.2 | 0 0.0 | 6 26.1 | 0 0.0 | 2 8.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.44 N ₃ : 23 |
| 58 The team assessed teaching effectiveness. | 23 | 5 21.7 | 0 0.0 | 11 47.8 | 0 0.0 | 5 21.7 | 0 0.0 | 1 4.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.4 | 2.09 N ₃ : 22 |
| 59 The team assessed overall faculty morale. | 23 | 11 47.8 | 0 0.0 | 11 47.8 | 0 0.0 | 1 4.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.57 N ₃ : 23 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXVIII

RESPONSE OF TEAM MEMBERS TO TEAM ASSESSMENT OF FACULTY LIFE
(FREQUENCY AND PER CENT)

$N_1 = 62$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|-------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|----------|-------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 53 The team assessed the role of faculty in institutional governance. | 59 | 31 52.5 | 0 0.0 | 23 37.3 | 0 0.0 | 5 8.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 1.55 $N_3: 58$ |
| 54 The team assessed the policies governing academic freedom and tenure. | 61 | 29 47.5 | 0 0.0 | 24 39.3 | 0 0.0 | 5 8.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.6 | 0 0.0 | 2 3.2 | 1.59 $N_3: 58$ |
| 55 The team assessed grievances and due process. | 59 | 21 35.6 | 0 0.0 | 27 45.8 | 0 0.0 | 8 13.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.7 | 0 0.0 | 2 3.4 | 1.77 $N_3: 56$ |
| 56 The team assessed the professional preparation of faculty | 62 | 38 61.3 | 0 0.0 | 22 35.5 | 0 0.0 | 2 3.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.42 $N_3: 62$ |
| 57 The team assessed salaries, benefits, and work loads. | 61 | 35 57.4 | 0 0.0 | 22 36.1 | 0 0.0 | 2 3.3 | 0 0.0 | 1 1.6 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.6 | 1.48 $N_3: 60$ |
| 58 The team assessed teaching effectiveness. | 57 | 6 10.5 | 0 0.0 | 27 47.4 | 0 0.0 | 12 21.1 | 1 1.8 | 4 7.0 | 1 1.8 | 0 0.0 | 0 0.0 | 1 1.8 | 1 1.8 | 4 7.1 | 2.33 $N_3: 51$ |
| 59 The team assessed overall faculty morale. | 61 | 28 45.9 | 0 0.0 | 28 45.9 | 0 0.0 | 4 6.6 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 1.6 | 1.60 $N_3: 60$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXIX

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)

N₁ = 16

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|-----|---------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 16 | 4 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2.07 |
| | | 25.0 | 0.0 | 31.3 | 0.0 | 31.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 12.5 | 0.0 | 0.0 | N ₃ : 14 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 16 | 3 | 0 | 8 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2.00 |
| | | 18.8 | 0.0 | 50.0 | 0.0 | 18.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 12.5 | 0.0 | 0.0 | N ₃ : 14 |
| 62 The team assessed the institutional evaluation of student progress. | 16 | 1 | 0 | 12 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.13 |
| | | 6.3 | 0.0 | 75.0 | 0.0 | 18.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | N ₃ : 16 |
| 63 The team assessed the conditions of student life. | 16 | 4 | 0 | 7 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2.07 |
| | | 25.0 | 0.0 | 43.8 | 0.0 | 18.8 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | N ₃ : 15 |
| 64 The team assessed the student opportunities for due process. | 16 | 5 | 0 | 6 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2.00 |
| | | 31.3 | 0.0 | 37.5 | 0.0 | 18.8 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | N ₃ : 15 |
| 65 The team assessed the student counseling services. | 16 | 5 | 0 | 7 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1.93 |
| | | 31.3 | 0.0 | 43.8 | 0.0 | 12.5 | 0.0 | 6.3 | 0.0 | 0.0 | 0.0 | 6.3 | 0.0 | 0.0 | N ₃ : 15 |
| 66 The team assessed the other student personnel services | 16 | 5 | 0 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1.93 |
| | | 31.3 | 0.0 | 31.3 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 12.5 | 0.0 | 0.0 | N ₃ : 14 |
| 67 The team assessed the follow-up studies of graduates. | 16 | 5 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1.77 |
| | | 31.3 | 0.0 | 37.5 | 0.0 | 12.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 18.8 | 0.0 | 0.0 | N ₃ : 13 |

N₁ = Total Number of respondents
N₂ = Number of responses including indications of "no chance to observe"
N₃ = Number of responses to the five-point rating scale
+ = Team assessed the institutional characteristic
- = Team did not assess the institutional characteristic
x = No indication of team assessment

TABLE LXXX

RESPONSE OF CHIEF ACADEMIC OFFICERS TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)

$N_1 = 26$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 25 | 3 | 0 | 8 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 7 | 2 | 1 | 2.40 |
| | | 12.0 | 0.0 | 32.0 | 0.0 | 4.0 | 0.0 | 4.0 | 0.0 | 8.0 | 0.0 | 28.0 | 8.0 | 4.0 | $N_3: 15$ |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 26 | 2 | 0 | 14 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 4 | 1 | 1 | 2.35 |
| | | 7.7 | 0.0 | 53.8 | 0.0 | 3.8 | 0.0 | 3.8 | 0.0 | 7.7 | 0.0 | 15.4 | 3.8 | 3.8 | $N_3: 20$ |
| 62 The team assessed the institutional evaluation of student progress. | 25 | 0 | 0 | 15 | 0 | 4 | 0 | 1 | 0 | 1 | 0 | 3 | 1 | 0 | 2.43 |
| | | 0.0 | 0.0 | 60.0 | 0.0 | 16.0 | 0.0 | 4.0 | 0.0 | 4.0 | 0.0 | 12.0 | 4.0 | 0.0 | $N_3: 21$ |
| 63 The team assessed the conditions of student life. | 26 | 5 | 0 | 8 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 6 | 2 | 0 | 2.33 |
| | | 19.2 | 0.0 | 30.8 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 11.5 | 0.0 | 23.1 | 7.7 | 0.0 | $N_3: 18$ |
| 64 The team assessed the student opportunities for due process. | 24 | 2 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 10 | 3 | 1 | 2.40 |
| | | 8.3 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 8.3 | 0.0 | 41.7 | 12.5 | 4.2 | $N_3: 10$ |
| 65 The team assessed the student counseling services. | 25 | 3 | 0 | 12 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 5 | 1 | 0 | 2.26 |
| | | 12.0 | 0.0 | 48.0 | 0.0 | 4.0 | 0.0 | 8.0 | 0.0 | 4.0 | 0.0 | 20.0 | 4.0 | 0.0 | $N_3: 19$ |
| 66 The team assessed the other student personnel services available. | 24 | 1 | 0 | 12 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 7 | 1 | 0 | 2.44 |
| | | 4.2 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 4.2 | 0.0 | 8.3 | 0.0 | 29.2 | 4.2 | 0.0 | $N_3: 16$ |
| 67 The team assessed the follow-up studies of graduates. | 25 | 6 | 0 | 7 | 0 | 4 | 0 | 1 | 0 | 2 | 0 | 5 | 0 | 0 | 2.30 |
| | | 24.0 | 0.0 | 28.0 | 0.0 | 16.0 | 0.0 | 4.0 | 0.0 | 8.0 | 0.0 | 20.0 | 0.0 | 0.0 | $N_3: 20$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXXI

RESPONSE OF NON-ACADEMIC ADMINISTRATORS TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)

$N_1 = 33$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 31 | 7 | 0 | 15 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 1 | 1.84 |
| | | 22.6 | 0.0 | 48.4 | 0.0 | 9.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 12.9 | 3.2 | 3.2 | $N_3: 25$ |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 31 | 9 | 0 | 15 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 0 | 1.82 |
| | | 29.0 | 0.0 | 48.4 | 0.0 | 6.5 | 0.0 | 3.2 | 0.0 | 0.0 | 0.0 | 9.7 | 3.2 | 0.0 | $N_3: 27$ |
| 62 The team assessed the institutional evaluation of student progress | 32 | 8 | 0 | 14 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 3 | 1 | 1 | 2.04 |
| | | 25.0 | 0.0 | 43.8 | 0.0 | 6.3 | 0.0 | 6.3 | 0.0 | 3.1 | 0.0 | 9.4 | 3.1 | 3.1 | $N_3: 27$ |
| 63 The team assessed the conditions of student life. | 32 | 11 | 0 | 13 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 5 | 1 | 0 | 1.73 |
| | | 34.4 | 0.0 | 40.6 | 0.0 | 3.1 | 0.0 | 0.0 | 0.0 | 0.0 | 3.1 | 15.6 | 3.1 | 0.0 | $N_3: 26$ |
| 64 The team assessed the student opportunities for due process. | 30 | 8 | 0 | 11 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 2 | 1.71 |
| | | 26.7 | 0.0 | 36.7 | 0.0 | 6.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 20.0 | 3.3 | 6.6 | $N_3: 21$ |
| 65 The team assessed the student counseling services. | 31 | 10 | 0 | 14 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 4 | 1 | 0 | 1.77 |
| | | 32.3 | 0.0 | 45.2 | 0.0 | 3.2 | 0.0 | 0.0 | 0.0 | 3.2 | 0.0 | 12.9 | 3.2 | 0.0 | $N_3: 26$ |
| 66 The team assessed the other student personnel services available. | 31 | 6 | 0 | 18 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 1 | 1.80 |
| | | 19.4 | 0.0 | 58.1 | 0.0 | 3.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 12.9 | 3.2 | 3.2 | $N_3: 25$ |
| 67 The team assessed the follow-up studies of graduates. | 31 | 6 | 0 | 13 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 1 | 1.91 |
| | | 19.4 | 0.0 | 41.9 | 0.0 | 12.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 16.1 | 6.5 | 3.2 | $N_3: 23$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXXII

RESPONSE OF DEANS TO TEAM ASSESSMENT OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)N₁ = 32

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 32 | 4 12.5 | 0 0.0 | 12 37.5 | 0 0.0 | 6 18.8 | 0 0.0 | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 | 6 18.8 | 1 3.1 | 2 6.3 | 2.17 N ₃ : 23 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 31 | 5 16.1 | 0 0.0 | 12 38.7 | 0 0.0 | 4 12.9 | 0 0.0 | 1 3.2 | 0 0.0 | 0 0.0 | 0 0.0 | 5 16.1 | 1 3.2 | 3 9.7 | 2.05 N ₃ : 22 |
| 62 The team assessed the institutional evaluation of student progress. | 32 | 5 15.6 | 0 0.0 | 12 37.5 | 0 0.0 | 4 12.5 | 0 0.0 | 2 6.3 | 1 3.1 | 0 0.0 | 0 0.0 | 5 15.6 | 1 3.1 | 2 6.3 | 2.21 N ₃ : 24 |
| 63 The team assessed the conditions of student life. | 32 | 3 9.4 | 0 0.0 | 14 43.8 | 0 0.0 | 5 15.6 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 8 25.0 | 1 3.1 | 1 3.1 | 2.09 N ₃ : 22 |
| 64 The team assessed the student opportunities for due process. | 31 | 6 19.4 | 0 0.0 | 7 22.6 | 0 0.0 | 3 9.7 | 0 0.0 | 0 0.0 | 1 3.2 | 0 0.0 | 0 0.0 | 9 29.0 | 2 6.5 | 3 9.7 | 1.94 N ₃ : 17 |
| 65 The team assessed the student counseling services. | 32 | 7 21.9 | 0 0.0 | 12 37.5 | 0 0.0 | 2 6.3 | 0 0.0 | 2 6.3 | 1 3.1 | 0 0.0 | 0 0.0 | 6 18.8 | 2 6.3 | 0 0.0 | 2.04 N ₃ : 24 |
| 66 The team assessed the other student personnel services available. | 32 | 5 15.6 | 0 0.0 | 12 37.5 | 0 0.0 | 3 9.4 | 0 0.0 | 2 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 7 21.9 | 3 9.4 | 0 0.0 | 2.09 N ₃ : 22 |
| 67 The team assessed the follow-up studies of graduates. | 32 | 8 25.0 | 0 0.0 | 10 31.3 | 0 0.0 | 2 6.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 3.1 | 7 21.9 | 2 6.3 | 2 6.3 | 1.86 N ₃ : 21 |

N₁ = Total number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXXIII

RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)

N₁ = 13

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|-----------|----------|-----------------|----------|------------|----------|-----------------|----------|-----------|----------------------|-----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 13 | 2 15.4 | 0 0.0 | 5 38.5 | 0 0.0 | 3 23.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 15.4 | 0 0.0 | 1 7.7 | 2.10 N ₃ : 10 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 13 | 1 7.7 | 0 0.0 | 6 46.2 | 0 0.0 | 3 23.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2 15.4 | 0 0.0 | 1 7.7 | 2.20 N ₃ : 10 |
| 62 The team assessed the institutional evaluation of student progress. | 13 | 3 23.1 | 0 0.0 | 4 30.8 | 0 0.0 | 3 23.1 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 2.18 N ₃ : 11 |
| 63 The team assessed the conditions of student life. | 13 | 1 7.7 | 0 0.0 | 6 46.2 | 0 0.0 | 2 15.4 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 2 15.4 | 0 0.0 | 1 7.7 | 2.30 N ₃ : 10 |
| 64 The team assessed the student opportunities for due process. | 13 | 1 7.7 | 0 0.0 | 5 38.5 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 2 15.4 | 2.25 N ₃ : 8 |
| 65 The team assessed the student counseling services. | 13 | 5 38.5 | 0 0.0 | 4 30.8 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 1.73 N ₃ : 11 |
| 66 The team assessed the other student personnel services available. | 13 | 4 30.8 | 0 0.0 | 5 38.5 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 1.82 N ₃ : 11 |
| 67 The team assessed the follow-up studies of graduates. | 13 | 1 7.7 | 0 0.0 | 8 61.5 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 0 0.0 | 0 0.0 | 2.00 N ₃ : 10 |

N₁ = Total number of respondents
 N₂ = Number of responses including indications of "no chance to observe"
 N₃ = Number of responses to the five-point rating scale
 + = Team assessed the institutional characteristic
 - = Team did not assess the institutional characteristic
 x = No indication of team assessment

TABLE LXXXIV

RESPONSE OF FACULTY TO TEAM ASSESSMENT OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)N₁ = 13

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|------|----------------------|-----|--------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 13 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 2.00 |
| | | 15.4 | 0.0 | 15.4 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 53.8 | 0.0 | 0.0 | N ₃ : 6 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 13 | 3 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 1.57 |
| | | 23.1 | 0.0 | 30.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 46.2 | 0.0 | 0.0 | N ₃ : 7 |
| 62 The team assessed the institutional evaluation of student progress. | 13 | 2 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 1.88 |
| | | 15.4 | 0.0 | 30.8 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 46.2 | 0.0 | 0.0 | N ₃ : 7 |
| 63 The team assessed the conditions of student life. | 13 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 0 | 0 | 2.00 |
| | | 15.4 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 61.5 | 0.0 | 0.0 | N ₃ : 5 |
| 64 The team assessed the student opportunities for due process. | 13 | 1 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 2.00 |
| | | 7.7 | 0.0 | 30.8 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 53.8 | 0.0 | 0.0 | N ₃ : 6 |
| 65 The team assessed the student counseling services. | 13 | 2 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 1.75 |
| | | 15.4 | 0.0 | 46.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 38.5 | 0.0 | 0.0 | N ₃ : 8 |
| 66 The team assessed the other student personnel services available. | 13 | 1 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 2.17 |
| | | 7.7 | 0.0 | 23.1 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 53.8 | 0.0 | 0.0 | N ₃ : 6 |
| 67 The team assessed the follow-up studies of graduates. | 12 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 1 | 2.25 |
| | | 0.0 | 0.0 | 25.0 | 0.0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 58.3 | 0.0 | 8.3 | N ₃ : 4 |

N₁ = Total Number of respondentsN₂ = Number of responses including indications of "no chance to observe"N₃ = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE LXXXV

RESPONSE OF TEAM CHAIRPERSONS TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)

N₁ = 24

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|----------|------------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|----------|-----------------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 23 | 7 30.4 | 0 0.0 | 11 47.8 | 0 0.0 | 4 17.4 | 0 0.0 | 1 4.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 0 0.0 | 1.96 N ₃ : 23 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 22 | 8 36.4 | 0 0.0 | 10 45.5 | 0 0.0 | 4 18.2 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 0 0.0 | 1.82 N ₃ : 22 |
| 62 The team assessed the institutional evaluation of student progress. | 23 | 6 26.1 | 0 0.0 | 11 47.8 | 0 0.0 | 5 21.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 1 4.4 | 1.96 N ₃ : 22 |
| 63 The team assessed the conditions of student life. | 23 | 10 43.5 | 0 0.0 | 9 39.1 | 0 0.0 | 4 17.4 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 0 0.0 | 1.74 N ₃ : 23 |
| 64 The team assessed the student opportunities for due process. | 23 | 5 21.7 | 0 0.0 | 10 43.5 | 0 0.0 | 6 26.1 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 2 8.7 | 2.05 N ₃ : 21 |
| 65 The team assessed the student counseling services. | 23 | 11 47.8 | 0 0.0 | 7 30.4 | 0 0.0 | 5 21.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 0 0.0 | 1.74 N ₃ : 23 |
| 66 The team assessed the other student personnel services available. | 21 | 8 38.1 | 0 0.0 | 10 47.6 | 0 0.0 | 3 14.3 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 | 0 0.0 | 0 0.0 | 1.76 N ₃ : 21 |
| 67 The team assessed the follow-up studies of graduates. | 22 | 6 27.3 | 0 0.0 | 8 36.4 | 0 0.0 | 5 22.7 | 0 0.0 | 1 4.6 | 0 0.0 | 0 0.0 | 0 0.0 | 1 4.6 | 0 0.0 | 1 4.6 | 2.05 N ₃ : 20 |

N₁ = Total number of respondents
N₂ = Number of responses including indications of "no chance to observe"
N₃ = Number of responses to the five-point rating scale
+ = Team assessed the institutional characteristic
- = Team did not assess the institutional characteristic
x = No indication of team assessment

TABLE LXXXVI

RESPONSE OF TEAM MEMBERS TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)
N₁ = 62

| | N ₂ | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|----------------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|-----|----------------------|------|---------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 60 | 18 | 0 | 31 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 4 | 1.84 |
| | | 30.0 | 0.0 | 51.7 | 0.0 | 5.0 | 0.0 | 5.0 | 0.0 | 0.0 | 0.0 | 1.7 | 0.0 | 6.7 | N ₃ : 55 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 60 | 26 | 0 | 25 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1.67 |
| | | 43.3 | 0.0 | 41.7 | 0.0 | 11.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.7 | 0.0 | 1.7 | N ₃ : 58 |
| 62 The team assessed the institutional evaluation of student progress. | 60 | 17 | 0 | 27 | 0 | 11 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 1.93 |
| | | 28.3 | 0.0 | 45.0 | 0.0 | 18.3 | 0.0 | 1.7 | 0.0 | 0.0 | 0.0 | 1.7 | 1.7 | 3.3 | N ₃ : 56 |
| 63 The team assessed the conditions of student life. | 61 | 24 | 0 | 27 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 3 | 1.66 |
| | | 39.3 | 0.0 | 44.3 | 0.0 | 8.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.3 | 0.0 | 4.9 | N ₃ : 56 |
| 64 The team assessed the student opportunities for due process. | 58 | 15 | 0 | 20 | 0 | 13 | 1 | 1 | 0 | 0 | 0 | 4 | 0 | 4 | 2.02 |
| | | 25.9 | 0.0 | 34.5 | 0.0 | 22.4 | 1.7 | 1.7 | 0.0 | 0.0 | 0.0 | 6.9 | 0.0 | 6.9 | N ₃ : 50 |
| 65 The team assessed the student counseling services. | 61 | 30 | 0 | 23 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 1.56 |
| | | 49.2 | 0.0 | 37.7 | 0.0 | 4.9 | 0.0 | 1.6 | 0.0 | 0.0 | 0.0 | 3.3 | 0.0 | 3.3 | N ₃ : 57 |
| 66 The team assessed the other student personnel services available. | 59 | 21 | 0 | 26 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 1.74 |
| | | 35.6 | 0.0 | 44.1 | 0.0 | 11.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.4 | 1.7 | 3.4 | N ₃ : 54 |
| 67 The team assessed the follow-up studies of graduates. | 56 | 8 | 0 | 16 | 0 | 15 | 3 | 3 | 0 | 0 | 0 | 5 | 0 | 6 | 2.36 |
| | | 14.3 | 0.0 | 28.6 | 0.0 | 26.8 | 5.4 | 5.4 | 0.0 | 0.0 | 0.0 | 8.9 | 0.0 | 10.7 | N ₃ : 45 |

N₁ = Total number of respondents
N₂ = Number of responses including indications of "no chance to observe"
N₃ = Number of responses to the five-point rating scale
+ = Team assessed the institutional characteristic
- = Team did not assess the institutional characteristic
x = No indication of team assessment

TABLE LXXXVII

RESPONSE OF CHIEF INSTITUTIONAL ADMINISTRATORS
TO OVERALL EVALUATION OF SITE VISIT
(FREQUENCY AND PER CENT)

$N_1 = 16$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|-----------|------------|-----------|-----------|----------|-------------------|
| 20 Institutional Governance | 3 18.8 | 10 62.5 | 2 12.5 | 1 6.3 | 0 0.0 | 2.06 $N_2: 16$ |
| 21 Institutional Administration | 5 31.3 | 8 50.0 | 3 18.8 | 0 0.0 | 0 0.0 | 1.88 $N_2: 16$ |
| 22 Instructional Programs and Curriculum | 3 18.8 | 8 50.0 | 5 31.3 | 0 0.0 | 0 0.0 | 2.13 $N_2: 16$ |
| 23 Faculty and Faculty Life | 6 37.5 | 7 43.8 | 0 0.0 | 2 12.5 | 1 6.3 | 2.06 $N_2: 16$ |
| 24 Student and Student Life | 1 6.3 | 8 50.0 | 5 31.3 | 2 12.5 | 0 0.0 | 2.50 $N_2: 16$ |
| 25 Financial Resources | 6 37.5 | 7 43.8 | 3 18.8 | 0 0.0 | 0 0.0 | 1.81 $N_2: 16$ |
| 26 Physical Plant | 3 18.8 | 11 68.8 | 2 12.5 | 0 0.0 | 0 0.0 | 1.94 $N_2: 16$ |
| 27 Long Range Planning | 3 18.8 | 9 56.3 | 4 25.0 | 0 0.0 | 0 0.0 | 2.06 $N_2: 16$ |
| 28 Institutional Mission, Goals, and Objectives | 4 25.0 | 10 62.5 | 2 12.5 | 0 0.0 | 0 0.0 | 1.88 $N_2: 16$ |

N_1 = Total number of respondents

N_2 = Number of responses to the five-point rating scale

1 = Outstanding

5 = Unsatisfactory

TABLE LXXXVIII

RESPONSES OF CHIEF ACADEMIC OFFICERS TO
 OVERALL EVALUATION OF SITE VISIT
 (FREQUENCY AND PER CENT)

 $N_1 = 26$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|-----------|------------|------------|-----------|----------|-----------------------------|
| 20 Institutional Governance | 6 23.1 | 11 42.3 | 6 23.1 | 2 7.7 | 1 3.8 | 2.27 N ₂ : 26 |
| 21 Institutional Administration | 6 23.1 | 12 46.2 | 6 23.1 | 2 7.7 | 0 0.0 | 2.15 N ₂ : 26 |
| 22 Instructional Programs and Curriculum | 5 19.2 | 13 50.0 | 7 26.9 | 1 3.8 | 0 0.0 | 2.15 N ₂ : 26 |
| 23 Faculty and Faculty Life | 3 12.0 | 9 36.0 | 11 44.0 | 1 4.0 | 1 4.0 | 2.52 N ₂ : 25 |
| 24 Student and Student Life | 2 9.5 | 6 28.6 | 9 42.9 | 2 9.5 | 2 9.5 | 2.81 N ₂ : 21 |
| 25 Financial Resources | 4 17.4 | 10 43.5 | 8 34.8 | 1 4.4 | 0 0.0 | 2.26 N ₂ : 23 |
| 26 Physical Plant | 3 13.6 | 10 45.5 | 8 36.4 | 1 4.6 | 0 0.0 | 2.32 N ₂ : 22 |
| 27 Long Range Planning | 6 23.1 | 9 34.6 | 11 42.3 | 0 0.0 | 0 0.0 | 2.19 N ₂ : 26 |
| 28 Institutional Mission, Goals, and Objectives | 7 26.9 | 7 26.9 | 8 30.8 | 3 11.5 | 1 3.8 | 2.19 N ₂ : 26 |

 N_1 = Total number of respondents

 N_2 = Number of responses to the five-point rating scale

1 = Outstanding

5 = Unsatisfactory

TABLE LXXXIX

RESPONSE OF NON-ACADEMIC ADMINISTRATORS
TO OVERALL EVALUATION OF SITE VISIT
(FREQUENCY AND PER CENT)

$N_1 = 33$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|------------|------------|------------|----------|----------|-------------------|
| 20 Institutional Governance | 4 12.9 | 19 61.3 | 6 19.4 | 2 6.5 | 0 0.0 | 2.19 $N_2: 31$ |
| 21 Institutional Administration | 10 32.3 | 18 58.1 | 2 6.5 | 1 3.2 | 0 0.0 | 1.81 $N_2: 31$ |
| 22 Instructional Programs and Curriculum | 6 20.0 | 19 63.3 | 5 16.7 | 0 0.0 | 0 0.0 | 1.97 $N_2: 30$ |
| 23 Faculty and Faculty Life | 3 9.7 | 18 58.1 | 9 29.0 | 1 3.2 | 0 0.0 | 2.26 $N_2: 31$ |
| 24 Student and Student Life | 8 26.7 | 14 46.7 | 7 23.3 | 1 3.3 | 0 0.0 | 1.97 $N_2: 31$ |
| 25 Financial Resources | 7 22.6 | 16 51.6 | 7 22.6 | 0 0.0 | 1 3.2 | 2.10 $N_2: 31$ |
| 26 Physical Plant | 5 16.7 | 14 46.7 | 9 30.0 | 2 6.7 | 0 0.0 | 2.27 $N_2: 30$ |
| 27 Long Range Planning | 0 0.0 | 18 60.0 | 10 33.3 | 1 3.3 | 1 3.3 | 2.50 $N_2: 30$ |
| 28 Institutional Mission, Goals, and Objectives | 8 26.7 | 14 46.7 | 5 16.7 | 2 6.7 | 1 3.3 | 2.13 $N_2: 30$ |

N_1 = Total number of respondents

N_2 = Number of responses to the five-point rating scale

1 = Outstanding

5 = Unsatisfactory

TABLE XC
 RESPONSE OF DEANS TO OVERALL EVALUATION OF SITE VISIT
 (FREQUENCY AND PER CENT)
 $N_1 = 32$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|-----------|------------|------------|-----------|----------|-------------------|
| 20 Institutional Governance | 5 16.1 | 15 48.4 | 7 22.6 | 2 6.5 | 2 6.5 | 2.39 $N_2: 31$ |
| 21 Institutional Administration | 7 23.3 | 13 43.3 | 7 23.3 | 3 10.0 | 1 3.3 | 2.37 $N_2: 30$ |
| 22 Instructional Programs and Curriculum | 6 19.4 | 20 64.5 | 3 9.7 | 2 6.5 | 0 0.0 | 2.03 $N_2: 31$ |
| 23 Faculty and Faculty Life | 3 9.7 | 16 51.6 | 11 35.5 | 1 3.2 | 0 0.0 | 2.32 $N_2: 31$ |
| 24 Student and Student Life | 1 3.3 | 15 50.0 | 13 43.3 | 0 0.0 | 1 3.3 | 2.50 $N_2: 30$ |
| 25 Financial Resources | 5 16.1 | 18 58.1 | 6 19.4 | 1 3.2 | 1 3.2 | 2.19 $N_2: 31$ |
| 26 Physical Plant | 5 16.7 | 16 53.3 | 8 26.7 | 1 3.3 | 0 0.0 | 2.17 $N_2: 30$ |
| 27 Long Range Planning | 2 6.5 | 19 61.3 | 6 19.4 | 4 12.9 | 0 0.0 | 2.39 $N_2: 31$ |
| 28 Institutional Mission, Goals, and Objectives | 4 12.9 | 18 58.1 | 5 16.1 | 4 12.9 | 0 0.0 | 2.29 $N_2: 31$ |

N_1 = Total number of respondents
 N_2 = Number of responses to the five-point rating scale
 1 = Outstanding
 5 = Unsatisfactory

TABLE XCI
 RESPONSE OF DEPARTMENT HEADS AND CHAIRPERSONS
 TO OVERALL EVALUATION OF SITE VISIT
 (FREQUENCY AND PER CENT)
 $N_1 = 13$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|-----------|-----------|-----------|-----------|----------|-------------------|
| 20 Institutional Governance | 1 9.1 | 7 63.6 | 3 27.3 | 0 0.0 | 0 0.0 | 2.18 $N_2: 11$ |
| 21 Institutional Administration | 3 25.0 | 6 50.0 | 2 16.7 | 1 8.3 | 0 0.0 | 2.08 $N_2: 12$ |
| 22 Instructional Programs and Curriculum | 3 25.0 | 5 41.7 | 4 33.3 | 0 0.0 | 0 0.0 | 2.08 $N_2: 12$ |
| 23 Faculty and Faculty Life | 1 8.3 | 6 50.0 | 2 16.7 | 3 25.0 | 0 0.0 | 2.58 $N_2: 12$ |
| 24 Student and Student Life | 1 8.3 | 4 33.3 | 4 33.3 | 3 25.0 | 0 0.0 | 2.75 $N_2: 12$ |
| 25 Financial Resources | 1 9.1 | 5 45.5 | 3 27.3 | 1 9.1 | 1 9.1 | 2.64 $N_2: 11$ |
| 26 Physical Plant | 2 18.2 | 5 45.5 | 2 18.2 | 1 9.1 | 1 9.1 | 2.46 $N_2: 11$ |
| 27 Long Range Planning | 1 9.1 | 5 45.5 | 4 36.4 | 1 9.1 | 0 0.0 | 2.46 $N_2: 11$ |
| 28 Institutional Mission, Goals, and Objectives | 4 36.4 | 5 45.5 | 1 9.1 | 1 9.1 | 0 0.0 | 1.91 $N_2: 11$ |

N_1 = Total number of respondents
 N_2 = Number of responses to the five-point rating scale
 1 = Outstanding
 5 = Unsatisfactory

TABLE XCII

RESPONSE OF FACULTY TO OVERALL EVALUATION OF SITE VISIT
(FREQUENCY AND PER CENT)

$N_1 = 13$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|-----------|-----------|-----------|-----------|----------|-------------------|
| 20 Institutional Governance | 4 30.8 | 4 30.8 | 4 30.8 | 1 7.7 | 0 0.0 | 2.15 $N_2: 13$ |
| 21 Institutional Administration | 5 38.5 | 6 46.2 | 0 0.0 | 2 15.4 | 0 0.0 | 1.92 $N_2: 13$ |
| 22 Instructional Programs and Curriculum | 5 38.5 | 5 38.5 | 3 23.1 | 0 0.0 | 0 0.0 | 1.85 $N_2: 13$ |
| 23 Faculty and Faculty Life | 3 23.1 | 5 38.5 | 4 30.8 | 1 7.7 | 0 0.0 | 2.23 $N_2: 13$ |
| 24 Student and Student Life | 2 20.0 | 4 40.0 | 2 20.0 | 2 20.0 | 0 0.0 | 2.40 $N_2: 10$ |
| 25 Financial Resources | 1 8.3 | 6 50.0 | 4 33.3 | 1 8.3 | 0 0.0 | 2.42 $N_2: 12$ |
| 26 Physical Plant | 2 18.2 | 6 54.6 | 2 18.2 | 1 9.1 | 0 0.0 | 2.18 $N_2: 11$ |
| 27 Long Range Planning | 2 18.2 | 4 36.4 | 4 36.4 | 1 9.1 | 0 0.0 | 2.36 $N_2: 11$ |
| 28 Institutional Mission, Goals, and Objectives | 5 38.5 | 6 46.2 | 1 7.7 | 1 7.7 | 0 0.0 | 1.85 $N_2: 13$ |

N_1 = Total number of respondents

N_2 = Number of responses to the five-point rating scale

1 = Outstanding

5 = Unsatisfactory

TABLE XCIII

RESPONSE OF TEAM CHAIRPERSONS TO OVERALL EVALUATION OF SITE VISIT
(FREQUENCY AND PER CENT) $N_1 = 24$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|------------|------------|-----------|----------|----------|-------------------|
| 20 Institutional Governance | 13 56.5 | 10 43.5 | 0 0.0 | 0 0.0 | 0 0.0 | 1.44 $N_2: 23$ |
| 21 Institutional Administration | 18 75.0 | 6 25.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1.25 $N_2: 24$ |
| 22 Instructional Programs and Curriculum | 7 30.4 | 12 52.2 | 4 17.4 | 0 0.0 | 0 0.0 | 1.87 $N_2: 23$ |
| 23 Faculty and Faculty Life | 6 26.1 | 15 65.2 | 2 8.7 | 0 0.0 | 0 0.0 | 1.83 $N_2: 23$ |
| 24 Student and Student Life | 1 4.4 | 16 69.6 | 4 17.4 | 2 8.7 | 0 0.0 | 2.30 $N_2: 23$ |
| 25 Financial Resources | 16 69.6 | 7 30.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1.30 $N_2: 23$ |
| 26 Physical Plant | 13 56.5 | 7 30.4 | 1 4.4 | 2 8.7 | 0 0.0 | 1.65 $N_2: 23$ |
| 27 Long Range Planning | 12 52.2 | 10 43.5 | 1 4.4 | 0 0.0 | 0 0.0 | 1.52 $N_2: 23$ |
| 28 Institutional Mission, Goals, and Objectives | 18 78.3 | 5 21.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1.22 $N_2: 23$ |

 N_1 = Total number of respondents N_2 = Number of responses to the five-point rating scale

1 = Outstanding

5 = Unsatisfactory

TABLE XCIV

RESPONSE OF TEAM MEMBERS TO OVERALL EVALUATION OF SITE VISIT
(FREQUENCY AND PER CENT) $N_1 = 62$

| | 1 | 2 | 3 | 4 | 5 | Resp. Index |
|---|------------|------------|------------|----------|----------|-------------------|
| 20 Institutional Governance | 30 49.2 | 29 47.5 | 2 3.3 | 0 0.0 | 0 0.0 | 1.54 $N_2: 61$ |
| 21 Institutional Administration | 42 67.7 | 16 25.8 | 4 6.5 | 0 0.0 | 0 0.0 | 1.39 $N_2: 62$ |
| 22 Instructional Programs and Curriculum | 29 46.8 | 28 45.2 | 5 8.1 | 0 0.0 | 0 0.0 | 1.61 $N_2: 62$ |
| 23 Faculty and Faculty Life | 20 32.3 | 29 46.8 | 12 19.4 | 1 1.6 | 0 0.0 | 1.90 $N_2: 62$ |
| 24 Student and Student Life | 15 25.0 | 25 41.7 | 17 28.3 | 3 5.0 | 0 0.0 | 2.13 $N_2: 60$ |
| 25 Financial Resources | 34 57.6 | 23 39.0 | 2 3.4 | 0 0.0 | 0 0.0 | 1.46 $N_2: 59$ |
| 26 Physical Plant | 26 43.3 | 23 38.3 | 11 18.3 | 0 0.0 | 0 0.0 | 1.75 $N_2: 60$ |
| 27 Long Range Planning | 20 33.3 | 30 50.0 | 10 16.7 | 0 0.0 | 0 0.0 | 1.83 $N_2: 60$ |
| 28 Institutional Mission, Goals, and Objectives | 34 55.7 | 22 36.1 | 5 8.2 | 0 0.0 | 0 0.0 | 1.53 $N_2: 61$ |

 N_1 = Total number of respondents N_2 = Number of responses to the five-point rating scale

1 = Outstanding

5 = Unsatisfactory

TABLE XCV

RESPONSE OF BUSINESS OFFICERS TO TEAM ASSESSMENT OF ADMINISTRATIVE ASPECTS
(FREQUENCY AND PER CENT)

$N_1 = 13$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|---|-------|---------------|----------|-----------|----------|-----------------|----------|------------|----------|-----------------|----------|----------|----------------------|-----------|-------------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 39 The team assessed the working relationships of the administrative staff. | 13 | 1 7.7 | 0 0.0 | 8 61.5 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 3 23.1 | 2.20 $N_3: 10$ |
| 40 The team assessed the administrative decision-making structure | 13 | 2 15.4 | 0 0.0 | 9 69.2 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 | 2.15 $N_3: 13$ |
| 41 The team assessed the budgetary procedures. | 13 | 4 30.8 | 0 0.0 | 6 46.2 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 2.00 $N_3: 12$ |
| 42 The team assessed the plant operations and maintenance. | 13 | 4 30.8 | 0 0.0 | 4 30.8 | 0 0.0 | 2 15.4 | 0 0.0 | 1 7.7 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 2.25 $N_3: 12$ |
| 43 The team assessed the program for institutional research. | 13 | 1 7.7 | 0 0.0 | 3 23.1 | 0 0.0 | 3 23.1 | 1 7.7 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 3 23.1 | 1 7.7 | 2.25 $N_3: 9$ |
| 44 The team assessed the long range planning. | 13 | 0 0.0 | 0 0.0 | 6 46.2 | 0 0.0 | 2 15.4 | 0 0.0 | 0 0.0 | 0 0.0 | 1 7.7 | 0 0.0 | 0 0.0 | 3 23.1 | 1 7.7 | 2.56 $N_3: 9$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = No indication of team assessment

TABLE XCVI

RESPONSE OF STUDENT PERSONNEL ADMINISTRATORS TO TEAM ASSESSMENT
OF STUDENT LIFE AND STUDENT SERVICES
(FREQUENCY AND PER CENT)

$N_1 = 7$

| | N_2 | Very Adequate | | Adequate | | Just Acceptable | | Inadequate | | Very Inadequate | | X | No Chance to Observe | | Resp. Index |
|--|-------|---------------|-----|----------|-----|-----------------|-----|------------|-----|-----------------|-----|-----|----------------------|-----|-------------|
| | | + | - | + | - | + | - | + | - | + | - | | + | - | |
| 60 The team assessed student morale. | 7 | 2 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.86 |
| | | 28.6 | 0.0 | 57.1 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 7 | 5 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.57 |
| | | 71.4 | 0.0 | 0.0 | 0.0 | 28.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |
| 62 The team assessed the institutional evaluation of student progress. | 7 | 4 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1.86 |
| | | 57.1 | 0.0 | 14.3 | 0.0 | 14.3 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |
| 63 The team assessed the conditions of student life. | 7 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.43 |
| | | 71.4 | 0.0 | 14.3 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |
| 64 The team assessed the student opportunities for due process. | 7 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.43 |
| | | 71.4 | 0.0 | 14.3 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |
| 65 The team assessed the student counseling services. | 7 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.43 |
| | | 71.4 | 0.0 | 14.3 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |
| 66 The team assessed the other student personnel services available. | 7 | 4 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.57 |
| | | 57.1 | 0.0 | 28.6 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |
| 67 The team assessed the follow-up studies of graduates. | 7 | 2 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.00 |
| | | 28.6 | 0.0 | 42.9 | 0.0 | 28.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $N_3: 7$ |

N_1 = Total number of respondents

N_2 = Number of responses including indications of "no chance to observe"

N_3 = Number of responses to the five-point rating scale

+ = Team assessed the institutional characteristic

- = Team did not assess the institutional characteristic

x = no indication of team assessment

TABLE XCVII
 COMPARISON OF THE RESPONSES OF INSTITUTIONAL
 REPRESENTATIVES AND EVALUATION
 TEAM MEMBERS

| | Response Index of Institutional Representatives | Response Index of Evaluation Teams |
|--|---|--|
| 1 The team was composed of competent evaluators. | 1.79 N: 131 | 1.40 N: 85 |
| 2 The total team reflected breadth and balance. | 2.10 N: 128 | 1.49 N: 84 |
| 3 The chairman's background was well suited to understanding the type and size of institution. | 1.89 N: 128 | 1.44 N: 80 |
| 4 Individual team members appeared to have strong backgrounds in the major areas they were evaluating. | 2.10 N: 130 | 1.44 N: 85 |
| 5 Team members appeared to be well acquainted with the size and type of institution. | 2.42 N: 130 | 1.74 N: 84 |
| 6 Team members gave evidence that they understood the stated goals of the institution. | 2.20 N: 127 | 1.49 N: 85 |
| 7 Team members were knowledgeable about the background material provided prior to the team visit. | 2.03 N: 128 | 1.48 N: 85 |
| 8 The team conducted the site visit in terms of the stated objectives of the institution. | 2.00 N: 125 | 1.38 N: 86 |
| 9 The team exhibited objectivity. | 2.05 N: 130 | 1.40 N: 85 |
| 10 The team sought a balanced input from a variety of persons from the institution. | 1.88 N: 126 | 1.31 N: 86 |
| 11 The team demonstrated concern for institutional efforts to improve the quality of education. | 1.82 N: 129 | 1.28 N: 85 |

TABLE XCVII (Continued)

| | Response Index of Institutional Representatives | Response Index of Evaluation Teams |
|--|---|--|
| 12 The team informed persons being interviewed of the purpose of the interview. | 1.86 N: 124 | 1.48 N: 79 |
| 13 The team assessed particular problems identified in the institutional self-study. | 2.10 N: 125 | 1.41 N: 85 |
| 14 The team made constructive criticisms of the institution's operations. | 2.01 N: 124 | 1.48 N: 86 |
| 15 The chairman of the team appeared to provide leadership for the other team members. | 1.63 N: 123 | 1.41 N: 73 |
| 16 The exit interview was a valuable procedure in the process of the site visit. | 1.80 N: 98 | 1.46 N: 84 |
| 17 The exit interview was an effective meeting in which the chief executive officer was given an opportunity to react to the concerns of the team. | 1.97 N: 97 | 1.51 N: 82 |
| 18 During the exit interview the comments made by the team were based on supportive evidence. | 2.06 N: 95 | 1.44 N: 84 |
| 19 The exit interview foretold the written report. | 2.16 N: 94 | 1.39 N: 84 |
| 20 The overall evaluation of institutional governance. | 2.23 N: 128 | 1.51 N: 84 |
| 21 The overall evaluation of institutional administration. | 2.04 N: 129 | 1.35 N: 86 |
| 22 The overall evaluation of instructional programs and curriculum. | 2.04 N: 128 | 1.68 N: 85 |
| 23 The overall evaluation of faculty and faculty life. | 2.33 N: 128 | 1.88 N: 85 |

TABLE XCVII (Continued)

| | Response Index of Institutional Representatives | Response Index of Evaluation Teams |
|--|---|--|
| 24 The overall evaluation of student services and student life. | 2.45 N: 119 | 2.18 N: 83 |
| 25 The overall evaluation of financial resources. | 2.19 N: 124 | 1.42 N: 82 |
| 26 The overall evaluation of physical plant. | 2.22 N: 120 | 1.72 N: 83 |
| 27 The overall evaluation of long range planning. | 2.34 N: 125 | 1.75 N: 83 |
| 28 The overall evaluation of institutional mission, goals, and objectives. | 2.14 N: 127 | 1.44 N: 84 |
| 29 The team sought input from the governing board. | 2.29 N: 69 | 1.85 N: 60 |
| 30 The team sought input from the officials of the statewide coordinating board. | 2.27 N: 37 | 1.86 N: 57 |
| 31 The team sought input from the chief administrative officer. | 1.57 N: 115 | 1.22 N: 85 |
| 32 The team sought input from the other members of "central" administration. | 1.68 N: 117 | 1.37 N: 85 |
| 33 The team sought input from the deans. | 1.70 N: 117 | 1.37 N: 82 |
| 34 The team sought input from the department heads. | 1.88 N: 117 | 1.42 N: 85 |
| 35 The team sought input from the faculty. | 2.15 N: 116 | 1.49 N: 82 |
| 36 The team sought input from the students. | 2.17 N: 109 | 1.80 N: 83 |
| 37 The team sought input from the classified personnel. | 2.44 N: 52 | 2.23 N: 48 |

TABLE XCVII (Continued)

| | Response Index of Institutional Representatives | Response Index of Evaluation Teams |
|---|---|--|
| 38 The team sought input from the citizen groups. | 2.61 N: 36 | 2.64 N: 39 |
| 39 The team assessed the working relationships of the administrative staff. | 1.98 N: 111 | 1.53 N: 83 |
| 40 The team assessed the administrative decision-making structure. | 1.94 N: 118 | 1.52 N: 85 |
| 41 The team assessed the budgetary procedures. | 2.04 N: 113 | 1.54 N: 80 |
| 42 The team assessed the plant operations and maintenance. | 2.13 N: 95 | 1.84 N: 77 |
| 43 The team assessed the program for institutional research. | 2.10 N: 101 | 1.73 N: 74 |
| 44 The team assessed the long range planning. | 2.06 N: 105 | 1.82 N: 81 |
| 45 The team assessed the quality of instruction. | 2.17 N: 116 | 1.88 N: 83 |
| 46 The team assessed the curricular offerings in accordance with the stated goals and objectives of your institution. | 1.93 N: 120 | 1.49 N: 85 |
| 47 The team assessed the adequacy of instructional resources. | 1.93 N: 121 | 1.42 N: 85 |
| 48 The team assessed the use of instructional strategies. | 2.30 N: 94 | 2.21 N: 71 |
| 49 The team assessed the faculty participation in developing instructional programs. | 2.00 N: 118 | 1.72 N: 83 |
| 50 The team assessed the student participation in developing instructional programs. | 2.14 N: 103 | 2.07 N: 72 |

TABLE XCVII (Continued)

| | Response Index of Institutional Representatives | Response Index of Evaluation Teams |
|--|---|--|
| 51 The team assessed the quality of the library. | 1.79 N: 121 | 1.38 N: 84 |
| 52 The team attended classes in session. | 2.40 N: 50 | 2.31 N: 59 |
| 53 The team assessed the role of faculty in institutional governance. | 2.02 N: 115 | 1.47 N: 81 |
| 54 The team assessed the policies governing academic freedom and tenure. | 1.98 N: 110 | 1.57 N: 81 |
| 55 The team assessed grievances and due process. | 2.14 N: 96 | 1.79 N: 79 |
| 56 The team assessed the professional preparation of faculty. | 1.72 N: 120 | 1.42 N: 85 |
| 57 The team assessed salaries, benefits, and work loads. | 1.93 N: 117 | 1.47 N: 83 |
| 58 The team assessed teaching effectiveness. | 2.43 N: 94 | 2.26 N: 73 |
| 59 The team assessed overall faculty morale. | 2.12 N: 116 | 1.59 N: 83 |
| 60 The team assessed student morale. | 2.09 N: 93 | 1.87 N: 78 |
| 61 The team assessed the institutional efforts to meet the needs of individual students. | 2.02 N: 100 | 1.71 N: 80 |
| 62 The team assessed the institutional evaluation of student progress. | 2.17 N: 106 | 1.94 N: 78 |
| 63 The team assessed the conditions of student life. | 2.05 N: 96 | 1.66 N: 80 |
| 64 The team assessed the student opportunities for due process. | 1.99 N: 77 | 2.03 N: 71 |

TABLE XCVII (Continued)

| | Response Index of Institutional Representatives | Response Index of Evaluation Teams |
|--|---|--|
| 65 The team assessed the student counseling services. | 1.94 N: 103 | 1.61 N: 80 |
| 66 The team assessed the other student personnel services available. | 2.02 N: 94 | 1.75 N: 75 |
| 67 The team assessed the follow-up studies of graduates. | 1.97 N: 91 | 2.26 N: 65 |

N = Number of responses to the item on a five-point rating scale

TABLE XCVIII

MEAN RESPONSE INDEX AND RESPONSE INDEX RANK
TO OVERALL SITE VISIT CATEGORIES BY
RESPONDENT TYPE

| | Chief Institution Officers | | Chief Academic Officers | | Non-Academic Officers | | Deans | | Department Heads | | Faculty | | Chair-Persons | | Team Members | |
|--|----------------------------|-----|-------------------------|-----|-----------------------|-----|-------|-----|------------------|-----|---------|-----|---------------|---|--------------|---|
| | M | R | M | R | M | R | M | R | M | R | M | R | M | R | M | R |
| Institutional Governance | 2.06 | 6 | 2.27 | 6 | 2.19 | 6 | 2.39 | 7.5 | 2.18 | 4 | 2.15 | 4 | 1.44 | 4 | 1.54 | 4 |
| Institutional Administration | 1.88 | 2.5 | 2.15 | 1.5 | 1.81 | 1 | 2.37 | 6 | 2.08 | 2.5 | 1.92 | 3 | 1.25 | 2 | 1.39 | 1 |
| Instructional Programs | 2.13 | 8 | 2.15 | 1.5 | 1.97 | 2.5 | 2.03 | 1 | 2.08 | 2.5 | 1.85 | 1.5 | 1.87 | 8 | 1.61 | 5 |
| Faculty and Faculty Life | 2.06 | 6 | 2.52 | 8 | 2.26 | 7 | 2.32 | 5 | 2.58 | 7 | 2.23 | 6 | 1.83 | 7 | 1.90 | 8 |
| Student Life and Student Services | 2.50 | 9 | 2.81 | 9 | 1.97 | 2.5 | 2.50 | 9 | 2.75 | 9 | 2.40 | 8 | 2.30 | 9 | 2.13 | 9 |
| Financial Resources | 1.81 | 1 | 2.26 | 5 | 2.10 | 4 | 2.19 | 3 | 2.64 | 8 | 2.42 | 9 | 1.30 | 3 | 1.46 | 2 |
| Physical Plant | 1.94 | 4 | 2.32 | 7 | 2.27 | 8 | 2.17 | 2 | 2.46 | 5.5 | 2.18 | 5 | 1.65 | 6 | 1.75 | 6 |
| Long Range Planning | 2.06 | 6 | 2.19 | 3.5 | 2.50 | 9 | 2.39 | 7.5 | 2.46 | 5.5 | 2.36 | 7 | 1.52 | 5 | 1.83 | 7 |
| Institutional Mission, Goals, and Objectives | 1.88 | 2.5 | 2.19 | 3.5 | 2.13 | 5 | 2.29 | 4 | 1.91 | 1 | 1.85 | 1.5 | 1.22 | 1 | 1.53 | 3 |

M = Mean score by respondent group
R = Rank of mean score by respondent group

APPENDIX D

LIST OF PARTICIPATING INSTITUTIONS

INSTITUTIONS EVALUATED DURING THE
1971-1972 ACADEMIC YEAR

Bluefield State College
Bluefield, West Virginia

East Central State College
Ada, Oklahoma

Fairmont State College
Fairmont, West Virginia

Fort Hays Kansas State College
Hays, Kansas

Glenville State College
Glenville, West Virginia

Henderson State College
Arkadelphia, Arkansas

Northeastern State College
Tahlequah, Oklahoma

Northwest Missouri State University
Maryville, Missouri

Southern Colorado State College
Pueblo, Colorado

Southwest Minnesota State College
Marshall, Minnesota

Southwest Missouri State University
Springfield, Missouri

University of Wisconsin - Green Bay
Green Bay, Wisconsin

University of Wisconsin - Parkside
Kenosha, Wisconsin

Winona State College
Winona, Minnesota

INSTITUTIONS EVALUATED DURING THE
1972-1973 ACADEMIC YEAR

Arkansas State University
State University, Arkansas

Black Hills State College
Spearfish, South Dakota

Cameron College
Lawton, Oklahoma

Central Michigan University
Mount Pleasant, Michigan

Chadron State College
Chadron, Nebraska

Cleveland State University
Cleveland, Ohio

Kansas State College of Pittsburg
Pittsburg, Kansas

Kearney State College
Kearney, Nebraska

Marshall University
Huntington, West Virginia

Mayville State College
Mayville, North Dakota

Minot State College
Minot, North Dakota

Sangamon State University
Springfield, Illinois

Southeast Missouri State University
Cape Girardeau, Missouri

University of Wisconsin - Eau Claire
Eau Claire, Wisconsin

University of Wisconsin - Superior
Superior, Wisconsin

APPENDIX E
INSTITUTIONAL AND EVALUATION TEAM RESPONSES
BY INSTITUTION

| Institution | Institutional Respondents | Evaluation Team Respondents |
|-------------|---------------------------|-----------------------------|
| 1 | 4 | 4 |
| 2 | 5 | 4 |
| 3 | 1 | 2 |
| 4 | 5 | 2 |
| 5 | 4 | 2 |
| 6 | 6 | 3 |
| 7 | 4 | 3 |
| 8 | 5 | 3 |
| 9 | 4 | 3 |
| 10 | 3 | 3 |
| 11 | 5 | 3 |
| 12 | 5 | 2 |
| 13 | 5 | 3 |
| 14 | 5 | 1 |
| 15 | 5 | 6 |
| 16 | 3 | 3 |
| 17 | 5 | 1 |
| 18 | 5 | 3 |
| 19 | 5 | 2 |
| 20 | 5 | 5 |
| 21 | 6 | 2 |
| 22 | 3 | 2 |
| 23 | 4 | 6 |
| 24 | 5 | 4 |
| 25 | 6 | 3 |
| 26 | 4 | 2 |
| 27 | 6 | 4 |
| 28 | 5 | 3 |
| 29 | <u>5</u> | <u>2</u> |
| | 133 | 86 |

VITA ²

James Joseph Prosser

Candidate for the Degree of

Doctor of Education

Thesis: THE PROCESS AND CONTRIBUTION OF THE NGA INSTITUTIONAL SITE VISIT AS PERCEIVED BY INSTITUTIONAL REPRESENTATIVES AND EVALUATION TEAM MEMBERS

Major Field: Higher Education

Biographical:

Personal Data: Born at Hoisington, Kansas, February 7, 1943, son of Joseph T. and Emma J. Prosser.

Education: Attended St. John's Elementary School in Hoisington, Kansas; graduated from St. Mary of the Plains High School, Dodge City, Kansas in 1961; received the Bachelor of Arts degree from St. Mary Plains College in 1965 with a major in Spanish; received the Master of Science degree in Educational Administration from Emporia Kansas State College in 1971; completed requirements for the Doctor of Education Degree in July, 1975.

Professional Experience: Taught Spanish and Psychology at Atwood High School, Atwood, Kansas from 1965-1967; entered the United States Army in 1967 and was discharged in 1969; worked as an assistant principal at Olathe High School, Olathe, Kansas in 1970; served as an admissions counselor at Emporia Kansas State College from 1970-1971; was head resident of Scott Hall at Oklahoma State University from 1971-1972; served as an administrative graduate assistant in the College of Education at Oklahoma State University from 1972-1974; position as director of continuing education at Hutchinson Community Junior College, Hutchinson, Kansas as of Summer, 1974.