

THE EVALUATION OF ADMINISTRATORS IN HIGHER
EDUCATION: A SURVEY OF ATTITUDES OF
ADMINISTRATORS TOWARD EVALUATION

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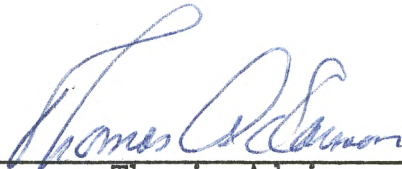
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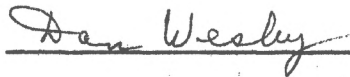


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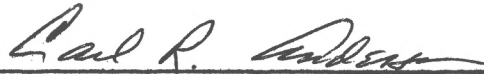
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CHAPTER I

INTRODUCTION

Nature of the Problem

Human beings have always made judgments about the actions of others. The appraisal of individual performance seems to be a fundamental interpersonal act. Whenever people have joined together for organized activity, performance evaluation has become an essential function.

As society has become more complex, business, governmental, and educational organizations have grown. Many have become exceedingly complicated institutions with managers employed to play key roles in the operation of the organizations. Logic dictates that the performance of managers be evaluated, along with everyone else in the organization; but until recently, most performance evaluations of administrators were made in an informal manner, in a random, unsystematic, unrecorded, and perhaps, invalid way. However, there is also a long history of direct evaluation of administrative performance. Perhaps the earliest efforts at personnel evaluation were made in the military, with references being found in Caesar's Gallic Wars and the Bible. United States Army records show that officer evaluations took place as early as 1813, with a standard form being introduced in 1920. Various

branches of the United States government have been evaluating administrators since 1850, and many city, state, and other governmental units have adopted such practices.¹ In the last half century, as organizations and their management began to be studied systematically, business and industry began developing more formal processes for evaluating managers.²

In higher education, as in most other areas of human endeavor, evaluation of individuals has always taken place. For centuries it appeared that students were the only ones whose performance was regularly evaluated. In fact, this was undoubtedly not the case. Judgments of the performance of faculty and institutional leaders have always been made by their peers, their superiors, and their students. Until recently, the major difference has been that students have usually been evaluated in what at least appears to be a systematic, orderly, and presumably well conceived manner while faculty and administrators have traditionally been evaluated informally with the results manifested in such vague forms as reputation, popularity, or discussions about leadership quality.

Informal evaluation of faculty and administrators in higher education is not necessarily inappropriate. Such activity is a sign of an open institution and is normal organizational behavior. However, as the complexity of colleges and universities is recognized, informal evaluation is increasingly seen as insufficient. The growing consensus is

that educational institutions will be required to assess operations and personnel in a formal manner.³

The interest in formal evaluation of faculty has been growing for quite some time and now appears to be established as a valid concept. Concern for evaluation of administrators has surfaced even more recently and is still very much in the developmental stage in concept as well as in practice.

Munitz has suggested that events in the recent history of higher education have contributed to the movement toward administrative evaluation systems. The 1960's were a turbulent time in American colleges and universities with political activities focusing more attention than ever on the actions of university administrators. The financial pinch felt by most institutions beginning in the early 1970's led to even more calls for accountability and greater concern for administrative competency.⁴ Kingman Brewster, of Yale University, was probably the first leader of American higher education to emphasize formal evaluation of a top level university administrator.⁵ Although his open willingness to undergo formal evaluation as early as 1971 was something of a watershed, even before then there had been much discussion and implementation of administrator evaluation, probably starting with the evaluation of department chairpersons. Since the early 1970's, a number of institutions, both public and private, have implemented policies requiring periodic evaluations of their chief executives and other

administrative officers. A few state systems, notably the State University of New York and the Minnesota State University system, have implemented even broader evaluation systems.⁶

The rationale for a formal system of administrative evaluation in institutions of higher education can be stated rather simply: modern colleges and universities must be managed. Government, trustees, faculty, and students are all asking for accountability from the people who are responsible for institutional management. Evaluation of their performance naturally follows.⁷ For many faculty members there is an equally compelling reason for a formal system of administrator evaluation: if one segment of academia is to be evaluated, so should the others.⁸

Because the evaluation of administrators is a relatively new phenomenon in higher education, there is scant information on the subject.⁹ This presents a problem to those interested in administrator evaluation, and especially to those who are attempting to implement actual programs. This problem extends to many facets of the subject and ultimately to a concern for whether the evaluation process is actually effective in improving institutions of higher education.

Closely related to this lack of information is the fact that several important aspects of administrator evaluation have not been fully explored or clearly defined. One area in which this lack of clarity exists may be found by examining the various purposes for evaluation of administrators.

Generally speaking, the purposes of evaluation fall into two major categories: purposes related to the goals and functions of the organization; and purposes related to the development of the individual. Inadequate attention to planning the purposes of evaluation can create misunderstanding and a threatening and defensive atmosphere among those involved.¹⁰

The method of evaluation is a second area in which more information is needed. Several different methods and variations for evaluating administrators have been proposed and adopted. Occasionally, combinations of methods have been used in an attempt to make the evaluation as comprehensive as possible. So far, however, there is very little information on the effectiveness of various methods of evaluation. For example, a widely used method of evaluation involves the use of instruments for rating various characteristics or activities upon which an administrator is to be evaluated. However, with rare exceptions, there is very little evidence to show that these standardized forms have been adequately validated.¹¹

Not only is there a lack of clarity about purposes and methods of evaluation, but there is also a serious lack of information about what administrators think and feel about being evaluated. The success of any new program in higher education as comprehensive as administrator evaluation depends upon whether those involved and affected have a positive level of awareness of the value of the program.¹² It may be assumed that this awareness is manifested in the

attitudes that administrators have about evaluation. Some writers believe that attitudes about evaluation tend to be negative. Miner and Miner found that the great majority of employees in business are likely to exhibit resistance to evaluation, perceiving the process as a personal threat.¹³ Any new evaluation program can be expected to elicit imagined as well as real objections from those involved.¹⁴

Statement of the Problem

The purpose of this research was to investigate selected aspects of administrator evaluation in higher education. Specifically, the study examined the attitudes of a selected group of administrators in higher education regarding administrator evaluation, with special attention given to attitudes relating to purposes and methods of evaluation. In addition, the relationship between the length of time the person was subject to evaluation and the person's attitude toward evaluation was examined.

Importance of the Study

Although evaluation of administrators in higher education is already taking place, there is a lack of knowledge about the various aspects of evaluation, which leads to the question: what makes evaluation effective? Many institutions have recently adopted evaluation systems or are currently considering implementing evaluation programs. In the only national survey reported to date, Surwill and Heywood

found that 32% of the 321 member institutions of the American Association of State Colleges and Universities carried out formalized, systematic evaluation of their administrators. Many other institutions reported that some sort of informal evaluation takes place. On the other hand, respondents from a significant number of institutions in the survey (29%) indicated that they planned to have systematic evaluation procedures implemented within two years.¹⁵

A great deal of information is needed for those who are designing administrator evaluation programs in higher education. Information is needed on the effect that various purposes for evaluation can have on the attitudes of the subjects of the evaluation and ultimately on the effectiveness of such programs. Information is also needed on the usefulness of various methods of performance appraisal. Those implementing new evaluation programs also need to know if they can expect opposition from those who are being evaluated and if negative attitudes will persist or decline as the program becomes more firmly established.

In summary, further investigation into administrator evaluation was warranted due to the lack of significant research in this area. In addition, the results of this study may provide a further step toward determining the factors that themselves determine whether an evaluation program is effective in meeting the needs of the individual administrator and the institution.

FOOTNOTES

¹Martin Van de Visse, "The Evaluation of Administrative Performance in Higher Education: A Survey of Organized Evaluative Practices in Public and Private Institutions of Ohio" (unpublished Ph.D. dissertation, Kent State University, 1974), p. 31.

²G. Lester Anderson, "The Evaluation of Academic Administrators" (Paper presented at the conference on "Running Higher Education" co-sponsored by the Council for the Advancement of Small Colleges and the American Association of Higher Education, Warrenton, Virginia, February, 1977), p. 1.

³Ibid., p. 7.

⁴Barry Munitz, "Measuring a President's Performance," AGB Reports (January/February 1976), p. 36.

⁵Dexter L. Hanley, "Evaluating a President," AGB Reports (March/April 1975), p. 43.

⁶Charles F. Fisher, The Evaluation and Development of College and University Administrators, ERIC/Higher Education Research Currents, American Association of Higher Education (Washington, D.C., March, 1977), p. 2.

⁷G. Lester Anderson, The Evaluation of Academic Administrators: Principles, Processes, and Outcomes, Center for the Study of Higher Education (The Pennsylvania State University, 1975), pp. 3-6.

⁸Richard I. Miller, Developing Programs for Faculty Evaluation (San Francisco, 1974), p. 78.

⁹Several writers have commented on the lack of information on administrator evaluation, including Miller, p. 78; Van de Visse, pp. 29-30; and, Fisher, p. 1.

¹⁰W. J. Genova et al., Mutual Benefit Evaluation of Faculty and Administrators (Cambridge, Massachusetts, 1976), pp. 127-128.

¹¹Fisher, p. 3.

¹²John Bruce Francis, "How Do We Get There From Here," Journal of Higher Education, XLVI (1975), p. 721.

¹³John B. Miner and Mary Green Miner, Personnel and Industrial Relations (New York, 1973), p. 237.

¹⁴Genova et al., p. 45.

¹⁵Benedict J. Surwill and Stanley J. Heywood, Evaluation of College and University Top Brass: The State of the Art, Status Report of AASCU Member Institutions, American Association of State Colleges and Universities (Washington, 1976), p. 3.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

. . . evaluation of administrators in higher education is a woefully neglected area and that at its best, the state of the art is very primitive. There are a few encouraging signs of concerned administrators taking action.¹

This statement, written in 1976 by Benedict Surwill and Stanley Heywood, aptly characterizes the current state of affairs of administrator evaluation in higher education. The situation is reflected in the literature on the subject which is also in its beginning stages. The present study started from the point of view that research on attitudes toward administrator evaluation is an early step in the process that should ultimately lead to evidence on the real value of personnel evaluation in higher education.

The main purpose of this chapter is to review the literature on administrator evaluation in higher education so that the current situation may be understood. Since this study was concerned with attitudes of administrators relative to purposes and methods of evaluation, this chapter has been divided into three major sections. The first section will focus on the purposes and reasons for evaluating administrators. The next section will deal with various aspects of

the methods that may be used in the evaluation process. The last section will focus on attitudes toward evaluation.

Purposes and Basic Considerations

Reasons for Evaluation

Society has come to realize that colleges and universities are a pervasive part of society and are very important to the well-being of the nation. There are today well over three thousand colleges and universities in the United States.² In addition to their primary mission of providing the populace with higher education, they are the chief knowledge producers of the nation, doing both basic and applied research. Through extension and service functions, many have expanded their activities far beyond the campus environs. They are also very expensive to operate with estimates running to approximately 35 billion dollars annually.³ They are complicated institutions, and their management is a complex task.

There is an increasing expectation that the administrators who manage these colleges and universities be held accountable for their actions. These demands are coming from trustees and governmental units as well as from faculty and students. However, the specific reasons for evaluating administrators may vary among institutions and among the various groups who demand it.

In a survey of member institutions of the American Association of State Colleges and Universities (AASCU), Surwill and Heywood found that a number of pressures existed for formalized, systematic evaluation of administrators. The following institutional comments, selected from the AASCU study, illustrate some of the reasons given for evaluating administrators.

The Board of Regents is requesting an evaluation of the administration as a result of pressures from a variety of sources.

Administrator evaluations are brought up in contract negotiations.

Faculty evaluations and faculty unions are creating pressures.

Job descriptions and performance standards are now required on all personnel.

General pressure - that is, if some are evaluated, then all should be evaluated.⁴

Several writers have commented on reasons for evaluating the president of an institution, many of which may be applied to other top-level administrators.

For example, Hays cited the following reasons for adopting policies and procedures for the evaluation of a president:

1. Formal evaluation is an accepted part of almost all professional life, and for it to reach college executives is natural enough.
2. Legislatures and the public are likely to feel more comfortable with systems and institutions which indicate that they take seriously the proposition that executives are accountable to the boards which appoint them.

3. Well-developed policies and procedures provide orderly change of presidents or chancellors and avoid embarrassing or disruptive confrontations.
4. A good policy for top management personnel provides for the president a protection and a respect for individual dignity that he or she frequently does not now have.
5. A good system of evaluation is likely to result in stronger, more effective leadership from the chief executive.
6. Good presidential evaluation policies, criteria, and procedures should be helpful in attracting and holding good presidents and encouraging dynamic performance.⁵

An evaluation system can also be helpful in maintaining good relationships between the governing board and the top-level administrators. By participating in the evaluation of a president, a governing board can obtain new insight into the essence of a campus. Through the evaluation process administrators and board can gain greater mutual agreement on the goals toward which their institution is working. In essence, a governing board can also improve the performance of its duties by participating in an administration evaluation program.⁶

McKenna suggested that evaluation can be a way to conserve and expand administrative leadership abilities. The original match between the institution and the administrator may be reinforced, changed, or called into question through the evaluation process.⁷ Hanley stated that the evaluation process boils down to two questions, "First, has the president done what he was asked to do? Second, are the needs of the college such that he should be asked to do something

else?" Hanley went on to say that the evaluation of the office, i.e., of priorities and set responsibilities, is of greater importance than the evaluation of the performance of the holder of the office.⁸ Beyond all of this, Hays cautioned that the president should be evaluated on effectiveness in relation to job responsibilities agreed upon with the board and not the style in which the job is accomplished.⁹

Purposes of Evaluation

The basic purpose for evaluating administrators is to determine whether the person's behavior is so integrated with established role requirements that he or she is considered a success or so much at variance from them that the person is considered a failure.¹⁰ But given the number of reasons for evaluation and the varied sources of pressure to establish evaluative systems, an evaluation program may serve several purposes. A primary operating principle of "mutual benefit" evaluation of administrators should be that the evaluation program is multi-purpose for those evaluated, their constituencies, and the institution as a whole.¹¹

Genova et al. have suggested nine purposes that may be considered in designing an evaluation system.

1. Establishing and attaining institutional goals.
2. Helping individual administrators improve their performance.
3. Making decisions on retention, salary, or promotion.

4. Increasing the effectiveness and efficiency of the administration as a team.
5. Keeping an inventory of personnel resources for reassignment or retraining.
6. Informing the governing body and administration of the degree of congruence between institutional policy and institutional action.
7. Sharing governance by including students and faculty in the evaluation process.
8. Informing internal and external audiences on administrative effectiveness and worth.
9. Conducting research on factors related to administrator effectiveness.¹²

Other purposes which can be added to this list include giving the evaluatee a better understanding of the perceptions of others concerning his or her performance, giving governing boards a better understanding of persons and situations,¹³ encouraging better goal setting and closer working relationships, and giving the administrator a better picture of what colleagues and students expect.¹⁴

It is important for each institution adopting an evaluation system to determine its own purposes in its own terms. One example is Texas Christian University which embarked on a full-scale evaluation program in 1971 to achieve the following goals:

1. To improve the overall quality of the University by providing an objective means for evaluating the personnel, suggesting improvements or changes, and distributing rewards on the basis of a sufficiently complex definition of excellence.
2. To reduce the arbitrariness of decision-making processes associated with tenure, promotions, and raises by making the reward structure more explicit.

3. To recognize the diversity of behaviors that constitute "excellence" for . . . (an) administrator and to establish criteria for evaluating these behaviors.¹⁵

Basic Guidelines for Evaluation

As the foregoing review of reasons and purposes has shown, the evaluation of administrators can be a highly significant activity for an institution and its members. Because of this, care should be taken when implementing an evaluation program to insure that the results are positive for the organization and the individuals involved. In order to accomplish this, a number of operating principles have been suggested for evaluating the performance of administrators in higher education. The most common guidelines include the following:

Every institution of higher education should develop an evaluation system to meet its own special needs, taking into account the traditions, purposes, and objectives of the institution. A permanent committee on personnel evaluation should be appointed to make a continual review of evaluation policies and practices.

The administrators who will be evaluated should have significant input into the development of evaluation policies and subsequent procedures, guidelines, and criteria.

Everyone involved in the evaluation process should understand that there is a positive purpose to evaluation, to improve the quality of administration. In this sense, it is developmental rather than judgmental and should not be viewed as a threat.

The procedures for evaluation should be clearly defined and stated in advance.

The criteria for evaluation should be understood and agreed upon by all concerned, including the evaluatee. Such factors as expectations, current job description, and specific issues, persons or publics the administrator is expected to deal with should be taken into consideration.

Evaluations should be sought from those who are in a position to make honest valid judgments.

The process should include an opportunity for self-evaluation by the administrator.

The results of the evaluation should be confidential although the nature of the process should be public. Evaluation activities should be dignified and sensitive.

The evaluation process should provide a method of reporting the results to the person being evaluated. Adequate appeal procedures should also be provided.

Evaluation should be an ongoing process carried out on a regular time schedule.

All administrators within the institution should be evaluated.¹⁶

Methods of Evaluating Administrators

Criteria

Personal Traits

Any system or program of administrator evaluation must consider the adoption of appropriate criteria of administrator performance. Dressel identified a number of problems related to criteria in evaluating administrators. Not only are there no clear and accepted criteria of administrative success, but there is often difficulty in defining exactly what administration is and how it differs from concepts such as leadership or management. Complications often arise in

delineating the powers of administrators. In addition, communication from and about administrators is often ambiguous, complicating matters even further.¹⁷

In spite of this, lists of desirable characteristics or qualities to be looked for in administrators have been proposed. Dressel listed a number of desirable traits from approachable, articulate, and attractive to sympathetic, tactful, and tolerant. Unfortunately the list is so all-encompassing that its use is diminished or as Dressel put it, "the desirable characteristics which have been listed as essential for a president if seriously applied, would eliminate the species."¹⁸

Hillway surveyed 411 faculty members in American higher education and found strong concurrence regarding the qualities of a college president considered most useful. From this survey, Hillway developed an evaluation instrument using the following administrative qualities: interest in the progress of education, education and cultural background, sympathetic attitude toward students, fairness in dealing with students, self-adjustment and a sense of humor, tolerance of new ideas, trustworthiness (honesty and reliability), skill in securing group action, ability to inspire confidence, ability to organize, ability to maintain faculty morale, ability to maintain faculty performance, and appearance (dress, grooming). It should be noted that Hillway's instrument pays particular attention to the inter-relation-

ship between faculty and administrators and that other "publics" may have different points of view.¹⁹

In addition to positive characteristics or traits, Dressel described criteria indicative of unsatisfactory administrative performance. He divided these criteria into two types: unfortunate attitudes and sheer administrative incompetence. Examples of behavior in the first category include intolerance of dissent, expectations of strong personal loyalty, blaming others for errors or weaknesses, and ignoring significant people in the decision-making process. He also listed some institutional situations which characterize an ineffective or incompetent administration, such as too much dissent in the institution, too many complaints from external sources, ambiguity and confusion about rules and policies, and the by-passing of administrators to go directly to those higher up the ladder.²⁰

Functions and Roles

In addition to personal traits, qualities and characteristics, a number of lists of administrative functions, roles, and activities have been proposed for use in administrator evaluation. Hillway's instrument included nine methods or activities upon which to evaluate an administrator: encourages democratic participation, communicates effectively with group members, presents appropriate materials for group action, adheres faithfully to group decision, respects professional rights of faculty, assigns work fairly and suit-

ably, makes fair decisions on promotions and salary, makes contributions to the academic field, and uses generally appropriate administrative methods.²¹

Dressel proposed an extensive list of roles and functions which can be expected of an administrator including mediator, buffer, catalyst, unifier, synchronizer, synthesizer, and ameliorator of human conflicts. He also listed such active roles as educational leader both within and outside the institution, promoter for change, spokesperson for the institution, policy and goal formulator, enforcer of standards of policy, coordinator, organizer, manager, and presider over official functions and meetings.²²

In his description of a model for evaluating a college or university president, Hays discussed several broad functional areas upon which an evaluation system may be based, including: problem solving and decision-making, personnel, academic planning and administration, fiscal management, student affairs, external relations, and relationship with the board.²³

Peter Drucker has developed an administrator evaluation model for business called a "Management Scorecard," which can be applied to higher education. Drucker has stated that:

. . . the 'bottom line' is not. . . an appropriate measure of management performance. . . .
The bottom line measures business performance rather than management performance. And the performance of a business today is largely the result of the performance, or lack of it, of earlier managements of past years.

performance of management. . . means. . .
doing a good job in preparing today's business for the future. . . .

The Drucker model presents four areas of management in which appraisal with a high probability of validity and/or reliability is possible. They are: (1) performance in appropriating capital, (2) performance on people decisions, (3) innovation performance, and (4) planning performance.²⁴ Anderson has stated that some or all of these categories can be adapted for use in evaluating administrators in higher education. He also proposed some additional areas in which the performance of administrators might be evaluated. They are: (1) performance in the integration of disparate units of a complex organization, (2) performance in the resolution of conflict, and (3) performance in winning support of constituencies such as legislators, business leaders, or alumni.²⁵

Comprehensive Criteria Models

As can be seen in some of these lists, the line between personal characteristics and the functions of the administrative position may sometimes be blurred. A good evaluation system should probably consider both. Anderson suggested a model which includes broad categories which may be used to define specific evaluative criteria: educational training; experience; organizational production; organizational efficiency; performance as an academic leader; performance as an academic manager; personality, health, energy, personal values, and administrative style; educational statemanship; astuteness and sophistication in political, economic and

social affairs involving persons on and off campus; criteria related to institutional uniqueness or special personal attributes; criteria, if satisfied, that counterbalance weaknesses elsewhere; criteria that, if not satisfied, guarantee failure.²⁶ In his list of criteria, Dickson suggested the addition of factors related to the institutional tone set by the president, sensitivity to the needs of the campus and to concerns of faculty, staff, and students, and the institutions' image in the community.²⁷

These various lists suggest that administrator evaluation should take place over a broad range of activities and responsibilities. Genova et al. stated that a multifaceted approach should be one of the operating principles of administrator evaluation but add that various criteria should be weighted according to their importance. Their model for administrator evaluation began with the observation that there are no adequate empirical links between administrative action and the quality of teaching, research, and service on the campus. Consequently, administrators are evaluated on more immediate outcomes such as leadership, decision-making, budget preparation, problem solving, and internal coordination. Rating scales which have been developed to assess these administrative processes have not been proven to be sufficiently valid in measuring whether individual administrators have actually performed effectively. At best, evaluation programs built on these kinds of criteria yield an approximate sense of the level of satisfaction with

the administrator. Evaluations built on personal characteristics and functional activities are, by their nature, static. In this sense, the management by objectives (MBO) model was seen as somewhat superior because it is developmental and designed to lead to improvement.²⁸

These authors proposed a model based on a framework of four broad criteria of organizational effectiveness: goal formation, goal attainment, resource acquisition, and membership satisfaction. The effectiveness of an administrator's actions within the framework forms the basis for evaluation. In addition, the appropriateness of an administrator's actions should be evaluated within an institutional context with three overlapping parts: institutional climate, the priority needs of the institution as perceived by various "publics;" institutional authority patterns which will probably be a combination of bureaucratic, collegial, and political models; and the institutional stage of development.²⁹

Technique and Procedures

Framework

In order for the outcomes of any evaluation process to have much meaning, there must be a frame of reference against which to measure. The results of the evaluation process for an administrator might be compared with that of (1) his or her predecessor in the position, (2) other individuals in similar positions, (3) an ideal performance standard,

(4) the individual's own past performance, (5) the individual's own performance goals, and/or (6) the performance expectations others have for the individual administrator. With reference points such as these, discrepancies between the present state and the expected or desired condition can be identified.³⁰

A number of different techniques and procedures have been devised to aid in the evaluation process. Miner and Miner stated that the purpose of all such methods should be to provide information on the extent to which an individual's behavior matches a conception of what he or she is expected to do.³¹ It is particularly important that administrators be able to do a great variety of different things, and not simply do one or a few things correctly. Because a given administrative position is likely to have several different role prescriptions, several different aspects of job-related behavior should be evaluated. It follows, then that the evaluation should be as comprehensive as possible. Genova et al. asserted that the range of appropriate administrative acts and styles is such that the different methods of assessment should be combined in the overall evaluation to insure that it is as valid as possible.³²

The following sections will review various ways that have been proposed for carrying out performance appraisal programs for administrators. Most of these practices have been implemented, although some have not been used widely. The major topics covered will include the subject of who

may participate in evaluating administrators, how data may be gathered, time periods for evaluation, and how the results may be communicated to those involved.

Personnel Involved in Evaluating Administrators

One of the primary concerns in the design of an appraisal program is to determine who should participate in the evaluation of administrators. In practice, this varies widely. Generally, though not always, the immediate supervisor of the person being evaluated is responsible for conducting the evaluation. "He who has the power to appoint to the office has the responsibility to evaluate."³³ However, it has also been said that an effective evaluation should be multi-source, including participation by those effected by and informed about the actions of the particular administrator.³⁴ The amount of input from those above, parallel, and below the administrator; whether participation from those groups should be total, selective, or representative; and whether outside consultants should be used depends on the nature of the position being evaluated, the size of the institution or unit, and other characteristics of the particular setting or situation. Time, effort, cost, and practicality must also be considered when determining how comprehensive the program should be.³⁵

Surwill and Heywood, in their survey of member institutions of the American Association of State Colleges and Universities, found that the supervisor of the administrator

carrying out the evaluation alone and in confidence was the most frequently reported mode. Also frequently reported was the immediate supervisor working in cooperation with a select committee representing all constituents served by the administrator. Evaluation of administrators conducted wholly by the faculty with no input from other areas was one of the least reported methods.³⁶

Involvement of Several Sources. Many writers have supported the inclusion in the evaluation process of all constituencies of the administrator being evaluated.³⁷ Hoyle supported this mode because of a belief that evaluation by an outside consultant is usually too general and simplistic, while a single inside evaluator may be too caught up in institutional politics to be effective. Participation in the evaluation process by several groups is probably more effective since the roles and responsibilities of most administrators are not clearly defined and agreed upon by all constituencies.³⁸

There is also research to support the involvement of more than one person in the evaluation of an administrator. Miner and Miner found that the average of several evaluations of the same person made by equally competent raters is superior to a single rating, assuming that all ratings are made by those above the individual in the institutional hierarchy. The recommendation was made that all possible levels of supervision should be tapped, providing that the individuals

involved are in a good position to observe the work of the person being evaluated.³⁹

Hoyle reported on two studies, both of which involve Halpin's Leadership Behavior Description Questionnaire (LBDQ), which support the value of group feedback. In one, there was a high correlation between LBDQ scores and other leadership effectiveness ratings by a group. The second study dealt with department chairmen in higher education, and showed a high correlation between LBDQ scores and independent ratings of the reputation of the department on campus.⁴⁰

The model proposed by Genova et al. provides some guidelines for determining what kinds of information should be solicited from various groups. Information about the evaluatee's performance in the areas of goal formation, goal attainment, and resource acquisition should be solicited from all other administrators knowledgeable about the individual's performance in those areas. Data concerning membership satisfaction and the exercise of authority should be gathered from those groups most closely associated with the particular administrator. For example, faculty should evaluate academic administrators; students should evaluate administrators of student services; and other administrators should evaluate administrators of finance and facilities. Assessment of the institutional factors in the model (i.e., climate, authority patterns, stage of development) should involve all members of the community, students,

faculty, and administrators, as this provides empirical information about the institutional context in which the administrator's actions are being evaluated.

Committee Evaluation. One approach to evaluation which involves several people makes use of an ad hoc committee comprised of members from the various constituencies of the administrator who is being evaluated. As described by Anderson, such a committee would normally include trustees in a presidential evaluation, other academic administrators (peers), faculty, students, alumni, and others as may be appropriate. This group would operate much like a search committee with the product of its work being an "assessment portfolio" which would contain a self-evaluation statement submitted by the person under review, various statements representing the views of the constituencies represented on the committee, and a consensus statement summing up the views of the ad hoc committee along with any dissenting opinions. The assessment portfolio would then be submitted to the board or president for final review and appropriate action.⁴²

Evaluation by Faculty. There seems to be particular concern about the involvement of the faculty in administrator evaluation. Hillway has expressed the point of view that faculty should have the primary role in evaluating administrators since faculty are the ones with whom they deal most directly.⁴³ The American Association of University Profes-

sors (AAUP) Committee "T" on College and University Government has stated that faculty should have a significant role in the selection of academic administrators, including presidents, academic deans, department heads, and chairmen. Furthermore, faculty should contribute significantly to judgments and decisions regarding retention and non-retention of administrators they help to select, co-extensive with the faculty role in the selection process. Perhaps the most controversial part of this statement suggested that a system should be established to reflect from time to time the level of faculty confidence in the president and other administrators. Term appointments for administrators are recommended along with the right of either faculty or board to call for review of an administrator followed by either reappointment or non-reappointment. Pre-eminent weight would be given to faculty evaluation in all such processes.⁴⁴

The belief that faculty should control the evaluation of academic administrators has been challenged. Hanley has stated that, insofar as the president is concerned at least, the board must be the foremost group to be considered in the evaluation process. "A president can really serve only one master--the board."⁴⁵

Cousins and Rogus outlined six reservations or objections that can readily be raised against the principle of faculty evaluation of administrators.

1. Can faculty judgment, individual or collective, be valid? Secret evaluations might be unduly negative, while open evaluations

might not be candid. Also, the typical faculty member may not be adequately informed on the administrative tasks of the superior and the complex institutional environment in which he or she works.

2. Publicity about administrator ratings, especially negative ratings, may cause the person to lose credibility, not only with the faculty but with others as well.
3. Faculty evaluation may be construed as confusing popularity with real worth.
4. Institutions where administrators are subject to faculty review may have difficulty attracting people to fill administrative positions, especially if a "tough" person is needed to upgrade the organization. The other side of this coin is that an administrator who has been disparaged by the faculty may find it very difficult to find suitable employment elsewhere.
5. Faculty review circumscribes administrative authority, resulting in a loss of administrative autonomy.
6. Allowing faculty to judge their immediate administrative superiors could open up the possibility of extending management from below to the highest administrators, including the president and the trustees.⁴⁶

Cousins and Rogus did not accept any of these objections as really justified, believing that many of the fears are groundless or untested, and asserting that administrators should be more accountable to faculty.⁴⁷

The advent of collective bargaining has undoubtedly had effect on the whole question of who should be involved in the evaluation of administrators and how that involvement should be carried out, especially when the faculty are concerned. Ehrle and Earley reported on Minnesota's experience with collective bargaining in which all contact between faculty and

administrators is now covered by contract. Old processes to evaluate department chairpersons--which involved faculty, deans, other chairpersons, and students--were thrown out. Under the contract, chairpersons are elected by majority vote of the faculty, although the election must be approved by the president. Removal of a chairperson may only be accomplished by two-thirds vote of departmental faculty.

"Chairpersons are now owned by the faculty. The position is lost as far as management of the university is concerned."⁴⁸ The faculty is completely in control of evaluation of chairpersons, and the former relationship between the chairperson and the dean is lost. As a consequence of this system, the chairmanship may be of decreasing significance in the governance of the institution.⁴⁹

Self-Assessment and Outside Consultants. Self-evaluation by the administrator was mentioned earlier as part of the ad hoc committee model, but it can also be combined with other methods or even stand alone. Self-assessment can provide a context and a focus for the rest of the evaluation and also gives the administrator an opportunity to identify those areas he or she feels need special consideration. Hays identified a number of items that might be included in a self-evaluation:

A summary of expectations and objectives held at the time the administrator assumed the position.

Reflections upon the degree to which these expectations and objections have changed, including the reasons for such changes.

Self-assessment of success in meeting expectations and objectives and in adjusting to changes thereof.

A description of the major issues presently confronting the administration of the institution.

A description of possible improvements which should be made within the institution in order to permit it to address these issues in the most effective manner.

A statement of administrative goals and objectives which the administrator would hope to achieve during a particular time period.⁵⁰

Munitz suggested that such a statement should also include the administrator's concepts of appropriate leadership criteria, a comparison of present responsibilities and working styles with those assumed in earlier executive roles, and thoughts about who might be involved in the evaluation process and what types of responses would be most useful to the administrator and to the institution.⁵¹

The use of outside consultants to conduct the evaluation of an administrator has also been suggested. Consultants can not only provide expertise that may not exist within the institution but can bring in a new and different perspective and lend a greater degree of credibility to the process than might be possible with a strictly internal system.⁵² Dressel felt that interviews or other evaluation activities conducted wholly internally could lead to problems of confidentiality and to a concern that criticism might bring retribution.

Instead, data should be gathered by outside, unbiased evaluators or senior professors emeriti of unimpeachable integrity.⁵³

Evaluation by the Supervisor. Whatever method is used, the final action in any evaluation process belongs with the administrator's immediate supervisor who will probably make the final determination of the appropriate evaluation and any succeeding steps that will be taken. In the case of the president, this would be the board or a committee thereof. Fisher suggested that the supervisor review the results in person with the evaluatee, giving commendation where appropriate while exploring areas in which improvement is desired or needed. Since one of the primary purposes of evaluation should be to help the administrator improve, ways to assist the individual should be stressed. As part of the entire process, the person under review should have the opportunity to explain or appeal any judgments which are felt to be ambiguous or unfair.⁵⁴

In many cases a meeting between an administrator and his or her supervisor may be the only kind of evaluation that takes place. While not as extensive or comprehensive as other methods that have been described, such a process can still be positive for the individual as well as the institution. Laffin described a model for this type of evaluation which includes attention to the evaluatee's duties and responsibilities, long term goals, performance

objectives including criteria for evaluation, and supervisory relationships. The process includes written comments and a conference covering these areas.⁵⁵

Evaluative Instruments

No matter who is involved in evaluation, perhaps the most widely used method involves the use of instruments for rating various characteristics or activities upon which an administrator is to be evaluated. Significant support was found in the literature for the development of standardized forms for administrator evaluation.⁵⁶ While some institutions may attempt to adapt an evaluation instrument developed elsewhere, Hoyle believed that each institution should develop its own instrument specifically related to local concerns and to the roles and responsibilities of its administrators and the unique nature of the institution and its constituencies.⁵⁷

Most evaluative instruments pertain to the personal characteristics and job-related activities discussed earlier. At the State University of New York at Buffalo, however, an evaluation instrument for the president was made a bit more comprehensive by including: (1) items pertaining to the president's self-reported "Statement of Stewardship" to which respondents could agree or disagree; (2) reactions to variables identified with successful presidents; (3) assessed views of the performance of vice presidents and deans, since these officers serve at the discretion of the president and

are crucial to his or her success; and (4) general factors of importance to the college and general feelings about the institution.⁵⁸ Although this instrument was used for a presidential evaluation only, the important concept is that evaluation tools can go beyond personal characteristics in assessing the effectiveness of administrators.

The use of standardized forms for administrator evaluation has also received criticism. Dressel pointed out that rating scales result in statistics and norms that are virtually meaningless because of the unique nature of each administrator's role and because of the complex interplay among personal traits and institutional characteristics.⁵⁹ The most serious criticism of the use of standardized forms stems from the fact that very few have been adequately validated.⁶⁰

After their extensive review of instruments from many institutions, Genova et al. concluded that the instrument used at Texas Christian University is the only one that had undergone the careful development and testing necessary to insure the adequacy of its technical qualities. Even at that, caution was advised in using the TCU questionnaire at other institutions without appropriate local statistical analysis. Obviously, a great deal of research is needed to establish the validity of such instruments in administrator evaluation.⁶¹

Other kinds of standardized instruments, with well established technical qualities, have been advocated for use

in comprehensive administrative evaluation programs. Napa College has used the College and University Environment Scales (CUES) and other instruments to assess the general atmosphere of the campus as additional data for the evaluation process.⁶² Genova et al. also advocated the use of tested questionnaires given to all or samples of students, faculty, and administrative staff in an effort to gather empirical information to assess the institutional climate.⁶³

Time Periods for Evaluation

Whatever method is used, evaluation should take place on a regular cycle and not just when a crisis arises.⁶⁴ Recommendations and actual practices on appropriate evaluation periods vary rather widely. In the AASCU survey, Surwill and Heywood found that annual and semi-annual evaluation schedules were reported most frequently for evaluating administrators above the department level. Five years was the time period predominately reported for evaluating deans, vice presidents, presidents, and chancellors.⁶⁵

McKenna suggested that evaluation should take place every three to five years but that the main consideration should be that a time period be selected that will keep institutional issues and personal frustrations from escalating beyond recovery.⁶⁶

Dressel recommended that a governing board quietly and internally conduct an annual evaluation of a president and present its views to that person in executive session. Then

at intervals of two or three years, a more penetrating evaluation should be conducted in which other administrators, alumni, faculty, students, and representatives of the general public are involved.⁶⁷

The Minnesota State University System appoints its presidents for a five year term with a two phase evaluation process. After three years, a very extensive evaluation is conducted with emphasis on identifying progress made as well as improvements needed. A president would then have two years to address matters which arose in this evaluation prior to a five year review which results in a decision as to reappointment.⁶⁸

Communicating Evaluation Results

Once the evaluation has been completed it is important to provide an adequate feedback system, since poor communication about evaluation results is a major cause for negative attitudes about evaluation programs. There are three entities which can be involved in the feedback process: the administrator being evaluated, those who provide evaluative information, and all others interested in the outcome of the evaluation process. There is no disagreement with the concept that the administrator who is being evaluated should receive, or have access to information on the results of the evaluation. Genova et al. stated that the administrator should have access to all evaluative information about him or herself and know the general sources of that

information. Exceptions to this rule should only be allowed in extreme cases involving sensitive personal or political considerations that bear on the well-being of the person being evaluated. Individual anonymity of those providing evaluative information should be maintained as much as possible.⁶⁹

Those who provide evaluative information should receive the overall results from their group, but not necessarily the results from other groups. In this way participants will not feel that their comments have been ignored or covered up. Knowing in advance how the information will be used and that feedback will be provided contributes to the seriousness and useability of the respondent's information. Any evaluation system without some sort of feedback to those who participate runs the risk of failure.⁷⁰

Several compelling reasons have been proposed for making all summarized information regarding administrator evaluation available to all institutional members, within the bounds of privacy and disclosure in sensitive areas. First, such disclosure provides full accountability of administrative action to the governing body, faculty, students, and other "publics" of the institution. Second, it increases the visibility of the administration, which is often hidden from other members of the institutional community. Third, such public disclosure could lead to more effective and efficient administration. Fourth, by contributing to a climate of mutual trust and respect, widespread disclosure

can contribute to improved institutional morale, participation, and responsibility.⁷¹

Attitudes Toward Evaluation

The literature on administrator evaluation provided useful information on the purposes and reasons for evaluation programs. There were also many examples of existing programs, methods that may be employed, and guidelines for implementation. So far, however, data are missing on how well evaluation programs work and whether they accomplish their purposes.

One of the first steps that may be taken to determine if a program such as administrator evaluation is effective is to examine the attitudes that administrators have on the subject. Francis pointed out that the success of a program such as this depends on the level of awareness of the value of the program in the minds of the participants.⁷²

Factors Which Influence Attitudes

Any personnel evaluation program can probably be expected to meet some resistance, at least initially, from those being evaluated. Miner and Miner stated that the great majority of employees in business are likely to exhibit resistance to evaluation. A major reason for this is that only a limited number of employees are certain that they will receive a very favorable evaluation. Others who

may not anticipate a positive appraisal are likely to be opposed to the whole evaluation process since it is perceived as a personal threat.⁷³

Genova et al. also pointed out that any new evaluation program may bring out imagined as well as real objections from those involved. Although some objections to evaluation are natural, serve as safeguards, and eventually make for a stronger program, one of the indications of success in implementing administrator evaluation is the capacity of the program to overcome resistance. In many cases, this resistance will manifest itself in objections to the purposes and methods of evaluation.⁷⁴ These authors concluded that a general climate of acceptance of the goals and procedures of administrator evaluation is indicative of a successful program.⁷⁵

There are a number of potential hazards in implementing an evaluation system for administrators, any of which can cause negative attitudes about evaluation and contribute to program failure. Surwill and Heywood cautioned against implementing evaluation during a crisis, allowing special interest groups to control an evaluation, permitting individuals to participate who are not competent to make evaluations, and allowing evaluations to be distorted in the news media. They also warned against using evaluations as a power play in collective bargaining, over-stressing individual items apart from the total context of the evaluation,

and making final recommendations based on evaluation material which represents only a part of the total picture.⁷⁶

Van de Visse also pointed out some "perils and pitfalls" to be avoided in evaluating administrative performance: glossing over difficulties of the process in order to sell the program, allowing the process to become inflexible or mechanical, hasty implementation, lack of commitment and leadership from top to bottom, an unmanageable amount of paper work and a lack of constant review of the whole process.⁷⁷

It must be recognized that even if evaluation itself should not be a political process, implementation of an evaluation program often is. Consequently, there are special political considerations that should be noted when an institution first attempts to implement a project with the scope and potential impact of a full-scale evaluation program. Fenker stated that the following ideas should be stressed in proposing and implementing a new evaluation program:

The privacy of individuals will be protected unless disclosure procedures are agreed upon in advance.

The evaluation procedures will be initially regarded as experimental. Details of the evaluation process are not fixed and are subject to change on the basis of reactions from the university community.

Evaluation currently takes place at all levels of the university on an informal basis. The purpose of the direct evaluation process is to make evaluation more objective, comprehensive, and explicit.

Validation of the process will be an important objective. The diversity of job requirements will be taken into consideration.

Matters of protocol should receive considerable attention. Traditional lines of communication should be respected and representatives of various student and faculty groups should be kept informed as the system is developed.⁷⁸

Failure to be aware of the political nature of administrator evaluation and to act accordingly, especially in the initial phases of program implementation, is another important factor in determining how people feel about the program.

A Model for Attitude Change

The question still remains about whether particular purposes or particular methods elicit more favorable attitudes from those who are being evaluated. Following the rationale employed by Genova, those programs in which administrators have generally positive attitudes toward the purposes and methods of evaluation will have a greater chance of success in the long run.

Francis described a three-stage developmental model to account for attitude change within educational institutions.⁷⁹ Although Francis used his model to depict the phases through which institutional developmental programs typically pass, application can be made to administrator evaluation programs.

Stage One in Francis' model is characterized by "consciousness raising," during which current attitudes are challenged in order to induce heightened awareness that

some situation needs to be changed. If some type of consciousness raising did not take place, the organization would be likely to retain the status quo.⁸⁰ Hefferlin asserted that this is even more likely in institutions of higher education which he believes to be characterized by inherent passivity, ritualism, basic conservatism, and even deliberate resistance to change.⁸¹ In the current study, Francis' Stage One can be seen in various ways of consciousness raising about the need for a formal evaluation system.

State Two is characterized by "focal awareness," during which concerted attention is directed toward substituting new attitudes and behaviors for old. In this stage it is typical to have careful examination of current behavior and concentrated conscious attention to the acquisition of desired new skills and practices. The object is to focus on particular elements of a new concept as part of the process of coming to comprehend and accept it. At this point, discussions usually shift from the abstract and ideological to the concrete and practical, as policies, procedures, and methods are implemented.⁸²

In the final stage, "subsidiary awareness," the new attitudes and behaviors are firmly established and no longer require conscious attention. The attitudes are fixed, reliable, and for the most part, positive. The measures which were instituted in earlier stages will now be seen as built-in and generally low key, and the programs which were established will become part of regular institutional activities.

Evaluation programs will have achieved legitimacy, flexibility, and unobtrusiveness and will be accepted as useful for a variety of purposes.⁸³

Francis' model predicts that resistance and objections will be encountered in the early stages of adoption of a program such as administrator evaluation. It also predicts that successful programs will pass through that stage and eventually become generally accepted. Indications that a program has passed through Stage One would be a relatively positive attitude toward the goals and methods of the evaluation program. The model also has a distinctive temporal quality. As time passes and as an evaluation program is used, discussed and modified, attitudes toward the program should be more positive and reflect a higher stage in the model.

Summary

The major purpose of the foregoing review of the literature was to examine the current state of administrator evaluation programs in higher education. There was a particular focus on the purposes and methods of evaluation, the two most basic components of any appraisal program.

As yet, there has been no evidence to show conclusively how well administrator evaluation programs work in meeting the purposes put forth for their existence. Moreover, there is not even a consensus as to which of the various purposes is most appropriate. This is important because of the

potential conflict between two of the major categories of purposes: those related to individual development; and those related to organizational effectiveness and efficiency. The literature on methods of evaluation is equally inconclusive in determining which of the various methods are effective in evaluating administrators.

One of the major problems facing those interested in administrative evaluation is to clarify the purposes and determine the best methods of performance appraisal. The final section of the review showed how this problem is closely related to the attitudes that people have about administrator evaluation. Exploring attitudes is one of the first steps that must be taken to help clarify purpose and determine the best methods. It is also a key concept that the success of performance appraisal programs depends to a large degree on the positive attitudes of those involved.

The Francis model predicts that attitudes toward evaluation programs will tend to be negative in initial stages of implementation. Other writers have been more specific in delineating the kinds of objections that might be raised. As programs develop, attitudes should begin to crystallize around the various purposes and methods. More favorable attitudes connected with particular purposes and methods would indicate a greater chance of success of an administrator evaluation program with those particular components.

Based on the above considerations, it was hypothesized that there would be differences in attitudes toward adminis-

trator evaluation relative to the purposes and methods of the evaluation program. Moreover, in line with the Francis model, it was hypothesized that there would be a positive relationship between the length of time that individual administrators had been evaluated and their attitude toward formal evaluation; and that those not subject to appraisal would have a more negative attitude about formal evaluation than those who are evaluated.

FOOTNOTES

¹Benedict J. Surwill and Stanley J. Heywood, Evaluation of College and University Top Brass: The State of the Art, Status Report of AASCU Member Institutions, American Association of State Colleges and Universities (Washington, 1976), p. 12.

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⁴Surwill and Heywood, p. 4.

⁵Garry D. Hays, "Evaluating a President: The Minnesota Plan," AGB Reports (September/October 1976), pp. 5-6.

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⁷David L. McKenna, "Recycling College Presidents," Liberal Education, 58 (1972), p. 463.

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¹⁰John B. Miner and Mary Green Miner, Personnel and Industrial Relations (New York, 1973), p. 195.

¹¹W. J. Genova et al., Mutual Benefit Evaluation of Faculty and Administrators (Cambridge, Massachusetts, 1976), p. 4.

¹²Ibid., p. 128.

¹³G. Lester Anderson, The Evaluation of Academic Administrators: Principles, Processes, and Outcomes, Center for the Study of Higher Education (The Pennsylvania State University, 1975), pp. 9-10.

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¹⁵Richard M. Fenker, "The Evaluation of University Faculty and Administrators, A Case Study," Journal of Higher Education, XLVI (1975), p. 666.

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¹⁷Paul L. Dressel, Handbook of Academic Evaluation (San Francisco, 1976), pp. 376-380.

¹⁸Ibid., p. 390.

¹⁹Tyrus Hillway, "Evaluating College and University Administration," Intellect, 101 (1973), pp. 426-427.

²⁰Dressel, p. 389.

²¹Hillway, p. 427.

²²Dressel, p. 390.

²³Hays, AGB Reports (November/December 1976), p. 42-44.

²⁴Peter Drucker, Wall Street Journal (September 24, 1976), quoted in Anderson, "The Evaluation of Academic Administrators" (1977), pp. 21-22.

²⁵Anderson, "The Evaluation of Academic Administrators" (1977), p. 22.

²⁶Anderson, The Evaluation of Academic Administrators: Principles, Processes, and Outcomes (1975), pp. 27-34.

²⁷Stanley Dickson, "Review of a College President," State University of New York, College at Buffalo (1976), p. 1.

²⁸Genova et al., pp. 131-132.

²⁹Ibid., pp. 132-135.

³⁰Charles F. Fisher, The Evaluation and Development of College and University Administrators, ERIC/Higher Education Research Currents, American Association of Higher Education (Washington, D.C., March, 1977), p. 2.

³¹Miner and Miner, p. 195.

³²Genova et al., p. 5.

³³Anderson, The Evaluation of Academic Administrators: Principles, Processes, and Outcomes (1975), p. 9.

³⁴Genova et al., p. 5.

³⁵Fisher, p. 2.

³⁶Surwill and Heywood, p. 6.

³⁷Among those supporting the inclusion of all constituencies of the administrator in the evaluation process were Anderson, The Evaluation of Academic Administrators: Principles, Processes, and Outcomes (1975), pp. 16-17; Fisher, p. 2.; Hays, AGB Reports (November/December 1976), p. 42; McKenna, p. 462; and, Richard L. Miller, Developing Programs for Faculty Evaluation (San Francisco, 1974), pp. 96-97.

³⁸Hoyle, pp. 96-97.

³⁹Miner and Miner, p. 196.

⁴⁰Hoyle, pp. 96-97.

⁴¹Genova et al., p. 142.

⁴²Anderson, The Evaluation of Academic Administrators: Principles, Processes, and Outcomes (1975), pp. 35-38.

⁴³Hillway, p. 426.

⁴⁴American Association of University Professors Committee "T" on College and University Government, "Faculty Participation in the Selection and Retention of Administrators" (report adopted by the AAUP Council on November 1-2, 1974), AAUP Bulletin, 60 (1977), pp. 414-415.

⁴⁵Hanley, p. 47.

⁴⁶Albert N. Cousins and Joseph F. Rogus, "Evaluating Academic Administrators - From Below," Liberal Education, 43 (1977), pp. 92-94.

- ⁴⁷Ibid., pp. 97-100.
- ⁴⁸Elwood B. Ehrle and Jane F. Earley, "The Effect of Collective Bargaining on Department Chairpersons and Deans," Educational Record, 57 (1976), p. 153.
- ⁴⁹Ibid., pp. 149-154.
- ⁵⁰Hays, AGB Reports (November/December 1976), p. 45.
- ⁵¹Munitz, p. 37.
- ⁵²Hays, AGB Reports (November/December 1976), p. 45.
- ⁵³Dressel, p. 396.
- ⁵⁴Fisher, p. 3.
- ⁵⁵Charles W. Laffin, Jr., "Evaluating the Performance of Non-Teaching Professionals" (Paper presented at the Annual Conference of the American Society for Engineering Education, Colorado State University, Fort Collins, Colorado, 1975), pp. 4-7.
- ⁵⁶The following authors supported the development of standardized instruments for evaluating administrators: Hillway, p.426; Miller, p. 81; Surwill and Heywood, pp. 9-10; and Elwood B. Ehrle, "Selection and Evaluation of Department Chairmen," Educational Record, 56 (1975), pp. 32-33.
- ⁵⁷Hoyle, pp. 96-97.
- ⁵⁸Dickson, pp. 1-11.
- ⁵⁹Dressel, p. 395.
- ⁶⁰Fisher, p. 3.
- ⁶¹Genova et al., pp. 137-138. For details on the development and validation of the instrument in use at Texas Christian University see Fenker, pp. 667-686.
- ⁶²Evaluation of Administrators; Practices for Evaluating Administrators; Guidelines and Procedures for Evaluation of Regular (Tenured) Administrators, Napa College (1973), pp. 2-4.
- ⁶³Genova et al., p. 139.
- ⁶⁴Fisher, p. 3.
- ⁶⁵Surwill and Heywood, p. 6.

- ⁶⁶McKenna, p. 462.
- ⁶⁷Dressel, p. 396.
- ⁶⁸Hayes, AGB Reports (September/October 1976), pp. 7-8.
- ⁶⁹Genova et al., pp. 144-145.
- ⁷⁰Ibid., pp. 145-146.
- ⁷¹Ibid., p. 146
- ⁷²John Bruce Francis, "How Do We Get There From Here," Journal of Higher Education, XLVI (1975), p. 721.
- ⁷³Miner and Miner, p. 143.
- ⁷⁴Genova et al., pp. 45-46.
- ⁷⁵Ibid., p. 146.
- ⁷⁶Surwill and Heywood, p. 12.
- ⁷⁷Martin Van de Visse, "A Partial List of the Perils and Pitfalls of Evaluation of Administrative Performance" (unpublished and undated paper obtained from the author, 1978), pp. 1-4.
- ⁷⁸Fenker, pp. 668-669.
- ⁷⁹Francis, pp. 719-722.
- ⁸⁰Ibid., pp. 720-722.
- ⁸¹JB Lon Hefferlin, Dynamics of Academic Reform (San Francisco, 1969), pp. 10-16.
- ⁸²Ibid., pp. 721, 723-725.
- ⁸³Ibid., pp. 721, 725-727.

CHAPTER III

PROCEDURES AND METHODOLOGY

Introduction

The purpose of this chapter is to present the research questions, the research hypotheses, definitions of significant terms, and an explanation of assumptions and limitations of the study. This will be followed by a description of the methods used to identify subjects and collect data, a description of the instrument and an explanation of the statistical procedures.

Research Questions

The following research questions were considered in this study:

- I. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to whether or not they are subject to formal evaluation?
- II. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the length of time they have been subject to evaluation?

- III. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to their perception of the primary purpose of evaluation?
- IV. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the method or methods of their own evaluation?

Research Hypotheses

The primary concern of this study was to determine if there were differences in the attitudes of a group of administrators in higher education regarding administrator evaluation relative to four different variables. These four variables led to the formation of four research hypotheses, each related to attitudes toward evaluation.

- I. There are no significant differences in attitudes about administrator evaluation between administrators who are evaluated using a formal procedure and those who are not.
- II. Among administrators who are evaluated using a formal procedure, there is a positive relationship between attitudes about administrator evaluation and the number of years subject to evaluation.
- III. Among administrators who are evaluated using a formal procedure, there are no significant differences in attitudes about administrator evaluation

which can be related to their perception of the primary purpose for evaluation at their institution.

- IV. Among administrators who are evaluated using a formal procedure, there are no significant differences in attitudes about administrator evaluation which can be related to methods of evaluation.

Definition of Terms

In order to clarify key terms used in this study, the following definitions are provided:

Administrator: For this study, "administrator" is defined as a person holding one of the following positions as listed in the Education Directory, Colleges and Universities 1977-78:

Executive Vice President. The principle administrative official responsible for all or most major functions and operations of an institution of higher education under the direction of the Chief Executive Officer. Acts for the Chief Executive Officer in the latter's absence.

Chief Academic Officer. The senior administrative official responsible for the direction of the academic program of the institution. Functions typically include academic planning, teaching, research, extensions, admissions, registrar, library activities, and coordination of inter-departmental affairs. Reports to the Chief Executive Officer.

Chief Business Officer. The senior administrative official responsible for the direction of business and financial affairs. Functions supervised typically include accounting, purchasing, physical plant and property management, personnel services, food services and auxiliary enterprises, and may include computer services, investments, budgets, and security. Reports to the Chief Executive Officer.

Chief Public Relations Officer. The senior administrative official responsible for public relations programs. Functions typically include public, legislative and community relations and information office functions; may include alumni relations and publications. Usually reports to the Chief Executive Officer.

Chief Development Officer. The senior administrative official responsible for programs to obtain financial support for the institution. Functions typically include design, implementation, and coordination of programs for obtaining annual, capital and deferred gifts from alumni foundations and other organizations; coordination of volunteer fund-raising activities; and related records and reports. In the absence of an organizational co-equal specifically assigned to the function, may have responsibility for public relations, alumni relations, and information office activities. Reports to the Chief Executive Officer.

Chief Student Life Officer. The senior administrative official responsible for the direction of student life programs. Functions typically include student counseling and testing, student housing, student placement, student union, relationships with student organizations and related functions; may include student health services and financial aid. Reports to the Chief Executive Officer.

Chief Planning Officer. The senior administrative official responsible for the direction of long-range planning and the allocation of the institution's resources. Functions typically include translation of the institution's goals into specific plans, facilities planning, budget planning, related research and feasibility studies, and may also include responsibility for current planning and budgeting as well as State and Federal relations. Reports to the Chief Executive Officer.

Dean or Director. Serves as the principal administrator for the institutional program indicated:

- Dean/Director, Agriculture
- Dean/Director, Architecture
- Dean/Director, Arts & Sciences
- Dean/Director, Business
- Dean/Director, Dentistry
- Dean/Director, Education
- Dean/Director, Engineering
- Dean/Director, Fine Arts
- Dean/Director, Home Economics

Dean/Director, Journalism
Dean/Director, Law
Dean/Director, Library Science
Dean/Director, Medicine
Dean/Director, Music
Dean/Director, Natural Resources
Dean/Director, Nursing
Dean/Director, Pharmacy
Dean/Director, Physical Education
Dean/Director, Public Health
Dean/Director, Social Work
Dean/Director, Technology
Dean/Director, Veterinary Medicine
Dean/Director, Vocational Education¹

Attitude: For this study, "attitude" is defined as a predisposition to respond in a characteristic way, positively or negatively, to some object, concept, or situation in the social environment.² An attitude has emotional, motivational, and intellectual aspects and may in part be unconscious.³

Evaluation: For this study, "evaluation" is defined as both a judgment on the worth or impact of an individual, and the process whereby that judgment is made.⁴

Formal Evaluation: For this study, "formal evaluation" is the process of collecting and interpreting, through systematic means, relevant information which serves as the basis for rational judgment.⁵ A formal evaluation program is further defined to include one or more of the following factors:

- A description of how the evaluation will be made.
- A statement of criteria for evaluation.
- An indication of who will do the evaluating.
- An evaluative instrument.

-Annual or some other regular time schedule for evaluation to take place.

-A description of how the results of the evaluation will be used, including who will be informed.

Method of Evaluation: For this study, "method of evaluation" is defined as a procedure or technique which provides information to be used for making a judgment on the worth of an individual.

Purpose of Evaluation: For this study, "purpose of evaluation" is defined as an aim or goal for which judgments are made on the worth of an individual.

Basic Assumptions

The following basic assumptions were made:

- I. Attitudes toward administrator evaluation can be measured accurately and converted to numerical values that can be treated statistically.
- II. Respondents would understand the concept of formal evaluation.
- III. Respondents could and would respond to the survey instrument in a sincere and truthful manner.

Limitations of the Study

- I. This study was limited to administrators in a sample of member institutions of the American Association of State Colleges and Universities which responded to an earlier survey conducted by Surwill and Heywood.⁶

II. The subjects of this study were limited to administrators who held certain specified positions, i.e., executive vice president, chief academic officer, chief business officer, chief public relations officer, chief development officer, chief student life officer, chief planning officer, and dean or director of major academic program areas.

Identification of the Sample

The population for this study was composed of persons occupying specified administrative positions in member institutions of the American Association of State Colleges and Universities which reported having formal or informal administrator evaluation procedures in an earlier survey conducted by Surwill and Heywood and reported in 1976.⁷

The American Association of State Colleges and Universities (AASCU) is composed of member institutions offering programs leading to bachelor, master, and/or doctoral degrees which are wholly or partially state supported and controlled.⁸ The AASCU institutions have a combined student enrollment of approximately two million students, representing approximately 30 percent of the total national student population in four-year institutions.⁹

Two hundred and eighteen of the 321 AASCU member institutions responded to Surwill and Heywood's questionnaire. Of the respondents, 71 institutions (32.6%) reported that they had a formalized systematic evaluation program for their

administrators. An additional 114 institutions (52.3%) responded that they evaluated administrators informally. Surwill and Heywood indicated that many institutions with informal procedures were considering the adoption of formal programs, with 64 institutions reporting time tables for implementation that ranged from a few months to several years.¹⁰

Since only administrators at the vice president and dean levels were to be included in this study, Surwill and Heywood's lists of institutions with formal and informal evaluation programs were reduced to include only those institutions which evaluated administrators at both the vice president and dean levels. This produced lists of 36 institutions with formal procedures and 59 institutions with informal procedures. A random sample of 30 institutions was then drawn from each group for a total of 60 colleges and universities. The sample was constructed with equal representation from both groups first because it was necessary to attempt to have many institutions which had only recently adopted formal evaluation procedures. Since Surwill and Heywood's report did not include information on which institutions were planning to adopt formal procedures, it was assumed that those reporting informal programs would be closer to adopting formal procedures than those reporting no administrator evaluation. At the same time, it was important to have some assurance that a good proportion of

the sample of institutions did have formal evaluation programs in place.

The 60 institutions selected for inclusion in this study were located in 33 states, the District of Columbia, and the territory of Guam. See Appendix A, Table XLIII for a list of institutions in the sample and additional information about the sample.

Subjects for this study were identified by reviewing the listing in the Education Directory of each selected institution and selecting those persons assigned codes representing the following administrative positions:

- Executive Vice President
- Chief Academic Officer
- Chief Business Officer
- Chief Public Relations Officer
- Chief Development Officer
- Chief Student Life Officer
- Chief Planning Officer
- Dean/Director, Agriculture
- Dean/Director, Architecture
- Dean/Director, Arts & Sciences
- Dean/Director, Business
- Dean/Director, Dentistry
- Dean/Director, Education
- Dean/Director, Engineering
- Dean/Director, Fine Arts
- Dean/Director, Home Economics

Dean/Director, Journalism
Dean/Director, Law
Dean/Director, Library Science
Dean/Director, Medicine
Dean/Director, Music
Dean/Director, Natural Resources
Dean/Director, Nursing
Dean/Director, Pharmacy
Dean/Director, Physical Education
Dean/Director, Public Health
Dean/Director, Social Work
Dean/Director, Technology
Dean/Director, Veterinary Medicine
Dean/Director, Vocational Education¹¹

The first seven positions were chosen for inclusion in this study because they were defined in the Education Directory as senior administrative officials, usually reporting directly to the Chief Executive Officer. In many institutions these individuals carry the title of vice-president. The remaining positions were selected because they are the principal administrators of the major academic program units within the institution.¹²

This process resulted in the selection of 483 administrators as subjects for this study. See Table I for distribution of the subjects among the position categories. Since the study involved administrators at a certain level in the institutional hierarchy and did not entail a comparison of

TABLE I
DISTRIBUTION OF SUBJECTS AND RESPONSE RATE
ACCORDING TO POSITION CLASSIFICATION

Position	Number Sent	Per- cent	Number Returned	Per- cent
Executive Vice President	14	3%	12	3%
Chief Academic Officer	58	12%	51	14%
Chief Business Officer	57	12%	42	11%
Chief Public Relations Officer	28	6%	18	5%
Chief Development Officer	20	4%	15	4%
Chief Student Life Officer	63	13%	53	14%
Chief Planning Officer	22	5%	18	5%
Dean/Director, Agriculture	3	< 1%	3	< 1%
Dean/Director, Architecture	1	< 1%	0	0%
Dean/Director, Arts & Sciences	55	11%	37	10%
Dean/Director, Business	34	7%	28	7%
Dean/Director, Dentistry	0	0%	0	0%
Dean/Director, Education	47	10%	39	10%
Dean/Director, Engineering	8	2%	7	2%
Dean/Director, Fine Arts	20	4%	12	3%
Dean/Director, Home Economics	3	< 1%	3	< 1%
Dean/Director, Journalism	2	< 1%	2	< 1%
Dean/Director, Law	3	< 1%	1	< 1%
Dean/Director, Library Science	3	< 1%	3	< 1%
Dean/Director, Medicine	2	< 1%	1	< 1%
Dean/Director, Music	1	< 1%	1	< 1%
Dean/Director, Natural Resources	5	1%	3	< 1%
Dean/Director, Nursing	8	2%	7	2%
Dean/Director, Pharmacy	1	< 1%	0	0%
Dean/Director, Physical Education	3	< 1%	3	< 1%
Dean/Director, Public Health	4	< 1%	4	1%
Dean/Director, Social Work	3	< 1%	2	< 1%
Dean/Director, Technology	13	3%	12	3%
Dean/Director, Theology	0	0%	0	0%
Dean/Director, Veterinary Medicine	0	0%	0	0%
Dean/Director, Vocational Education	2	< 1%	2	< 1%
(All Deans/Directors)	(221)	(46%)	(170)	(45%)
TOTAL	483	100%	379	100%

responses according to position classification, there was no concern about the fact that some categories could be over-represented and others under-represented. Three categories (Deans or Directors of Dentistry, Theology, and Veterinary Medicine) were not represented at all. See Appendix A, Table XLIII for additional information about the distribution of subjects among the institutions in the sample.

Description of the Instrument

The instrument used to gather data in this study was a four page questionnaire with 41 response items divided into three sections.¹³ This instrument was designed by the researcher since no adequate standardized surveys which could supply the necessary data were found during a review of the literature in the field.

The questionnaire, entitled the "Administrator Evaluation Survey," began with a general introduction and instructions, followed by a definition of "formal evaluation". This was done so that participants would have a common base from which to respond to survey items concerning formal evaluation of administrators.

Section A of the survey consisted of two questions to be answered "yes" or "no" and designed to determine if there was formal evaluation of administrators at respondents' institutions and if respondents were evaluated using a formal procedure. If respondents were evaluated using

formal procedures, they were instructed to answer all remaining questions. If they were not, they were instructed to go directly to the third and final section. This section provided data for one of the independent variables - whether or not respondents were subject to formal evaluation.

Section B, to be answered only by those subject to formal evaluation, consisted of nine major items, with 37 response opportunities. This section was designed to gather data on the independent variables of length of time subject to evaluation, primary purpose of evaluation, and methods used in evaluation, in addition to data on the dependent variable of attitudes toward evaluation.

On the first item, respondents were asked to select from five response alternatives indicating the number of years they had been evaluated using a formal procedure.

The next item was concerned with respondents' perception of the purposes for evaluation of administrators at their institutions. This item consisted of two parts. In the first part, respondents were asked to rank order five possible purposes for the evaluation of administrators according to their perception of the importance of each purpose at their institution. They were instructed to place a "1" by the primary or most important purpose, "2" by the next most important and so on, using each number only once and leaving a space blank if the purpose was not relevant to their institution. The five potential institutional purposes for evaluation were derived from the review of the

literature and particularly from Genova et al.¹⁴ In case respondents did not find the purpose they perceived to be most important on this list, space was provided at the end of the item for them to write in that purpose.

The second part of the same item was composed of five scales, one for each purpose. On these scales respondents were asked to state their opinion of the usefulness of the evaluation system at their institution in meeting each purpose by circling one of four response alternatives. These alternatives were assigned values from "1" to "4," corresponding to labels of "Very Useful," "Of Some Use," "Of Little Use," and "Useless." Each scale also had a fifth alternative labeled "N/A" for not applicable, which was to be used when a particular purpose was not relevant to their institution. This part of this item provided data on attitude toward evaluation systems related to respondents' perception of institutional purpose. The next item, also relating attitude to purpose, asked respondents whether they believed that the purpose they perceived to be the most important at their institution should actually be the primary reason for evaluating administrators. Response alternatives were given for "Yes," "No," and "Uncertain," and those who answered "No" were then asked to state what they felt the most important purpose should be.

The next item also consisted of two parts, this time related to methods that could possibly be used in a formal evaluation of administrators. In the first, respondents were

presented with a list of nine methods of performance appraisal and asked to indicate by checking "Yes" or "No" which methods were used in the administrator evaluation system that applied to their position. The second part of this item consisted of nine scales, one for each method, upon which respondents were asked to state their opinion of the usefulness of each method, whether or not it was used at their institution. Each scale consisted of four response alternatives assigned values from "1" to "4" and labeled "Very Useful," "Of Some Use," "Of Little Use," and "Useless" with a fifth alternative labeled "Not Familiar."

The next five items consisted of statements concerning attitudes about various aspects of administrator evaluation systems. Likert-type response scales were used on these items so as to obtain direct responses of agreement or disagreement with the attitude statements. The respondents were asked to indicate the intensity of their agreement or disagreement with each item by reference to four categories ranging from "Strongly Agree" to "Strongly Disagree." Two numbers under each of the four categories gave respondents additional latitude in discriminating and indicating strength of response. Thus, there were eight response alternatives for each item with values ranging from "1" to "8," "Strongly Agree" to "Strongly Disagree."

Section C was to be completed by all respondents, whether or not they were subject to formal evaluation. This section consisted of four statements concerning general

attitudes about administrator evaluation in higher education. Responses were to be made on eight-point Likert-type scales which were exactly the same as the last five items in Section B, described above.

The survey instrument concluded by inviting respondents to make additional, open-ended comments on the subject of administrator evaluation in space provided or on an extra sheet. Finally, a request was made for copies of any instrument, statement of purpose, description of methods, or other documents related to the evaluation of administrators at the respondent's institution.

Pilot copies of the instrument were given to seven administrators at the vice president and dean levels at Oklahoma State University, who completed the survey and then responded to matters of clarity and item reliability. Two other administrators who were familiar with administrator evaluation procedures and members of the research committee were also asked to review the instrument.

The "Administrator Evaluation Survey" was typed, and 800 copies were reproduced by offset printing.

Procedures for Data Collection

On March 21, 1979, 483 questionnaires,¹⁵ explanatory cover letters,¹⁶ and postage-paid, self-addressed return envelopes were mailed to selected administrators at the 60 colleges and universities in the sample. Each questionnaire was coded for the purpose of follow-up with non-respondents.

Individual names were held in strict confidence. Within two weeks, 59% of the 483 questionnaires had been completed and returned. On April 9, 1979, a follow-up letter¹⁷ and another questionnaire and postage-paid envelope were mailed to each of the participants who had not yet responded, asking that replies be made by April 20, 1979. By April 30, 1979, 379 usable questionnaires, or 78% had been completed and returned.

Statistical Procedures

The returned questionnaires were coded; data were then transferred to coding forms, keypunched and verified. Statistical analysis of the data was then performed on an IBM 370 model 158 computer at the Oklahoma State University Computer Center, utilizing procedures from SPSS: Statistical Package for the Social Sciences¹⁸ and A User's Guide to the Statistical Analysis System.¹⁹

The first procedure used to analyze the data was a frequency count for each response. This produced useful information on the number of respondents who were subject to formal evaluation and the number who were not and the distribution of responses on the primary purpose of evaluation and the methods used.

Chi-square analysis was then used to determine if a significant relationship existed between attitudes toward evaluation and three of the four selected variables: whether subject to evaluation or not, primary purpose of evaluation,

and methods of evaluation. The chi-square statistic is designed to determine whether it can be concluded, at a certain level of probability, that a nonchance factor was operating.²⁰ An important limitation on the use of chi-square is that with tables of more than four cells, fewer than 20 percent of the cell should have an expected frequency of less than 1.²¹ In many cases in this study, this requirement was not met by the data in the form originally collected. In situations such as this in order to meaningfully apply the chi-square test, it is necessary to combine adjacent data categories so that fewer than 20 percent of the cells have expected frequencies of less than 5 and no cell has an expected frequency of less than 1.²² When combining adjacent categories was necessary, it was always based on some common property of the categories (e.g., combining two alternative response categories which were offered under one descriptive term such as Strongly Agree). In some cases it was also necessary to combine a category with a low frequency count with the logical adjacent category. To further interpret the meaning of a significant chi-square value, the contribution that each cell in a frequency table made to the total chi-square value of the table was noted. These observations can be valuable in explaining the relationship indicated by the significant chi-square value.²³ To accomplish this in a standardized manner, when significant, the total chi-square value for a frequency table was divided by the number of cells in the table. The derived average value

was then compared with the chi-square value in each of the individual cells of the table. Those cells with chi-square values above the average then received special notice in explaining the relationship.

The Kendall rank correlation coefficient (tau c) was used to determine if a significant relationship existed between attitudes toward evaluation and the number of years administrators were subject to evaluation.²⁴ Tau c was used since there were several tied observations.

Summary

The procedures and methodology used in the completion of this research study have been considered in this chapter. The subjects for this study were chosen by selecting specific administrators from a sample of certain member institutions of the American Association of State Colleges and Universities. An "Administrator Evaluation Survey" was designed, reproduced, and mailed to 483 prospective participants. Of these 483 persons, 379, or 78% responded with usable questionnaires. Data from the questionnaires were then coded, keypunched, verified, and analyzed at the Oklahoma State University Computer Center, utilizing SPSS: Statistical Package for the Social Sciences and A User's Guide to the Statistical Analysis System. The data were analyzed to determine if significant relationships existed between attitudes toward evaluation and the four independent variables.

FOOTNOTES

¹National Center for Education Statistics, Education Directory, Colleges and Universities 1977-78 (Washington, 1978), pp. 515-518.

²J. P. Chaplin, Dictionary of Psychology (New York, 1968), p. 42.

³Earnest R. Hilgard and Richard C. Atkinson, Introduction to Psychology (4th ed., New York, 1967), p. 583.

⁴Paul L. Dressel, Handbook of Academic Evaluation (San Francisco, 1976), p. 1.

⁵Ibid., p. 9.

⁶Benedict J. Surwill and Stanley J. Heywood, Evaluation of College and University Top Brass: The State of the Art; Status Report of AASCU Member Institutions, American Association of State Colleges and Universities (Washington, 1976), pp. 1-33.

⁷Ibid.

⁸Mary Wilson Pair, ed., Encyclopedia of Associations (Detroit, 1978), p. 500.

⁹Surwill and Heywood, p. 2.

¹⁰Ibid., pp. 3-4.

¹¹National Center for Education Statistics, pp. 1-447.

¹²Ibid., pp. 515-518.

¹³See Appendix B for questionnaire.

¹⁴W. J. Genova et al., Mutual Benefit Evaluation of Faculty and Administrators (Cambridge, Massachusetts, 1976), pp. 127-131.

¹⁵See Appendix B for questionnaire.

¹⁶See Appendix C for cover letter.

¹⁷See Appendix C for follow-up letter.

¹⁸N. H. Nie, D. H. Bent, and H. Hull, SPSS: Statistical Package for the Social Sciences (2nd ed., New York, 1975).

¹⁹Anthony J. Barr, James H. Goodnight, John P. Sail, and Jane T. Helwig, A User's Guide to the Statistical Analysis System (Raleigh, N. C., 1972).

²⁰Janet T. Spence et al., Elementary Statistics, (New York, 1968), p. 196.

²¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956), p. 178.

²²Ibid.

²³W. James Popham, Educational Statistics, Use and Interpretation (New York, 1967), p. 300.

²⁴Siegel, pp. 213-223.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This study was designed to investigate the attitudes of a selected group of administrators in higher education regarding administrator evaluation, with special attention being given to the following variables: 1) whether or not the administrators were subject to evaluation; 2) the length of time the administrators were subject to evaluation; 3) the administrators' perceptions of the primary purpose of evaluation; and 4) the methods of evaluation.

Data for this study were collected from respondents to the "Administrator Evaluation Survey." Of the 483 administrators surveyed, 387 or 80 percent responded. Eight of the survey questionnaires were discarded because data were missing on at least one of the major variables, such as failing to indicate a primary purpose for evaluation. Thus, 379 questionnaires, or 78 percent of the sample, were used in the study.

The results of this study are reported as they relate to each of the research questions. The research questions are:

- I. Are there differences in attitudes about administrator evaluation among administrators in

higher education relative to whether or not they are subject to formal evaluation?

- II. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the length of time they have been subject to evaluation?
- III. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to their perception of the primary purpose of evaluation?
- IV. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the method or methods of their own evaluation?

Since it is common statistical practice to accept hypotheses supported at the .05 level of significance, that level of confidence was adopted for this study.

Research Question I

Are there differences in attitudes about administrator evaluation among administrators in higher education relative to whether or not they are subject to formal evaluation?

To investigate the first research question, statistical comparisons of responses from administrators who were evaluated formally and from those who were not evaluated formally were made on each of four attitude statements. Eight alternative responses to the attitude statements were grouped under four descriptive terms (i.e., Strongly Agree, Agree, Disagree, Strongly Disagree). A frequency count revealed that 205 of the 379 administrators (54.1%) who responded to the survey were evaluated through a formal procedure, while 174 administrators (45.9%) were not evaluated through a

formal procedure. (See Appendix A, Table XLIV for numbers and percentages of responses on all items of the survey.) Chi-square analysis was used to determine whether there were significant differences between administrators in these two groups on the four attitude statements. Significant differences between administrators who were evaluated by formal procedures and those who were not were found on two of the four attitude statements. A summary of the chi-square values for the relationships in these four cases is presented in Table II.

TABLE II

SUMMARY OF χ^2 VALUES FOR DETERMINING SIGNIFICANCE OF DIFFERENCES BETWEEN ADMINISTRATORS WHO WERE EVALUATED AND THOSE WHO WERE NOT ON FOUR ATTITUDE STATEMENTS

	Administra- tive Perform- ance May be Evaluated Objectively	Informal Evaluation Is Better Than Formal	Only Objec- tive Data Should Be Considered In Evaluation	All Adminis- trators Should Be Evaluated Regularly
χ^2 Value	.23	7.19*	6.53*	.05

* $p < .05$

The first case of a significant difference between administrators who were evaluated through formal procedures

and those who were not was found on a comparison of the responses of the two groups to the attitude statement, "Informal evaluation of administrators is better than using formal procedures." The chi-square value for determining the significance of difference between the two groups was 7.19 ($p = .027$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed frequencies and expected frequencies. This analysis revealed that administrators who were evaluated through formal procedures disagreed or strongly disagreed with this attitude statement to a greater extent than would normally be expected. On the other hand, administrators who were not evaluated through formal procedures agreed with this statement to a greater extent than would normally be expected and disagreed or strongly disagreed with the statement to a lesser extent than would normally be expected. Although significant differences were found in the responses of the two groups, it should be noted that a majority of both groups disagreed or strongly disagreed with this statement. These data are presented in Table III.

The second case of a significant difference between administrators who were evaluated through formal procedures and those who were not was found in examining responses to the attitude statement, "Only objective data should be considered in the evaluation of administrators." The chi-square value for this relationship was 6.53 ($p = .038$). Analysis of

TABLE III

FREQUENCIES OF RESPONSES OF ADMINISTRATORS
WHO WERE EVALUATED AND THOSE WHO WERE
NOT TO THE STATEMENT, "INFORMAL
EVALUATION OF ADMINISTRATORS
IS BETTER THAN USING
FORMAL PROCEDURES."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated	23 ^a 27.5 ^b	48 56.2	131 118.3*
Not Evaluated	28 23.5	56 47.8*	88 100.7*

$$\chi^2 = 7.19$$

$$p = .027$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

the chi-square values for the individual cells revealed that administrators who were evaluated through formal procedures strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated through formal procedures disagreed with this statement to a lesser extent than would normally be expected, but strongly disagreed with this statement to a greater extent than would normally be expected. These data are presented in Table IV.

TABLE IV

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE EVALUATED AND THOSE WHO WERE NOT TO THE STATEMENT, "ONLY OBJECTIVE DATA SHOULD BE CONSIDERED IN THE EVALUATION OF ADMINISTRATORS"

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated	52 ^a 51.3 ^b	109 99.3	42 52.4*
Not Evaluated	43 43.7	75 84.7*	55 44.6*

$$\chi^2 = 6.53$$

$$p = .038$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

Chi-square analysis of the differences between administrators who were evaluated through formal procedures and those who were not on the other two attitude statements did not reveal significant relationships. However, there were some interesting aspects of these results. A majority of both groups agreed or strongly agreed with the statement, "It is possible to evaluate objectively administrative performance in higher education." Also, a majority of both groups strongly agreed with the statement, "All administrators in higher education should be evaluated regularly." These data may be found in Appendix A, Table XLIV.

Summary: Research Question I

In summary, the first research question was concerned with differences in attitudes about administrator evaluation among administrators in higher education relative to whether or not they were subject to formal evaluation. Chi-square analysis revealed significant differences between administrators who were and were not subject to formal evaluation on two of four attitude components: 1) whether informal evaluation is better than formal; and 2) whether only objective data should be considered in administrator evaluation. Thus, a relationship was found between administrators' attitudes on these two components and whether or not the administrators were subject to formal evaluation. For these two attitude components, the hypothesis that there are no significant differences in attitudes about administrator

evaluation between administrators who are evaluated using a formal procedure and those who are not is rejected.

Research Question II

Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the length of time they have been subject to evaluation?

To investigate the second research question, Kendall rank correlation coefficients (Tau c) were calculated to determine the direction and degree of relationship between the number of years that administrators were subject to formal evaluation and their responses on nine attitude statements. The number of years one was subject to evaluation was expressed by one of five possible responses (i.e., one year or less, two years, three years, four to five years, six or more years). Eight alternative responses to the attitude statements were grouped under four descriptive terms (i.e., Strongly Agree, Agree, Disagree, Strongly Disagree). Responses of 205 administrators who reported that they were subject to formal evaluation were included in this analysis.

Analysis by the Kendall rank correlation coefficient showed a significant relationship between the number of years a person was evaluated through formal procedures and attitude toward evaluation on three of nine attitude statements. A summary of the correlation analysis on all nine attitude statements is presented in Table V.

TABLE V
 CORRELATION BETWEEN YEARS SUBJECT TO FORMAL
 EVALUATION AND DISAGREEMENT WITH NINE
 ATTITUDE STATEMENTS

	Kendall Rank Correlation Coefficient (Tau c)	Probability
Evaluation System Gives a Better Idea of How Others View My Work	- .05220	.175
Too Much Time Is Spent On Evaluation	.13105	.009*
Evaluation System Gives Supervisor a Better Idea of How Well I Do My Work	- .10734	.029*
Too Much Subjective Infor- mation Is Included in the Evaluation System	- .02768	.312
Evaluation System Is Effec- tive in Measuring How Well I Do My Job	- .04059	.235
Administrative Performance May Be Evaluated Objec- tively	.07671	.084
Informal Evaluation Is Better Than Formal	.06439	.125
Only Objective Data Should Be Considered in Eval- uation	- .04319	.221
All Administrators Should Be Evaluated Regularly	- .12982	.009*

* $p < .05$

In the first case of a significant relationship, a positive correlation was found between the number of years a person was evaluated through formal procedures and disagreement with the statement, "Too much time is spent on administrator evaluation at this institution." The Kendall rank correlation coefficient for this relationship was .13105 ($p = .009$). As the number of years subject to formal evaluation increased, disagreement with this statement increased, indicating that the longer administrators were evaluated through formal procedures, the less they felt that too much time was spent on evaluation.

In the second case of a significant relationship, a negative correlation was found between the number of years a person was evaluated through formal procedures and disagreement with the statement, "The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no formal evaluation." A Kendall rank correlation coefficient of $-.10734$ ($p = .029$) was found. As the number of years subject to formal evaluation increased, disagreement with this statement decreased, indicating that the longer administrators were evaluated through formal procedures, the more they felt that evaluation gave their supervisor a better idea of how well they did their job.

In the third case of a significant relationship, a negative correlation was found between the number of years a person was evaluated through formal procedures and disagreement

with the statement, "All administrators in higher education should be evaluated regularly." A Kendall rank correlation coefficient of $-.12982$ ($p = .009$) was found. As the number of years subject to formal evaluation increased, disagreement with this statement decreased indicating that the longer administrators were evaluated through formal procedures, the more they felt that all administrators in higher education should be evaluated regularly.

Analysis of the correlation between the number of years a person was evaluated through formal procedures and disagreement with six other attitude statements did not reveal significant relationships. The Kendall rank correlation coefficient and the probability of significance for each of these relationships is also presented in Table V.

Summary: Research Question II

In summary, the second research question was concerned with differences in attitudes about administrator evaluation among administrators in higher education relative to the length of time they were evaluated through formal procedures. Kendall rank correlation coefficient analysis revealed significant differences among administrators on the time dimension on three of nine attitude components: 1) whether too much time is spent on evaluation; 2) whether the evaluation system gives the supervisor a better idea of how well the administrator does the job; and 3) whether all administrators should be evaluated regularly. Thus, a relationship was

found between the attitudes of administrators on these three components and length of time the administrators were subject to evaluation. For these three components, the hypothesis that there is a positive relationship between attitudes about administrator evaluation and the number of years subject to evaluation is supported.

Research Question III

Are there differences in attitudes about administrator evaluation among administrators in higher education relative to their perception of the primary purpose of evaluation?

To investigate the third research question, statistical comparisons of the responses of administrators on eleven attitude components were made based on the administrators' perceptions of the primary purpose of evaluation at their institution. Chi-square analysis was used to determine the significance of differences among administrators based on their perception of the primary purpose and their responses on the eleven attitude components.

Respondents were given five alternative purposes and directed to choose the primary or most important purpose at their institution. One of the alternative purposes, "Conducting research on factors related to administrative effectiveness," drew only three responses as the primary purpose of evaluation. Since this was such a small number of responses and since this caused chi-square analysis to be inappropriate in many instances, this purpose and the

responses thereto were deleted from the analysis. After this deletion there were 191 responses on the item concerning the primary purpose of evaluation. All responses to this item are presented in Appendix A, Table XLIV.

Analysis by chi-square showed a significant relationship between administrators' perception of the primary purpose of evaluation and their attitude toward evaluation on six of eleven attitude components. A summary of the chi-square analyses on all eleven attitude components is presented in Table VI.

In the first case of a significant relationship, respondents were asked to consider the purpose they had identified as most important at their institution and then respond to the following question, "Do you believe this should be the most important purpose for evaluating administrators?" There were three alternative responses to this item (i.e., yes, no, uncertain). Since only ten administrators responded that they were uncertain, and since this small number made analysis by chi-square inappropriate, those responses were deleted from the analysis. Significant differences based on the primary purpose of evaluation were then found in response to the question. The chi-square value for this relationship was 55.63 ($p = .000$). Further analysis of these data was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that those who perceived

TABLE VI
 SUMMARY OF χ^2 VALUES FOR DETERMINING SIGNIFICANCE
 OF DIFFERENCES BETWEEN PRIMARY PURPOSES OF
 EVALUATION AND RESPONSES ON ELEVEN
 ATTITUDE COMPONENTS

	χ^2 Value
Usefulness of the Evaluation System in Meeting the Purpose	10.34
Whether the Purpose Should be the Most Important	55.63*
Evaluation System Gives a Better Idea of How Others View My Work	19.91*
Too Much Time is Spent on Evaluation	7.97
Evaluation System Gives Superior A Better Idea of How Well I Do My Job	33.52*
Too Much Subjective Information is Included in the Evaluation System	8.97
Evaluation System is Effective in Measuring How Well I Do My Job	21.40*
Administrative Performance May Be Evaluated Objectively	16.85*
Informal Evaluation is Better Than Formal	19.05*
Only Objective Data Should Be Considered in Evaluation	8.99
All Administrators Should Be Evaluated Regularly	**

* $p < .05$

** Data could not be appropriately analyzed using χ^2

the primary purpose to be "Helping individual administrators improve their skills and performance" responded "no," this should not be the most important purpose, to a lesser extent than would normally be expected. Furthermore, those who perceived the primary purpose to be "Informing internal and external audiences on administrative effectiveness and worth" responded "yes," this should be the most important purpose, to a lesser extent than would normally be expected and responded "no," this should not be the most important purpose, to a greater extent than would normally be expected. These data are presented in Table VII.

In addition to the previous chi-square analysis, inspection of the raw data on this question revealed another interesting finding. Two of the purposes drew strong majorities of "yes" responses, "Increasing the effectiveness of the administration as a team," and "Helping individual administrators improve their skills and performance." Administrators who perceive one of these to be the most important purposes of evaluation tend strongly to agree that they should be most important. A third purpose, "Making personnel decisions for the person being evaluated (e.g., salary, promotion, retention)," received a majority of "yes" responses, but also had many "no" responses. The last purpose, "Informing internal and external audiences on administrative effectiveness and worth," received a strong majority of "no" responses.

The next case of a significant relationship was found by analyzing perceptions of the primary purpose of evaluation

TABLE VII
 FREQUENCIES OF RESPONSE TO WHETHER THE PRIMARY
 PURPOSE OF EVALUATION AT RESPONDENT'S
 INSTITUTION SHOULD BE THE MOST
 IMPORTANT REASON

Purpose	Yes	No
Increasing the Effectiveness of the Administration	27 ^a 23.7 ^b	6 9.3
Helping Administrators Improve Skills	66 49.6	3 19.4*
Making Personnel Decisions	35 46.0	29 18.0
Informing Others on Adminis- trative Effectiveness	2 10.8*	13 4.2*

$$\chi^2 = 55.63$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

and responses to the statement, "The administrator evaluation system used at this institution gives me a better idea of how others view my work than I would have if there were no formal evaluation." The chi-square value for this relationship was 19.91 ($p = .003$). Analysis of the chi-square values for the individual cells revealed that administrators who perceived the primary purpose of evaluation to be "Helping individual administrators improve their skills and performance" strongly agreed with this statement to a greater extent than would normally be expected. Furthermore, those who perceived the primary purpose to be "Making personnel decisions for the person being evaluated (e.g., salary, promotion, retention)" strongly agreed with this statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with this statement to a greater extent than would normally be expected. Finally, those who perceived the primary purpose to be "Informing internal and external audiences on administrative effectiveness and worth" strongly agreed with this statement to a lesser extent than would normally be expected but agreed with the statement to a greater extent than would normally be expected. These data are presented in Table VIII.

The next case of a significant relationship was found by analyzing perceptions of the primary purpose of evaluation and responses to the statement, "The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no

TABLE VIII

FREQUENCIES OF RESPONSES TO THE STATEMENT, "THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES ME A BETTER IDEA OF HOW OTHERS VIEW MY WORK THAN I WOULD HAVE IF THERE WERE NO FORMAL EVALUATION," ACCORDING TO THE PRIMARY PURPOSES OF EVALUATION

Purpose	Strongly Agree	Agree	Disagree - Strongly Disagree
Increasing the Effectiveness of the Administration	15 a 10.9b	14 16.2	5 6.0
Helping Administrators Improve Skills	31 23.0*	30 34.3	11 14.7
Making Personnel Decisions	15 21.4*	33 31.9	19 13.7*
Informing Others on Administrative Effectiveness	0 5.7*	14 8.6*	4 3.7

$$\chi^2 = 19.91$$

$$p = .003$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

formal evaluation." The Chi-square value for this relationship was 33.52 ($p = .000$). Analysis of the chi-square values for the individual cells revealed that administrators who perceived the primary purpose of evaluation to be "Helping individual administrators improve their skills and performance" strongly agreed with this statement to a greater extent than would normally be expected but disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who perceived the primary purpose to be "Informing internal and external audiences on administrative effectiveness and worth" agreed with this statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with the statement to a greater extent than would normally be expected. These data are presented in Table IX.

The next case of a significant relationship was found by analyzing perceptions of the primary purpose of evaluation and responses to the statement, "The administrator evaluation system used at this institution is effective in measuring how well I do my job." The chi-square value for this relationship was 21.40 ($p = .002$). Analysis of the chi-square values for the individual cells revealed that administrators who perceived the primary purpose of evaluation to be "Helping administrators improve their skills and performance" strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who perceived the primary purpose to be "Informing internal and

TABLE IX

FREQUENCIES OF RESPONSES TO THE STATEMENT, "THE EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES MY SUPERVISOR A BETTER IDEA OF HOW WELL I DO MY JOB THAN WOULD BE POSSIBLE IF THERE WERE NO FORMAL EVALUATION," ACCORDING TO THE PRIMARY PURPOSES OF EVALUATION

Purpose	Strongly Agree	Agree	Disagree - Strongly Disagree
Increasing the Effectiveness of the Administration	8 ^a 7.1 ^b	16 16.2	10 10.7
Helping Administrators Improve Skills	22 15.1*	38 34.3	12 22.6*
Making Personnel Decisions	9 14.0	35 31.9	23 21.0
Informing Others on Administrative Effectiveness	1 3.8	2 8.6*	15 5.7*

$$\chi^2 = 33.52$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

external audiences on administrative effectiveness and worth" strongly agreed or agreed to this statement to a lesser extent than would normally be expected but strongly disagreed with this statement to a greater extent than would normally be expected. These data are presented in Table X.

TABLE X

FREQUENCIES OF RESPONSES TO THE STATEMENT, "THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION IS EFFECTIVE IN MEASURING HOW WELL I DO MY JOB," ACCORDING TO THE PRIMARY PURPOSES OF EVALUATION

Purpose	Strongly Agree	Disagree	Strongly Disagree
Increasing the Effectiveness of the Administration	22 ^a 20.4 ^b	8 7.0	3 5.6
Helping Administrators Improve Skills	51 44.4	15 15.3	6 12.3*
Making Personnel Decisions	39 40.1	11 13.8	15 11.1
Informing Others on Administrative Effectiveness	4 11.1*	6 3.8	8 3.1*

$$\chi^2 = 21.40$$

$$p = .002$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

The next case of a significant relationship was found by analyzing perceptions of the primary purpose of evaluation and responses to the statement, "It is possible to evaluate objectively administrative performance in higher education." The chi-square value for this relationship was 16.85 ($p = .010$). Analysis of the chi-square values for the individual cells revealed that administrators who perceived the primary purpose of evaluation to be "Helping individual administrators improve their skills and performance" disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who perceived the primary purpose of evaluation to be "Informing internal and external audiences on administrative effectiveness and worth" agreed with this statement to a lesser extent than would normally be expected but disagreed or strongly disagreed with this statement to a greater extent than would normally be expected. These data are presented in Table XI.

The final case of a significant relationship was found by analyzing perceptions of the primary purpose of evaluation and responses to the statement, "Informal evaluation of administrators is better than using formal procedures." In order to analyze this relationship using chi-square, it was necessary to combine categories of attitude responses into two groups (i.e., Strongly Agree - Agree, Disagree - Strongly Disagree). The chi-square value for this relationship was 19.05 ($p = .000$). Analysis of the chi-square values for the

TABLE XI

FREQUENCIES OF RESPONSES TO THE STATEMENT, "IT IS POSSIBLE TO EVALUATE OBJECTIVELY ADMINISTRATIVE PERFORMANCE IN HIGHER EDUCATION," ACCORDING TO THE PRIMARY PURPOSES OF EVALUATION

Purpose	Strongly Agree	Agree	Disagree - Strongly Disagree
Increasing the Effectiveness of the Administration	12 ^a 9.1 ^b	17 18.5	5 6.4
Helping Administrators Improve Skills	22 19.2	42 39.2	8 13.6*
Making Personnel Decisions	14 17.9	39 36.5	14 12.6
Informing Others on Administrative Effectiveness	3 4.8	6 9.8*	9 3.4*

$$\chi^2 = 16.85$$

$$p = .010$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

individual cells revealed that administrators who perceived the primary purpose of evaluation to be "Helping individual administrators improve their skills and performance" strongly agreed or agreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who perceived the primary purpose of evaluation to be "Informing internal and external audiences on administrative performance and worth" strongly agreed or agreed with this statement to a greater extent than would normally be expected but disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. These data are presented in Table XII.

Chi-square analysis of the relationship between the perceptions of administrators of the primary purpose of evaluation and their responses on four other attitude components did not reveal significant relationships. The chi-square value for each of these relationships is also presented in Table VI. One additional relationship could not be analyzed appropriately using chi-square.

Summary: Research Question III

In summary, the third research question was concerned with differences in attitudes about administrator evaluation among administrators in higher education relative to their perception of the primary purpose of evaluation. Chi-square analysis revealed significant differences among administrators relative to their perception of the primary purpose of

TABLE XII
 FREQUENCIES OF RESPONSES TO THE STATEMENT,
 "INFORMAL EVALUATION OF ADMINISTRATORS
 IS BETTER THAN USING FORMAL PROCE-
 DURES," ACCORDING TO THE PRIMARY
 PURPOSES OF EVALUATION

Purpose	Strongly Agree - Agree	Disagree - Strongly Disagree
Increasing the Effec- tiveness of the Administration	12 a 12.1 ^b	22 21.9
Helping Administrators Improve Skills	16 24.8*	54 45.2
Making Personnel Decisions	25 23.8	42 43.2
Informing Others on Administrative Effectiveness	14 6.4*	4 11.6*

$$\chi^2 = 19.05$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

evaluation and six of eleven attitude components: 1) whether the primary purpose should be the most important; 2) whether the evaluation system gives the administrator a better idea of how others view his or her work; 3) whether the evaluation system gives the supervisor a better idea of how well the administrator does the job; 4) whether the evaluation system is effective in measuring how well the job is done; 5) whether administrative performance may be evaluated objectively; and 6) whether informal evaluation is better than formal. Thus, a relationship was found between the attitudes of administrators on these six components and the primary purpose of evaluation. For these six components, the hypothesis that there are no significant differences in attitudes about administrator evaluation which can be related to the perceptions of administrators of the primary purpose for evaluation at their institution is rejected.

Research Question IV

Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the method or methods of their own evaluation?

To investigate the fourth research question, statistical comparisons of the responses of administrators on each of ten attitude components were made based on whether or not the administrators were evaluated by each of nine appraisal methods. In each case, chi-square analysis was used to determine significant differences between the two groups. Responses of

205 administrators who reported that they were subject to formal evaluation were included in each analysis.

In the following presentation of results, each of the nine methods was considered separately and compared with responses on ten attitude components using chi-square analysis. For the first attitude component for each of the nine methods, respondents were asked to describe their opinion of the usefulness of that method, whether or not it was in use at their institution. Five response alternatives were offered (i.e., Very Useful, Of Some Use, Of Little Use, Useless, Not Familiar). The numbers and percentages of responses for each of the alternatives for each method are presented in Appendix A, Table XLIV. The "Not Familiar" category of responses was not used in the analysis of these data for the research question. This decision was made because the relatively small number of responses in this category made chi-square analysis inappropriate in many cases and because inclusion of responses of administrators who were not familiar with the particular method in question was not appropriate to the research question. In a few cases it was also necessary to combine adjacent categories of responses in order to use chi-square analysis appropriately. When this was done, the category with the lowest frequency of responses was combined with the adjacent category. The other attitude components consisted of the same nine attitude statements which were analyzed for Research Questions II and III. A summary of chi-square values for determining significant

differences between administrators who were subject to the nine methods of evaluation and those who were not according to responses on ten attitude components is presented in Table XIII.

An important point should be repeated. In each of the analyses for Research Question IV the responses of two groups were compared, administrators who were evaluated by a particular method and administrators who were not evaluated by that method. In the following sections, findings for each of the nine methods are presented.

Rating Scales of Administrative Qualities

Using chi-square analysis, significant differences were found between the responses of the two groups, administrators who were evaluated by rating scales of administrative qualities and those who were not, on two of the ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of rating scales. The chi-square value for this relationship was 21.17 ($p = .000$). Further analysis of these data was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by rating scales of administrative qualities felt that this method was very useful to a greater extent than would

TABLE XIII
 SUMMARY OF X² VALUES FOR DETERMINING SIGNIFICANT
 DIFFERENCES BETWEEN ADMINISTRATORS WHO ARE AND
 ARE NOT SUBJECT TO NINE METHODS OF EVALUATION
 AND THEIR RESPONSES ON TEN ATTITUDE COMPONENTS

	Rating Scales of Administrative Qualities	Committee Review	Management by Ob- jectives or Other Goal-Oriented Evaluation	Review Session With Supervisor
Usefulness of Method	21.17*	19.43*	11.95*	14.28*
Evaluation System Gives a Better Idea of How Others View My Work	5.25	0.41	0.38	4.88
Too Much Time is Spent On Evaluation	1.20	4.66	1.65	2.10
Evaluation System Gives Supervisor a Better Idea of How Well I Do My Job	7.43*	0.58	2.84	9.29*
Too Much Subjective Information is Included in the Evaluation System	1.69	10.47*	6.68*	9.34*
Evaluation System is Effective in Measuring How Well I Do My Job	2.27	0.40	3.41	20.29*
Administrative Perfor- mance May Be Evaluated Objectively	0.83	2.30	1.40	1.25
Informal Evaluation is Better Than Formal	0.09	0.90	1.67	0.72
Only Objective Data Should be Considered in Evaluation	2.00	3.36	4.06	7.59*
All Administrators Should be Evaluated Regularly	0.48	3.41	3.10	2.39

TABLE XIII (Continued)

	Written Self- Appraisal	Input from Direct Subordinates	Input from Other Subordinates	Input from Students	Input from Others (e.g., peers)
Usefulness of Method	13.02*	18.34*	14.10*	15.88*	11.12*
Evaluation System Gives A Better Idea of How Others View My Work	1.46	20.66*	16.91*	4.65	8.68*
Too Much Time is Spent On Evaluation	5.50	10.63*	17.93*	3.70	4.72
Evaluation System Gives Supervisor a Better Idea of How Well I Do My Job	2.48	9.02*	5.27	2.60	9.44*
Too Much Subjective Information is Included in the Evaluation System	2.77	0.09	2.09	0.21	11.27*
Evaluation System is Effective in Measuring How Well I Do My Job	0.55	8.40*	3.95	2.18	2.96
Administrative Perfor- mance May Be Evaluated Objectively	2.94	4.70	1.02	0.15	1.33
Informal Evaluation is Better Than Formal	0.03	1.30	0.66	1.32	4.21
Only Objective Data Should be Considered in Evaluation	7.29*	0.67	0.33	6.37*	0.41
All Administrators Should Be Evaluated Regularly	0.86	5.16	**	4.54	**

* $p < .05$ ** Data could not be appropriately analyzed using χ^2

normally be expected and felt that this method was of little use to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by rating scales of administrative qualities felt that this method was very useful to a lesser extent than would normally be expected and felt that this method was of little use to a greater extent than would normally be expected. These data are presented in Table XIV.

TABLE XIV

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING RATING SCALES
OF ADMINISTRATIVE QUALITIES ON THE
USEFULNESS OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use	Useless
Evaluated Using Rating Scales	33 ^a 24.7 ^b	65 61.2	12 21.6*	5 7.4
Not Evaluated Using Rating Scales	7 15.3*	34 37.8	23 13.4*	7 4.6

$$\chi^2 = 21.17$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no formal evaluation." The chi-square value for this relationship was 7.42 ($p = .02$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by rating scales of administrative qualities strongly agreed with this statement to a lesser extent than would normally be expected, but agreed with the statement to a greater extent than would normally be expected. On the other hand, those who were not evaluated by rating scales of administrative qualities strongly agreed with this statement to a greater extent than would normally be expected but agreed to this statement to a lesser extent than would normally be expected. Thus, while both groups tended to agree with this statement those who were not evaluated by rating scales tended to agree more strongly with the statement. These data are presented in Table XV.

Chi-square values for the relationship between use and non-use of rating scales and the other eight attitude components were not significant at the .05 level.

Committee Review

Using chi-square analysis, significant differences were found between the responses of the two groups, administrators

TABLE XV

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING RATING SCALES OF ADMINISTRATIVE QUALITIES TO THE STATEMENT, "THE EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES MY SUPERVISOR A BETTER IDEA OF HOW WELL I DO MY JOB THAN WOULD BE POSSIBLE IF THERE WERE NO FORMAL EVALUATION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Rating Scales	19 ^a 25.7 ^{b*}	61 52.6*	36 37.7
Not Evaluated Using Rating Scales	26 19.3*	31 39.4*	30 28.3

$$\chi^2 = 7.42$$

$$p = .02$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

who were evaluated by committee review and those who were not, on two of the ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of committee review. The chi-square value for this relationship was 19.43 ($p = .000$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by committee review felt that this method was very useful to a greater extent than would normally be expected and felt that this method was useless to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by committee review felt that this method was very useful to a lesser extent than would normally be expected. These data are presented in Table XVI.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Too much subjective information is included in the administrator evaluation system used at this institution." The chi-square value for this relationship was 10.47 ($p = .005$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated using committee review strongly agreed with the statement to a greater extent than would normally be expected. On the other hand, those who were not evaluated using committee review strongly agreed with this

TABLE XVI

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO
WERE AND WERE NOT EVALUATED USING COMMITTEE
REVIEW ON THE USEFULNESS OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use	Useless
Evaluated Using Committee Review	14 ^a 6.6 ^b	28 26.1	14 16.4	5 11.9*
Not Evaluated Using Committee Review	5 12.4*	47 48.9	33 30.6	29 22.1

$$\chi^2 = 19.43$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total
 χ^2 value

statement to a lesser extent than would normally be expected. These data are presented in Table XVII.

TABLE XVII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING COMMITTEE REVIEW TO THE STATEMENT, "TOO MUCH SUBJECTIVE INFORMATION IS INCLUDED IN THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Committee Review	20 ^a 11.7 ^{b*}	13 16.2	27 32.1
Not Evaluated Using Committee Review	19 27.3*	41 37.8	80 74.9

$$\chi^2 = 10.47$$

$$p = .005$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

Chi-square values for the relationship between use or non-use of committee review and the other eight attitude components were not significant at a .05 level.

Management by Objectives or Other
Forms of Goal-Oriented Evaluation

Using chi-square analysis, significant differences were found between the responses of two groups, administrators who were evaluated by management by objectives or some other form of goal-oriented evaluation and those who were not, on two of the ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of management by objectives or other forms of goal-oriented evaluation. The chi-square value for this relationship was 11.95 ($p = .003$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by management by objectives or other goal-oriented evaluation felt that this method was very useful to a greater extent than would normally be expected and felt that this method was of little use or useless to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by management by objectives or other goal-oriented evaluation felt that this method was of little use or useless to a greater extent than would normally be expected. These data are presented in Table XVIII.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Too

TABLE XVIII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO
WERE AND WERE NOT EVALUATED USING MANAGEMENT
BY OBJECTIVES OR OTHER GOAL-ORIENTED
EVALUATION ON THE USEFULNESS
OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use-Useless
Evaluated Using Management By Objectives or Other Goal-Oriented Evaluation	32 ^a 24.2 ^{b*}	32 31.9	6 13.9*
Not Evaluated Using Manage- ment By Objectives or Other Goal-Oriented Evaluation	27 34.8	46 46.1	28 20.1*

$$\chi^2 = 11.95$$

$$p = .003$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

much subjective information is included in the administrator evaluation system used at this institution." The chi-square value for this relationship was 6.68 ($p = .036$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by management by objectives or other goal-oriented evaluation strongly agreed with the statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with this statement to a greater extent than would normally be expected. On the other hand, those who were not evaluated by this method disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. These data are presented in Table XIX.

Chi-square values for the relationship between use or non-use of management by objectives or other goal-oriented evaluation and the other eight attitude components were not significant at the .05 level.

Review Session with Supervisor

Using chi-square analysis, significant differences were found between the responses of two groups, administrators who were evaluated by an individual review session with the supervisor and those who were not, on five of the ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of a review session with the supervisor. The chi-square

TABLE XIX

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING MANAGEMENT BY OBJECTIVES OR OTHER GOAL-ORIENTED EVALUATION TO THE STATEMENT, "TOO MUCH SUBJECTIVE INFORMATION IS INCLUDED IN THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Management by Objectives or Other Goal-Oriented Evaluation	9 ^a 13.6 ^{b*}	15 18.9	46 37.4*
Not Evaluated Using Management by Objectives or Other Goal-Oriented Evaluation	30 25.3	39 35.1	61 69.5*

$$\chi^2 = 6.68$$

$$p = .036$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

value of this relationship was 14.28 ($p = .001$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were not evaluated by a review session with the supervisor felt that this method was of little use or useless to a greater extent than would normally be expected. It should be noted that the total number of respondents in both groups who felt that this method was very useful was greater than the total of those who responded in the three other categories. These data are presented in Table XX.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no formal evaluation." The chi-square value for this relationship was 9.29 ($p = .010$). Analysis of chi-square values for the individual cells revealed that those who were not evaluated by a review session with the supervisor agreed with this statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with this statement to a greater extent than would normally be expected. These data are presented in Table XXI.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Too much subjective information is included in the administrator

TABLE XX

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO
WERE AND WERE NOT EVALUATED USING AN
INDIVIDUAL REVIEW SESSION WITH THE
SUPERVISOR ON THE USEFULNESS
OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use - Useless
Evaluated Using Review Session With Supervisor	115 ^a 112.2 ^b	50 49.0	6 9.8
Not Evaluated Using Review Session With Supervisor	11 13.8	5 6.0	5 1.2*

$$\chi^2 = 14.28$$

$$p = .001$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

TABLE XXI

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING AN INDIVIDUAL REVIEW SESSION WITH THE SUPERVISOR TO THE STATEMENT, "THE EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES MY SUPERVISOR A BETTER IDEA OF HOW WELL I DO MY JOB THAN WOULD BE POSSIBLE IF THERE WERE NO FORMAL EVALUATION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Review Session With Supervisor	40 ^a 38.8 ^b	85 79.3	50 56.9
Not Evaluated Using Review Session With Supervisor	5 6.2	7 12.7*	16 9.1*

$$\chi^2 = 9.29$$

$$p = .010$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

evaluation system used at this institution." The chi-square value for this relationship was 9.34 ($p = .009$). Analysis of the chi-square values of the individual cells revealed that those who were not evaluated by an individual review session with the supervisor strongly agreed with this statement to a greater extent than would normally be expected and disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. These data are presented in Table XXII.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The administrator evaluation system used at this institution is effective in measuring how well I do my job." The chi-square value for this relationship was 20.29 ($p = .000$). Analysis of the chi-square values for the individual cells revealed that those who were not evaluated by a review session with the supervisor strongly agreed or agreed with this statement to a lesser extent than would normally be expected and strongly disagreed to a greater extent than would normally be expected. These data are presented in Table XXIII.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Only objective data should be considered in the evaluation of administrators." The chi-square value of this relationship was 7.59 ($p = .023$). Analysis of the chi-square values for the individual cells revealed that those who were not evaluated by a review session with the supervisor strongly agreed

TABLE XXII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING AN INDIVIDUAL REVIEW SESSION WITH THE SUPERVISOR TO THE STATEMENT, "TOO MUCH SUBJECTIVE INFORMATION IS INCLUDED IN THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Review Session With Supervisor	28 ^a 33.5 ^b	46 46.4	98 92.0
Not Evaluated Using Review Session With Supervisor	11 5.5*	8 7.6	9 15.0*

$$\chi^2 = 9.34$$

$$p = .009$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

TABLE XXIII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING AN INDIVIDUAL REVIEW
SESSION WITH THE SUPERVISOR TO THE STATEMENT,
"THE ADMINISTRATOR EVALUATION SYSTEM USED
AT THIS INSTITUTION IS EFFECTIVE IN
MEASURING HOW WELL I DO MY JOB."

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated Using Review Session With Supervisor	113 ^a 104.1 ^b	36 37.0	23 31.0
Not Evaluated Using Review Session With Supervisor	8 16.0*	7 6.0	13 5.0*

$$\chi^2 = 20.29$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

or agreed with this statement to a greater extent than would normally be expected and strongly disagreed with this statement to a lesser extent than would normally be expected.

These data are presented in Table XXIV.

TABLE XXIV

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING AN INDIVIDUAL REVIEW SESSION WITH THE SUPERVISOR TO THE STATEMENT, "ONLY OBJECTIVE DATA SHOULD BE CONSIDERED IN THE EVALUATION OF ADMINISTRATORS."

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated Using Review Session With Supervisor	39 a 44.8 ^b	95 92.1	39 36.1
Not Evaluated Using Review Session With Supervisor	13 7.2*	12 14.9	3 5.9*

$$\chi^2 = 7.59$$

$$p = .023$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

Chi-square values for the relationship between use or non-use of individual review sessions with the supervisor and

the other five attitude components were not significant at the .05 level.

Written Self-Appraisal

Using chi-square analysis, significant differences were found between the responses of two groups, administrators who were evaluated by written self-appraisal and those who were not, on two of the ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of written self-appraisal. The chi-square value of this relationship was 13.02 ($p = .005$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by written self-appraisal felt that this method was very useful to a greater extent than would normally be expected and felt that this method was useless to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by written self-appraisal felt that this method was very useful to a lesser extent than would normally be expected and felt that this method was useless to a greater extent than would normally be expected. These data are presented in Table XXV.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Only

TABLE XXV

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING WRITTEN SELF-
APPRAISAL ON THE USEFULNESS
OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use	Useless
Evaluated Using Writ- ten Self-Appraisal	29 ^a 20.3 ^{b*}	33 33.2	8 12.4	3 7.1*
Not Evaluated Using Writ- ten Self-Appraisal	20 28.7*	47 46.8	22 17.6	14 9.9*

$$\chi^2 = 13.02$$

$$p = .005$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

objective data should be considered in the evaluation of administrators." The chi-square value for this relationship was 7.29 ($p = .026$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by written self-appraisal disagreed with the statement to a lesser extent than would normally be expected but strongly disagreed with the statement to a greater extent than would normally be expected. On the other hand, those who were not evaluated by written self-appraisal strongly disagreed with the statement to a lesser extent than would normally be expected. These data are presented in Table XXVI.

Chi-square values for the relationship between use or non-use of written self-appraisal and the other eight attitude components were not significant at the .05 level.

Input from Direct Subordinates

Using chi-square analysis, significant differences were found between the responses of two groups, administrators who were evaluated by direct input from subordinates who report directly to them and those who were not, on five of ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of input from direct subordinates. The chi-square value of this relationship was 18.34 ($p = .000$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest

TABLE XXVI

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING WRITTEN SELF-
APPRAISAL TO THE STATEMENT, "ONLY
OBJECTIVE DATA SHOULD BE CON-
SIDERED IN THE EVALUATION
OF ADMINISTRATORS."

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated Using Writ- ten Self-Appraisal	20 ^a 18.9 ^b	31 38.9*	22 15.3*
Not Evaluated Using Written Self-Appraisal	32 33.1	76 68.1	20 26.7*

$$\chi^2 = 7.29$$

$$p = .026$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by input from directly reporting subordinates felt that this method was very useful to a greater extent than would normally be expected. On the other hand, administrators who were not evaluated by input from directly reporting subordinates felt that this method was very useful to a lesser extent than would normally be expected and felt that the method was useless to a greater extent than would normally be expected. These data are presented in Table XXVII.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The administrator evaluation system used at this institution gives me a better idea of how others view my work than I would have if there were no formal evaluation." The chi-square value for this relationship was 20.66 ($p = .000$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from directly reporting subordinates strongly agreed with this statement to a greater extent than would normally be expected. On the other hand, administrators who were not evaluated by input from directly reporting subordinates strongly agreed with the statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with the statement to a greater extent than would normally be expected. These data are presented in Table XXVIII.

TABLE XXVII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING INPUT FROM DIRECTLY
REPORTING SUBORDINATES ON THE USEFULNESS
OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use	Useless
Evaluated Using Input From Directly Reporting Subordinates	63 ^a 50.1 ^{b*}	45 53.3	8 9.5	2 5.1
Not Evaluated Using Input From Directly Reporting Subordinates	16 28.9 [*]	39 30.7	7 5.5	6 2.9 [*]

$\chi^2 = 18.34$

$p = .000$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

TABLE XXVIII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM DIRECTLY REPORTING SUBORDINATES TO THE STATEMENT, "THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES ME A BETTER IDEA OF HOW OTHERS VIEW MY WORK THAN I WOULD HAVE IF THERE WERE NO FORMAL EVALUATION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Input From Directly Reporting Subordinates	51 ^a 38.7 ^{b*}	54 55.7	14 24.6*
Not Evaluated Using Input From Directly Reporting Subordinates	15 27.3*	41 39.3	28 17.4*

$$\chi^2 = 20.66$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Too much time is spent on administrator evaluation at this institution." The chi-square value for this relationship was 10.63 ($p = .005$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by

input from directly reporting subordinates strongly agreed or agreed with this statement to a greater extent than would normally be expected and strongly disagreed with the statement to a lesser extent than would normally be expected. On the other hand, those administrators who were not evaluated by input from directly reporting subordinates strongly agreed or agreed with the statement to a lesser extent than would normally be expected and strongly disagreed with the statement to a greater extent than would normally be expected. These data are presented in Table XXIX.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no formal evaluation." The chi-square value for this relationship was 9.02 ($p = .011$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from directly reporting subordinates disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, those who were not evaluated by input from directly reporting subordinates agreed with this statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with this statement to a greater extent than would normally be expected. These data are presented in Table XXX.

TABLE XXIX

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM DIRECTLY REPORTING SUBORDINATES TO THE STATEMENT, "TOO MUCH TIME IS SPENT ON ADMINISTRATOR EVALUATION AT THIS INSTITUTION."

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated Using Input From Directly Re- porting Subordinates	29 ^a 22.3 ^{b*}	72 70.9	18 25.8*
Not Evaluated Using Input From Directly Report- ing Subordinates	9 15.7*	49 50.1	26 18.2*

$$\chi^2 = 10.63$$

$$p = .005$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

TABLE XXX

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM DIRECTLY REPORTING SUBORDINATES TO THE STATEMENT, "THE EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES MY SUPERVISOR A BETTER IDEA OF HOW WELL I DO MY JOB THAN WOULD BE POSSIBLE IF THERE WERE NO FORMAL EVALUATION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Input From Directly Reporting Subordinates	28 ^a 26.4 ^b	62 53.9	29 38.7*
Not Evaluated Using Input From Directly Reporting Subordinates	17 18.6	30 38.1*	37 27.3*

$$\chi^2 = 9.02$$

$$p = .011$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The administrator evaluation system used at this institution is effective in measuring how well I do my job." The chi-square value for this relationship was 8.40 ($p = .15$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from directly reporting

subordinates strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by input from directly reporting subordinates strongly agreed or agreed with this statement to a lesser extent than would normally be expected. These data are presented in Table XXXI.

TABLE XXXI

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM DIRECTLY REPORTING SUBORDINATES TO THE STATEMENT, "THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION IS EFFECTIVE IN MEASURING HOW WELL I DO MY JOB."

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated Using Input From Directly Report- ing Subordinates	79 ^a 70.2 ^b	23 24.9	14 20.9*
Not Evaluated Using Input From Directly Report- ing Subordinates	42 50.8*	20 18.1	22 15.1*

$$\chi^2 = 8.40$$

$$p = .015$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

Chi-square values for the relationship between use or non-use of input from directly reporting subordinates and the other five attitude components were not significant at the .05 level.

Input from Indirectly
Reporting Subordinates

Using Chi-square analysis, significant differences were found between the responses of two groups, administrators who were evaluated by input from indirectly reporting subordinates and those who were not, on three of ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of input from indirectly reporting subordinates. The chi-square value for this relationship was 14.10 ($p = .003$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by input from indirectly reporting subordinates felt that this method was very useful to a greater extent than would normally be expected. On the other hand, administrators who were not evaluated by input from indirectly reporting subordinates felt that this method was very useful to a lesser extent than would normally be expected and felt that this method was of little use to a

greater extent than would normally be expected. These data are presented in Table XXXII.

TABLE XXXII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM INDIRECTLY REPORTING SUBORDINATES ON THE USEFULNESS OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use	Useless
Evaluated Using Input From Indirectly Reporting Subordinates	22 ^a 15.1 ^{b*}	48 44.2	18 26.1	4 6.5
Not Evaluated Using Input From Indirectly Reporting Subordinates	8 14.9*	40 43.8	34 25.9*	9 6.5

$$\chi^2 = 14.10$$

$$p = .003$$

^a First value in cell - observed frequency

^b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The administrator evaluation system used at this institution gives me a better idea of how others view my work than I

would have if there were no formal evaluation." The chi-square value for this relationship was 16.91 ($p = .000$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from indirectly reporting subordinates strongly agreed with this statement to a greater extent than would normally be expected and disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by input from indirectly reporting subordinates strongly agreed with this statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with this statement to a greater extent than would normally be expected. These data are presented in Table XXXIII.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Too much time is spent on administrator evaluation at this institution." The chi-square value for this relationship was 17.93 ($p = .000$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from indirectly reporting subordinates strongly agreed or agreed with this statement to a greater extent than would normally be expected and strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by input from indirectly reporting subordinates strongly disagreed with this statement to a greater extent than would

TABLE XXXIII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM INDIRECTLY REPORTING SUBORDINATES TO THE STATEMENT, "THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES ME A BETTER IDEA OF HOW OTHERS VIEW MY WORK THAN I WOULD HAVE IF THERE WERE NO FORMAL EVALUATION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Input From Indirectly Reporting Subordinates	42 ^a 30.2 ^{b*}	41 43.5	10 19.2*
Not Evaluated Using Input From Indirectly Reporting Subordinates	24 35.8*	54 51.5	32 22.8*

$$\chi^2 = 16.91$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

normally be expected. These data are presented in Table XXXIV.

TABLE XXXIV

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM INDIRECTLY REPORTING SUBORDINATES TO THE STATEMENT, "TOO MUCH TIME IS SPENT ON ADMINISTRATOR EVALUATION AT THIS INSTITUTION."

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated Using Input From Indirectly Re- porting Subordinates	25 ^a 17.4 ^{b*}	59 55.4	9 20.2*
Not Evaluated Using Input From Indirectly Re- porting Subordinates	13 20.6	62 65.6	35 23.8*

$$\chi^2 = 17.93$$

$$p = .000$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

Chi-square values for the relationship between use or non-use of input from indirectly reporting subordinates and the other seven attitude components were not significant at the .05 level.

Input from Students

Using chi-square analysis, significant differences were found between the responses of two groups, administrators who were evaluated using direct input from students and those who were not, on two of ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of input from students. The chi-square value for this relationship was 15.88 ($p = .001$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by direct input from students felt that the method was very useful to a greater extent than would normally be expected and felt that the method was useless to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by input from students felt that the method was useless to a greater extent than would normally be expected. These data are presented in Table XXXV.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Only objective data should be considered in the evaluation of administrators." The chi-square value for this relationship was 6.37 ($p = .041$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from students strongly agreed or agreed with this

TABLE XXXV

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING INPUT FROM STUDENTS
ON THE USEFULNESS OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use	Useless
Evaluated Using Input from Students	12 ^a 6.7 ^{b*}	23 18.3	13 16.3	2 8.7*
Not Evaluated Using Input from Students	11 16.3	40 44.7	43 39.7	28 21.3*

$$\chi^2 = 15.88$$

$$p = .001$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

statement to a greater extent than would normally be expected and disagreed with this statement to a lesser extent than would normally be expected. These data are presented in Table XXXVI.

TABLE XXXVI

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM STUDENTS TO THE STATEMENT, "ONLY OBJECTIVE DATA SHOULD BE CONSIDERED IN THE EVALUATION OF ADMINISTRATORS."

	Strongly Agree - Agree	Disagree	Strongly Disagree
Evaluated Using Input From Students	18 ^a 12.9 ^{b*}	19 26.6*	13 10.4
Not Evaluated Using Input From Students	34 39.1	88 80.4	29 31.6

$$\chi^2 = 6.37$$

$$p = .041$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

Chi-square values for the relationship between use or non-use of direct input from students and the other eight attitude components were not significant at the .05 level.

Input from Others (e.g., Peers)

Using chi-square analysis, significant differences were found between the responses of two groups, administrators who were evaluated by direct input from others in the institutional community (e.g., peers) and those who were not, on four of ten attitude components.

The first case of a significant relationship was found by comparing responses of the two groups as to the usefulness of input from others in the institution. The chi-square value for this relationship was 11.12 ($p = .011$). Further analysis was accomplished by examining the chi-square values for each of the individual cells to determine where the greatest differences existed between observed and expected frequencies. This analysis revealed that administrators who were evaluated by input from others in the institution felt that this method was very useful to a greater extent than would normally be expected, that this method was of little use to a lesser extent than would normally be expected, and that this method was useless to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by input from others felt that this method was very useful to a lesser extent than would normally be expected, that this method was of little use to a greater extent than would normally be expected, and that this method was useless to a greater extent than would normally be expected. These data are presented in Table XXXVII.

TABLE XXXVII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING INPUT FROM NON-
SUBORDINATES IN THE INSTITUTION (e.g.,
PEERS) ON THE USEFULNESS
OF THAT METHOD

	Very Useful	Of Some Use	Of Little Use	Useless
Evaluated Using Input from Non-subordinates (e.g., Peers)	21 ^a 15.5 ^{b*}	52 48.0	14 19.6*	6 9.8*
Not Evaluated Using Input from Non-subordinates (e.g., Peers)	9 14.5*	41 44.9	24 18.4*	13 9.2*

$$\chi^2 = 11.12$$

$$p = .011$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The administrator evaluation system used at this institution gives me a better idea of how others view my work than I would have if there were no formal evaluation." The chi-square value for this relationship was 8.68 ($p = .013$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from others

strongly agreed with this statement to a greater extent than would normally be expected and disagreed or strongly disagreed with the statement to a lesser extent than would normally be expected. On the other hand, those who were not evaluated by input from others strongly agreed with this statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with the statement to a greater extent than would normally be expected. These data are presented in Table XXXVIII.

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no formal evaluation." The chi-square value for this relationship was 9.44 ($p = .009$). Analysis of the chi-square values for the individual cells revealed that those who were evaluated by input from others agreed with this statement to a greater extent than would normally be expected and disagreed or strongly disagreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by input from others agreed with this statement to a lesser extent than would normally be expected and disagreed or strongly disagreed with the statement to a greater extent than would normally be expected. These data are presented in Table XXXIX.

TABLE XXXVIII

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM NON-SUBORDINATES IN THE INSTITUTION (e.g., PEERS) TO THE STATEMENT, "THE ADMINISTRATOR EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES ME A BETTER IDEA OF HOW OTHERS VIEW MY WORK THAN I WOULD HAVE IF THERE WERE NO FORMAL EVALUATION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Input From Non-Subordinates (e.g., Peers)	38 ^a 30.6 ^{b*}	44 44.0	12 19.4*
Not Evaluated Using Input From Non-Subordinates (e.g., Peers)	28 35.4*	51 51.0	30 22.6*

$$\chi^2 = 8.68$$

$$p = .013$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

TABLE XXXIX

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE AND WERE NOT EVALUATED USING INPUT FROM NON-SUBORDINATES IN THE INSTITUTION (e.g., PEERS) TO THE STATEMENT, "THE EVALUATION SYSTEM USED AT THIS INSTITUTION GIVES MY SUPERVISOR A BETTER IDEA OF HOW WELL I DO MY JOB THAN WOULD BE POSSIBLE IF THERE WERE NO FORMAL EVALUATION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Input From Non-Subordinates (e.g., Peers)	21 ^a 20.8 ^b	52 42.6*	21 30.6*
Not Evaluated Using Input From Non-Subordinates (e.g., Peers)	24 24.2	40 49.4*	45 35.4*

$$\chi^2 = 9.44$$

$$p = .009$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

The next case of a significant relationship was found by comparing responses of the two groups to the statement, "Too much subjective information is included in the administrator evaluation system used at this institution." The chi-square value for this relationship was 11.27 ($p = .004$). Analysis

of the chi-square values for the individual cells revealed that those who were evaluated by direct input from others strongly agreed with this statement to a greater extent than would normally be expected and agreed with this statement to a lesser extent than would normally be expected. On the other hand, administrators who were not evaluated by input from others strongly agreed with this statement to a lesser extent than would normally be expected and agreed with this statement to a greater extent than would normally be expected. It should be noted that the total number of respondents in both groups who disagreed or strongly disagreed with this statement was greater than those who strongly agreed or agreed. These data are presented in Table XL.

Chi-square values for the relationship between use or non-use of direct input from others in the institution and the five other attitude components were not significant at the .05 level. The relationship between use of this method and one other attitude component, "All administrators in higher education should be evaluated regularly," could not be appropriately evaluated using chi-square.

Summary: Research Question IV

In summary, the fourth research question was concerned with differences in attitudes about administrator evaluation among administrators in higher education relative to the method or methods of their own evaluation. Chi-square

TABLE XL

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
AND WERE NOT EVALUATED USING INPUT FROM NON-
SUBORDINATES IN THE INSTITUTION (e.g.,
PEERS) TO THE STATEMENT, "TOO MUCH
SUBJECTIVE INFORMATION IS INCLUDED
IN THE ADMINISTRATOR EVALUATION
SYSTEM USED AT THIS
INSTITUTION."

	Strongly Agree	Agree	Disagree - Strongly Disagree
Evaluated Using Input From Non-Subordinates (e.g., Peers)	26 ^a 18.1 ^{b*}	17 25.1*	50 49.8
Not Evaluated Using Input From Non-Subordinates (e.g., Peers)	13 20.9*	37 28.9*	57 57.2

$$\chi^2 = 11.27$$

$$p = .004$$

a First value in cell - observed frequency

b Second value in cell - expected frequency

* Cells which made a significant contribution to total χ^2 value

analysis revealed significant differences among administrators in 27 of 90 cases involving nine methods of formal evaluation with ten attitude components each. In each case, administrators who were evaluated by the method in question were compared with administrators who were not evaluated by that method. These findings are summarized as follows:

Rating Scales of Administrative Qualities. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of rating scales; and 2) whether the evaluation system gives the supervisor a better idea of how well the administrator does the job.

Committee Review. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of committee review; and 2) whether too much subjective information is included in the evaluation system.

Management by Objectives or Other Goal-Oriented Evaluation. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of goal-oriented evaluation; and 2) whether too much subjective information is included in the evaluation system.

Review Session with Supervisor. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of a review session with the supervisor; 2) whether the evaluation system gives the supervisor a better idea of how well the administrator does the job; 3) whether too much subjective information is included in the evaluation system; 4) whether the evaluation system is effective in measuring

how well the job is done; and 5) whether only objective data should be considered in the evaluation of administrators.

Written Self-Appraisal. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of written self-appraisal; and 2) whether only objective data should be considered in the evaluation of administrators.

Input from Direct Subordinates. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of input from direct subordinates; 2) whether the evaluation system gives the administrator a better idea of how others view his or her work; 3) whether too much time is spent on administrator evaluation; 4) whether the evaluation system gives the supervisor a better idea of how well the administrator does the job; and 5) whether the evaluation system is effective in measuring how well the job is done.

Input from Indirectly Reporting Subordinates. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of input from indirectly reporting subordinates; 2) whether the evaluation system gives the administrator a better idea of how others view his or her work; and 3) whether too much time is spent on administrator evaluation.

Input from Students. Significant differences were found in the attitudes of administrators toward: 1) the usefulness of input from students; and 2) whether only objective data should be considered in the evaluation of administrators.

Input from Others (e.g., Peers). Significant differences were found in attitudes of administrators toward:

- 1) the usefulness of input from others in the institutional community;
- 2) whether the evaluation system gives the administrator a better idea of how others view his or her work;
- 3) whether the evaluation system gives the supervisor a better idea of how well the administrator does the job; and
- 4) whether too much time is spent on administrator evaluation.

Thus, in these 27 cases, a relationship was found between the attitudes of administrators about evaluation and methods of evaluation. In these cases, the hypothesis that there are no significant differences in attitudes about administrator evaluation which can be related to methods of evaluation is rejected.

Other Findings Regarding Methods of Evaluation

As has already been stated, respondents were asked to rate the usefulness of each of nine methods of evaluation, whether or not the method was used at their institution. For each method these ratings of usefulness were then divided into two groups, responses from those who were evaluated by that particular method and responses from those who were not evaluated by that method. For each method, the two groups were compared using chi-square analysis with the results reported in the preceding section.

Data concerning the usefulness of the methods of evaluation was also examined in another way. For each of the nine

methods of evaluation, only the responses of those who were evaluated by that method were considered at first. Those who responded that the method was "Very Useful" or "Of Some Use" were added together. When this was done for each method, the nine methods were rank-ordered according to the percentage of responses in this sum. This produced a list of the nine methods rank-ordered according to usefulness as perceived by those who were evaluated using those methods.

"Individual review session with the supervisor" was the highest ranking method, with 96.5% of the responses in the "Very Useful" or "Of Some Use" categories. This one was followed by "Direct input from subordinates who report directly" (91.5%). The three methods with usefulness ranked lowest by those who were evaluated by the methods were "Direct input from others who are indirectly responsible to you within the organization" (76.1% "Very Useful" or "Of Some Use"), "Direct input from students" (70.0%), and "Committee review" (68.9%). All data displayed in this way are presented in Table XLI.

It must be noted that the ratings of usefulness were not independent, i.e., most respondents were evaluated by more than one method, but only a few were evaluated through all nine methods. So for example, an administrator might view the usefulness of rating scales used for input from students differently than rating scales used for self-appraisal.

For each method, the responses of those who were not evaluated by the method were examined in the same manner. For each method, responses of "Very Useful" and "Of Some Use"

TABLE XLI

FREQUENCIES OF RESPONSES OF ADMINISTRATORS WHO WERE
SUBJECT TO NINE METHODS OF EVALUATION ON
THE USEFULNESS OF EACH METHOD^a

		A + B	Very Useful (A)	Of Some Use (B)	Of Little Use	Useless
Review Session with Supervisor N = 171	N %	165 96.5	115 67.3	50 29.2	6 3.5	
Input from Direct Subordinates N = 118	N %	108 91.5	63 53.4	45 38.1	8 6.8	2 1.7
Management by Objectives or Other Goal-Oriented Evaluation N = 70	N %	64 91.4	32 45.7	32 45.7	6 8.6	
Rating Scales of Administrative Qualities N = 115	N %	98 85.2	33 28.7	65 56.5	12 10.4	5 4.3
Written Self-Appraisal N = 73	N %	62 84.9	29 39.7	33 45.2	8 11.0	3 4.1
Input from Others (e.g., Peers) N = 93	N %	73 78.5	21 22.6	52 55.9	14 15.1	6 6.5
Input from Other Subordinates N = 92	N %	70 76.1	22 23.9	48 52.2	18 19.6	4 4.3
Input from Students N = 50	N %	35 70.0	12 24.0	23 46.0	13 26.0	2 4.0
Committee Review N = 61	N %	42 68.9	14 23.0	28 45.9	14 23.0	5 8.2

^a Does not include those who responded "Not Familiar"

were added together, and the nine methods then rank-ordered according to the sums. This produced a list of the methods ranked according to usefulness as perceived by administrators who were not evaluated using those methods. The method ranked highest by this group was "Direct input from subordinates who report directly" with 80.9% of responses in the "Very Useful" or "Of Some Use" categories. This was followed by "Individual review session with supervisor" (76.2%), and "Management by objectives or other forms of goal-oriented evaluation" (72.2%). The three methods ranked lowest by those who were not evaluated using the methods were "Direct input from others who are indirectly responsible to you within the organization" (52.8% "Very Useful" or "Of Some Use"), "Committee review" (45.6%), and "Direct input from students" (41.8%). All data displayed in this way are presented in Table XLII.

TABLE XLII

FREQUENCIES OF RESPONSES ON THE USEFULNESS OF NINE
METHODS OF EVALUATION BY ADMINISTRATORS WHO
WERE NOT SUBJECT TO THOSE METHODS^a

		A + B	Very Useful (A)	Of Some Use (B)	Of Little Use	Use- less
Input from Direct Subordinates N = 68	N %	55 80.9	16 23.5	39 57.4	7 10.3	6 8.8
Review Session with Supervisor N = 21	N %	16 76.2	11 52.4	5 23.8	4 19.0	1 4.8
Management by Objec- tives or Other Goal-Oriented Evaluation N = 101	N %	73 72.2	27 26.7	46 45.5	20 19.8	8 7.9
Written Self- Appraisal N = 103	N %	67 65.0	20 19.4	47 45.6	22 21.4	14 13.6
Rating Scales of Administrative Qualities N = 71	N %	41 57.8	7 9.9	34 47.9	23 32.4	7 9.9
Input from Others (e.g., Peers) N = 87	N %	50 57.4	9 10.3	41 47.1	24 27.6	13 14.9
Input from Other Subordinates N = 91	N %	48 52.8	8 8.8	40 44.0	34 37.4	9 9.9
Committee Review N = 114	N %	52 45.6	5 4.4	47 41.2	33 28.9	29 25.4
Input from Students N = 122	N %	51 41.8	11 9.0	40 32.8	43 35.2	28 23.0

^a Does not include those who responded "Not Familiar"

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the preceding chapters of this study, an introduction to the problem, a review of the related literature, a discussion of the procedures and methodology, and an analysis of the data were presented. In this chapter, a summary of the entire study, a discussion of conclusions, and recommendations are presented.

Summary

Nature of the Problem

The evaluation of individual performance has always been an important part of any organized activity. As organizations have become more complex, performance appraisals have developed into systematic, formal evaluation programs that are an integral part of many business and governmental entities.

In higher education formal evaluation of students is well established, and the interest in formal evaluation of faculty has been growing for quite some time. The evaluation of administrators in higher education is a more recent concern, and many institutions have adopted formal systems of administrator evaluation within the last several years. The

demands for accountability in institutional management logically lead to the concept that the performance of those who are charged with administering the institution should be evaluated.

Because formal evaluation of administrators in higher education is a relatively new phenomenon, those interested in the subject--and especially those implementing new evaluation programs--have little information to guide them. Several important aspects of administrator evaluation have not been clearly defined or fully explored. The purposes of evaluation, the methods of evaluation, and the attitudes of administrators toward evaluation are three such areas. The ultimate question of whether administrator evaluation is actually effective in improving institutions of higher education depends to a great extent on information about these aspects of the subject.

The Purpose

The purpose of this study was to investigate selected aspects of administrator evaluation in higher education. Specifically, the study examined the attitudes of a selected group of administrators in higher education regarding administrator evaluation with special attention given to attitudes related to purposes and methods of evaluation. In addition, the relationship between the length of time administrators were subject to evaluation and their attitude toward evaluation was examined.

Importance of the Study

Many institutions of higher education have recently adopted formal evaluation systems, and many more are currently considering such programs. A great deal of information is needed by those who are designing administrator evaluation programs, including the attitudes of administrators about evaluation. There is a need to know the effect that various purposes for evaluation can have on the attitudes of those subject to the evaluation program. Information is also needed about the usefulness of various methods of performance appraisal. Finally, those who are implementing new evaluation programs need to know if they can expect opposition from those who are being evaluated and if negative attitudes will persist or decline as the program becomes more firmly established.

Related Literature

The literature related to the evaluation of administrators in higher education and to the effect of attitudes on evaluation programs was reviewed to develop a foundation upon which to conduct this study. Possible reasons and purposes for evaluation were first explored, followed by an extensive review of actual practices and methods of evaluating administrators. Important here was an examination of the criteria that could be used for evaluating administrators, including

personal traits and organizational functions and roles. Determining methods of evaluation involves decisions on who should be involved in the evaluation of an individual administrator, whether instrumentation should be used, and how the results of the evaluation process should be used.

The literature on attitudes toward personnel programs like evaluation provided a conceptual framework upon which to base this study. Francis described a three-stage developmental model to account for attitude change within educational institutions. The model predicts that resistance and objection will be encountered in the early stages of adoption of a program such as administrator evaluation. It also predicts that as time passes, successful programs will pass through the initial stage and eventually become generally accepted. Genova et al. point out that inadequate attention to purposes and methods can lead to negative attitudes about evaluation and contribute to program failure. On the other hand, programs in which administrators have generally positive attitudes toward the purposes and methods of formal evaluation will have a greater chance of success in the long run.

Research Questions

The following research questions were considered in this study:

- I. Are there differences in attitudes about administrator evaluation among administrators in

higher education relative to whether or not they are subject to formal evaluation?

- II. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the length of time they have been subject to evaluation?
- III. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to their perception of the primary purpose of evaluation?
- IV. Are there differences in attitudes about administrator evaluation among administrators in higher education relative to the method or methods of their own evaluation?

Methodology

The population for this study consisted of vice-presidents and deans at member institutions of the American Association of State Colleges and Universities which reported having formal or informal administrator evaluation procedures in an earlier study conducted by Surwill and Heywood. From this list of institutions, a random sample of 30 institutions with formal procedures and 30 institutions with informal procedures was drawn. Four Hundred eighty-three subjects for this study were then identified by reviewing the listing for each of the 60 institutions in the Education Directory, Colleges and Universities 1977-78 and

selecting those persons assigned codes representing administrative positions at the level of either vice-president or dean.

The instrument used to collect data for the study was a questionnaire developed by the researcher. Pilot copies of the instrument were given to nine administrators at Oklahoma State University, a process which resulted in minor changes and verification of the reliability of the instrument. The questionnaire was reproduced and mailed along with a cover letter and a self-addressed return envelope to the 483 prospective participants. Usable returns were completed and returned by 78% of the participants.

Data from the questionnaires were then coded, key-punched, verified, and analyzed at the Oklahoma State University Computer Center utilizing SPSS: Statistical Package for the Social Sciences and A Users Guide to Statistical Analysis System. All hypotheses were supported or rejected at the .05 level of significance.

Data were analyzed by three statistical techniques: 1) frequency counts and percentages for each item on the questionnaire; 2) chi-square analysis to determine if a significant relationship existed between attitudes toward evaluation and three of the four selected variables: whether one was subject to evaluation or not; the primary purpose of evaluation; and the method of evaluation; and 3) Kendall rank correlation coefficient (τ_c) to determine if a significant relationship existed between attitudes toward evaluation and

the number of years the administrators were subject to evaluation.

Findings

The findings are summarized in relation to the four research questions.

Whether or Not Administrators were Subject to Formal Evaluation. (1) There was a significant difference in attitude between administrators who were evaluated through formal procedures and those who were not regarding whether informal evaluation of administrators was better than formal evaluation. Although both groups tended to feel that formal evaluation was better, those who were formally evaluated held this opinion more strongly.

(2) There was a significant difference in attitude between administrators who were evaluated through formal procedures and those who were not regarding whether only objective data should be considered in the evaluation of administrators. Although both groups tended to feel that some non-objective data should be considered, those who were informally evaluated held this opinion more strongly.

(3) There was no significant difference in attitude between administrators who were evaluated through formal procedures and those who were not regarding whether it was possible to evaluate objectively administrative performance in higher education. Both groups tended to agree that it was possible.

(4) There was no significant difference in attitude between administrators who were evaluated through formal procedures and those who were not regarding whether all administrators in higher education should be evaluated regularly. A majority of both groups strongly agreed that all administrators should be regularly evaluated.

Length of Time Subject to Evaluation. It was found that, as the number of years that administrators were evaluated through formal procedures increased: (1) the less they felt that too much time was spent on evaluation; (2) the more strongly they felt that evaluation gave their supervisor a better idea of how well they did their job; and (3) the more strongly they felt that all administrators in higher education should be evaluated regularly.

Purpose of Evaluation. In the following set of findings, significant differences were found among administrators relative to their perceptions of the primary purpose for evaluation at their institutions.

(1) Significant differences were found among administrators relative to their perceptions of the primary purpose of evaluation and their attitude toward that purpose, i.e., whether or not the perceived purpose should be the most important. Administrators who perceived that the primary purpose of evaluation at their institution was "Helping individual administrators improve their skills and performance," felt that this should be the most important purpose

to a significantly greater extent than would be expected. However, administrators who perceived that the primary purpose of evaluation at their institution was "Informing internal and external audiences on administrative effectiveness and worth," did not feel that this should be the most important reason for evaluation to a significant degree.

(2) Significant differences were found among administrators relative to their perceptions of the primary purpose of evaluation and their attitude about whether the administrator evaluation system at their institution gave them a better idea of how others viewed their work. Administrators who perceived that the primary purpose of evaluation at their institution was "Helping administrators improve their skills and performance," strongly agreed that evaluation gave them a better idea of how others viewed their work to a greater extent than would be expected. Administrators who perceived that the primary purpose of evaluation at their institution was "Making personnel decisions for the person being evaluated," and those who perceived the primary purpose to be "Informing internal and external audiences on administrative effectiveness and worth," also tended to agree that formal evaluation gave them a better idea of how others viewed their work. However, they did not hold this opinion as strongly as administrators who perceived the primary purpose to be "Helping administrators improve skills."

(3) Administrators who perceived the primary purpose to be "helping administrators improve skills," felt that the

evaluation system at their institution gave their supervisor a better idea of how well they did their job to a greater extent than would be expected. On the other hand, administrators who perceived the primary purpose to be "Informing others on administrative effectiveness and worth," felt that the evaluation system did not give their supervisor a better idea of how well they did their job.

(4) A significantly small number of administrators who perceived the primary purpose to be "Helping administrators improve skills," felt that the evaluation system at their institution was not effective in measuring how well they did their job. On the other hand, administrators who perceived the primary purpose to be "Informing others on administrative effectiveness," did not feel that the evaluation system at their institution was effective in measuring how well they did their job to a significant extent.

(5) A significantly small number of administrators who perceived the primary purpose of evaluation to be "Helping administrators improve skills," felt that it was not possible to evaluate objectively administrator performance in higher education. In contrast, administrators who perceived the primary purpose to be "Informing others of administrative effectiveness," did not feel that it was possible to evaluate objectively the administrative performance in higher education to a significant degree.

(6) Administrators who perceived the primary purpose of evaluation to be "Helping administrators improve skills,"

tended to favor the use of a formal evaluation system. On the other hand, administrators who perceived the primary purpose to be "Informing others on administrative effectiveness" tended to favor an informal evaluation process.

Methods of Evaluation. In the following sets of findings, significant differences were found between administrators who were evaluated by a particular method and those who were not evaluated by that method.

(1) Rating scales of administrative qualities. Both administrators who were evaluated by rating scales and those who were not evaluated by this method tended to agree that evaluation gave their supervisor a better idea of how well they did their job than would be possible without formal evaluation. However, agreement with this idea was significantly stronger among administrators who were not evaluated by rating scales.

(2) Committee review. Administrators who were evaluated by committee review felt that too much subjective information was included in the evaluation system used at their institution to a greater extent than those who were not evaluated using this method.

(3) Management by objectives or other forms of goal-oriented evaluation. Administrators who were evaluated by some form of goal-oriented evaluation did not feel that too much subjective information was included in the evaluation system at their institution to a significantly greater extent than those who were not evaluated by this method.

(4) Individual review session with the supervisor.

Administrators who were not evaluated by a review session with their supervisor tended to feel that: (a) the evaluation system at their institution did not give their supervisor a better idea of how well they did their job; (b) too much subjective information was included in the administrator evaluation system at their institution; (c) the administrator evaluation system at their institution was not effective in measuring how well they did their job. They also felt that only objective data should be considered in the evaluation of administrators to a greater extent than would be expected.

(5) Written self-appraisal. Neither group of administrators, those who were evaluated by written self-appraisal or those who were not, tended to feel that only objective data should be considered in the evaluation of administrators. However, those who were evaluated by this method felt more strongly that some non-objective data should be considered.

(6) Input from directly reporting subordinates. Administrators who were evaluated by input from directly reporting subordinates tended to feel that the evaluation system at their institution gave them a better idea of how others viewed their work, but they also believed that too much time was spent on evaluation at their institution. A significant number of those who were not evaluated by this method felt that the evaluation system at their institution did not give their supervisor a better idea of how well they did their job

and that the system was not effective in measuring how well they did their job.

(7) Input from indirectly reporting subordinates. Those who were evaluated by input from indirectly reporting subordinates felt that the evaluation system at their institution gave them a better idea of how others viewed their work to a greater extent than those who were not evaluated by this method. On the other hand, those who were evaluated by this method felt that too much time was spent on administrator evaluation to a greater extent than those who were not evaluated by this method.

(8) Input from students. Those who were evaluated by input from students felt that only objective data should be considered in the evaluation of administrators to a greater extent than would be expected.

(9) Input from others (e.g., peers). Those evaluated by input from nonsubordinates in the institution felt that the evaluation system gave them a better idea of how others viewed their work to a greater extent than those who were not evaluated by this method. Those evaluated by this method also felt that the evaluation system gave their supervisor a better idea of how well they did their job to a greater extent than those who were not evaluated by this method. Although the majority of administrators in both groups did not feel that too much subjective information was included in the administrator evaluation system at their institution, there was a strong minority who did feel that there was too

much subjectivity. Among this minority, those who were evaluated by input from nonsubordinates felt more strongly that there was too much subjectivity in their evaluation system.

(10) For each of the nine methods mentioned above, those who were evaluated using the method in question felt that it was more useful than those who were not evaluated by that method.

(11) Additional examination of the data concerning the usefulness of the nine methods of evaluation produced two lists of the nine methods, rank-ordered according to usefulness as perceived by those who were evaluated using the methods and by those who were not. Those who were evaluated by one or more of the methods felt that a review session with the supervisor was the most useful method and that committee review was the least useful method. On the other hand, those who were not subject to the methods felt that input from direct subordinates would be the most useful method and that input from students would be the least useful method.

Discussion and Conclusions

Based on the findings, conclusions concerning each of the four research questions seem warranted. These questions will be considered separately.

1. The analysis of the first research question and the attendant hypothesis clearly supported the idea that there were differences in attitudes about administrator evaluation relative to whether or not individual administrators were

subject to formal evaluation systems. Interestingly enough, both those evaluated and those not evaluated through formal procedures seemed to feel that formal systems were better than informal evaluations of administrators, the difference coming in the degree to which the two groups held this attitude. Likewise, there was strong agreement from both groups that all administrators should be evaluated regularly.

Although a majority of both groups disagreed with the idea that only objective data should be considered in the evaluation of administrators, those not evaluated formally tended to disagree more strongly. Perhaps those who were not evaluated using formal procedures saw a formal evaluation system as a move to objectivity and may prefer the more subjective nature of informal evaluation. In practice, formal evaluation systems do not necessarily exclude subjective data.

In general, the differences between those who were and were not evaluated were differences of degree. A clear majority of both groups felt that evaluation was important, that formal evaluation was preferable to informal, and that it was possible to evaluate objectively administrative performance in higher education. These findings would indicate that the introduction of a formal evaluation system would not necessarily cause the negative reaction that Francis and the Miners had predicted.

2. Francis pointed out that acceptance of any new concept in higher education may take time. The data in this study would seem to bear this out to some extent. The longer

administrators were subject to evaluation the stronger they felt that all administrators should be evaluated regularly, that the evaluation system gave their supervisor a better idea of how well they did their job, and that not too much time was spent on evaluation.

These findings certainly indicate that administrators become increasingly satisfied with evaluation as time passes. Several possible explanations for this increased satisfaction can be offered. The Francis model states that new attitudes and behaviors are substituted for old ones as the system passes through stages of development. It is probably also true that evaluation systems become more refined as time passes. This may be a particularly significant reason for the increasingly positive attitude toward the amount of time spent on the evaluation process. On the other hand, it could be that administrators simply learn to "play the game" better as time passes and consequently feel less threatened by an evaluation system they have learned to master.

3. There was a remarkably consistent pattern of attitudes connected with the administrators' perceptions of the primary purposes of evaluation. Those administrators who perceived that the primary purpose of evaluation at their institution was "Helping individual administrators improve their skills and performance" had generally positive attitudes about that purpose, about the way the evaluation system worked at their institution, and about the concept of evaluation itself. Attitudes were less positive among

administrators who perceived the purpose to be "Making personnel decisions for the person being evaluated." However, there was a consistent pattern of negative attitudes when the primary purpose of evaluation was "Informing others on administrative effectiveness and worth." Administrators who identified this as the primary purpose of evaluation at their institution strongly disagreed with the validity of this purpose, held negative attitudes about the evaluation system at their institution, and questioned the whole concept of formal evaluation.

These findings suggest a continuum of satisfaction based on purpose. Administrators in institutions where the purpose was "Helping administrators improve their skills and performance" felt positively, not only about the concept of evaluation but also about the evaluation system at their institution. Those who perceived the purpose of evaluation to be "Increasing the effectiveness of the administration as a team" or "Making personnel decisions for the person being evaluated" were less positive. Attitudes toward formal evaluation were generally positive though not as strong as when the purpose was to help administrators improve skills. At the other end of the scale, those who perceived the purpose to be "Informing others on administrative effectiveness and worth" had definite negative attitudes about the concept of evaluation and the system at their own institution.

This continuum of satisfaction based on purpose can be related to the underlying dichotomy that purposes of

evaluation are essentially either developmental or judgmental in nature. Developmental purposes seem to lead to more positive attitudes about evaluation. In this study, the more the purpose was perceived to be related to improving individual skills, the greater the satisfaction with evaluation. The most positive attitudes were found when the purpose was "Helping administrators improve skills and performance," probably the most developmental purpose listed in this survey. Positive attitudes were also found to be related to the purpose of "Increasing the effectiveness of the administration as a team," which stresses development of the entire administration.

"Making personnel decisions for the person being evaluated" is definitely more judgmental than the two purposes discussed above, and attitudes connected with this purpose were generally less positive. Results of an evaluation process with this as the primary purpose are probably used almost exclusively by the administrator's own immediate supervisor. Thus, the judgmental aspects of this purpose could be somewhat limited. It is also possible that this purpose could be seen as providing an incentive for administrators to develop and improve.

The most negative attitudes were connected with the purpose that is potentially most judgmental, "Informing internal and external audiences on administrative effectiveness and worth." The results of an evaluation process with this as the purpose could certainly be used to make a

judgment on an administrator's worth. But even more significantly, this judgment could be made by any number of people informed of the results of the evaluation. With this as the purpose, the results are clearly meant for persons other than the administrator being evaluated.

As has been suggested in the literature, great care must be taken in determining the reasons and purposes of evaluation before embarking on a formal appraisal program. There must also be very good communication about the purpose of the formal evaluation system, since satisfaction with the system depends at least in part on the perceptions of administrators as to purpose. It is also important to determine what the desired outcomes of the evaluation program should be since these also relate to the primary purpose. For example, if one of the desired outcomes is to give administrators a better idea of how others view their work, helping administrators to improve skills seems to be the most compatible primary purpose.

4. The findings concerning the methods of evaluation can be viewed as a comparison of certain strengths and/or weaknesses of each method. An example of this way of looking at the data can be seen by examining the findings concerning input from direct subordinates. It is clear that those who were subject to this method of evaluation felt that the system which included this method gave them a better idea of how others viewed their work, gave their supervisor a better idea of how they did their job, and was generally effective

in measuring how well they did their job. On the other hand, this same group of administrators who were evaluated using this method felt that too much time was spent on evaluation at their institution. Hence, while there were several benefits of using this particular method, there was also a concern that it may take too much time.

The findings concerning usefulness of the nine methods of evaluation are also interesting. It should probably not be surprising that those who were evaluated with each of the methods in question felt that the particular method was more useful than those who were not evaluated with that method. Apparently, once a method is adopted, the great majority of administrators are able to see some usefulness in it. Even committee review, the method which ranked lowest in usefulness, was rated "Very Useful" or "Of Some Use" by 68.9% of the administrators who were evaluated using that method.

The rank listings do suggest some differences in the perceptions of usefulness of the methods. The rankings of the nine methods according to the ratings of usefulness by those administrators who were evaluated by the methods and by those who were not were remarkably similar. "Input from Direct Subordinates," "Review Session with Supervisor," and "Management by Objectives or Other Goal-Oriented Evaluation" were the top three on both lists, although not in that order on both. The bottom four were also the same, although not in the same order, "Input from Others (e.g., peers)," "Input from Other Subordinates," "Committee Review," and "Input from

Students." Institutions attempting to implement methods of evaluation which were low on these scales, especially the scale of responses from administrators who were not evaluated using these methods, can expect more opposition to the use of the method and perhaps to the program itself.

The rankings of usefulness of the various methods of evaluation may also indicate an underlying philosophy of management among administrators in higher education. The fact that "Review Session with Supervisor" and "Input from Direct Subordinates" were the highest rated methods shows that administrators felt it was most useful to be evaluated by those with whom they work most closely. That these administrators favored evaluation by those both above and below them in the institutional hierarchy indicates that they are involved in, or at least acceptant of, a team approach to management.

The third-ranked method, "Management by Objectives or Other Goal-Oriented Evaluation," also suggests an interesting conclusion. The high percentages of administrators who see this as a useful method indicate that most are comfortable with a business-like, production-oriented model of management and evaluation. This is particularly significant in view of the fact that educators have traditionally stressed the view that the outputs of higher education are not measurable.

In summary, institutions implementing evaluation programs can expect some initial opposition, but that opposition should diminish over time. It can also be seen that selection

of purpose and methods of evaluation are extremely important if the attitudes of the administrators undergoing evaluation are to be positive. Purposes which are perceived to be developmental and supportive can be expected to lead to generally favorable attitudes toward evaluation. Purposes which are judgmental in nature will cause evaluation to be received more negatively. Use of various methods of evaluation also affects the attitudes that administrators have about evaluation programs. The findings on methods suggest that administrators are comfortable with a goal-oriented, team approach to management and evaluation.

Recommendations

Based on the findings and the conclusions of this study, several recommendations seem warranted.

In the review of the literature of this study, a number of guidelines were suggested for those considering the implementation of evaluation programs for administrators in higher education. Findings of this study have provided data to support several of these guidelines, and they are repeated here:

(1) An institution of higher education which is considering the implementation of an administrator evaluation program should develop the evaluation system to meet its own special needs, taking into account the traditions, purposes, and objectives of the institution.

(2) Administrators who will be evaluated should have significant input into the development of evaluation policies

and subsequent procedures, guidelines, and criteria. This will improve understanding, and therefore acceptance, of the evaluation program.

(3) Everyone involved in the evaluation process should understand that there is a positive purpose to evaluation, i.e., to improve the quality of administration. In this sense evaluation should be developmental rather than judgmental and should not be viewed as a threat.

(4) The procedures for evaluation should be clearly defined and stated in advance.

(5) Evaluation should be sought from those who are in a position to make honest, valid judgments.

(6) All administrators within the institution should be evaluated.

Special consideration should be given to the purposes of evaluation. Those designing evaluation programs need to be aware of the effect of various purposes on the attitudes of those who are to be evaluated.

While it was not the purpose of this study to recommend specific methods, some characteristics of the methods as perceived by the administrators themselves were uncovered, including administrators' ratings of the usefulness of various methods. This information could be used by those who are implementing evaluation programs as they go about selecting appraisal methods.

Recommendations for further research are also warranted:

(1) The basic question of whether administrator evaluation actually improves the operation of an institution still exists. This study was meant to be an initial step in that process. Almost any research done in this area should add a building block to the process of ultimately determining if administrator evaluation makes a difference in the overall operation of an institution.

(2) While this study has shown that evaluation may be useful to those who are evaluated, is evaluation data of any use to others who may receive it, such as the supervisor of the evaluated administrator? The literature does not provide information about what those who use evaluation data think about such programs. This would seem to be fertile ground for further research.

(3) This research study was conducted among administrators in member institutions of the American Association of State Colleges and Universities. In order to state more conclusive generalizations about the attitudes of administrators toward evaluation, similar research should be conducted in different kinds of institutions. Private colleges and universities, junior colleges, and comprehensive state universities are types of institutions which have not been studied.

(4) Other variables which could account for differences in attitudes toward administrator evaluation should be studied. One such variable would be the reasons for implementation of administrator evaluation systems. There are at least three possible sources which usually provide the impetus for

an evaluation program: the administration itself, faculty, and outside agencies such as a governing board or state coordinating board. Are there differences in evaluation programs or in the attitudes of administrators toward those programs relative to the reasons for the implementation of the program?

Other variables which could affect attitudes toward evaluation include size of institution, scope of the administrator's responsibilities (e.g., number of organizational components, number of reporting personnel, etc.), type of position (e.g., academic administrator, student affairs administrator, etc.), and complexity of the institution.

(5) Most of the administrators in this study may have at least one other layer of administration between them and the rank and file. For example, academic deans will typically have department heads between them and the faculty. Would the attitudes of lower level administrators toward evaluation differ from attitudes found in this study? More specifically, would certain methods of evaluation (e.g., input from direct subordinates, management by objectives) be seen as useful by academic department heads and other lower echelon administrators?

(6) Research is needed on the methods of evaluation, especially rating scales, to determine their actual effectiveness. As noted by Fisher and others, most of the rating scales and other methods of evaluation have not been adequately validated.

(7) The experience of business and governmental organizations in the evaluation of professional employees needs to be examined more carefully. Many of these institutions have been evaluating employees for many years. Colleges and universities should be able to do a better job of applying that experience to academia.

(8) The design of this study did not account for the various combinations of evaluation methods that are in use at institutions of higher education. Since most evaluation programs appear to involve a combination of methods rather than only one, further research in the effectiveness of methods should examine combinations rather than individual methods. It would also be interesting to know if institutions tend to develop one evaluation system for all administrators or if there are different evaluation programs for different levels or parts of the institution.

Concluding Remarks

This study was an initial step in the investigation of formal evaluation of administrators in higher education. A great deal more information is needed before generalizations can be made about the effectiveness of administrator evaluations. It is hoped, however, that the findings on the attitudes of administrators toward evaluation will be helpful, not only to researchers interested in this subject, but to those who are concerned about implementing and improving evaluation programs.

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APPENDIX A
ADDITIONAL DATA

TABLE XLIII
 INSTITUTIONS REPRESENTED IN THE
 SAMPLE POPULATION

College or University	Highest Degree Offered*	Fall, 1976 Enrollment	Number of Administrators in Sample
<u>Institutions Reporting Formal Evaluation Programs</u>			
California State College, Bakersfield	2	3,060	10
California State University, Los Angeles	4	24,427	9
San Diego State University (California)	4	31,811	10
University of the District of Columbia, Mount Vernon Square Campus	2	7,667	4
Florida Agricultural and Mechanical University	2	5,923	13
University of North Florida	2	4,307	9
Governors State University (Illinois)	2	3,599	9
Northeastern Illinois University	2	9,516	6
Pittsburg State University (Kansas)	3	5,284	10
Western Kentucky University	3	13,386	10
University of Southern Maine (formerly the University of Maine at Portland-Gorham)	2	8,307	9
Towson State University (Maryland)	2	14,452	10
Missouri Western State College	1	3,714	8
University of Nebraska at Omaha	4	14,993	10

TABLE XLIII (Continued)

College or University	Highest Degree Offered*	Fall, 1976 Enrollment	Number of Administrators in Sample
Glassboro State College (New Jersey)	2	10,454	6
Stockton State College (New Jersey)	1	4,126	11
State University of New York, College at Buffalo	3	11,850	7
State University of New York, College at Oswego	3	8,672	7
Bowling Green State Univer- sity (Ohio)	4	16,989	12
Northeastern Oklahoma State University	2	5,844	8
East Stroudsburg State College (Pennsylvania)	2	4,091	10
Kutztown State College (Pennsylvania)	2	5,322	7
Lander College (South Carolina)	1	1,750	4
Northern State College (South Dakota)	2	2,353	4
Castleton State College (Vermont)	2	2,069	4
Longwood College (Virginia)	2	2,232	5
Old Dominion University (Virginia)	4	13,262	10
Radford College (Virginia)	2	5,112	7
College of William and Mary (Virginia)	4	6,011	<u>10</u>
Subtotal - 30 Institutions			245

TABLE XLIII (Continued)

College or University	Highest Degree Offered*	Fall, 1976 Enrollment	Number of Administrators in Sample
Institutions Reporting Informal Evaluation Programs			
University of Alabama in Huntsville	4	3,834	8
Arkansas State University	3	7,110	10
Metropolitan State College (Colorado)	1	12,921	12
University of Southern Colorado	2	6,197	5
Georgia Southern College	3	6,110	6
University of Guam	2	3,710	7
Eastern Illinois University	3	9,923	13
Indiana State University	4	11,539	9
Western Michigan University	4	23,058	10
Alcorn State University (Mississippi)	2	2,688	10
Montclair State College (New Jersey)	2	15,018	9
State University of New York, College at Geneseo	3	5,845	5
Dickinson State College (North Dakota)	1	1,026	4
Minot State College (North Dakota)	2	2,241	3
Valley City State College (North Dakota)	1	870	4
University of Akron (Ohio)	4	22,017	13

TABLE XLIII (Continued)

College or University	Highest Degree Offered*	Fall, 1976 Enrollment	Number of Administrators in Sample
Clarion State College (Pennsylvania)	2	4,863	10
Edinboro State College (Pennsylvania)	3	6,755	10
Shippensburg State College (Pennsylvania)	3	6,041	8
College of Charleston (South Carolina)	2	5,036	6
Rhode Island College	3	7,823	7
East Texas State University	4	9,827	8
Midwestern State University (Texas)	2	4,598	8
University of Texas at San Antonio	2	7,498	9
Weber State College (Utah)	1	8,818	11
George Mason University (Virginia)	2	8,771	8
Western Washington State College	3	9,123	5
Concord College (West Virginia)	1	1,685	4
University of Wisconsin - Stout	3	6,066	8
University of Wisconsin - Whitewater	2	9,388	<u>8</u>
Subtotal - 30 Institutions			238
TOTAL - 60 Institutions			<u>483</u>

TABLE XLIII (Continued)

*The highest degree offered for each institution is shown according to the following code:

- 1 - Four- or five-year baccalaureate degree
- 2 - Master's degree
- 3 - Beyond master's degree but less than doctoral degree
- 4 - Doctoral degree

Source: National Center for Education Statistics, Education Directory, Colleges and Universities 1977-78 (Washington, 1978), pp. 1-447.

TABLE XLIV
 FREQUENCIES OF RESPONSES ON THE ADMINISTRATOR
 EVALUATION SURVEY

	Yes		No						
1. Is there a formal process for the evaluation of administrators at your institution?	N	240		139					
	%	63.3		36.7					
<hr/>									
	Yes		No						
2. Is your performance currently evaluated using a formal procedure?	N	205		174					
	%	54.1		45.9					
<hr/>									
	One Year or Less		2 Years	3 Years	4.5 Years	6 or More Years			
3. How many years have you been evaluated using a formal procedure in this and any other administrative position(s) at your institution.	N	34	34	25	48	61			
	%	16.8	16.8	12.4	23.8	30.2		3*	
<hr/>									
4. a. Rank order the listed purposes for evaluation of administrators according to your perception of their importance at your institution. Place a "1" by the primary or most important, "2" by the next most important, and so on. Use each number only once. If a purpose is not relevant to your institution, leave the space blank.						Rank of Importance			
		1	2	3	4	5	Blank (Not relevant or no response)		
<hr/>									
Purpose									
Increasing the effectiveness of the administration as a team.	N	34	52	62	22	1	34*		
	%	19.9	30.4	36.3	12.9	.6			
Helping individual administrators improve their skills and performance.	N	72	74	25	10	4	20*		
	%	38.9	40.0	13.5	5.4	2.2			
Conducting research on factors related to administrative effectiveness.	N	3	1	11	33	57	100*		
	%	2.9	1.0	10.5	31.4	54.3			
Making personnel decisions for the person being evaluated (e.g., salary, promotion, retention).	N	67	37	48	21	5	27*		
	%	37.6	20.8	27.0	11.8	2.8			
Informing internal and external audiences on administrative effectiveness and worth.	N	18	24	27	40	31	65*		
	%	12.9	17.1	19.3	28.6	22.1			

TABLE XLIV (Continued)

4. b. Describe your opinion of the usefulness of the evaluation system at your institution in meeting each purpose. When a purpose is not applicable, answer N/A.		Very Useful	Of Some Use	Of Little Use	Useless	N/A	
Purpose							
Increasing the effectiveness of the administration as a team.	N 25 % 12.9	84 43.3	42 21.6	20 10.3	23 11.9		11*
Helping individual administrators improve their skills and performance.	N 46 % 23.7	98 50.5	32 16.5	9 4.6	9 4.6		11*
Conducting research on factors related to administrative effectiveness.	N %	20 10.4	45 23.3	35 18.1	93 48.2		12*
Making personnel decisions for the person being evaluated (e.g., salary, promotion, retention).	N 38 % 19.6	92 47.4	29 14.9	17 8.8	18 9.3		11*
Informing internal and external audiences on administrative effectiveness and worth.	N 6 % 3.1	54 27.8	50 25.8	26 13.4	58 29.9		11*
		Yes	No	Uncertain			
5. Consider the purpose you identified as most important at your institution (Question 4a.). Do you believe this should be the most important purpose for evaluating administrators.		N 131 % 67.5	53 27.3	10 5.2			11*
6. a. Please indicate by checking "yes" or "no" which of the listed methods of performance appraisal are used in the administrator evaluation system that applies to your position.		Yes	No				
Rating scales of qualities that are indicative of administrative effectiveness.	N 116 % 57.1	87 42.9					2*
Committee review.	N 61 % 30.0	142 70.0					2*
Management by objectives or other form of goal-oriented evaluation.	N 71 % 35.0	132 65.0					2*
Individual review session with supervisor.	N 175 % 86.2	28 13.8					2*
Written self-appraisal.	N 74 % 36.5	129 63.5					2*
Direct input from subordinates who report directly to you.	N 119 % 58.6	84 41.4					2*
Direct input from others who are indirectly responsible to you within the organization.	N 93 % 45.8	110 54.2					2*
Direct input from students.	N 50 % 24.6	153 75.4					2*
Direct input from others in the institutional community (e.g., peers).	N 94 % 46.3	109 53.7					2*

TABLE XLIV (Continued)

6. b. Describe your opinion of the usefulness of each method, <u>whether or not</u> it is used at your institution.		Very Useful	Of Some Use	Of Little Use	Useless	Not Familiar			
Rating scales of qualities that are indicative of administrative effectiveness.	N 40 % 21.1	99 52.1	35 18.4	12 6.3	4 2.1	15*			
Committee review.	N 19 % 10.1	75 39.9	47 25.0	34 18.1	13 6.9	17*			
Management by objectives or other form of goal-oriented evaluation.	N 59 % 31.6	78 41.7	26 13.9	8 4.3	16 8.6	18*			
Individual review session with supervisor.	N 126 % 64.3	55 28.1	10 5.1	1 .5	4 2.0	9*			
Written self-appraisal.	N 49 % 26.5	80 43.2	30 16.2	17 9.2	9 4.9	20*			
Direct input from subordinates who report direct to you.	N 79 % 41.6	84 44.2	15 7.9	8 4.2	4 2.1	15*			
Direct input from others who are indirectly responsible to you within the organization.	N 30 % 15.9	88 46.6	52 27.5	13 6.9	6 3.2	16*			
Direct input from students.	N 23 % 12.6	63 34.4	56 30.6	30 16.4	11 6.0	22*			
Direct input from others in the institutional community (e.g., peers).	N 30 % 16.1	93 50.0	38 20.4	19 10.2	6 3.2	19*			
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		1	2	3	4	5	6	7	8
7. The administrator evaluation system used at this institution gives me a better idea of how others view my work than I would have if there were no formal evaluation.	N 38 % 18.5	28 13.7	65 31.7	32 15.6	13 6.3	9 4.4	9 4.4	11 5.4	
8. Too much time is spend on administrator evaluation at this institution.	N 9 % 4.4	5 2.4	15 7.3	10 4.9	65 31.7	57 27.8	17 8.3	27 13.2	
9. The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no formal evaluation.	N 23 % 11.2	23 11.2	52 25.4	41 20.0	19 9.3	23 11.2	10 4.9	14 6.8	

TABLE XLIV (Continued)

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	1	2	3	4	5	6	7	8
10. Too much subjective information is included in the administrator evaluation system used at this institution.	N 22	17	24	30	68	26	8	6
	% 10.9	8.5	11.9	14.9	33.8	12.9	4.0	3.0
								4*
11. The administrator evaluation system used at this institution is effective in measuring how well I do my job.	N 2	14	39	67	31	13	18	18
	% 1.0	6.9	19.3	33.2	15.3	6.4	8.9	8.9
								3*
12. It is possible to evaluate objectively administrative performance in higher education.	N 35	72	119	84	33	20	6	10
	% 9.2	19.0	31.4	22.2	8.7	5.3	1.6	2.6
13. Informal evaluation of administrators is better than using formal procedures.	N 17	34	51	53	112	71	18	18
	% 4.5	9.1	13.6	14.2	29.9	19.0	4.8	4.8
								5*
14. Only objective data should be considered in the evaluation of administrators.	N 12	21	29	33	111	73	49	48
	% 3.2	5.6	7.7	8.8	29.5	19.4	13.0	12.8
								3*
15. All administrators in higher education should be evaluated regularly.	N 143	110	64	41	10	3	2	1
	% 38.9	29.1	16.9	10.8	2.6	.8	.5	.3
								1*

* No response. On Items 3-11, this number does not include those respondents who were instructed to go directly from Item 2 to Item 12.

APPENDIX B
RESEARCH INSTRUMENT



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

ADMINISTRATOR EVALUATION SURVEY

General Instructions: This survey was developed as part of a study of the opinions of administrators in higher education about the evaluation of their own performance. All responses will be treated confidentially and the anonymity of each individual is assured in any report of the results. A code number is used only for following up with non-respondents.

PLEASE ANSWER ALL ITEMS AS DIRECTED IN THE QUESTIONNAIRE. Incomplete surveys cannot be used.

This survey refers often to "formal evaluation." A formal evaluation program includes one or more of the following factors:

- * A description of how the evaluation will be made.
- * A statement of criteria for evaluation.
- * An indication of who will do the evaluating.
- * An evaluative instrument.
- * Annual or some other regular time schedule for evaluation to take place.
- * A description of how the results of the evaluation will be used, including who will be informed.

SECTION A

- | | |
|--|-----------|
| 1. Is there a formal procedure for the evaluation of administrators at your institution? Circle one. | YES NO |
| 2. Is your performance currently evaluated using a formal procedure? Circle one. | YES NO |

If you answered YES to question # 2, complete all remaining items in Sections B and C.

If you answered NO to questions # 2, go directly to Section C, back page.

SECTION B

3. How many years have you been evaluated using a formal procedure in this and any other administrative position(s) at your institution? Check one.
- a. One year or less
 - b. 2 years
 - c. 3 years
 - d. 4 - 5 years
 - e. 6 or more years
4. In this question you are asked to do two things, both in regard to your perception of the purposes for evaluation of administrators at your institution.
- a. In the spaces on the left, rank order the listed purposes for evaluation of administrators according to your perception of their importance at your institution. Place a "1" by the primary or most important, "2" by the next most important, and so on. Use each number only once. If a purpose is not relevant to your institution, leave the space blank.
- b. In the columns on the right, circle the one number that best describes your opinion of the usefulness of the evaluation system at your institution in meeting each purpose. When a purpose is not applicable, circle N/A.

Rank	Purpose	The evaluation system used at this institution is:				
		VERY USEFUL	OF SOME USE	OF LITTLE USE	USELESS	N/A
_____	Increasing the effectiveness of the administration as a team.	1	2	3	4	5
_____	Helping individual administrators improve their skills and performance.	1	2	3	4	5
_____	Conducting research on factors related to administrative effectiveness.	1	2	3	4	5
_____	Making personnel decisions for the person being evaluated (e.g., salary, promotion, retention).	1	2	3	4	5
_____	Informing internal and external audiences on administrative effectiveness and worth.	1	2	3	4	5

If the list above did not include the purpose you perceive to be most important at your institution, list that purpose here:

5. Consider the purpose you identified as most important at your institution (question 4a.) Do you believe this should be the most important purpose for evaluating administrators. Check one.
- a. YES
 - b. NO
 - c. UNCERTAIN

If you answered NO, what should be the most important purpose?

6. In this question you are asked to do two things, both in regard to the methods used for evaluating your performance as an administrator.

- a. In the columns on the left, please indicate by checking "yes" or "no" which of the listed methods of performance appraisal are used in the administrator evaluation system that applies to your position.
- b. In the columns on the right, circle the one number that best describes your opinion of the usefulness of each method, whether or not it is used at your institution.

YES	NO	VERY USEFUL	OF SOME USE	OF LITTLE USE	USELESS	NOT FAMILIAR
___	___					
Rating scales of qualities that are indicative of administrative effectiveness.		1	2	3	4	5
___	___					
Committee review.		1	2	3	4	5
___	___					
Management by objectives or other form of goal-oriented evaluation.		1	2	3	4	5
___	___					
Individual review session with supervisor.		1	2	3	4	5
___	___					
Written self-appraisal.		1	2	3	4	5
___	___					
Direct input from subordinates who report directly to you.		1	2	3	4	5
___	___					
Direct input from others who are indirectly responsible to you within the organization.		1	2	3	4	5
___	___					
Direct input from students.		1	2	3	4	5
___	___					
Direct input from others in the institutional community (e.g., peers).		1	2	3	4	5

The following series of items contains a set of alternative responses which form a continuum from left to right. Four descriptive terms define positions along the continuum. Two numbers under each position give eight choices for each response. Please indicate your choice by CIRCLING ONE number that best describes your view of each statement.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
7. The administrator evaluation system used at this institution gives me a better idea of how others view my work than I would have if there were no formal evaluation.	1 2	3 4	5 6	7 8
8. Too much time is spent on administrator evaluation at this institution.	1 2	3 4	5 6	7 8
9. The evaluation system used at this institution gives my supervisor a better idea of how well I do my job than would be possible if there were no formal evaluation.	1 2	3 4	5 6	7 8

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE	
10. Too much subjective information is included in the administrator evaluation system used at this institution.	1	2	3	4	5	6	7	8
11. The administrator evaluation system used at this institution is effective in measuring how well I do my job.	1	2	3	4	5	6	7	8

SECTION C

This series of items contains a set of alternative responses which form a continuum from left to right. Four descriptive terms define positions along the continuum. Two numbers under each position give eight choices for each response. Please indicate your choice by CIRCLING ONE number that best describes your view of each statement.

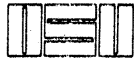
	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE	
12. It is possible to evaluate objectively administrative performance in higher education.	1	2	3	4	5	6	7	8
13. Informal evaluation of administrators is better than using formal procedures.	1	2	3	4	5	6	7	8
14. Only objective data should be considered in the evaluation of administrators.	1	2	3	4	5	6	7	8
15. All administrators in higher education should be evaluated regularly.	1	2	3	4	5	6	7	8

Additional comments on this subject are welcome. Use the space below or attach an extra sheet.

We would greatly appreciate receiving a copy of any instrument, statement of purpose, description of methods, etc., for the evaluation of administrators at your institution.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE

APPENDIX C
COVER LETTERS



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 624-7244

Although a great deal of interest has been shown in the evaluation of administrators in higher education, to date little is known about the opinions of administrators on this subject.

We are conducting a study to investigate the attitudes of deans, vice presidents and other key personnel about administrator evaluation, especially as it is applied to their position. In your capacity as a central administrator, you are being asked to participate in this study of selected institutions. We ask that you take a few minutes from your busy schedule to complete the enclosed survey.

Your response will be treated as strictly confidential, and we trust that you will respond candidly. Neither you nor your institution will be identified in any report of this research. The instrument is coded only for the purpose of follow-up with non-respondents. Upon request, a summary of this study will be provided to you.

You will be pleased to know that this survey should only take about ten minutes of your time. Please complete it as quickly as possible and return it in the enclosed envelope. Be assured that your participation is important and necessary for the success of this study.

Your contribution is deeply appreciated.

Thomas A. Karman
Chairman,
Department of Educational
Administration and Higher
Education
Oklahoma State University

William E. Porter
Assistant Dean
Division of Student Affairs
Oklahoma State University



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
GUNDERSEN 1141
(405) 624-7244

April 9, 1979

A couple of weeks ago we requested your participation in a national study of the attitudes of key administrators in higher education about the evaluation of administrative performance.

We are certainly aware that it is easy to delay responding to a questionnaire. However, we think you will agree that the subject of administrator evaluation is of current interest to many educational leaders. Your response to this survey is certainly important and necessary for the success of this research.

Please note that the survey is short and should only take a few minutes of your time. We are enclosing an additional copy of the questionnaire and another post-paid envelope for your convenience. Please complete the survey as soon as possible since we need your reply by April 20, 1979, to be included in the study. Please disregard this reminder if you have already mailed your response.

Thank you very much for your contribution.

Thomas A. Karman
Chairman,
Department of Educational
Administration and Higher
Education
Oklahoma State University

William E. Porter
Assistant Dean
Division of Student Affairs
Oklahoma State University

VITA²

William Edgar Porter

Candidate for the Degree of

Doctor of Education

Thesis: THE EVALUATION OF ADMINISTRATORS IN HIGHER EDUCATION:
A SURVEY OF ATTITUDES OF ADMINISTRATORS TOWARD
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Biographical:

Personal Data: Born in Santa Rosa, California,
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Education: Graduated from Topeka West High School,
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Professional Experience: Personnel Specialist, United
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1970-73; Assistant Dean of Student Affairs,
Oklahoma State University, 1974 to the present.

Professional Organizations: Oklahoma College Personnel
Association, Oklahoma Personnel and Guidance Asso-
ciation, American College Personnel Association,
American Personnel and Guidance Association,
National Association of Student Personnel Adminis-
trators, Phi Delta Kappa, Phi Kappa Phi.